

Introduction to Business, Grade 9 or 10, Open

Course Title: Introduction to Business

Course Code: BBI1O/2O

Grade: 9 or 10

Course Type: Open

Credit Value: 1.0

Prerequisites: None

Curriculum Document: [Business Studies, Revised \(2006\)](#)

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Department: Business Studies

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Teacher(s):

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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, 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.

Unit Title and Description	Time Allocated
<p>The Basics of Business</p> <p>Business. What does it mean? Is it the store you go into every week to buy groceries? Is it the process of one company trading with another? Is it odd jobs done for neighbours or multi-national deals between big name companies? Business takes many shapes and forms, but at its heart, business is the exchange of goods or services with the hope of making a profit.</p> <p><i>In this unit, students will explore how the needs of individuals can inspire someone to start a business to meet those needs. Students will also investigate the difference between small businesses and large companies, including how they are organized and how ownership differs among companies. In addition, they will explore how trade between Canada and international countries affects business operations and leads to challenges that must be overcome.</i></p>	27 Hours
<p>The Parts of a Business</p> <p>Have you ever ordered a product online that you're really excited to get, only to have it arrive damaged, in the wrong colour, or even as a different product altogether? If you have, you've also likely talked to customer service or filed a</p>	27 Hours



complaint with management about the issue. These two departments work together to provide products or services to customers, but do you know how they work together or what other departments do to get goods and services to consumers?

In this unit, students will learn about the different parts that make up a successful business. They will explore the roles each part plays, how they work together, and what challenges they face when it comes to conducting business. Students will also explore how different approaches to working with employees can affect productivity and profit, and how that can affect a business's success. All of these pieces need to fit together and function well to create the best product or service possible.

Employer and Employee Relations

The most valuable asset any business has is its employees. Business owners want to hire people that are skilled in their professions, trainable, and productive. To attract employees to their company, they need to make sure they provide a work environment where people feel safe, supported, and happy. The best employers not only stay on top of and meet government implemented human rights requirements, but also run ethical businesses that inspire ethical work practices. Work environments that ensure their employees are trained, safe, and happy are more productive.

In this unit, students will explore how employee skills, rights, and the ethical practices of companies can lead to productivity.

The Financial Side of Business

Have you ever heard the saying, "You have to spend money to make money"? This statement sums up the most important philosophy in business. Establishing a successful, profitable business requires business owners to spend money on many different things, often before the business is even up and running. In the case of many small businesses, the money needed to get started comes from the owner's personal savings, and when that isn't enough, it comes from a financial institution in the form of a loan. How do business owners keep their finances straight? It's very similar to how you keep your personal finances in order.

In this unit, students will explore the different sources of financial assistance available to business owners and individuals, as well as ways to calculate potential expenses and track the flow of money. In other words, it's time to follow the money!

The Entrepreneurial Spirit

Have you ever thought to yourself, "I bet I could make a lot of money if . . ." Many people have, and some have even managed to turn those thoughts into million dollar companies. What makes someone decide to take the leap and start their own business? Are there certain qualities that make someone more likely to succeed in the business world than others?

In this unit, student will explore some of the inventions and innovative ideas that have come from individuals around Canada. Students will also investigate the

12 Hours

27 Hours

12 Hours

similarities and differences in the personalities and character traits of successful entrepreneurs. This investigation will help them reflect on their own strengths as a future business person.

Final Assessment

This project is worth 30% of the final grade. Students will complete a business plan to help prepare them for the world of business.

5 Hours

Overall Curriculum Expectations

Business Fundamentals

1. Demonstrate an understanding of how businesses respond to needs, wants, supply, and demand
2. Compare types of businesses
3. Demonstrate an understanding of ethics and social responsibility in business
4. Demonstrate an understanding of the benefits and challenges for Canada in the field of international business

Functions of a Business

1. Explain the role of production in business
2. Explain the role of human resources in business
3. Demonstrate an understanding of sound management practices in business
4. Demonstrate an understanding of the importance and role of accounting in business
5. Demonstrate an understanding of the importance and role of information and communication technology in business

