

Canada World Education Centre

Course Outline

Course: International Business			
Grade: 12	Type: University/College	Credit Value: 1	Course Code: BBB4M
Teacher: J.F. Michaud		Development Date: 04/15/2019	
Course Reviser:Vizarat Shaikh		Prerequisite: None	
Date:			
Ministry Curr. Doc:The Ontario Curriculum Grades 9 to 12, Course Descriptions and Prerequisites, 2018			
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.			
Overall Expectations for Student Learning			
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.
Outline of Course Content Unit:	Hours:
Unit 1. Business Fundamentals	20
Unit 2. Functions in Business	25
Unit 3. Finance	30
Unit 4. Entrepreneurship	35
Teaching and Learning Strategies <p>Teachers use a variety of teaching strategies to maximize student learning. The following teaching strategies will be used in this course:</p> <p>Helping students become self-directed.</p> <p>In order to address the unique learning styles of students in this course, a variety of activities and learning experiences should be offered, including, but not restricted to: questioning, demonstrations, role-plays, simulations, co-operative group learning, brainstorming, discussion, peer coaching, interviewing, reflective writing, reflective thinking exercises, concept mapping, reading, tutoring, direct instruction, one-on-one teaching, and experimental learning.</p> <p>Teachers will find ways throughout the course for students to make authentic learning connections with their other courses, the school, local community and the world at large.</p>	
Assessment & Evaluation of Student Performance Assessment & Evaluation <p>The primary purpose of assessment and evaluation is to improve student learning and to help students assume responsibility for their learning.</p> <p>Mid-semester and final marks are determined through evaluations or Assessments of Learning, which typically occur towards the end of a unit and end of semester. During the learning process, information about a student's learning is gathered and used by the teacher and student to inform decisions that affect goal setting and teaching in the classroom. The data gathered as Assessment as Learning and Assessment for Learning do not carry a mark weight, but do play a</p>	

crucial role in student success as they help inform the teacher about each student's progress. All types of assessments allow teachers to provide descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement.

Learning Skills and Work Habits (responsibility, organization, independent work, collaboration, initiative, self-regulation) will be reported by a letter (E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement). These skills and habits support a high level of success in meeting the course expectations in addition to contributing to the development of positive life and work skills for the future.

Considerations for Program Planning

Program Planning Considerations

- **Individual Education Plan:** Accommodations to meet the needs of exceptional students as set out in their Individual Education Plan will be implemented within the classroom program. Additional assistance is available through the Special Education program.
- **The Role of Technology in the Curriculum.** Using information technology will assist students in the achievement of many of the expectations in the curriculum regarding research, written work, analysis of information, and visual presentations.

- **English As a Second Language (ESL):** Appropriate accommodations in teaching, learning, and evaluation strategies will be made to help ESL students gain proficiency in English, since students taking ESL at the secondary level have limited time in which to develop this proficiency.

Resources

Technological Devices:

CWEC supports the use of technology to enhance learning, but the use of such electronic technology in the classroom is at the discretion of the teacher. Working together we can ensure the appropriate use of technology by all members of our school community