

York Region District School Board
King City Secondary School.
Course Outline & Evaluation Profile

BBB4M

GR. 12 INTERNATIONAL BUSINESS

Adapted from: The Ontario Curriculum, Grades 11 and 12: Business Studies

Course Description / 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.

Units of Study:

Unit 1: Introduction to International Trade (Ch. 1-2)

In this unit, students will explore how people and businesses in Canada are impacted by international business and how nations are interdependent in trade and economy. Students will build a glossary with industry and trade specific words. Further they will analyse the barriers to trade and examine many trading partners

Unit 2: Culture, Politics, and Economics (Ch. 3-4)

In this unit students will look at the cultural factors that influence international markets and assess how political, economic and geographic factors play a role in international business methods and operations. An understanding of product modifications and standardizations will be developed as well. The students will focus on how countries deal with the political, geographical and cultural issues of doing business.

Unit 3: Trade Organizations and Social Responsibility (Ch. 5-6)

In this unit students will take a look at international organizations such as the World Trade Organization and the International Monetary Fund and how they influence the global economy. Students will also reflect on their consumer habits can affect unethical business habits in developing nations. They will learn how to be more socially responsible consumers and support socially responsible businesses.

Unit 4: Marketing and Logistics (Ch. 7-8)

In this unit students will explore marketing challenges facing international businesses. Students focus on the examination of marketing approaches including describing the adaptations that have been made to the marketing mix of a product in order to market it internationally; describing the legal, cultural, and economic factors that must be addressed to market a product internationally; and determining the types of market research necessary to prepare businesses for entering foreign markets. Students will also be introduced to the concepts of distribution and logistics.

Unit 5: Canada's Role in International Business (Ch. 9-10)

In this unit, students will identify a variety of opportunities available to them as Canadians in international markets for entrepreneurial ventures, employment, training, and education. The focus here is how students can participate in world markets, and not on the specific trade relationships. Part of the unit will also concentrate on Canada's strengths in the global market and how Canadians

Achievement Categories & Weighting:

Teachers will ensure that student learning is assessed and evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories.

These categories will be weighted as follows:

| | |
|---------------------------|-----|
| Knowledge & Understanding | 25% |
| Communication | 25% |
| Thinking | 25% |
| Application | 25% |

Assessment and Evaluation:

-70% of final grade will be based on evaluations conducted throughout the course.

-30% will be based on final evaluations administered towards the end of the course

(Refer to Assessments of Learning)

Unit 1: Assignment & Test

Unit 2: Assignment & Test

Unit 3: Assignment & Test

Unit 4: Assignment & Test

Unit 5: Assignment & Test

Business in the News Assignment

Culminating Activity

Final Exam

Materials Needed

MATERIALS NEEDED

- Binder & lined paper, Pens, pencils, eraser, coloured pencils

Textbooks & Replacement Costs

Fundamentals of International Business: A Canadian Perspective by Lorie Guest and David Notman

ONLINE COURSE RESOURCE

- Class on H:\ - Drive

The primary purpose of assessment and evaluation is to improve student learning and to help students assume responsibility for their learning.

Mid-semester and final marks are determined through evaluations or **Assessments of Learning** which typically occur towards the end of a unit and end of semester. During the learning process information about a student's learning is gathered and used by the teacher and student to inform decisions that affect goal setting and teaching in the classroom. The data gathered as **Assessment as Learning** and **Assessment for Learning** do not carry a mark weight but do play a crucial role in student success as they help inform the teacher about each student's progress. All types of assessments allow teachers to provide descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement.

Learning Skills and Work Habits (responsibility, organization, independent work, collaboration, initiative, self-regulation) will be reported by a letter (E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement). These skills and habits support a high level of success in meeting the course expectations in addition to contributing to the development of positive life and work skills for the future.

Timely Completion and Submission of Assignments for Evaluation:

Students are responsible for providing evidence of their achievement of the overall expectations, both within the timeframe and format specified by the teacher. Students must understand that there will be consequences for not completing an Assessment of Learning within the time-frame specified. Where in the teacher's professional judgement it is appropriate to do so, a number of progressive strategies will be used to help prevent and/or address late and missed assignments. These strategies may include:

- Asking the student to clarify the reason for not completing the assignment;
- Maintaining ongoing communication with students and/or parents about due dates and late assignments;
- Setting up a student contract;
- Referring the student to the Student Success team;
- Providing alternative assignments or tests where it is reasonable and appropriate to do so;
- Deducting marks for late assignments.

Academic Integrity:

At KCSS, we will make every effort to support student learning and achievement through various assessment, evaluation and communication practices in order to promote academic honesty. Students shall provide original evidence of their learning and achievement and appropriately acknowledge the work of others. Students are expected to use skills and strategies offered to them as well as actively seek clarification and support to prevent cheating and plagiarizing. Acts of cheating and/or plagiarism can result in severe consequences for students. Please refer to the student agenda for more details.

Attendance:

Regular attendance and punctuality contribute to student success and achievement; therefore, it is expected that students attend classes and be on time for each subject. If a student has an **anticipated absence** (e.g. field trip, sports event, medical appointment), it is expected that he/she speak with the teacher and main office **prior** to the date to discuss alternative assessment arrangements or missed content.

In the case of **illness or family emergency** on a due date for an Assessment of Learning, it is expected that the parent/guardian or the student (if 18 years or older) notify the classroom teacher and main office.

Technological Devices:

King City supports the use of technology to enhance learning, but the use of such electronic technology in the classroom is at the discretion of the teacher. Working together we can ensure the appropriate use of technology by all members of our school community.

When students use their personal devices in the classroom without teacher permission, the learning environment can be disrupted for all. Should this occur, the teacher may confiscate the device, contact parents/guardians and/or refer the student to the office.

I have read and understood the above guidelines.

Student Name: (please print) _____ Student Signature: _____

Parent Signature: _____ Date: _____

The above guidelines were informed by the 'Guidelines for Assessment and Evaluation, YRDSB, 2006' and 'Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, Ontario Ministry of Education, 2010.'