BBB4M Course Outline	
Name of School	Learning Languages Institute
Department	Social Sciences and Humanities
Course Developer	Ms. Sotoudeh
Course Development Date	January 2014
Course Reviser/Revision Date	Hassan Mirzai
Course Title	International Business Fundamentals
Grade	12
Course Type	University/College Preparation
Ministry Course Code	BBB4M
Credit Value	1.0
Developed From	The Ontario Curriculum, Grades 11 and 12,Business Studies, 2006 Growing Success (2010)
Prerequisite	None

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Course Description:

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management.
Prerequisite: None

Overall Expectations

There are five strands in BBB4M and the overall expectations for each strand are as follows:

Business, Trade and the Economy

1. Demonstrate an understanding of terminology, concepts and basic business communication practices related to international business;
2. Analyse the impact of international business activity on Canada's economy;
3. Demonstrate an understanding of how international business and economic activities increase the interdependence of nations.

The Global Environment for Business

4. Analyse ways in which Canadian businesses have been affected by globalization;

5. Demonstrate an understanding of the factors that influence a country's ability to participate in international business;
6. Assess the effects of current trends in global business activity and economic conditions.

Factors Influencing Success in International Markets

7. Analyse the ways in which cultural factors influence international business methods and operations;
8. Assess the ways in which political, economic, and geographic factors influence international business methods and operations;
9. Identify and describe common mistakes made by businesses in international markets;
10. Evaluate the factors currently affecting the international competitiveness of Canadian businesses.

Marketing Challenges, Approaches and Distribution

11. Assess the challenges facing a business that wants to market a product internationally;
12. Compare the approaches taken by various companies to market their products internationally;
13. Demonstrate an understanding of the logistics of, and challenges associated with, distribution to local, national, and international markets.

Working in International Markets

14. Analyse the ways in which ethical considerations affect international business decisions
15. Assess the working environment in international markets;
16. Demonstrate an understanding of the process for crossing international borders as it relates to international business.

COURSE ORGANIZATION

Unit 1	The Global Environment for Business	30 hours
Unit 2	Business and Trade	18 hours
Unit 3	Factors Influencing Success in International Markets	24 hours
Unit 4	Marketing Challenges, Approaches, and Distribution	24 hours
Unit 5	World Markets and Careers	14 hours
TOTAL		110 hours

Teaching/Learning Strategies

- Whole-class, small group, and individual instruction;
- Class activities that allow students to work individually, in pairs and small groups, and in large groups;

- Teacher-led discussion, Socratic lessons, and lectures to provide knowledge and develop skills
- Use of case studies to develop students' problem-solving skills. Students should be given a model of analyzing case studies and should be aware that there is no single correct solution to any given problem.
- Provide opportunities to develop concepts themselves from observed data;
- Electronic technology – use of videos, tapes, internet resources;
- Computer technology – reports, spreadsheets, flow charts data bases, electronic presentation;
- Encourage maximum student participation in classroom activities;
- Share the rubrics for culminating activities at the beginning of the unit, so expectations are clear
- Guest speakers from the business community
- Identify & address different learning styles throughout the course;
- Use self- and peer assessments;
- Encourage brainstorming, exchange of ideas, debating;
- Use of interviewing and researching as learning tools; accessing, selecting and analyzing information;
- Lecture note-taking, examination preparation, multiple choice test taking skills, in-depth, independent research, report writing, time management;
- Connect with expectations from other subjects areas, where appropriate;
- Connect material to local, national and international community;
- Respect cultural differences of international students

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Additional Teaching/Learning Strategies for International Students

- Provide vocabulary of business terms;
- Use visuals to illustrate definitions for students' dictionary of terms;
- Permit use of translation dictionary on assessments;
- Provide additional time on assessments for dictionary use and processing language;
- Provide reference notes, outlines of critical information, models of charts, timelines, or diagrams;
- Organize information in chart/graph format
- Provide resources with appropriate reading level when research required;
- Provide handout sheets with sample calculations and specific skill instructions;
- Provide students with clear directions for improvement;
- Pair written instructions with verbal instructions. Provide visual or auditory cues;
- Simplify instructions. Highlight key words or phrases;
- Provide opportunities for students to practise oral presentation skills;
- Encourage repetition, clarification, and restatement;
- Use reading/listening activities;
- Permit a wide variety of options for recording and reporting their work, e.g., diagrams, flow charts, concept maps;
- Student conferences

Career education will be discussed in the context of viewing this course as a prerequisite for application to university. Also, consideration will be given to inviting speakers to address this issue with the students as interest and time permits.

