International Business Fundamentals, Grade 12 (BBB4M)
2025-2026 Course Outline
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Developed from *The Ontario Curriculum Grade 11 and 12 Business Studies (revised)*, published 2006

Credit Value: 1.0

Prerequisite Courses: None

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Table of Contents

Course Description 2
Curriculum Expectations 2
Course Outline 3
Teaching and Learning Strategies & Strategies for Assessment 4
Program Planning Consideration 6
Appendix 1 – Achievement Chart 12
Appendix 2 – Learning Skills & Work Habits 14
Appendix 3 – Resources 15

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.

Credit Value: 1.0

Prerequisite Courses: None

CURRICULUM EXPECTATIONS

Business, Trade, and the Economy

Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of terminology, concepts, and basic business communication practices related to international business;
- analyse the impact of international business activity on Canada's economy;
- demonstrate an understanding of how international business and economic activities increase the interdependence of nations.

The Global Environment for Business

Overall Expectations

By the end of this course, students will:

- analyse ways in which Canadian businesses have been affected by globalization;
- demonstrate an understanding of the factors that influence a country's ability to participate in international business;
- assess the effects of current trends in global business activity and economic conditions.

Factors Influencing Success in International Markets

Overall Expectations

By the end of this course, students will:

- analyse the ways in which cultural factors influence international business methods and operations;
- assess the ways in which political, economic, and geographic factors influence international business methods and operations;
- identify and describe common mistakes made by businesses in international markets;
- evaluate the factors currently affecting the international competitiveness of Canadian businesses.

Marketing Challenges and Approaches, and Distribution

Overall Expectations

By the end of this course, students will:

- assess the challenges facing a business that wants to market a product internationally;
- compare the approaches taken by various companies to market their products internationally;
- demonstrate an understanding of the logistics of, and challenges associated with, distribution to local, national, and international markets.

Working in International Markets

Overall Expectations

By the end of this course, students will:

- analyse the ways in which ethical considerations affect international business decisions;
- assess the working environment in international markets;
- demonstrate an understanding of the process for crossing international borders as it relates to international business.

COURSE OUTLINE

Unit Number	Unit Name	Topics Covered	Instructional Hours	Overall Curriculum Expectations
1	Business, Trade and the Economy	This unit explores the impact of international business on people and businesses in Canada and the economic interdependence of nations. Students analyze barriers to trade and investigate Canadian trading partners. Furthermore, students choose a country on which to base many of their assignments throughout the course.	27	A1, A2, A3
2	The Global Environmental for Business	This unit investigates the impact of globalization on Canadian businesses. Students examine and analyse the factors which influence a country's ability to participate in international business, as well as the advantages of doing business in Canada. Students investigate case studies of domestic and multinational companies.	27	B1, B2, B3
3	The International Market	This unit explores the cultural factors that influence international markets and investigates how political, economic and geographic factors which affect international business operations. Students will develop an understanding of product modifications and standardization common and international markets.	27	C1, C2, C3, C4, E1, E2, E3
4	Marketing Challenges	This unit investigates the marketing challenges facing international businesses including: adaptations to international product marketing strategies; legal, cultural, and economic factors affecting product marketing; market research strategies for foreign markets; and concepts of distribution and logistics. Students investigate the ethical challenges of international businesses including both the positive and negative effects on the countries in which they operate.	27	D1, D2, D3

TOTAL INSTRUCTIONAL HOURS…….. 110 Hours

TEACHING & LEARNING STRATEGIES AND STRATEGIES FOR ASSESSMENT & EVALUATION OF STUDENT PERFORMANCE

This course provides differentiated learning for students by implementing the following teaching and learning strategies.

- **Activity-based Strategies**
  Oral presentations, panel discussion, and repetition and practice.
- **Direct Instruction Strategies**
  Cloze, demonstration, guided writing, lecturer, mnemonic devices, practice and drill, prompting, review, visual stimuli, and Socratic dialogue.
- **Independent Learning Strategies**
  Homework, independent reading, independent study, learning log, memorization, portfolio, reflection, report writing, and response journals.
- **Inquiry and Research Model Strategies**
  Inquiry process, questioning process, research process, writing process.
- **Learning Skills Accommodation**
  Interpersonal intelligence, intrapersonal intelligence, logical-mathematical intelligence, verbal-linguistic intelligence, and visual spatial intelligence.
- **Technology and Media-based Strategies**
  Communications applications, computer assisted instruction, email applications, Internet technologies, media presentations, media production, multimedia applications, and online public access catalogs.
- **Thinking Skills Strategies**
  Case study, classifying, concepts verification, concept mapping, expressing another point of view, issue-based analysis, lateral thinking, media analysis, metacognitive reflection, oral explanation, problem posing, problem-solving, and writing to learn.

