

## **BBI2O – Introduction to Business**

### **GENERAL INFORMATION**

Course Title: Introduction to Business

Course Code: BBI2O

Grade: 10

Course Type: Open

Credit Value: 1

Prerequisite: None

Curriculum Policy Document: Business Studies, The Ontario Curriculum, Grades 9 and 10, 2006 (Revised)

Department: Business Studies

Course Developer: Brian Chen

Development Date: March 4, 2015

Revision Date: N/A

### **COURSE DESCRIPTION**

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 EXPECTATIONS

### 1. Personal 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.

### 2. 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.

### 3. Functions of 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.

### 4. 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.

## OUTLINE OF COURSE CONTENT

Unit	Titles and Descriptions	Time
Unit 1	Personal Finance	40 hours
Unit 2	Business Fundamentals	25 hours
Midterm Report Cards		
Unit 3	Functions of Business	30 hours
Unit 4	Entrepreneurship	15 hours
	<b>Total</b>	<b>110 hours</b>
	Final Evaluation	3 hours

## TEACHING / LEARNING STRATEGIES

A variety of teaching and learning strategies are used in this course to meet the needs of a diverse range of learners.

Information & Socratic Videos	Articulate Modules	Check-Up Quizzes
Student Feedback Forms	Presentations	Web Research
Graphic Organizers	Prezi	Peer Assessment
Discussion Forums	Portfolios	ThingLink
Business Storytelling	Blogs	Sample Tests
Padlets	Case Studies	Choose Your Own Adventure
Image Captions	Role Play	Audiocasts
Interactive Video	Strategy Reports	Business Letter/Memo Writing
Dragon's Den	Exemplars	Creating Business Documents

## STRATEGIES FOR ASSESSMENT AND EVALUATION OF STUDENT PERFORMANCE

We believe that the goal of assessment and evaluation is to support and enhance student learning. Our academic program exposes students to a variety of assessment and evaluation methods and techniques at all grade levels to encourage the development of critical thinking skills, creative problem solving and meaningful learning experiences.

Assessment for Learning	Assessment as Learning	Assessment of Learning
<b>Student Product</b> <ul style="list-style-type: none"> <li>Image Captioning</li> <li>Quizzes</li> <li>Brainstorming</li> </ul>	<b>Student Product</b> <ul style="list-style-type: none"> <li>Image Captioning</li> <li>Quizzes</li> <li>Pre-submission Reviews</li> <li>Exemplars</li> <li>Games</li> </ul>	<b>Student Product</b> <ul style="list-style-type: none"> <li>Assignments</li> <li>Tests</li> <li>Exam</li> <li>Reports</li> <li>Essays</li> <li>Presentations</li> <li>Business Documents/Reports</li> <li>Audio/Video Files</li> <li>Case Studies</li> <li>Portfolios</li> <li>Blogs</li> <li>Dragon's Den</li> <li>Role Play</li> </ul>
<b>Observation</b> <ul style="list-style-type: none"> <li>Skype Sessions</li> <li>Observation of Discussion Forum participation and submissions</li> </ul>	<b>Observation</b> <ul style="list-style-type: none"> <li>Class discussions</li> <li>Presentations</li> </ul>	<b>Observation</b> <ul style="list-style-type: none"> <li>Presentations</li> <li>Audio Files</li> <li>Video Files</li> </ul>
<b>Conversation</b> <ul style="list-style-type: none"> <li>Student teacher discussion</li> <li>Small Group Discussion</li> <li>Brainstorming</li> <li>Office Hours (Chat)</li> <li>Padlets</li> </ul>	<b>Conversation</b> <ul style="list-style-type: none"> <li>Student teacher conferences</li> <li>Discussion Forums</li> <li>Pair work</li> <li>Peer-feedback</li> <li>Padlets</li> </ul>	<b>Conversation</b> <ul style="list-style-type: none"> <li>Skype Sessions with Questions</li> <li>Discussion Forums</li> </ul>

## FINAL GRADE

The percentage grade represents the quality of the students' overall achievement of the expectations for the course and reflects the corresponding achievement as described in the achievement chart for the Ontario Secondary School Literacy Course.

