



TORONTO WORLD SCHOOL

Course Outline

Department:	BUSINESS
Course Developer:	Simon Gallo
Development Date:	Jun 2023
Course Title:	International Business Fundamentals
Grade:	12
Course Type:	College/University Preparation
Course Code:	BBB4M
Credit Value:	1.0
Credit Hours:	110 Hours
Revised by:	Zaleena Esahack
Revision Date:	Jan 2024
Developed From:	The Ontario Curriculum Grade 11 and 12 Business Studies
Prerequisite:	none

COURSE DESCRIPTION

The world has become a global marketplace. Large volumes of goods, services, ideas, money, and technology are transported throughout the world, affecting the lives of millions of people in the process. Today, virtually every aspect of economic activity is influenced by international business. As students explore the world of business and the opportunities and challenges that it presents, it is vital that they do so with an appreciation of the impact of the global marketplace and international trade. 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. Through opportunities to investigate current trends and developments in international business while paying particular attention to local, national, and international trade, economy, and business practice, students are able to explore multiple factors that influence success in international while also learning about globalization concepts which allows for them to develop a fundamental understanding of the global economy and of international business and related issues which allows them to develop an informed awareness of those issues directly affecting their future careers

OVERALL CURRICULUM EXPECTATIONS

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

OUTLINE OF COURSE CONTENT

Unit	Title	Time
1	Business, Trade and the Economy	22 hours
2	The Global Environment for Business	20 hours
3	Factors Influencing Success in International Markets	22 hours
4	Marketing Challenges and Approaches and Distribution	20 hours
5	Working in International Markets	20 hours
	Final Evaluation: assignment, & examination	6 hours
		Total: 110 hours

Teaching/Learning Strategies

The strategies used are varied to meet the needs and range of learning styles encountered, and include the following:

Lecture Practice and Drill Textbook Workbook/Work Sheets Homework Independent Reading Independent Study Memorization Demonstration Review	Oral Presentation Discussion Read Aloud Note Making Oral Explanation	Games Peer Teaching Computer-Assisted Learning Brainstorming Group Discussion
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STRATEGIES FOR ASSESSMENT AND EVALUATION OF STUDENT PERFORMANCE:

Assessment and Evaluation

Evaluation in this course will be continuous throughout the year and will include a variety of evaluation methods. The tools highlighted in yellow will be used for the three different types of assessments:

Assessment as Learning	Assessment for Learning	Assessment of Learning
<p>Student Product</p> <ul style="list-style-type: none"> <input type="checkbox"/> Journals <input type="checkbox"/> Checklists <input type="checkbox"/> Reflections <input type="checkbox"/> Oral, written, and / visual responses <input type="checkbox"/> Practice case scenarios and research <input type="checkbox"/> Learning Logs (anecdotal) <input type="checkbox"/> Entrance tickets <input type="checkbox"/> Exit tickets 	<p>Student Product</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assignment <input type="checkbox"/> Journals/Letters/Emails <input type="checkbox"/> Pre-tests (scale/rubric) <input type="checkbox"/> Quizzes (scale/rubric) <input type="checkbox"/> Rough drafts (rubric) <input type="checkbox"/> Posters (rubric/scale) <input type="checkbox"/> Graphic organizers <input type="checkbox"/> Self and/Peer feedback (anecdotal/checklist) <input type="checkbox"/> Reports (rubric) <input type="checkbox"/> Essays (rubric) <input type="checkbox"/> Webbing/Mapping (rubric/scale) <input type="checkbox"/> Entrance ticket <input type="checkbox"/> Vocabulary notebooks (anecdotal) <input type="checkbox"/> Visual Thinking Networks (rubric) 	<p>Student Product</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assignment <input type="checkbox"/> Journals/Letters/Emails (checklist) <input type="checkbox"/> Tests (scale/rubric) <input type="checkbox"/> Exam <input type="checkbox"/> Rough drafts (rubric) <input type="checkbox"/> Portfolio (rubric) <input type="checkbox"/> Posters (rubric/scale) <input type="checkbox"/> Graphic organizers (scale) <input type="checkbox"/> Reports (rubric) <input type="checkbox"/> Essays (rubric) <input type="checkbox"/> Visual Thinking Networks (rubric)
<p>Observation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Individual and/ whole class discussions (anecdotal) <input type="checkbox"/> Self-proofreading (checklist) 	<p>Observation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Class discussions (anecdotal) <input type="checkbox"/> Debate (rubric) <input type="checkbox"/> PowerPoint presentations (rubric) <input type="checkbox"/> Performance tasks (anecdotal/scale) 	<p>Observation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Debate (rubric) <input type="checkbox"/> PowerPoint/other presentations (rubric) <input type="checkbox"/> Performance tasks (anecdotal/scale)

