

**Riverdale Collegiate Institute – Toronto District School Board
EVALUATION POLICY and COURSE OUTLINE 2012**

**Riverdale Collegiate Institute
Course of Study**

International Business Fundamentals BBB4M1

Note 1: All Ontario Ministry of Education curriculum documents with full course content information can be located at

<http://www.edu.gov.on.ca/eng/curriculum/secondary/business1112currb.pdf>

Note 2: Detailed information on Ministry of Education assessment, evaluation, and reporting policy is provided in Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements (OS), 2011, located at

<http://www.edu.gov.on.ca/eng/document/policy/os/index.html>

1. Course Details

- Program Area: Business Studies
- Curriculum Leader: J. Rashotte
- Course title: International Business Fundamentals. Credit Value: 1
- Prerequisites(s) and co-requisite(s): N/A
- Textbook(s) and resource materials that are essential to the course: Nelson. International Business: Canada and Global Trade

2. Overall Goals

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.

Overall Expectations

Business, Trade, and the Economy

- 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

- 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

- 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

- 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

- 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.

Units/Topics	Timing
Unit 1: Business, Trade and Economy	September, October
Unit 2: The Global Environment for Business	November, December,
Unit 3: Factors Influencing Success in International Markets	January, February
Unit 4: Marketing Challenges and Approaches, and Distribution	March, April
Unit 5: Working in International Markets	May
Culminating Activities & Final Exam Preparation	May, June

EVALUATION PLAN

As required by the Ministry of Education and Training, each student is evaluated according to the four achievement categories: **Knowledge & Understanding, Thinking, Communication and Application**

	Knowledge & Understanding	Thinking	Communication	Application
TERM (70%)	17.5	17.5	17.5	17.5
FINAL EVALUATION (30%)	This evaluation is cumulative, containing material from all units and will evaluate all 4 achievement categories.			

70% Term Work

Students must demonstrate achievement of all the overall expectations of the course.

Unit	Task	Achievement Category Focus	Approximate Timing
Unit 1: Business, Trade and Economy	Invest in Canada Poster	K, C	September
	Trade Simulation Essay	T, C	October
	Test 1 – Ch. 1 & 2	K, A, T, C	October
	Quiz – Comparative/Absolute Advantage	A	November
	Test 2 – Ch. 3 & 4	K, A, T, C	November
Unit 2: The Global Environment for Business	Trade Agreement Assignment	C	December
	Test 3 – Ch. 5 & 6	K, A, T, C	December
Unit 3: Factors Influencing Success in International Markets	Country and Culture Fair	A, C	January - February
	Test 4 – Ch. 7, 8 & 9	K, A, T, C	February
Unit 4: Marketing Challenges and Approaches, and Distribution	Marketing Presentation	A, T, C	March
	Ethics Mini-Report	T	April
	Test 5 – Ch. 11 & 12	K, A, T, C	April
Unit 5: Working in International Markets	Careers in International Markets Interview	C	May

In addition to the evaluations listed above, individual teachers may include other evaluations.

30% Final Evaluation

30%	Final Examination
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REPORTING

Four Reports Cards will be issued during the year. All reports will give a numeric grade to each student calculated as indicated above. All reports are cumulative. The November, February and April report cards are snapshots of all course work until that point in time. They will be based on the most consistent level of achievement to that point in time.

LEARNING SKILLS

Learning skills are critical for achievement of the curriculum expectations. On each report card there are 6 learning skills: Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-regulation. Teachers report on the six Learning Skills using the following: E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement.

Learning skills are not used to determine a student's grade in the course.

TEACHING /ASSESSMENT AND EVALUATION STRATEGIES

A range of teaching, assessment and evaluation strategies will be used to address the needs of students' learning styles and allow students a variety of methods to demonstrate their achievement of the expectations.

Teaching Strategies

To facilitate the learning of the various concepts, a variety of teaching strategies will be used and might include:

Activity Based Strategies

examples: practical laboratory work, oral presentations, field trip, simulations, activity centres)

Cooperative Learning Strategies

examples: Think-Pair-Share, Teams-Games-Tournament, Group Investigation

Arts Based Strategies examples: drawing and origami

Direct Instruction Strategies

examples: Socratic dialogue, lecture, demonstration, conferencing, review, tutorial, textbook

Independent Learning Strategies

examples: homework, independent reading/study, memorization, note making, reports

Inquiry/Research Models

examples: inquiry process, research process, scientific process, writing process

Technology Applications

examples: database application, internet websites and research, media presentation

Thinking Skills Strategies

examples: brainstorming, classifying, concept mapping, concept attainment, concept formation, experimenting, expressing another point of view, graphing, issue-based analysis, lateral thinking, oral explanation, problem solving

Assessment

The primary purpose of assessment is to improve student learning. Assessment is ongoing, varied in nature and allows students to assess their own progress and determine next steps.

The following assessment strategies may be used at different times throughout the course: quizzes, practice tests, conferencing, practical skill checks, written assignments, self-assessment/peer-assessment, reflective summary

Evaluation

Evaluation is varied and is used to determine a student's achievement grade.

The following evaluation strategies may be used at different times throughout the course:

quizzes, tests, written lab reports, practical skill checks, written assignments, presentations, written exams