1. Term work will be 70% of the overall grade for the course;
2. The summative evaluations will be 30% of the overall grade, incorporating a final written examination.

### Achievement Categories

CRITERIA	STRATEGY	PERCENTAGE
Knowledge and Understanding	The ability to demonstrate thorough knowledge and understanding of the topics covered. Usually students demonstrate knowledge by explaining concepts, theories or terms.	20%
Thinking and Inquiry	The ability to use past knowledge to make connections and extensions to create new knowledge. Usually students demonstrate thinking through problem solving and creating new ideas and/or theories.	25%
Communication	The ability to use the five pillars of literacy to communicate a concept, idea or theory to others. Usually students will demonstrate proper communication skills through reading, writing, speaking, viewing and representing.	30%
Application	The ability to use the theory, concepts and knowledge acquired and apply it to experiences, new situations and different tasks. Usually, students will demonstrate application through performing tasks like cases, plans, situational analyses, etc.	25%

### Achievement Chart

*A Summary Description of Achievement in Each Percentage Grade Range And Corresponding Level of Achievement*

Percentage Grade Range	Achievement Level	Summary Description
80–100%	Level 4	A very high to outstanding level of achievement. Achievement is above the provincial standard.
70–79%	Level 3	A high level of achievement. Achievement is at the provincial standard.
60–69%	Level 2	Moderate level of achievement. Achievement is below, but approaching the provincial standard.
50–59%	Level 1	A passable level of achievement. Achievement is below the provincial standard
Below 50%	Level R	Insufficient achievement of curriculum expectations. A credit will not be granted

### REQUIRED RESOURCES FOR THE STUDENT:

- BBI20 online course of study
- Computer with internet access

## PROGRAM PLANNING CONSIDERATION

### Role of Technology in the Curriculum

Rosedale Academy courses leverage the power of information and communication technologies to provide rich, dynamic learning experiences. Students explore, evaluate and create concepts and works using a wide array of digital tools. They demonstrate their learning through text, video, voice and visual assignments that teach multi-literacy and media skills. Students also enhance their computer and technology skills in ways that are useful for their future academic and personal pursuits.

Teachers at Rosedale Academy get to know their learners, provide rich, descriptive feedback and assess student contributions and products AS, FOR and OF learning through digital technologies. They enable rapid feedback and communication at any time without borders in our global community.

Tool	Use	Benefit
<b>Discussion forums</b>	Whole class discussion (written)	Creates a record of each student's contributions
<b>Live Skype sessions</b>	Teacher leads the lesson with students as a class	Observations of whole class and individual students
<b>Glossary</b>	Vocabulary reference and recording	Allows students to reference key course vocabulary and make contributions to help other students
<b>Image Caption</b>	Students write captions on images and the image is shared with all students	Enhances thinking skills and allows for peer assessment as learning
<b>Thinglink</b>	Annotation of images and text	Allows students to comment and annotate text to improve critical reading skills and complete activities
<b>Padlet</b>	Bulletin board activities showing content found around the internet	Allows a space for collaborative research for students and an opportunity to share ideas and resources
<b>Group activities</b>	Small group collaboration and discussion (written)	Encourages student participation; creates a record
<b>Socratic and Interactive Videos</b>	Videos that scaffold or involve student action/input are used to explain concepts fully.	Students can learn from the visual forms of stories and examples. Students become familiar with the instructor.
<b>Articulate Learning Modules</b>	Interactive learning presentations that add context to course theory.	Students gain a deeper understanding of concepts as they work through learning modules that are interactive and self-paced.
<b>Brainstorming Lists</b>	Allows students to brainstorm together by adding words/phrases to a list or lists that dynamically adds student contributions	Quick and live updates. Can be used like a live chat with all students. Allows for peer assessment as learning.
<b>Peer Teaching</b>	Students research a given topic and share their findings and opinions with other students.	Fosters discussion between students and allows for content to be learned and expressed from a student perspective

**English as a Second Language**

Rosedale Academy provides students with comprehensive ESL support to enhance their proficiency with the English language.

