

**Forest Hill Collegiate Institute  
Course of Study and Evaluation Statement**

**Introduction to Business, Grade 10 (BBI2O): Open**

**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/subjects.html>

**Note 2:** Detailed information on Ministry of Education assessment, evaluation, and reporting policy is provided in *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000*, located at <http://www.edu.gov.on.ca/eng/curriculum/secondary/progplan912curr.pdf>

### 1. Course Details

- Program Area: Business Studies
  - Date of Development: June 2006; Revision: June 2006
  - Course title: Introduction to Business, (BBI2O): Open. Credit Value 1.0
  - Prerequisites: None
  - Textbook(s) and resource materials that are essential to the course:  
*The World of Business: A Canadian Profile* By: Wilson, Notman, Guest, Murphy – Nelson, 2013
- Replacement Cost: \$90

### 2. Overall Goals

- 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 skill they will need in their everyday lives.
- Overall Expectations in the areas of Business Fundamentals; Functions of a Business; Finance; and Entrepreneurship. By the end of the course, students will:
  - in 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.
  - in 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.
  - in 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.
  - in 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.
- Specific Curriculum Expectations

Please refer to Ontario Ministry of Education curriculum document for details of Overall and Specific Expectations, found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/business910currb.pdf>

### 3. 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.
- *Career Education*: Expectations in this course include many opportunities for students to explore educational and career options, and to become self-directed learners.
- *Cooperative Education and Other Workplace Experiences*: The knowledge and skills students acquire in this course will assist them in their senior level cooperative-education and work-experience placements related to this course. General information about cooperative education courses can be found at <http://www.edu.gov.on.ca/eng/document/curricul/secondary/coop/cooped.pdf>

### 4. Learning Skills

*Learning Skills* are skills and habits are essential to success in school and in the workplace. The Learning Skills evaluated are: Works Independently, Teamwork, Organization, Work Habits/Homework, Initiative. Teachers report achievement on the five Learning Skills using letter symbols: E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement.

Learning Skills clearly affect levels of achievement, but they are *not* part of the evaluation of achievement and are not included in the midterm mark or final course mark.

### 5. Academic Honesty: Cheating and Plagiarism

Students are expected to submit only their own original work on evaluations done in class or out of class. Plagiarism the passing off the ideas or writings of another as one's own. Cases of academic dishonesty (cheating and/or plagiarism) will be dealt with on a case-by-case basis, but each case will involve an investigation, communication with the student and his/her parent/guardian, and a mark of zero for the plagiarized work. Whether the student has an opportunity to demonstrate his/her learning in another assignment will be at the discretion of the teacher and/or Principal.

### 6. Teaching Strategies

Teachers use a variety of teaching strategies to maximize student learning. The following teaching strategies will be used in this course:

- *Direct Instruction* is highly teacher-directed. This strategy includes methods such as lecture, didactic questioning, explicit teaching, practice and drill, and demonstrations.
- *Indirect Instruction* is mainly student-centred. Indirect Instruction includes inquiry, induction, problem solving, decision making, and discovery.
- *Interactive Instruction* relies heavily on discussion and sharing among participants. Interactive instruction may include total class discussions, small group discussions or projects, or student pairs or triads working on assignments together.
- *Experiential Learning* is inductive, learner centred, and activity oriented. In Experiential Learning, students participate in an activity; critically look back on the activity to clarify learnings and feelings; draw useful insights from such analysis; and/or put learnings to work in new situations..
- *Independent Study* refers to the range of instructional methods which are purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. The focus is on planned independent study by students under the guidance or supervision of a classroom teacher.

## 7. Assessment and Evaluation Strategies

### Assessment and Evaluation of Student Achievement

The primary purpose of assessment and evaluation is to improve student learning. Assessment is the process of gathering information from assignments, demonstrations, projects, performances, and tests that accurately reflects how well a student is achieving the curriculum expectations in a course. As part of assessment, teachers provide students with feedback that guides their efforts towards improvement.

Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade.

- In this course, the following evaluation strategies may be used:

Problem Solving	Tests/Quizzes	Small Group Cooperative Learning
Data Analysis		Guided internet search
Oral Presentation		Dictionary of Key Words

## 8. Achievement Chart

The achievement chart provides a standard, province-wide method for teachers to use in assessing and evaluating their students' achievement. Students are evaluated according to the major categories or strands in each course. Ministry curriculum documents provide detailed description of student achievement levels.

In this course, students are evaluated in four strands, according to the weightings shown:

Term Mark 70%	Culminating Mark 30%
Knowledge 17.5% Thinking 17.5% Application 17.5% Communication 17.5%	Business Plan: Written 15% Presentation 15%

## 9. 70% Mark on Course Work

- Students need to demonstrate achievement of all the overall expectations of the course. 70% of the final mark in the course will be based on work done prior to the culminating activities. Evaluations that are late, missing, and/or incomplete will affect a student's 70% grade. See FHCI Evaluation Policy as printed in the Student Agenda Book for information about late, missed, and/or incomplete assignments.

## 10. 30% Grade Based on Course Culminating Activities

- All students must take part in the culminating activities for each course at every grade and level of study. The steps to follow when a student is absent from one or more culminating activities is included in the FHCI evaluation policy as printed in the Student Agenda Book.
- Culminating activities that occur in class are held within the last three weeks of classes. Culminating activities that are formal examinations occur within the last nine days of the semester

Approximate Date	Type of Culminating Activity
1st Week of January/June	Business Plan - Written – 15%
	Business Plan – Presentation – 15%

## 11. Determining Marks for the Midterm Provincial Reports in November and April

This grade will be based on the evaluations that have been conducted to the midterm point in the course. Some of the Overall Expectations, categories/strands, and units will not have been addressed by the midterm, and the students' grades will most likely change when the students' entire work is evaluated by the end of the course.

## 12. Determining the Mark for the Final Report Card

The mark for the final will report card will be the sum of the 70% mark and the 30% mark.

**Classroom Expectations**

1. Every student is expected to adhere to the FHCI Code of Behavior.
2. Arrive to class on time with all required school supplies. These include: notebook, textbook, pen, etc.
3. It is your responsibility to catch up on any work missed due to illness or school related activity
4. If you skip a class, you will receive a zero on any evaluation that day.
5. No food or drink in class.
6. Students will be assigned a textbook at the beginning of the semester. Should the textbook be lost, the student must pay for the replacement of the textbook. The cost of replacing a textbook for this course is \$90.00.