



**NIAGARA ACADEMY**  
**INTERNATIONAL BUSINESS FUNDAMENTALS**  
**GRADE 12, UNIVERSITY/COLLEGE PREPARATION**  
**COURSE OUTLINE**

COURSE CODE:	BBB4M
DEVELOPED BY:	M. Wilson, 2014
REVISED BY:	C. Byart, 2018
DEVELOPED FROM:	The Ontario Curriculum Grades 11 and 12, Business Studies, 2006, Website: <a href="http://www.edu.gov.on.ca/eng/curriculum/secondary/business-1112currb.pdf">http://www.edu.gov.on.ca/eng/curriculum/secondary/business-1112currb.pdf</a>
PREREQUISITE:	None
COURSE DURATION:	110 hours
CREDIT VALUE:	1.0

**COURSE DESCRIPTION AND RATIONALE**

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**

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**

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**

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**

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**

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 CONTENT AND EVALUATION**

<b>Unit</b>	<b>Description</b>	<b>Evaluation</b>	<b>Hours</b>
Unit One	<b>International Global Trade:</b> 1.1 Evolution of Global Trade 1.2 History of Canadian Trade 1.3 Canada's Economic Identity 1.4 Advantages and Disadvantages of International Trade 1.5 Barriers to International Trade	7%	11 hrs
Unit Two	<b>The Importance of International Business:</b> 2.1 aspects of International Business 2.2 Why do Companies Expand Internationally 2.3 Reasons for Recent Growth in International Business 2.4 Advantages of Doing Business in Canada 2.5 Preparing for the International Workplace	6%	9 hrs
Unit Three	<b>International Competitiveness, Productivity, and Quality:</b> 3.1 Establishing a Global Presence 3.2 Achieving Competitive Advantage 3.3 Meaning of Productivity 3.4 Canada's Global Challenge 3.5 Quality Control and continual Improvement	5%	8 hrs
Unit Four	<b>Changes in Canada's global Business:</b> 4.1 What is Change? 4.2 The Changing Workplace 4.3 Staying Domestic or Going International	6%	9.5 hrs
Unit Five	<b>International Agreements, Organizations and Policies:</b> 5.1 Positioning in the Global Economy 5.2 Corporate Globalization 5.3 International Trade Agreements Organizations Influencing Global Trade	6%	9 hrs
Unit Six	<b>International Business Opportunities and Trends:</b> 6.1 Understanding International Opportunities 6.2 Identifying International Opportunities and Trends 6.3 Mapping International Trade	6%	10 hrs
Unit Seven	<b>Avoiding and Managing Common Mistakes and Problems:</b> 7.1 Common Pitfalls 7.2 Problems with Standards	5%	8 hrs

	7.3 Realistic Marketing 7.4 Infrastructure and Services		
Unit Eight	<b>Culture and International Business:</b> 8.1 Customs and Culture 8.2 Culture and Consumer Needs and Wants 8.3 Culture and International Business Practices 8.4 Disappearing Diversity	5%	8 hrs
Unit Nine	<b>Political and Economic Factors Affecting International Business:</b> 9.1 The Political Process: Government's Role in International Trade 9.2 Assessing Global Political Risks 9.3 Economic Factors Related to International Business 9.4 Managing International Financial Risks	7%	11 hrs
Unit Ten	<b>Global Business Ethics and Social Responsibility:</b> 10.1 Understanding Business Ethics and Social Responsibility 10.2 Ethical Issues Affecting the conduct of International Business 10.3 Taking Action, Ethically	6%	9.5 hrs
Unit Eleven	<b>International Marketing:</b> 11.1 International marketing Strategies 11.2 Global Marketing 11.3 the International Marketing Mix	6%	9 hrs
Unit Twelve	<b>Logistics and Global Distribution:</b> 12.1 Logistics 12.2 Distribution and Modes of Transport 12.3 Export Planning	5%	8 hrs
	<b>Total Term Work</b>	<b>70%</b>	<b>110 hrs</b>
Final Evalua- tion	<b>Culminating Activity</b>	<b>10%</b>	
	<b>Final Exam</b>	<b>20%</b>	
	<b>Final Mark</b>	<b>100%</b>	

Communication	Knowledge/Understanding	Thinking and Inquiry	Application/Making Connections
(25%)	(30%)	(20%)	(25%)
<ul style="list-style-type: none"> <li>▪ Oral Presentations</li> <li>▪ Group Work</li> <li>▪ Debates</li> <li>▪ Discussion</li> <li>▪ Reflective Writing</li> <li>▪ Communication Labs</li> <li>▪ Notemaking</li> <li>▪ Visual Displays</li> </ul>	<ul style="list-style-type: none"> <li>▪ Portfolio</li> <li>▪ Tests</li> <li>▪ Quizzes</li> <li>▪ Assignment Sheets</li> <li>▪ Business Plan</li> <li>▪ Dictionary of Key Words</li> </ul>	<ul style="list-style-type: none"> <li>▪ Brainstorming</li> <li>▪ Categorize</li> <li>▪ Mind mapping</li> <li>▪ Response Journals</li> <li>▪ Research</li> <li>▪ Case Studies</li> <li>▪ Project Planning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Projects</li> <li>▪ Reports</li> <li>▪ Demonstrations</li> <li>▪ Interviews</li> <li>▪ Simulations</li> </ul>

### ASSESSMENT AND EVALUATION

**Evaluation and Reporting of Student Achievement** Student achievement is communicated formally to students and parents twice per semester by means of the Provincial Report Card, Grades 9–12. The report card provides a record of the student’s achievement of the curriculum expectations in every course, at particular points in the school year or semester, 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 which are described in the achievement chart on pages 26-17 of The Ontario Curriculum Grades 11 and 12, Business Studies , 2006,

(<http://www.edu.gov.on.ca/eng/curriculum/secondary/business1112curr.pdf>)

**Learning Skills** will also be assessed and reported on the Provincial Report Card, Grades 9-12. The quality of the learning skills demonstrated by a student are recorded in six categories – Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-Regulation – are assessed throughout the semester using a four-point scale (E - Excellent, G - Good, S - Satisfactory, N - Needs Improvement). Reference: page 11, Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010, (<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>).