ASSESSMENT POLICY

In keeping with the Ministry of Education's document, Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010, this course will be presented to students with consideration of the overall and specific expectations established for the credit, the achievement chart in the appropriate curriculum policy document, and the guidelines for Assessment and Evaluation. The course contains both content standards (the knowledge and skills a student is expected to demonstrate throughout the course) and performance standards (the quality of student learning as reflected by the student's work toward achieving these skills).

To support student learning and to ensure that the assessment and evaluation encourage and promote student achievement as much as possible, course evaluations will be designed with a mind to being:

- balanced and equitable, with clear instructions and criteria;
- reflective of the overall and specific expectations for the course;
- ongoing and varied, allowing students to demonstrate achievement throughout the year;
- committed to include ongoing descriptive feedback giving students indications of goals and strategies for improvement; and
- supportive of student skills in assessing their own learning (for self-improvement) so that they can set personal goals and strategies (metacognition).

ASSESSMENT TYPES

This course will contain all three types of assessment recommended by the Ministry of Education.

Assessment *for* learning

The teacher will gather information about student's skill and understanding in order to plan teaching activities to maximize student achievement. In addition, the teacher will give feedback on work which is designed to help the student direct his/her efforts to particular skills or content so that he/she can improve his/her results. These assessments are generally not completed for marks, but rather for feedback, and include such things as checklists, student reflections, practice activities, and sample questions.

Assessment *as* learning
The student will be asked to demonstrate progress in developing skills and understanding of content in a way which allows him/her to set goals, reflect on work, and determine strategies for progress. These assessments may or may not be evaluated for marks and may include such things as small tests, quizzes, brief presentations, student reflections and self and peer-assessed activities.

Assessment *of* learning
The student will be asked to demonstrate that he/she has acquired the skills taught and has developed a strong understanding of the content and performance standards related to the topic. These assessments are done in preparation for moving forward to new content and performance standards or in completion of the course itself. These are assessed for marks and are used to record and report what has been learned. They include such things as unit tests, presentations, assignments, projects, and exams.

All assessments are designed to fit into one or more of the Grade 9-12 Business Studies Achievement Chart categories: Knowledge and Understanding, Thinking, Communication, and Application (see Appendix 1).

Learning Skills & Work Habits
The development of learning skills and work habits is needed for success in school and in life. In addition to their assessment based on the achievement chart, student success also reflects a variety of specific learning skills, through which students complete course work and assessments. These learning skills are not assigned grades based on the achievement chart, or a numeric grade, but are rather indicated on the student report card using levels (excellent, good, satisfactory, needs improvement). This indicates to the student which learning skills should receive increased effort by the student in order to improve his/her learning, and which skills are helping the student achieve their academic success. The learning skills are behaviours considered essential and integral to student learning and to the evaluation of a student's achievement as he/she progresses through each course and grade. The six learning skills are listed below; for a full description, see Appendix 2.

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

ASSESSMENT STRUCTURE
Student achievement is communicated formally to students and parents by means of the Provincial Report Card. The report card provides a record of the student's achievement of the curriculum expectations in the form of a percentage grade. The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart. A final grade is recorded, and a credit is granted and recorded if the student's grade is 50% or higher.

The final grade in the course is determined as follows:

Term Work *	70%
Final Summative	30%
Final Grade	100%

*Term work is based on evaluations conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration may be given to more recent evidence of achievement.

ACHIEVEMENT CHART CATEGORIES
There are four categories into which student evaluations are divided: Knowledge and Understanding, Thinking, Communication, and Application. This means that a student's evaluated work will contain marks in all, or some, of these categories as indicated by the teacher and based on the teacher's professional judgment. Students are evaluated according to the criteria established for the course, not according to the achievement of other students. Achievement of level 3 in these categories represents the provincial standard.