<p>Conversation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student teacher conferences (checklist) <input type="checkbox"/> Small Group Discussions (checklist) <input type="checkbox"/> Pair work (checklist) <input type="checkbox"/> Debate (rubric) 	<p>Conversation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student teacher conferences (checklist) <input type="checkbox"/> Small group discussions (checklist) <input type="checkbox"/> Pair work (anecdotal) <input type="checkbox"/> Self and/ Peer evaluative feedback (anecdotal) <input type="checkbox"/> Peer-editing (anecdotal) <input type="checkbox"/> Oral pre-tests (scale/rubric) <input type="checkbox"/> Oral quizzes (scale/rubric) 	<p>Conversation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student teacher conferences (checklist) <input type="checkbox"/> Question and Answer Session (checklist) <input type="checkbox"/> Oral tests (scale/rubric) <input type="checkbox"/> Oral Presentation with question and answer session
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THE 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 Business Studies. Term work will be 70% of the overall grade for the course; the evaluation will be 30% with a written exam and seminar.

Percentage of Final Mark	Categories of Mark Breakdown
70% Term Work	Unit 1- 5% Unit 1 Test STUDENT PRODUCT
	Unit 1- 7 % Opinion Writing & discussion CONVERSATION (oral presentation with question and answer)
	Unit 2- 6% Unit 2 Research presentation STUDENT PRODUCT
	Unit 2- 8% Argumentative writing & discussion CONVERSATION (oral presentation with question and answer)
	Unit 3- 5% Unit 3 Test STUDENT PRODUCT
	Unit 3- 6% OBSERVATION CSR Investigation * Entrepreneur Profiling
	Unit 3- 8%- Obs., Product- Research Report & Presentation/Trends in International Business Research & Presentation
	Unit 4- 7 % Unit 4 Report STUDENT PRODUCT
	Unit 4- 5% media presentation (Conversation)

	Unit 5- Unit 5 8% Cultural fair & Supply Chain presentation
	Unit 5- 5% Unit 5 Test STUDENT PRODUCT
30 % Final Evaluation	10% Seminar OBSERVATION (oral-video-media presentation)
	20% Final Exam STUDENT PRODUCT

Within the 70% term mark and the 30% final mark, the breakdown of the achievement chart categories will be approximately 25% Knowledge/Understanding, Application 25%, Communication 25%, and Thinking/Inquiry 25%.

Assessment of Learning Skills & Work Habits:

The following learning skills and work habits will be fostered throughout this course and assessed on the report card: responsibility, organization, independent work, collaboration, initiative, self-regulation. These skills will not be included as part of the final mark unless they are identified in the provincial curriculum expectations for the course. However, it is important to remember that the development of these skills is critical to daily academic success and individual growth.

The following chart indicates the skills and look-fors for each student.

Learning Skills and Work Habits		E – Excellent		G – Good		S – Satisfactory		N – Needs Improvement	
Responsibility	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 								

The report card will therefore focus on two distinct but related aspects of student achievement; the achievement of curriculum expectations and the development of learning skills. The report card will contain separate sections for the reporting of these two aspects.