Portfolio Assessment

A Portfolio Log will be kept by each group, containing selected documents related to a specific trade relationship. The portfolio requirements will be introduced at the beginning of the course. The students will be supplied with a portfolio checklist (Appendix A). The checklist becomes a formative assessment tool for the students.
The portfolio has a clear purpose: to accumulate student work for the Final Project. Students will need teacher direction on which pieces of work are to be used. The portfolio is a tool to store and organize student work. The teacher and students establish the form the portfolio will take and select the contents for the portfolio (rough drafts, best work or work that needs revisions, school material or material from outside the school). At the end of each unit, the teacher/students determine the work to be placed in the portfolio.

Assessment & Evaluation Components

The primary purpose of assessment and evaluation is to improve student learning. Assessment is the process of gathering information from a variety of sources (including student/teacher conferences, discussions, assignments, demonstrations, projects, performances and tests) that accurately reflect student learning.

Three types of assessment are used:

- Assessment for learning is used by students and teachers to determine what students already know and can do with their knowledge, so teachers can plan instruction and further assessment.

- Assessment as learning focuses on fostering students' abilities to assess their own learning goals, reflect on their learning, and make adjustments in their learning approaches.
- Assessment of learning is used to record and report what has been learned in the past.

Evaluation refers to the process of judging the quality of student learning on the basis of established performance standards and assigning a value to represent that quality. Evaluation accurately summarizes and communicates to parents, other teachers, employers, institutions of further education, and students themselves what students know and can do with respect to the overall curriculum expectations. Evaluation is based on assessment of learning that provides evidence of student achievement at strategic times throughout the course.

There are four levels of achievement for students who are passing this course:

Level 1 - (50-52%)	Level 3 - (70-72%)
Level 1 (53-56%)	Level 3 (73-76%)
Level 1+ (57-59%)	Level 3 + (77-79%)
Level 2 - (60-62%)	Level 4 - (80-86%)
Level 2 (63-66%)	Level 4 (87-94%)
Level 2 + (67-69%)	Level 4 + (95-100%)

Level 3 is the provincial standard for student achievement.

A wide range of assessment strategies (tests, portfolios, journals, essays, presentations, observation, conferencing and projects), combined with an array of instrument tools (including detailed marking schemes, checklists, rubrics and

exemplars), is used in order to measure student achievement of overall course expectations.

CONSIDERATIONS FOR PROGRAM PLANNING

Teachers who are planning a program in business studies must take into account considerations in a number of important areas, including those discussed below.

Teaching Approaches

Students learn best when they are engaged in a variety of ways of learning. Business studies courses lend themselves to a wide range of approaches in that they require students to discuss issues, solve problems using applications software, participate in business simulations, conduct research, think critically, work cooperatively, and make business decisions. When students are engaged in active and experiential learning strategies, they tend to retain knowledge for longer periods and to develop meaningful skills. Active and experiential learning strategies also enable students to apply their knowledge and skills to real-life issues and situations.

Some of the teaching and learning strategies that are suitable to material taught in business studies are the use of case studies and simulations, teamwork, brainstorming, mind mapping, problem solving, decision making, independent research, personal reflection, seminar presentations, direct instruction, portfolios, and hands-on applications. In combination, such approaches promote the acquisition of knowledge, foster positive attitudes towards learning, and encourage students to become lifelong learners.

Teachers must provide a wide range of activities and assignments that encourage mastery of basic concepts and development of inquiry/research skills.To make their programs interesting and relevant, they must help students to relate the knowledge and skills gained to issues and situations in the business world. It is essential to emphasize the relationship of business studies to the world outside the school to help students recognize that what they are studying is not just a school subject but a reality that profoundly affects their lives, their communities, and the world.

Students' attitudes towards business studies can have a significant effect on their achievement of expectations. Teaching methods and learning activities that encourage students to recognize the value and relevance of what they are learning will go a long way towards motivating students to work and learn effectively. In addition, the diversity of subjects and approaches represented in the business curriculum will allow students to find courses that are well suited to their particular learning styles and interests.

In all courses, consideration should be given to including student conferences, visits from a range of guest speakers with diverse backgrounds and experiences, and trips to local businesses.

Students develop a better understanding of various aspects of the study of business when they can see and experience actual examples of what they are studying. Such experiences also give them a better appreciation of the unique features of the business communities that affect their daily lives.

The complex nature of business today, influenced by the restructuring of the economy, rapid advances in technology, and the globalization of the marketplace,

requires that students be given varied opportunities to learn about current business realities and practices. By ensuring that students engage in experiential learning and real-world applications, teachers can help them develop the practical, current business knowledge and skills they need.

The business studies courses outlined in this document have been designed for use throughout the province, and the expectations in them can be adapted to reflect the local business environment.