Finance

1. Demonstrate an understanding of income and spending issues facing individuals and businesses
2. Demonstrate and understanding of how banks and other financial institutions operate
3. Demonstrate an understanding of effective investment practices
4. Analyse the role and importance of credit in personal and business finance

Entrepreneurship

1. Describe characteristics and skills associated with successful entrepreneurs and demonstrate an understanding of the contributions to Canadian business of selected entrepreneurs
2. Analyse the importance of invention and innovation in entrepreneurship

Resources Required:

This course is entirely online and does not require nor rely on any textbook. The materials required for the course are:

- Access to voice recording or video recording tools (webcam, cellphone, etc.)
- Microsoft Excel or substitute
- Microsoft Word or substitute

Teaching and Learning Strategies:

The purpose of this course is to provide students with the foundational knowledge to be successful in business studies. To ensure that the purpose is met, a wide variety of instructional strategies are used to provide learning opportunities that accommodate a variety of learning styles, interests, and ability levels. The following strategies are used throughout the course to teach and learn the concepts presented:

- *Communicating:* Through the use of discussions, this course offers students the opportunity to share their understanding both in oral as well as written form. This also gives them the opportunity to broaden their understanding as they read and comment on the posts of others.
- *Independent Learning:* This course provides students with opportunities to research aspects of business independently, with direction and guiding questions provided within the course.
- *Reflecting and Connecting:* Assignments and discussions throughout the course will prompt students to reflect on concepts presented and how they connect to businesses and/or products that they encounter in their everyday lives.
- *Self-Assessment:* Through the use of interactive activities (e.g. multiple choice quizzes) students receive instantaneous feedback and are able to self-assess their understanding of concepts.

Assessment and Evaluation Strategies

Every student attending Christian Virtual School is unique. We believe each student must have the opportunities to achieve success according to their own interests, abilities, and goals. Like the Ministry of Education, we have defined high expectations and standards for graduation, while introducing a range of options that allow students to learn in ways that suit them best and enable them to earn their diplomas. Christian Virtual School's Assessment, Evaluation, and Reporting Policy is based on seven fundamental principles, as outlined in the [Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools](#) document.

When these seven principles are fully understood and observed by all teachers, they guide the collection of meaningful information that helps inform instructional decisions, promote student engagement, and improve student learning. At Christian Virtual School, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning English, and those who are First Nation, Métis, or Inuit;
- are carefully planned to 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;

- are communicated clearly to students and parents or guardians at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement; and
- develop students' self-assessment skills to enable them to access their own learning, set specific goals, and plan next steps for their learning.

For more information on Christian Virtual School's assessment and evaluation strategies, you can refer to our [Assessment, Evaluation, and Reporting Policy](#).

Program Planning Considerations

Each of our courses have been designed by a team of educators to create an environment infused with creativity, flexibility, choice, and variety, with the goal to help every student succeed. We also take into consideration several topics that span disciplines and ensure we incorporate these into each of our courses.

Program Planning Considerations

Students with Special Needs

Christian Virtual School is committed to ensuring that all students are provided with the learning opportunities and supports they require to succeed. Our courses are made to offer flexible, personalized learning experiences. By maintaining an asynchronous model, students can move through their courses at their own pace, ensuring they are able to take the time they need to understand concepts or work with their teacher if they hit roadblocks. Christian Virtual School courses also incorporate choice, allowing students to submit work in a variety of mediums or formats to communicate their ideas.

In addition to the flexibility built into the courses, Christian Virtual School will implement the accommodations that are listed in a student's Individual Education Plan (IEP) that are applicable to the online learning environment. In these cases, the learning expectations will be the same as or similar to the expectations outlined in the curriculum document but supports will be provided to help students achieve those expectations. Common accommodations in the environment are reducing the workload, simplifying tasks and materials, providing extra time for tests and exams, allowing scribing or the use of specialized equipment, and not deducting marks for spelling.

English Language Learners

Although all our courses are only offered in English at this time, Christian Virtual School welcomes students learning the English language. Students do need to meet a baseline proficiency level to access the content, but Christian Virtual School teachers are responsible for helping students develop their English literacy skills no matter the course they are enrolled in.