PROGRAM PLANNING CONSIDERATIONS

English language learners: As our school can have multilingual student population, special accommodation will be made to bring a rich diversity of background knowledge and experience to the classroom.

TWS courses can provide a wide range of options to address the needs of ESL/ELD students. Assessment and evaluation exercises will help ESL students in mastering the English language. In addition, since all occupations require employees with a wide range of English skills and abilities, many students will learn how the operation of their own physical world can contribute to their success in their social world. The student whose first language is not English enters Ontario Secondary schools with diverse linguistic and cultural backgrounds. 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. Teachers must incorporate appropriate strategies for instructions 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 so that they are challenging but attainable for the learner at his or her present level of English proficiency, given the necessary support from the teacher;
- use of a variety of instructional strategies (e.g., extensive use of visual cues, scaffolding, manipulatives, pictures, diagrams, graphic organizers; attention to clarity of instructions);
- modelling of preferred ways of working in English; 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, materials that reflect cultural diversity);
- use of assessment accommodations (e.g., granting of extra time; simplification of language used in problems and instructions; use of oral interviews, learning logs, portfolios, demonstrations, visual representations, and tasks requiring completion of graphic organizers or cloze sentences instead of tasks that depend heavily on proficiency in English).

Literacy education: Communication skills are fundamental to the development of literacy. Fostering students' communication skills is an important part of the teacher's role in the curriculum. When students read they need to understand vocabulary and terminology. Students are encouraged to use language with care and precision in order to communicate effectively. Students are encouraged to ask questions to their peers/teachers and to also be proactive with solving their own questions.

The role of information and communications technology: Information and communication technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' learning. Teachers can use ICT tools and resources both for whole-class instruction and to design programs that meet diverse student needs. Technology can help to reduce the time spent on routine tasks, allowing students to devote more of their efforts to thinking and concept development.

Information technology is considered a learning tool that must be accessed by students when the situation is appropriate. As a result, students will develop transferable skills through their experience with word processing, internet research, and presentation software, as would be expected in any environment.

Technology also makes possible simulations of complex systems that can be useful for problem-solving purposes or when field studies on a particular topic are not feasible.

Information and communications technologies can be used in the classroom to connect students to other schools, at home and abroad, and to bring the global community into the local classroom. Although the Internet is a powerful electronic learning tool, there are potential risks attached to its use. All students must be made aware of issues of Internet privacy, safety, and responsible use, as well as of the ways in which this technology is being abused – for example, when it is used to promote hatred.

Teachers, too, will find the various ICT tools useful in their teaching practice, both for whole class instruction and for the design of curriculum units that contain varied approaches to learning to meet diverse student needs.

Equity and Inclusive Education: The TWS equity and inclusive education strategy focuses on respecting diversity, promoting inclusive education, and identifying and eliminating discriminatory biases, systemic barriers, and power dynamics that limit the ability of students to learn, grow, and contribute to society. In an environment based on the principles of inclusive education, all students, parents, caregivers, and other members of the school community - regardless of ancestry, culture, ethnicity, sex, physical or intellectual ability, race, religion, gender identity, sexual orientation, socio-economic status, or other similar factors - are welcomed, included, treated fairly, and respected. Diversity is valued, and all members of the TWS community feel safe, comfortable, and accepted. Every student is supported and inspired to succeed in a culture of high expectations for learning. In an inclusive education system, all students see themselves reflected in the curriculum, their physical surroundings, and the broader environment, so that they can feel engaged in and empowered by their learning experiences. In addition, TWS differentiates the instruction and assessment strategies to take into account the background and experiences, as well as the interests, aptitudes, and learning needs, of all students.

PLAGIARISM/CHEATING

Any incident of plagiarism or cheating will result in a resubmission/rewrite of that particular assignment/test at the end of the course on the student's own time and at his/her own expense to pay for the creation and marking of a new assessment. This incident will be documented in the office. A second incident of plagiarism or cheating in any course will result in a mark of zero for that assignment. For example, if you cheat on a math test and then plagiarize an English essay, you will receive a zero on the essay.

