

# Unit Plan - Business and Information Technology Education - BBI201

## Course Materials - Syllabus

### Expectations:

#### Assessed

- BBI.10.BF.OE.1 demonstrate an understanding of how businesses respond to needs, wants, supply, and demand;
- BBI.10.BF.OE.2 compare types of businesses;
- BBI.10.BF.OE.3 demonstrate an understanding of ethics and social responsibility in business;
- BBI.10.FB.OE.1 explain the role of production in business;
- BBI.10.FB.OE.2 explain the role of human resources in business;
- BBI.10.FB.OE.3 demonstrate an understanding of sound management practices in business;
- BBI.10.FB.OE.4 demonstrate an understanding of the importance and role of marketing in business;
- BBI.10.FB.OE.6 demonstrate an understanding of the importance and role of information and communication technology in business.
- BBI.10.F.OE.1 demonstrate an understanding of income and spending issues facing individuals and businesses;
- BBI.10.F.OE.2 demonstrate an understanding of how banks and other financial institutions operate;
- BBI.10.F.OE.4 analyse the role and importance of credit in personal and business finance.
- BBI.E.OE.1 describe characteristics and skills associated with successful entrepreneurs and demonstrate an understanding of the contributions to Canadian business of selected entrepreneurs;

#### Instructed

- BBI.10.BF.OE.4 demonstrate an understanding of the benefits and challenges for Canada in the field of international business.
- BBI.10.FB.OE.5 demonstrate an understanding of the importance and role of accounting in business;
- BBI.10.F.OE.3 demonstrate an understanding of effective investment practices;
- BBI.E.OE.2 analyse the importance of invention and innovation in entrepreneurship.

### Course Cover Page Information (District):

## DEPARTMENT: Business Studies

COURSE TITLE: Introduction to Business, Grade 10, Open

PREREQUISITE: None

RECOMMENDATIONS:

COURSE TYPE: Open

MINISTRY COURSE CODE: BBI 20

COURSE RESOURCES: The World of Business: A Canadian Profile, 3rd Edition. John Wiley and Sons Publishing, 1994.

CURRICULUM

POLICY DOCUMENT: Business Studies: The Ontario Curriculum, Grades 9 &10, 2006,

REVISED

CREDIT VALUE: 1.0

YEAR: 2016-2017

TEACHER

of the COURSE: Scott Stevens

COURSE

DEVELOPER: Kevin Huinink

DATE: September 2007

COURSE REVISER: Scott Stevens

DATE OF REVISION: May 2016

### Course Ministry Description (District):

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 skills they will need in their everyday lives.

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**Course Rationale (District):**

Business is a construct by which our society develops, functions, grows, and is sustained. In responding to the creation mandate to “fill the earth and subdue it, rule and have dominion over it”, we are called to develop God’s creation to its fullest potential while remaining stewards of the creation. With this relationship between man, the creation, and the Creator in mind, two main concepts need to be focused on when studying business: Responsibility and Accountability. While studying the construct of the ‘Business World’, students will become well versed in business discourse and vocabulary, struggle with key issues as they relate to how the Business world operates, and develop opinions and responses to the role(s) we play within our business oriented society as Christians. Students will also develop personal skills that will enable them to make smart, educated decisions relating to their personal finance and business futures.

**Course Theme/Essential Question (District):**

What habits and knowledge can students develop right now that they can apply to their lives both today and their adult lives? How can students become responsible Christian's in both the business world and their own personal lives?

**Course Resources (main textbook or texts) (District):**

**The World of Business: A Canadian Profile, 3rd Edition.** John Wiley and Sons Publishing, 1994.

**Course Unit Summary (District):**

- Unit #
- Topic
- 1 Introduction: Needs/Wants/Demands, Business Ownership (20 hours)
- 2 Business and Economics (National/International) (15 hours)
- 3 Personal Finance -Budgets, credit cards, bank accounts (15 hours)
- 4 Business Functions-Private vs. public, for vs. non profit, NGO's (25 hours)
- A Accounting-Intro to budget sheets, tracking expenses, accounts of a business. (5)
- B HR -Hiring policies, employee incentives, motivating employees. (5)
- C Production/Operation -How a business runs, producing goods, hiarchy structure (5)
- D Marketing -Marketing techniq es, types, reasons. (5)
- E Stocks (5)
- 5 Entrepreneurship -Entrepreneurship characteristics, types. (10 hours)
- 6 Final Project (25 hours)