There are four levels of student achievement, Levels 1-4 (as well as the possibility that a student's work can be evaluated as below level 1).

See full achievement chart for Business Studies Grade 9-12 in Appendix 1.

PROGRAM PLANNING CONSIDERATIONS IN BUSINESS STUDIES

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.

PLANNING BUSINESS STUDIES PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

In planning business studies courses for students with special education needs, teachers should begin by examining both the curriculum expectations for the course and the needs of the individual student to determine which of the following options is appropriate for the student:

- no accommodations or modifications; or
- accommodations only; or
- modified expectations, with the possibility of accommodations

If the student requires either accommodations or modified expectations, or both, the relevant information, as described in the following paragraphs, must be recorded in his or her Individual Education Plan (IEP). For a detailed discussion of the ministry's requirements for IEPs, see *Individual Education Plans: Standards for Development, Program Planning, and Implementation, 2000.* More detailed information about planning programs for students with special education needs can be found in *The Individual Education Plan (IEP):A Resource Guide, 2004.*

Students Requiring Accommodations Only

With the aid of accommodations alone, some students are able to participate in the regular course curriculum and to demonstrate learning independently. (Accommodations do not alter the provincial curriculum expectations for the course.) The accommodations required to facilitate the student's learning must be identified in his or her IEP (see *IEP Standards, 2000, page 11*). A student's IEP is likely to reflect the same accommodations for many, or all, courses.

There are three types of accommodations. Instructional accommodations are changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia. Environmental accommodations are changes that the student may require in the classroom and/or school environment, such as preferential seating or special lighting. Assessment accommodations are changes in assessment procedures that enable the student to

demonstrate his or her learning, such as allowing additional time to complete tests or assignments or permitting oral responses to test questions (see page 29 of the *IEP Resource Guide, 2004*, for more examples).

If a student requires "accommodations only" in business studies courses, assessment and evaluation of his or her achievement will be based on the appropriate course curriculum expectations and the achievement levels outlined in this document. The IEP box on the Provincial Report Card will not be checked, and no information on the provision of accommodations will be included.

Students Requiring Modified Expectations

Some students will require modified expectations, which differ from the regular course expectations. For most students, modified expectations will be based on the regular course curriculum, with changes in the number and/or complexity of the expectations. It is important to monitor, and to reflect clearly in the student's IEP, the extent to which expectations have been modified. As noted in Section 7.12 of the ministry's policy document *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999*, the principal will determine whether achievement of the modified expectations constitutes successful completion of the course, and will decide whether the student is eligible to receive a credit for the course. This decision must be communicated to the parents and the student.

When a student is expected to achieve most of the curriculum expectations for the course, the modified expectations should identify how they differ from the course expectations. When modifications are so extensive that achievement of the learning expectations is not likely to result in a credit, the expectations should specify the precise requirements or tasks on which the student's performance will be evaluated and which will be used to generate the course mark recorded on the Provincial Report Card. Modified expectations indicate the knowledge and/or skills the student is expected to demonstrate and have assessed in each reporting period (*IEP Standards, 2000, pages 10 and 11*). Modified expectations represent specific, realistic, observable, and measurable achievements and describe specific knowledge and/or skills that the student can demonstrate independently, given the appropriate assessment accommodations. The student's learning expectations must be reviewed in relation to the student's progress at least once every reporting period, and must be updated as necessary (*IEP Standards, 2000, page 11*).

If a student requires modified expectations in business studies courses, assessment and evaluation of his or her achievement will be based on the learning expectations identified in the IEP and on the achievement levels outlined in this document. If some of the student's learning expectations for a course are modified but the student is working towards a credit for the course, it is sufficient simply to check the IEP box on the Provincial Report Card. If, however, the student's learning expectations are modified to such an extent that the principal deems that a credit will not be granted for the course, the IEP box must be checked and the appropriate statement from *Guide to the Provincial Report Card, Grades 9–12, 1999 (page 8)* must be inserted. The teacher's comments should include relevant information on the student's demonstrated learning of the modified expectations, as well as next steps for the student's learning in the course.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

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.

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.