They also take into account the constant changes in technology and the global economy, enabling teachers to develop lessons that are creative, dynamic, and challenging for students. The curriculum expectations encourage the use of business simulations, and information and communication technology. They also focus on employability skills, thereby building a foundation for the development of school-to-work transition programs.

The Importance of Current Events in Business Studies

The study of current events should inform the business studies curriculum, enhancing both the relevance and the immediacy of the program. Discussion and incorporation of current events into daily lessons not only stimulates student interest and curiosity but also helps students connect what they are learning in class with real-world events or situations. The study of current events needs to be thought of not as a separate topic removed from the program but as an effective instructional strategy for implementing many of the expectations found in the curriculum.

The Role of Technology in Business Studies

Information and communication technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' learning in business studies. These tools include simulations, multimedia resources, databases, spreadsheets, and computer-assisted learning modules. Teachers can use ICT tools and resources both for whole-class instruction and to design programs that meet diverse student needs. Information and communication technologies can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom.

Through Internet websites, students can now access resources held in libraries, archives, public institutions, and private businesses across the country and around the world. They can find the most current information available on topics relevant to all business studies courses. ICT resources allow secondary school students to conduct more far-ranging and authentic research than ever before. Although the Internet is a powerful learning tool, however, all students must be made aware of issues of privacy, safety, and responsible use, as well as of the ways in which the Internet can be used to promote hatred.

Applications such as databases, spreadsheets, word processors, and presentation and multimedia software can be used to enhance student learning in all business studies courses. In the information and communication technology courses, they are an essential tool for learning. In these courses, students acquire skills in the use of word processing, spreadsheet, database, desktop publishing, website design, and

presentation and multimedia software that meet current business standards and that are transferable to other courses as well as to the workplace. Information and communication technologies are integrated into the business studies curriculum in a way that mirrors the dynamic environment in which business is conducted today, creating an authentic and relevant learning environment for students.

English As a Second Language and English Literacy Development (ESL/ELD)

Young people whose first language is not English enter Ontario secondary schools with diverse linguistic and cultural backgrounds. Some may have experience of highly sophisticated educational systems, while others may have had limited formal schooling. All of these students bring a rich array of background knowledge and experience to the classroom, and all teachers must share in the responsibility for their English-language development.

Students who come to Ontario from other countries will find the study of the subjects within business studies particularly useful. Through this study, they can develop an understanding of the Canadian business environment that will help them to become well-informed Canadian citizens.

Business studies courses can provide interesting learning opportunities for students who have come to Canada from different countries. Because business seeks ways to address the needs of diverse markets and communities, students from other

countries may find that their experiences and background are helpful in analysing the needs of various markets and determining appropriate business strategies. In addition, because businesses require employees with a wide range of skills and abilities, students will learn how their backgrounds and language skills can contribute to business success.

Teachers of business studies must incorporate appropriate strategies for instruction and assessment to facilitate the success of the English language learners in their classrooms. These strategies include:

• modification of some or all of the course expectations, based on the student's level of English proficiency;

• use of a variety of instructional strategies (e.g., extensive use of visual cues, graphic organizers, scaffolding; previewing of textbooks; pre-teaching of key vocabulary; peer tutoring; strategic use of students' first languages);

• use of a variety of learning resources (e.g., visual material, simplified text, bilingual dictionaries, and culturally diverse materials);

• use of assessment accommodations (e.g., granting of extra time; use of oral interviews and tasks requiring completion of graphic organizers and cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English).

Students who are no longer taking ESL or ELD courses may still require program adaptations to be successful. When learning expectations in a course other than ESL

and ELD are modified, this must be clearly indicated on the student's report card by checking the ESL or ELD box. (See the *Guide to the Provincial Report Card, Grades 9–12, 1999*.)

Antidiscrimination Education in Business Studies

Antidiscrimination education promotes a school climate and classroom practice that encourage all students to work to high standards, ensure that they are given a variety of opportunities to be successful, affirm their self-worth, and help them strengthen their sense of identity and positive self-image.

The business studies curriculum is designed to help students acquire the habits of mind that are essential in a complex democratic society characterized by rapid technological, economic, political, and social change. These include respect and understanding with regard to individuals, groups, and cultures in Canada and the global community, including an appreciation and valuing of the contributions of Aboriginal people to the richness and diversity of Canadian life.

They also involve respect and responsibility for the environment and an understanding of the rights, privileges, and responsibilities of citizenship. Learning the importance of protecting human rights and of taking a stand against racism and other expressions of hatred and discrimination is also part of the foundation for responsible citizenship and ethical business practice.