**Assessment for Learning** will be used as a process for seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there. Teachers will use diagnostic assessment before instruction and formative assessment will occur frequently and in an ongoing manner to monitor students’ progress. Observation and conversation will be used to determine the needs of individual student learning.

**Assessment as Learning** will focus on the explicit fostering of student’s capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves. Formative assessment be used by students to monitor their own and their peers’ progress.

**Assessment of Learning** will be used as the assessment that becomes public and results in statements or symbols about how well students are learning. Summative assessment will be used by the teacher to summarize learning at a given point in time. (Ref: page 31 of Growing Success,)

The teacher will use assessment strategies that:

- are fair, transparent and equitable for all students;
- are clearly communicated to students at the beginning of the course and at other points throughout the semester
- are varied in nature, administered over a period of time and designed to provide opportunities for students to demonstrate the full range of their learning
- are appropriate for the learning activities used, the purposes of instruction and the needs and experiences of the students
- relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs and experiences of all students
- accommodate students with special education needs, consistent with the strategies outlined in their Individual Education Plan
- accommodate the needs of students who are learning the language of instruction
- ensure that each student is given clear directions for improvement
- promote students' ability to assess their own learning and to set specific goals
- ensure that each student is given clear directions for improvement

A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher. The final grade for each course in Grades 9–12 will be determined as follows:

- Seventy per cent of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement. Please see the following page for an explanation of how course work marks will be obtained.
- Thirty per cent of the grade will be based on a final evaluation in the form of an examination (20%), and culminating activity (10%) suitable to the course content and administered towards the end of the course.

A student's achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using percentage marks. It is expected that both mathematical calculations and professional judgement will inform the determination of percentage marks.

## **TEACHING AND LEARNING STRATEGIES**

The English curriculum is based on the premise that all students can be successful language learners. One of the keys to student success in mastering language skills is high-quality instruction. Teachers who provide quality instruction respect students' strengths and address their learning needs, using assessment information to plan instruction. The following are specific strategies for teaching and learning. The teacher will provide meaningful activities and use a variety of teaching/learning strategies, such as the following:

- Assessment of prior knowledge and provision of differentiated instruction for individual students
- Teaching and modelling of learning strategies
- Problem solving with encouragement of risk taking in problem solving
- Individual and cooperative small group learning
- Role playing
- Simulations
- Teamwork
- Brainstorming
- Creation of scenarios for decision making
- Independent research
- Issue-based analysis
- Personal reflection
- Problem posing
- Seminar presentations
- Use of technology
- Hands-on applications
- Constructive or creative dialogue

## **CONSIDERATIONS FOR PROGRAM PLANNING**

The planning and administering of this course is based on the premise that all students can be successful language learners. The teacher will provide quality instruction that respects students' strengths and address their learning needs, using assessment information to plan instruction. For those students the teacher or school identifies as requiring accommodation, such as ELL or IEP students, the teacher may make accommodations without changing the knowledge and skills course requirements.

The following are examples of accommodations:

- The use of visual clues
- A variety of learning resources, such as bilingual dictionaries, assistive technologies
- Alternative assignments, or summative tasks
- Peer tutoring
- The granting of extra time and the use of oral interviews.

The program will also include opportunities for students to apply their language skills to work-related situations, to explore educational and career options, and to become self-directed learners. The program will provide students with an opportunity for cooperative education and other forms of experiential learning so that they can apply the skills they have developed in the classroom to real-life activities in the community and in the world of business and public service.

Teachers will model safe practices at all time and communicate safety requirements to students in accordance with the school, the Ministry of Education policies and Ministry of Labour regulations. This is particularly important in the case of off-site excursions. Teachers will also adhere to the policies of the First Nation, Métis and Inuit Education policy framework should the class include students from these communities

### **RESOURCES**

- International Business: Canada and Global Trade, Mike Shultz, David Notman, Ruth Hernder, Nelson Education, 2003
- Variety of Magazines, such as Canadian Business Magazine, Canadian Business Journal, The Economist, and Macleans and periodicals, such as Foreign Affairs
- The Globe and Mail, The Toronto Star
- Television business news
- <http://www.international.gc.ca/gac-amc/index.aspx?lang=eng>
- <http://www.tradecommissioner.gc.ca/trade-mission-help-mission-commerciale-aide.aspx?lang=eng>
- <https://travel.gc.ca/travelling/advisories>
- <https://www.bdc.ca/en/pages/home.aspx>
- [https://www.nipissingu.ca/search?search\\_api\\_fulltext=stock+market+challenge](https://www.nipissingu.ca/search?search_api_fulltext=stock+market+challenge)
- <https://www.bloomberg.com/canada>
- <https://www.ontario.ca/page/ontarios-global-trade-strategy>
- [http://www.sourcefromontario.com/tradefactsheet/en/page/tradefactsheet\\_ontario.php](http://www.sourcefromontario.com/tradefactsheet/en/page/tradefactsheet_ontario.php)