- All Rosedale Academy instructional materials and resources are designed with English Language Learners in mind. Online and face-to-face instructional resources make use of differentiated learning methods and carefully structured language. These resources support English language development as students are taking credit courses in all academic fields.
- Teachers at Rosedale Academy provide a variety of accommodations for English Language Learners. These accommodations include: extended time for tests and exams; chunking of assignments and tests; a safe space for asking questions; formative feedback; mini-lessons in spelling, sentence structure and grammar; and access to ESL resources and expert discussion.
- The self-paced delivery method of this course allows students to take the time that they require to engage in meaningful participation while still enjoying the enriching experience of working in an online global classroom.
- All teachers at Rosedale Academy are responsible for helping students to develop their ability to use English in academic courses.

**Career Education**

This course promotes skills effective for a variety of careers and informs students of some of the career opportunities where a business background is a considerable asset. Moreover, students will learn how to manage their finances regardless of their future career destinations. Students will learn how to write business letters, memos and emails as well as effectively communicate using proper business terminology. Finally, this course will help students understand the global economy and prepare them for a business career in an ever-changing global business market.

**Academic Integrity**

Students are expected to maintain high standards of honesty and academic integrity throughout their participation in all courses. This includes avoiding any instance of fraud, plagiarism and cheating. Rosedale Academy takes the following steps to ensure academic integrity:

- Students provide photo identification
- Course assignments include audio and video components
- Teachers Skype weekly with their classes
- Students are encouraged and supported to develop original work
- Exams are proctored by adults in trusted positions

When a teacher has reasonable grounds to believe that a student has violated these standards, the school principal will review the incident and, if needed, enforce disciplinary procedures. More information about *Academic Honesty* may be found in section 5.3 of the school calendar.

**Late and Missed Assignment**

Independent students have up to 12 months to complete a course. There are no set deadlines for course assignments. Students can proceed through each course at their own pace, but all course requirements must be completed prior to writing their final exam. Cohort students follow a schedule in each course. This schedule specifies the due dates for all assignments. Students may request an extension if they are unable to meet a specific due date. Rosedale Academy reserves the right to deny any request. Late or missed assignments are not accepted without a valid reason.

## SUGGESTED RESOURCES FOR THE STUDENT:

### Print

Guest, L. Notman, D. & Wilson, J. *The World of Business 5<sup>th</sup> Edition*, Toronto, ON: Nelson, 2007.  
ISBN/ISSN: 0176337512 ISBN-13: 9780176337513

### Magazines

*Canadian Business Magazine* – <http://www.canadianbusiness.com/>

This site is the online version of the Canadian Business Magazine.

*Wired* – <http://www.wired.com/magazine/>

Publishes articles on new and emerging business technologies.

*Business Review Canada* - <http://www.businessreviewcanada.ca/>

Content for C-level executives in Canada and the United States.

*MacLeans* - <http://www.macleans.ca/>

Maclean's is Canada's only national weekly current affairs magazine.

### Newspapers

*Globe and Mail* – <http://www.globeandmail.com>

*The Hamilton Spectator* – <http://www.hamiltonspectator.com/>

*The Toronto Star* – <http://www.torstar.com>

*National Post* – <http://www.nationalpost.com>

*Ottawa Business Journal* – <http://www.ottawabusinessjournal.com/>

*The Independent* - <http://www.independent.co.uk/>

### Videos

#### *Freakonomics: The Movie (2010)*

Six top documentarians including Morgan Spurlock (*Super Size Me*) tackle a film adaptation of Steven Levitt and Stephen Dubner's best-selling book on incentives-based thinking.

#### The Call of the *Entrepreneur* (2007)

This movie tells the inspiring business stories of a farmer, a banker and a refugee from China. These three entrepreneurs overcome adversity with incredible creativity, innovation and persistence.

#### *It's a Wonderful Life (1946)*

Good hearted man George Bailey is down in the dumps. His entire life's work is on the verge of crashing down. In the pit of despair he contemplates suicide. But before he can act on his impulse he is visited by his guardian angel who takes him on a ride to show him what the world would have been like without good ole George. In the end, money is really not what's important in life and no job is worth dying over. The movie reminds businesspeople that it doesn't matter if we have a good job or are filthy rich or unemployed, life itself is the real prize of living and we should never forget it!