Upon enrollment, students are asked if they would like to provide information about their English language background, and this information is used by our teachers to help them adjust their instruction and suggest accommodations within the courses. English language learners are encouraged to reach out to their teacher or the Christian Virtual School administration to talk about the accommodation options in their courses so that the appropriate opportunities are given to everyone.

Environmental Education

Christian Virtual School operates with 5 cores values: responsibility, perseverance, integrity, compassion, and community. These core values determine our business operations, as well as exemplify what we, as educators, want to instill in our students. Environmental education, among other causes, are important to us as a school and we strive to promote learning about these issues and solutions within our courses. We work to educate students on the environment, its threats, and the importance of sustainability. We also work to inspire students to make an impact within their community and identify an alignment between their passions and the local, or global, needs.

Environmental education is woven throughout our course content, across all disciplines. Depending on the course and subject matter, this education can be subtle or explicit, but the goal is to ensure that students have the opportunity to acquire the knowledge, skills, perspective and practices needed to become an environmentally literate citizen.

Equity and Inclusive Education

Christian Virtual School stands on the belief that every person is unique and, regardless of ancestry, culture, ethnicity, sex, physical or intellectual ability, race, religion, sexual orientation, socio-economic status, or other similar factor, they are to be welcomed, included, accepted, treated fairly, and respected. As a school, we teach students about multiple worldviews, how to identify and acknowledge similarities and differences, and how to communicate with others in an inclusive, kind, loving, and compassionate way.

Diversity is valued at Christian Virtual School, and it is our goal to ensure all members of the community feel safe, comfortable, and accepted. Our courses are written to draw attention to the contributions of men and woman alike, the different perspectives of various cultural, religious, and racial communities, and the beliefs and practices of First Nations, Métis, and Inuit peoples, to showcase a wide range of backgrounds and allow all of our students to see themselves reflected in the curriculum.

As a school, we see and recognize the diversity of families, children, and people in the world in need of Christ's love. We work every day to spread the love and acceptance of Christ.

Financial Literacy Education

Whenever possible, Christian Virtual School emphasizes the importance of financial literacy. Making financial decisions has become an increasingly complex task, and students need to have knowledge in many areas and a wide range of skills in order to make informed decisions about financial matters. In addition to the concrete skills of numeracy and finances from a mathematical point of view, students need to develop an understanding of the economic forces and ways in which they can respond to those influences.

Lessons that promote skill building in problem solving, inquiry, research, decision making, reflection, and critical thinking are present throughout Christian Virtual School courses. The goal is to help students acquire the knowledge and skills required to understand their own finances, as well as to develop an understanding of local and global effects of world economic forces and the social, environmental, and ethical implications of their own choices.

The Role of Information and Communication Technology

Technology is rapidly changing, and the requirements for literacy in technology is growing just as quickly. Students entering the workforce are expected to have a firm grasp of information and communication technologies and be skilled their use.

Due to the nature of Christian Virtual School courses, students are exposed to a wide range of technologies to both facilitate and communicate their learning. As a result, students will develop transferable skills through their experience with word processing, information processing, internet research, presentation software, communication tools, and more.

Career Education

Opportunities are present throughout Christian Virtual School courses to explore careers related to the different disciplines and subject areas. Students are exposed to a wide variety of modern careers, fields of study, and employment opportunities.

In addition, teachers are available to help the student prepare for employment in a number of diverse areas. With the help of teachers, students will learn to set and achieve goals and gain experience in making meaningful decisions concerning career choices. The skills, knowledge, and creativity that students acquire through our course are essential for a wide range of careers.

Health and Safety

In order to provide a suitable learning environment for the Christian Virtual School staff and students, it is critical that the courses and the learning environment complies with relevant federal, provincial, and municipal health and safety legislation and by-laws, including, but not limited to, the Workplace Safety and Insurance Act, the Workplace Hazardous Materials Information System (WHMIS), the Food and Drug Act, the Health Protection and Promotion Act, the Ontario Building Code, and the Occupational Health and Safety Act (OHSA).

Consideration of students' health and safety is taken when planning activities, investigations, and experiments for our courses to ensure that proper safety precautions are communicated to and attainable for students.