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<p><b>Course Teaching and Learning Strategies</b> (District):</p> <ul style="list-style-type: none"> <li>• Whole-group direct instruction</li> <li>• Individual assignments</li> <li>• Partner and group assignments</li> <li>• Trips and guest speakers</li> <li>• Group discussion</li> <li>• Computer simulations</li> <li>• Case studies</li> <li>• Other strategies as appropriate, determined by instructor</li> </ul>	<p><b>Course Mark Breakdown (KTCA)</b> (District):</p> <p><b>Term Work (70%)</b></p> <ul style="list-style-type: none"> <li>• Knowledge and Understanding ___20___% <ul style="list-style-type: none"> <li>1. Tests, Quiz's, written assignments.</li> </ul> </li> <li>• Thinking and Inquiry ___30___% <ul style="list-style-type: none"> <li>1. Tests, in class participation, research projects</li> </ul> </li> <li>• Communication ___30___% <ul style="list-style-type: none"> <li>1. Written reports, class participation.</li> </ul> </li> <li>• Making Connections/Application ___20___% <ul style="list-style-type: none"> <li>1. Projects, culminating activity, assignments.</li> </ul> </li> </ul> <p>Cumulative Activity (30%)</p>
<p><b>Course Assessment Strategies and Cumulative Activities</b> (District):</p> <ul style="list-style-type: none"> <li>• <b>Assessment FOR Learning:</b> Diagnostic tools include quiz's, class discussion, tests,</li> <li>• <b>Assessment AS Learning:</b> On-going feedback includes group projects, group discussions</li> <li>• <b>Assessment Of Learning:</b> Tests, quiz's, case studies, written reports.</li> </ul>	
<p><b>Course Planning Considerations</b> (District):</p> <ul style="list-style-type: none"> <li>✓ Information and Communications Technology <i>Where possible, the effects that current trends in technology as they pertain to this course will be identified and assessed for their impact on future study and practice. Students will be given opportunities to research, develop, and communicate some of their work using technology tools appropriate to the course and level of study. (<a href="http://www.edu.gov.on.ca/eng/document/curricul/secondary/oss/oss.pdf">http://www.edu.gov.on.ca/eng/document/curricul/secondary/oss/oss.pdf</a>)</i></li> <li>✓ Financial Literacy <i>The impact that financial and economic considerations have on the subject matter in this course, and with respect to careers and lifestyle beyond will be explored. Students will be encouraged and guided to explore how this course contributes to an understanding of financial and economic realities, as well as how the subject matter is affected by financial and economic realities. (<a href="http://www.edu.gov.on.ca/eng/Financial_Literacy_Eng.pdf">http://www.edu.gov.on.ca/eng/Financial_Literacy_Eng.pdf</a>)</i></li> <li>✓ Careers Education <i>The guidance and career education program has three areas of learning – student development, interpersonal development, and career development. Both student development and interpersonal development are integrated within the learning skills and work habits described in Growing Success. Career development helps students reflect critically on their strengths, needs, and interests; set goals; and identify learning opportunities and strategies to achieve their goals. The career development competencies are knowing self, exploring opportunities, making decisions, and preparing for change and making transitions. <a href="http://www.edu.gov.on.ca/eng/document/curricul/secondary/choices/choicee.pdf">www.edu.gov.on.ca/eng/document/curricul/secondary/choices/choicee.pdf</a></i></li> <li>✓ Inclusive Education <i>To achieve an equitable and inclusive school climate, we strive to ensure that all members of the school community feel safe, comfortable, and accepted. We want all staff and students to value diversity and to demonstrate respect for others and a commitment to establishing a just, caring society. Our curriculum upholds the principles of acceptance and inclusion of all students. Diversity is honoured and all individuals are respected. Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation, 2009</i></li> <li>✓ English Language Learners <i>English language learners at different stages of learning English and/or developing literacy in English will need program adaptations in order to be successful. Appropriate adaptations include modified expectations, a variety of accommodations related to instructional strategies, a variety of learning resources and accommodations related to assessment strategies. <a href="http://www.edu.gov.on.ca/eng/document/esleldprograms/esleldprograms.pdf">http://www.edu.gov.on.ca/eng/document/esleldprograms/esleldprograms.pdf</a></i></li> </ul>	

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- ✓ **Students with Special Needs**  
*Students who have behavioural, communicational, intellectual, physical or multiple exceptionalities, require special education programs and services to benefit fully from their school experience. These consist of instruction and assessments that are different from those provided to the general student population. These may take the form of accommodations and/or an educational program that is modified from the grade level expectations in a particular course or subject. Specific modifications and accommodations are articulated for individual students in the student's IEP and implemented by the course instructor and the academic support team.*  
*<http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2011.pdf>*
- ✓ **Healthy Relationships**  
*Students are encouraged to explore the aspects of, and development of healthy relationships as they pertain to self, peers, parents and family, teacher and employers, and the wider communities to which they belong.* (<http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf>)
- ✓ **Critical Thinking and Critical Literacy**  
*Students are encouraged to develop competencies in all 21st Century Skills, including critical thinking and analysis. Development of these skills builds in an age appropriate way from grade 9 through grade 12. Critical thinking skill development is an important part of every course.*  
*([http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Critical\\_Literacy.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Critical_Literacy.pdf))*
- ✓ **The Role of the School Library**  
*The school library supports the learning environment by providing reference materials, fiction and non-fiction titles by topic, and a wide variety of digital resources (periodicals, website links, database access for research etc.) Students are encouraged to use the library webpage as the "launching" site for project and assignment research, as well as for personal learning and enjoyment.* (<http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/thinklitlibrary.pdf>)
- ✓ **Ethics**  
*Students are encouraged to compare and contrast the wide array of responses to ethical issues as they pertain to each subject area. Classroom discussions will focus on a variety of areas including biomedical, legal, environmental, social, financial and moral ethics (to name a few). Students are encouraged to consider the basis by which individuals and societies decide what is deemed right and wrong, as well as the Christian lens through which view ethical issues.*
- ✓ **Health and Safety**  
*Awareness of health and safety issues is important in every classroom. As teachers, we are constantly aware of potential hazards and we communicate health and safety standards of practice to our students. This is especially true in classes where students are using chemicals, materials and/or equipment that is potentially harmful if used inappropriately. Students are provided with appropriate training in all areas where health and safety is of highest concern (woodworking, kitchen, gymnasium, science lab, art room, etc.)*  
*(<http://www.edu.gov.on.ca/eng/policyfunding/workplace.html#Curriculum>)*