COOPERATIVE EDUCATION AND OTHER FORMS OF EXPERIENTIAL LEARNING

Cooperative education and other forms of experiential learning, such as job shadowing, field trips, and work experience, enable students to apply the skills they have developed in the classroom to real-life activities in the world of business and public service. Cooperative education and other workplace experiences also help to broaden students' knowledge of employment opportunities in a wide range of fields, including small-business operations, management, marketing, accounting, and government service. In addition, students develop their understanding of workplace practices, certifications, and the nature of employer–employee relationships. Teachers of business studies should maintain links with community-based businesses to ensure students have access to hands-on experiences that will reinforce the knowledge and skills they have gained in school.

All cooperative education and other workplace experiences will be provided in accordance with the ministry's policy document entitled *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools, 2000*.

PLANNING PROGRAM PATHWAYS AND PROGRAMS LEADING TO A SPECIALIST HIGH-SKILLS MAJOR

Business studies courses are well suited for inclusion in programs leading to a Specialist High-Skills Major (SHSM) or in programs designed to provide pathways to particular apprenticeship or workplace destinations. In an SHSM program, business studies courses can be bundled with other courses to provide the academic knowledge and skills important to particular industry sectors and required for success in the workplace and postsecondary education, including apprenticeship. Business studies courses may also be combined with cooperative education credits to provide the workplace experience required for SHSM programs and for various program pathways to apprenticeship and workplace destinations. (SHSM programs would also include sector-specific learning opportunities offered by employers, skills-training centres, colleges, and community organizations.)

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. Health and safety issues must be addressed when learning involves cooperative education and other workplace experiences. Teachers who provide support for students in workplace learning placements need to assess placements for safety and ensure students understand the importance of issues relating to health and safety in the workplace. Before taking part in workplace learning experiences, students must acquire the knowledge and skills needed for safe participation. Students must understand their rights to privacy and confidentiality as outlined in the Freedom of Information and Protection of Privacy Act. They have the right to function in an environment free from abuse and harassment, and they need to be aware of harassment and abuse issues in establishing boundaries for their own personal safety. They should be informed about school and community resources and school policies and reporting procedures with respect to all forms of abuse and harassment.

Policy/Program Memorandum No. 76A,"Workplace Safety and Insurance Coverage for Students in Work Education Programs" (September 2000), outlines procedures for ensuring the provision of Health and Safety Insurance Board coverage for students who are at least 14 years of age and are on placements of more than one day. (A one-day job shadowing or job twinning experience is treated as a field trip.) Teachers should also be aware of the minimum age requirements outlined in the Occupational Health and Safety Act for persons to be in or to be working in specific workplace settings. Relevant ministry policies are outlined in *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools, 2000.*

APPENDIX 1 – ACHIEVEMENT CHART

Knowledge & Understanding – Subject-specific content acquired in the course (knowledge), and the comprehension of its meaning and significance (understanding)				
Categories	**50–59% (Level 1)**	**60–69% (Level 2)**	**70–79% (Level 3)**	**80–100% (Level 4)**
Knowledge of content (e.g., facts, terms, definitions, procedures)	Demonstrates limited knowledge of content	Demonstrates some knowledge of content	Demonstrates considerable knowledge of content	Demonstrates thorough knowledge of content
Understanding of content (e.g., concepts, principles, theories, relationships, methodologies and/or technologies)	Demonstrates limited understanding of content	Demonstrates some understanding of content	Demonstrates considerable understanding of content	Demonstrates thorough understanding of content
Thinking and Investigation – The use of critical and creative thinking skills and/or processes				
Categories	**50–59% (Level 1)**	**60–69% (Level 2)**	**70–79% (Level 3)**	**80–100% (Level 4)**
Use of planning skills (e.g., focusing research, gathering information, selecting strategies, organizing a project)	Uses planning skills with limited effectiveness	Uses planning skills with some effectiveness	Uses planning skills with considerable effectiveness	Uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., analysing, interpreting, assessing, reasoning, generating ideas, evaluating, integrating, synthesizing, seeking a variety of perspectives, forming conclusions)	Uses processing skills with limited effectiveness	Uses processing skills with some effectiveness	Uses processing skills with considerable effectiveness	Uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., evaluation of business situations, problem solving, decision making, detecting bias, research)	Uses critical/creative thinking processes with limited effectiveness	Uses critical/creative thinking processes with some effectiveness	Uses critical/creative thinking processes with considerable effectiveness	Uses critical/creative thinking processes with a high degree of effectiveness

