

## Course Outline

School Name: KEEWAYTINOOK INTERNET HIGH SCHOOL  
Department Name: Business Studies

Ministry of Education Course Title: Introduction to Business

Grade Level: 10

Ministry Course Code: BBI2O

Teacher's Name: Sally Anderson

Developed by: Lorne Goring

Date: January 2012

Revision Date: September 2021

Developed from:

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

Text: None

Prerequisite: None

Credits: One

Length: 110 hours

Principal's Name: Angela Batsford-Mermans

Principal's Approval:



Approval Date: September 20, 2021

## **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**

### **Business Fundamentals**

- 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

### **Functions of a 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

### **Finance**

- 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

### **Entrepreneurship**

- 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. They will research needs and wants that are personal to them and to their home communities. Various types of business ownership will be compared (pros/cons

of each). Students will research local and regional business to compare/contrast strengths and needs. 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. Students will personalize their learning by looking into local business models and thinking about management and human resources in a way that's relevant to the business and needs within their communities.

### **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 apply their learning to consider decisions that might best suit specific scenarios if they were to start a business in their home community. Students will classify the major financial institutions in Canada as well as what's available within their communities and also learn about consumer and business credit.

### **Unit 4 – Entrepreneurship**

In the final unit, students will study various Canadian entrepreneurs with an opportunity to focus on local and regional Indigenous 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 after considering the needs and wants of their individual settings.

## ***Teaching/Learning Strategies***

This course is organized into an eight-week series of lessons and activities that is presented to students in remote northern communities via the internet. The eighth week is used for course consolidation, review, and the final examination. Teacher and students communicate over the internet through timely activity feedback, emails, messages, video and audio calls. Classroom mentors assume the role of liaison between the teacher and student while also supporting a holistic approach to motivate, engage and support each individual student.

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

- Pre-teaching of key vocabulary
- Text-based lecture
- Multimedia presentations
- Demonstration
- Audio files containing lesson content and assignment instructions
- Work sheets
- Real-world business articles and cases
- Prompts
- Case studies
- Independent research.

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 and checklists.

## ***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 percent 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. 41).

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
	Exam (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 for learning and assessment as learning 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
- Mentor observations

Evidence of student achievement (assessment *of* learning) is collected from various sources, including the following:

- Ongoing observations of most consistent work, with consideration given to most recent work
- Conversations with students
- Comparison charts (eg; types of businesses, franchises)
- Summative unit activities
- Student audio recordings
- Vocabulary crossword
- Exam

The Ministry of Education's 2010 document, *Growing Success*, outlines the seven fundamental principles that guide best practice in the assessment and evaluation of students. KiHS teachers use practices that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the course and at other points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning (p.6).

## **Resources**

Ontario Ministry of Education. (n.d.). *Indigenous education strategy*.  
<http://www.edu.gov.on.ca/eng/aboriginal/>

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

Ontario Ministry of Education. (2006). *The Ontario curriculum, grades 9 to 10: Business studies*.  
<http://www.edu.gov.on.ca/eng/curriculum/secondary/business910currb.pdf>

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

Ontario Ministry of Education. (2016). *Ontario schools, kindergarten to grade 12: Policy and program requirements*. <http://edu.gov.on.ca/eng/document/policy/os/index.html>

Toulouse, P.R. (2016). What matters in Indigenous education: Implementing a vision committed to holism, diversity and engagement. <https://peopleforeducation.ca/wp-content/uploads/2017/07/MWM-What-Matters-in-Indigenous-Education.pdf>

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

## ***Program Planning***

This course is offered to Indigenous students living in isolated, northern Ontario communities. It is offered by qualified teachers in a blended classroom with a balance of academic, wellness, land-based learning, local language and culture to support the success of the whole student. This course uses the internet for instruction, demonstration and research. It utilizes a student-centered semi-virtual classroom which capitalizes on the strengths of internet program delivery to minimize the disadvantages of geographic remoteness.

Students are presented with 1320 minutes of instruction/activity via the internet over the period of one week. All lessons, assignments, questions and course material is presented in this manner, with approved print materials available as a student resource in each classroom. 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 support as required.

Indigenous and local content is used throughout the course to meet students' learning needs. Opportunities for outdoor activities and land-based learning are also incorporated and students are encouraged to use local knowledge in their products. Considerations are made to the learning preferences of the student population and lessons can be adjusted for individual students as required. Opportunities have been provided for students to apply ideas and concepts encountered in this course to their lives as an individual and as a member of a First Nations community. Teachers consult the Ontario Ministry of Education policies, guidelines and important initiatives when planning a comprehensive program in this area.