In business studies, students will learn about the changing workplace and the Canadian and global economy. They will learn how business is carried out effectively

and equitably in the local and global workplace and how it is affected and enhanced by the diversity of the global marketplace.

Learning activities in business studies courses should be inclusive in nature, reflecting diverse points of view and experiences. They should enable students to become more sensitive to the experiences and perceptions of others, to value and show respect for diversity in the school and in the wider society, and to make responsible and equitable decisions in their personal and business relationships. The critical thinking and research skills acquired in business studies courses will enable students to recognize bias and stereotyping in text and images, as well as discriminatory attitudes that create barriers to productive relationships in business and trade.

Literacy, Numeracy, and Inquiry/Research Skills

Success in all their secondary school courses depends in large part on students' literacy skills.

The activities and tasks that students undertake in the business studies curriculum involve oral, written, and visual communication skills. For example, students use language to record their observations, to describe their inquiries in both informal and formal contexts, and to present their findings in presentations and reports in oral, written, graphic, and multimedia forms.

Communicating in a business environment and using business software require the use and understanding of specialized terminology. In all business studies courses, students are required to use appropriate and correct terminology, and are

encouraged to use language with care and precision, in order to communicate effectively.

The Ministry of Education has facilitated the development of materials to support literacy instruction across the curriculum. Helpful advice for integrating literacy instruction in business studies courses may be found in the following resource documents:

- *Think Literacy: Cross-Curricular Approaches, Grades 7–12, 2003*
- *Think Literacy: Cross-Curricular Approaches, Grades 7–12 – Subject-Specific Examples: Business Studies, Grade 11, 2005*

The business studies curriculum also builds on and reinforces certain aspects of the mathematics curriculum. For example, clear, concise communication involves the use of various diagrams, charts, tables, and graphs to organize, interpret, and present information.

In business studies courses, students will develop their ability to ask questions and conduct research as they plan and manage projects.They need to learn a variety of research methods in order to carry out their investigations, and to know which methods to use in a particular inquiry. Students need to learn how to locate relevant information in a variety of print and electronic sources, including books and articles, manuals, newspapers, websites, databases, tables, diagrams, and charts. As they advance through the grades, students will be expected to use these sources with increasing sophistication. They will also be expected to distinguish between primary and secondary sources, to determine their validity and relevance, and to use them in appropriate ways. This is especially true with respect to electronic research sources.

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The Ontario Skills Passport and Essential Skills

Teachers planning programs in business studies need to be aware of the purpose and benefits of the Ontario Skills Passport (OSP).The OSP is a bilingual web-based resource that enhances the relevancy of classroom learning for students and strengthens school–work connections.

The OSP provides clear descriptions of essential skills such as reading, writing, use of computers, measurement and calculation, and problem solving and includes an extensive database of occupation-specific workplace tasks that illustrate how workers use these skills on the job. The essential skills are transferable, in that they are used in virtually all occupations. The OSP also includes descriptions of important work habits, such as working safely, being reliable, and providing excellent customer service. The OSP is designed to help employers assess and record students' demonstration of these skills and work habits during their cooperative-education placements. Students can use the OSP to identify the skills and work habits they already have, plan further skill development, and show employers what they can do.
The skills described in the OSP are the essential skills that the Government of Canada and other national and international agencies have identified and validated, through extensive research, as the skills needed for work, learning, and life. Essential skills provide the foundation for learning all other skills and enable people to evolve with their jobs and adapt to workplace change. For further information on the OSP and essential skills, visit: http://skills.edu.gov.on.ca.

Career Education

Most careers involve some aspect of business practice – physicians and mechanics operate small businesses, artists sell their art. Courses in business studies prepare students for employment in such diverse areas as retailing, management, technology, small business, government service, and professional careers. The skills and knowledge that students acquire through business studies courses are essential for a wide range of careers. Students gain an understanding of various aspects of business operation and practice through courses in all the subjects in the discipline.

In addition, the focus on personal management, interpersonal skills, and career development in the business studies curriculum will help prepare students for success in their working lives, whatever their career. Finally, learning about different kinds of businesses will enable students who are interested in a career in business to think about the type of operation that is best suited to their backgrounds and interests.

Health and Safety in Business Studies

The business studies program provides for exploration of a variety of concepts relating to health and safety in the workplace. In planning learning activities to help students achieve the curriculum expectations, teachers need to ensure that students have opportunities to consider health and safety issues.

Resources:

International Business, Canada and Global Trade, Schultz, Notman & Hernder. Thomson & Nelson,January, 2003

Definitive Guide Series, Royal Bank of Canada

Magazines & Newspapers:

Local and international newsprint

Canadian and international trade and business

Video: *The World of Business*, Video Series