Communication – The conveying of meaning through various forms				
Categories	**50–59% (Level 1)**	**60–69% (Level 2)**	**70–79% (Level 3)**	**80–100% (Level 4)**
Expression and organization of ideas and information in oral, visual, and/or written forms, including electronic forms (e.g., presentations, charts, graphs, tables, maps, models, web pages, spreadsheets, flyers, financial statements, letters, memos, reports)	Expresses and organizes ideas and information with limited effectiveness	Expresses and organizes ideas and information with some effectiveness	Expresses and organizes ideas and information with considerable effectiveness	Expresses and organizes ideas and information with a high degree of effectiveness
Communication for different audiences (e.g., peers, business clients, company supervisor) **and purposes** (e.g., to inform, to persuade) **in oral, visual, and/or written forms, including electronic forms**	Communicates for different audiences and purposes with limited effectiveness	Communicates for different audiences and purposes with some effectiveness	Communicates for different audiences and purposes with considerable effectiveness	Communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions, vocabulary, and terminology of the discipline in oral, visual, and/or written forms	Uses conventions, vocabulary, and terminology with limited effectiveness	Uses conventions, vocabulary, and terminology with some effectiveness	Uses conventions, vocabulary, and terminology with considerable effectiveness	Uses conventions, vocabulary, and terminology with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
Categories	**50–59% (Level 1)**	**60–69% (Level 2)**	**70–79% (Level 3)**	**80–100% (Level 4)**
Application of knowledge and skills (e.g., concepts, procedures, processes, use of technology and materials) **in familiar contexts**	Applies knowledge and skills in familiar contexts with limited effectiveness	Applies knowledge and skills in familiar contexts with some effectiveness	Applies knowledge and skills in familiar contexts with considerable effectiveness	Applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., choice of tools and software, ethical standards, concepts, procedures, technologies) **to new contexts**	Transfers knowledge and skills to new contexts with limited effectiveness	Transfers knowledge and skills to new contexts with some effectiveness	Transfers knowledge and skills to new contexts with considerable effectiveness	Transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., connections between business studies and personal experiences, opportunities, social and global challenges and perspectives; crosscurricular and multidisciplinary connections)	Makes connections within and between various contexts with limited effectiveness	Makes connections within and between various contexts with some effectiveness	Makes connections within and between various contexts with considerable effectiveness	Makes connections within and between various contexts with a high degree of effectiveness

APPENDIX 2 - LEARNING SKILLS & WORK HABITS

LEARNING SKILLS AND WORK HABITS IN GRADES 1 TO 12

Learning Skills and Work Habits	Sample Behaviours
Responsibility	The student: • fulfils responsibilities and commitments within the learning environment; • completes and submits class work, homework, and assignments according to agreed-upon timelines; • takes responsibility for and manages own behaviour.
Organization	The student: • devises and follows a plan and process for completing work and tasks; • establishes priorities and manages time to complete tasks and achieve goals; • identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
Independent Work	The student: • independently monitors, assesses, and revises plans to complete tasks and meet goals; • uses class time appropriately to complete tasks; • follows instructions with minimal supervision.
Collaboration	The student: • accepts various roles and an equitable share of work in a group; • responds positively to the ideas, opinions, values, and traditions of others; • builds healthy peer-to-peer relationships through personal and media-assisted interactions; • works with others to resolve conflicts and build consensus to achieve group goals; • shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.
Initiative	The student: • looks for and acts on new ideas and opportunities for learning; • demonstrates the capacity for innovation and a willingness to take risks; • demonstrates curiosity and interest in learning; • approaches new tasks with a positive attitude; • recognizes and advocates appropriately for the rights of self and others.
Self-regulation	The student: • sets own individual goals and monitors progress towards achieving them; • seeks clarification or assistance when needed; • assesses and reflects critically on own strengths, needs, and interests; • identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; • perseveres and makes an effort when responding to challenges.

APPENDIX 3 - RESOURCE LIST

The Ontario Curriculum Grade 11 and 12 Business Studies (revised), published 2006.