



**THAMES VALLEY DISTRICT SCHOOL BOARD**  
London Central Secondary School



**COURSE OUTLINE 2019-2020**

Course Name:	Introduction to Business	Course Code:	BBI 20
Course Type:	Grade 10 Open	Credit Value:	1.0
Teachers:	Ms. Cheshire & Mr. Blackwell		
Website:	Google classroom		

**Course Description:**

**Introduction to Business**

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.

<http://www.edu.gov.on.ca/eng/curriculum/secondary/business910currb.pdf>

**Course Overall Expectations:**

<b>Strand</b>	<b>Overall Expectations</b>
<b>Business Fundamentals</b>	demonstrate an understanding of how businesses respond to needs, wants, supply, and demand;
	compare types of businesses;
	demonstrate an understanding of ethics and social responsibility in business;
	demonstrate an understanding of the benefits and challenges for Canada in the field of international business.
<b>Functions of a Business</b>	explain the role of production in business;
	explain the role of human resources in business;
	demonstrate an understanding of sound management practices in business;
	demonstrate an understanding of the importance and role of marketing in business;
	demonstrate an understanding of the importance and role of accounting in business;
	demonstrate an understanding of the importance and role of information and communication technology in business.

**Course Overall Expectations:**

<b>Strand</b>	<b>Overall Expectations</b>
<b>Finance</b>	demonstrate an understanding of income and spending issues facing individuals and businesses;
	demonstrate an understanding of how banks and other financial institutions operate;
	demonstrate an understanding of effective investment practices;
	analyse the role and importance of credit in personal and business finance.
<b>Entrepreneurship</b>	describe characteristics and skills associated with successful entrepreneurs and demonstrate an understanding of the contributions to Canadian business of selected entrepreneurs;
	analyse the importance of invention and innovation in entrepreneurship.

**Assessment and Evaluation Strategies:**

The purpose of assessment and evaluation is to improve student learning. Assessment and evaluation is based on the provincial curriculum expectations and the achievement levels outlined in the curriculum document. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers use a variety of strategies throughout the course, including: providing students with feedback about their work (known as assessment for learning), helping to set learning goals and monitor their own progress (known as assessment as learning), and evaluation and reporting of progress in the form of grades and marks (known as assessment of learning).

<b>Unit Overview</b>	<b>Assessment and Evaluation Methods</b>
Business Fundamentals	<ul style="list-style-type: none"> <li>• quizzes</li> <li>• assignments</li> <li>• projects</li> <li>• performance tasks</li> <li>• presentations</li> <li>• unit tests</li> </ul> <p>Major assignments will be indicated for each unit when assigned.</p>
Functions in Business	
Finance	
Entrepreneurship	
Course Culminating Activity/Independent Study	
Final Exam	Business Pitch, Business Event and Business Plan
	Will be written during the formal exam period in January.

## Assessment and Evaluation Categories and Weights:

### Assessment and Evaluation Categories and Weights:

Evaluation of Term Work (Totals 70%)	
Strand	%
Business Fundamentals	30
Functions in Business	30
Finance	15
Entrepreneurship (plus ISP of 10%)	5

Evaluation/Weight of Marks	
Evaluation	Percentage
Term work	70
Final evaluation:	
Business Plan	15
Exam	15

Note that the Achievement chart for Business Studies identifies four areas of knowledge and skills: Knowledge and Understanding, Thinking, Communication, Application. These categories are used in a balanced fashion to develop quality assessment tasks and tools, plan instruction for learning, and provide meaningful feedback to students. (*Business Studies Curriculum 2006; Growing Success*)

### Learning Skills and Work Habits Assessment:

The development of learning skills and work habits is an integral part of student learning. These skills are:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

Learning skills and work habits influence student achievement and are included as a formal part of the assessment and evaluation process. Learning skills and work habits will be assessed through a variety of teacher strategies. ( e.g. observation, student /teacher conference, self-reflection, checklists, exit cards, etc.) These important learning skills and work habits will be formally reported on the Provincial Report Card according to the following scale: E- Excellent, G- Good, S- Satisfactory, N- Needs Improvement.

### Academic Dishonesty - Cheating and Plagiarism:

Learning tasks that students complete as well as the assignments, tests and exams that students submit for evaluation must be their own work. Cheating and plagiarism is a serious offence that will not be condoned. Academic consequences will result.

### Late and Missed Assignments - Student Roles and Responsibilities

Students are expected to:

- be responsible 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;
- understand that there will be consequences for not completing assignments for evaluation and/or for submitting those assignments late;
- use class time productively;
- in extenuating circumstances, request an extension from the teacher before the due date.

**Mark deductions for late and missed assignments may apply to major assignments only.**

## **Test Policy**

According to the Growing Success Document (2010) a student must fulfill his/her responsibilities and commitments within the learning environment, including completing all types of assessments according to agreed-upon timelines. **It is the expectation that all students will write tests on the date set out by the classroom teacher.** In the event of an illness, emergency, or other significant situation, an exception can be made, provided sufficient documentation is given to the classroom teacher. Please note that parental approval is not a legitimate reason for missing an evaluation. If an acceptable absence is known prior to the assessment date, alternate arrangements must be made with the classroom teacher in advance of the absence. If this expectation is not met, the evaluation will be completed but may not contribute to the student's course marks.

**References:** *TVDSB Assessment & Evaluation Policy*, September 2011; *Growing Success - Assessment and Evaluation, and Reporting in Ontario Schools*, 2010.  
*Student Planner and School Web site*