Missed and Late Assignments Policy

Teachers will make it Clear to the students and parents/guardians early in the school year that they are responsible not only for their behaviour in the classroom/school but also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher and in a form approved by the teacher. Students must understand that there will be consequences for

not completing assignments for evaluation or for submitting those assignments late. Where in the teacher's professional judgment it is appropriate to do so, a number of strategies will be used to encourage the student to modify his/her behaviour. Some of these may include:

- Asking the student to clarify the reason for not completing the assignment taking into consideration legitimate reasons for missed deadlines.
- Maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists.
- Setting up a student contract
- Providing alternative assignments or tests/exams where, in the teacher's professional judgment, it is reasonable and appropriate to do so.
- Deducting marks for late assignments, up to and including the full value of the assignment.

Students and parent/guardians will be informed in a timely fashion via phone call, face to face conference, e-mail and if need be a formal letter about the importance of submitting assignments for evaluation when they are due and about the consequences for students who submit assignments late or fail to submit assignments. **If the above measures have been put into place and the behaviour of the student has not provided sufficient evidence, then 0 will be inserted as the mark for the missed assignment.**

RESOURCES

Growing Success: Assessment Evaluation and Reporting in Ontario Schools, First Edition Covering Grades 1-12

- 📖 INTERNATIONAL BUSINESS: Canada and Global Trade, Nelson Education
🔗 Textbook Student Website:
<http://www.internationalbusiness.nelson.com/studweblinks.html>
- 🔗 World Trade Organization: <http://www.wto.org/>
- 🔗 International Monetary Fund: <http://www.imf.org/external/index.htm>
- 🔗 World Bank: <http://www.worldbank.org/>
- 🔗 Toronto Stock Exchange: <http://www.tmx.com/>
- 🔗 Global and Mail (Business section): <http://www.theglobeandmail.com/report-on-business/>
- 🔗 Toronto Star (Business section): <http://www.thestar.com/business>

Other handouts, articles, documents and online resources will be provided by the teacher.

Attendance Policy:

Consistent log-in is crucial to a student's success in Toronto World School's online program. The guidelines of the Ministry of Education require that students receive at least 110 hours of scheduled instruction time for each credit course. Attendance patterns will be monitored to ensure a student is actively logging into their course.

Students who have not completed the course within 12 months of enrolment will be automatically removed from the course. Only under extenuating circumstances, with proper documentation and the permission of the Principal, can a student be reinstated.

Acceptable Online Use Policy

Toronto World School uses the ConnectED Integrated Learning Platform and is intended for educational purposes only. The use of this program or any tools within TWS systems, other than for educational purposes, is strictly prohibited. The inappropriate uses include, but are not limited to, criminal, obscene, commercial, cyber-bullying or illegal purposes.

The administration has the right to review all student work in order to determine the appropriateness of computer use. If TWS online programs are deemed to be used inappropriately, the Administration will levy consequences which may include suspensions and/or removal from the program. In some cases, further action may be taken including contacting day schools, legal representation or the police.

Students need to be very vigilant in order to prevent them getting into a situation where they may be suspected for inappropriate use.

Therefore, students are reminded to

- Always protect their passwords and not share them with anyone
- Always inform their teachers of suspicious messages or other incidents that they encounter
- Always only access content that is intended for educational use.

Hardware/software requirements:

Hardware:

- PC running Windows 8 or higher
- Mac running Apple OS X or higher
- Chromebook running Chrome OS

High speed internet is recommended with access to a computer with the following:

- A processor of 2GHz or faster
- 4 GB RAM or greater
- A high speed internet connection of 1.5 MB/s or faster
- Keyboard and mouse
- Headphone/Speakers/Microphone/Camera

Recommended Software:

- Adobe Reader, Shockwave, Flash Player, Java, Office suite

Browser:

- Mozilla Firefox4 or higher, Internet Explorer 7 or higher, Safari 5 or higher, Google Chrome 11 or higher