

## Course Outline

School Name:	KEEWAYTINOOK INTERNET HIGH SCHOOL
Department Name:	Business Studies
Ministry of Education Course Title:	Introduction to Business
Grade Level:	10 (Open)
Ministry Course Code:	BBI 20

Teacher's Name: Lakhwinder Singh Kang

Developed by: Lorne Goring      Date: January 2012

Revision Date: September 2018

Developed from: The Ontario Curriculum, Grade 9 and 10 – Business Studies, 2006

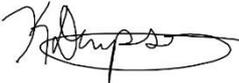
Text:

Prerequisite: None

Credits: One

Length: 110 hours

Principal's Name: Kevin Dempsey

Principal's Approval (signature) 

Approval Date: September 11, 2018

## **Course Description/Rationale**

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.

## **Overall Curriculum Expectations**

- demonstrate an understanding of how businesses respond to needs, wants, supply, and demand;
- compare types of businesses;
- demonstrate an understanding of ethics and social responsibility in business;
- demonstrate an understanding of the benefits and challenges for Canada in the field of international business
- explain the role of production in business;
- explain the role of human resources in business;
- demonstrate an understanding of sound management practices in business;
- demonstrate an understanding of the importance and role of marketing in business;
- demonstrate an understanding of the importance and role of accounting in business;
- demonstrate an understanding of the importance and role of information and communication technology in business;
- demonstrate an understanding of income and spending issues facing individuals and businesses;
- demonstrate an understanding of how banks and other financial institutions operate;
- demonstrate an understanding of effective investment practices;
- analyse the role and importance of credit in personal and business finance;
- describe characteristics and skills associated with successful entrepreneurs and demonstrate an understanding of the contributions to Canadian business of selected entrepreneurs;
- • analyse the importance of invention and innovation in entrepreneurship

## **Course Content**

<b>Unit</b>	<b>Length</b>
<b>1. Business Fundamentals</b>	47.75 hours
<b>2. Functions of Business</b>	36 hours
<b>3. Finance</b>	14.25 hours
<b>4. Entrepreneurship</b>	12 hours
<b>Total</b>	110 hours

# ***Unit Descriptions***

## **Unit 1 - Business Fundamentals**

This unit will introduce students to basic business structure. They will study supply and demand and various factors that affect them. Students will differentiate between needs and wants from a business and consumer perspective. Various types of business ownership will be compared (pros/cons of each). Business ethics and social responsibility will be explored along with international business (benefits/challenges).

## **Unit 2 - Functions of Business**

In this unit, students will learn about the various departments or functions of business. They will study in depth about production, management, human resources, marketing, accounting, and information technology. Students will begin to see how these departments work independently, and also in sync to help fulfil the goals of an organization.

## **Unit 3 - Finance**

In the finance unit, students will learn the basics of financial planning and how to make effective purchasing decisions. Various types of investments will be looked at, including interest calculations. Students will classify the major financial institutions in Canada and also learn about consumer and business credit.

## **Unit 4 - Entrepreneurship**

In the final unit, students will study various Canadian entrepreneurs. They will analyze the skills and characteristics associated with these entrepreneurs. Students will proceed to analyse and communicate their skills and interests as they relate to entrepreneurship. Finally students will present an entrepreneurial idea within the school or community.

# ***Teaching/Learning Strategies***

This course is organized into an eight-week series of lessons and activities that will be presented to students in remote northern communities via the internet. The eighth week will be used for course consolidation, review and the final examination. Teacher and students will communicate over the internet, while mentors in the classrooms will assume the role of liaison between the teacher and student.

A variety of strategies will be used in the online delivery of this course. Some instructional strategies include

- text-based lecture
- multimedia presentations
- demonstration
- audio files containing lesson content and assignment instructions
- work sheets
- real-world business articles and cases
- prompts

Learning goals will be discussed at the beginning of each assignment and success criteria will be provided to students. The success criteria are used to develop the assessment tools in this course, including rubrics, checklists, and exemplars.

# Evaluation

The final grade will be determined as follows (Ontario Ministry of Education, 2010):

- Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course (p. 47).

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. Toronto ON: Queen's Printer for Ontario.

Type of assessment	Category	Details	Weighting (%)
Term Work (70%)	Knowledge/ Understanding	- vocabulary quizzes throughout the course - outline the steps in various processes - give definition of new terms - list different business styles or approaches	13
	Thinking	- create time-line of business related events - comparison tables (comparing types of business ownership, different franchises) - perform financial calculations - summarize the qualities of one famous, Canadian entrepreneur	19
	Communication	- video recording of student in mock interview - audio recording of student response - writing a news article - creating graphs - create an advertisement (print and audio)	19
	Application	- analyzing graphs, making predictions - case studies dealing with business ethics - in-depth study of foreign country - choose and rationalize investment strategies in various scenarios	19
Final Evaluation (30%)	Culminating Activity (15%)	Knowledge/Understanding	3
		Thinking	4
		Communication	4
		Application	4
	Final Examination (15%)	Knowledge/Understanding	3
		Thinking	4
		Communication	4
		Application	4
<b>TOTAL</b>		<b>100</b>	

# Assessment/Evaluation Strategies

A variety of assessment and evaluation methods, strategies and tools are required as appropriate to the expectation being assessed. These include diagnostic, formative and summative within the course and within each unit.

Assessment information is obtained through a variety of means, including the following:

- Ongoing descriptive feedback of student submissions
- Small-group conversations to develop their opinions and communication skills
- Conversations with student on a regular basis (synchronous and asynchronous)
- Business vocabulary quizzes

Evidence of student achievement is collected from various sources, including the following:

- Ongoing observations of most consistent work, with consideration given to most recent work
- Comparison charts (types of businesses, franchises)
- Student audio recordings
- Vocabulary crossword
- Final exam

## Resources

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. Toronto, ON: Queen's Printer for Ontario.

Ontario Ministry of Education. (2007). *Ontario First Nation, Metis, and Inuit Education Policy Framework*. Retrieved from: <http://edu.gov.on.ca/eng/aboriginal/fnmiFramework.pdf>

Ontario Ministry of Education. (2016). *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements*. Retrieved from <http://edu.gov.on.ca/eng/document/policy/os/index.html>

Ontario Ministry of Education. (2006). *The Ontario curriculum grades 9 and 10: Business Studies*. Toronto, ON: Queen's Printer for Ontario.

Wilson J., Notman D., Guest L., Murphy T. (2007). *The World of Business, 5<sup>th</sup> Edition*. Toronto, Ontario: Nelson Education Ltd.

## Program Planning

This course is offered to Indigenous students living in isolated northern Ontario communities which do not have access to regular high school facilities, equipment, or teachers associated with secondary education. This course uses the internet for instruction, demonstration and research. It utilizes a student centred semi-virtual classroom which capitalizes on the strengths of internet program delivery to minimize the disadvantages of geographic remoteness.

Students are presented with weekly lessons accessible online. All lessons, assignments, questions and course material is presented in this manner with approved print materials available as a student resource. The student and instructor communicate via the internet, while a classroom mentor (a fully qualified teacher) assists students in completing tasks in a timely manner and

provides tutoring as required. Students may also receive support from various programs at KiHS, including First Nation Student Success Program and the Special Education Program.

Indigenous and local content is used throughout the course to meet the students' learning needs. Considerations are made to the learning preferences of the student population and lessons can be adjusted for individual students as required.