**COURSE NAME:** Business Leadership: Management Fundamentals, Grade 12, University/College Preparation

**COURSE CODE:** BOH4M

**CREDIT VALUE:** 1.0

**PREREQUISITE:** None

**CURRICULUM POLICY:** *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools,* 2010

*First Nations, M*é*tis and Inuit Connections, Scope and Sequence of Expectations, 2016*

*Financial Literacy: Scope and Sequence of Expectations, 2016*

*Environmental Education: Scope and Sequence of Expectations, 2017*

*Health and Safety: Scope and Sequence of Expectations, 2017*

*Business Studies: Grades 11 and 12. 2006*

**DEPARTMENT:** Business Studies

**DEVELOPED BY:**

**DEVELOPMENT DATE:**

**REVISED BY:**

**REVISION DATE:**

***COURSE DESCRIPTION***

This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conﬂict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.

***OVERALL CURRICULUM EXPECTATIONS***

***Foundations of Management***

Overall Expectations:

By the end of this course, students will be able to:

1. assess the role of management within an organization;
2. demonstrate the use of appropriate communication techniques related to business management;
3. evaluate the impact of issues related to ethics and social responsibility on the management of organizations;

***Leading***

Overall Expectations:

By the end of this course, students will be able to:

1. apply an understanding of human behaviour to explain how individuals and groups function in the workplace;
2. demonstrate an understanding of group dynamics;
3. demonstrate an understanding of proper leadership techniques in a variety of situations.

***Organizing***

Overall Expectations:

By the end of this course, students will be able to:

1. demonstrate an understanding of the various organizational structures used to manage the workforce effectively;
2. assess the ways in which organizational structures have changed to adapt to the changing nature of work;
3. evaluate the role of human resources within an organization;

***Planning and Controlling***

Overall Expectations:

By the end of this course, students will be able to:

1. analyse the importance of planning to the success of an organization;
2. demonstrate an understanding of appropriate planning tools and techniques in a variety of situations;
3. analyse the relationship between strategic planning and the success of an organization;
4. analyse how companies respond to internal and external pressures for change;
5. assess the importance of control in management.

***Management Challenges***

Overall Expectations:

By the end of this course, students will be able to:

1. demonstrate an understanding of the communication process within the workplace;
2. evaluate the strategies used by individuals and organizations to manage stress and conﬂict;
3. compare theories of how to motivate individuals and teams in a productive work environment.

***UNITS***

|  |  |  |
| --- | --- | --- |
| Unit | Title | Time |
| 1 | Foundations of Management | 24 hrs |
| 2 | Leading | 22 hrs |
| 3 | Management Challenges | 22 hrs |
| 4 | Planning and Control | 20 hrs |
| 5 | Organizing | 18 hrs |
|  | Final Exam Review, Exam and ISP Presentation | 4 hrs |
|  | Total: | 110 hrs |

# ACHIEVEMENT CHART

The following table provides a summary description of achievement in each percentage grade range and corresponding level of achievement:

|  |  |  |
| --- | --- | --- |
| **Percentage**  **Grade Range** | **Achievement**  **Level** | **Summary Description** |
| 80-100% | Level 4 | A very high to outstanding level of achievement. Achievement is above the provincial standard. |
| 70-79% | Level 3 | A high level of achievement. Achievement is at the provincial standard. |
| 60-69% | Level 2 | A moderate level of achievement. Achievement is below, but approaching the provincial standard. |
| 50-59% | Level 1 | A passable level of achievement. Achievement is below the provincial standard. |
| Below 50% | Insufficient achievement of curriculum expectations. A credit will not be granted. | |

# TEACHING AND LEARNING STRATEGIES

Using a variety of instructional strategies, the teacher will provide numerous opportunities for students to develop skills of inquiry, problem solving, and communication as they investigate and learn fundamental concepts. The integration of critical thinking and critical literacy will provide a powerful tool for reasoning and problem solving, and is reflected in a meaningful blend of both process and content.

***The Role of Critical Thinking and Inquiry Skills in the Curriculum***

This course will focus on developing students’ critical thinking and inquiry skills, in order to develop their appreciation of, and engagement with, the multilayered subject matter. The goal of this focus on critical thinking and inquiry skills is to support students in attempting to reach beyond superficial conclusions and move towards deeper understanding.

* The inquiry process consists of formulating questions; gathering and organizing evidence; interpreting and analyzing evidence; evaluating evidence and drawing conclusions; and communicating findings.
* Critical thinking then applies the steps of the inquiry process toward examinations of opinions, values, biases and meanings.
* Teachers will support students’ development of these skills by modeling in the classroom, providing ongoing and varied opportunities to exercise.
* Assessment and evaluation will focus on students’ effective use of critical thinking skills, and not solely on a traditional “product”.

Along with some of the strategies noted in the assessment for, as, and of learning charts below, strategies will include:

|  |  |  |
| --- | --- | --- |
| **Activity Based Strategies:**  Debate  Field Trip  Game  Oral Presentation  Panel Discussion  Rehearsal / Repetition / Practice  Retelling  Simulation  Survey | **Arts Based Strategies:**  Collage  Improvisation  Role Playing | **Cooperative Strategies:**  Collaborative  Community Links  Conflict Resolution  Discussion  Interview  Jigsaw  Peer Teaching  Round Table  Think/Pair/Share |
| **Direct Instruction Strategies:**  Advance Organizer  Demonstration  Directed Reading-Thinking  Activities  Expository Text Frames  Flash Cards  Guest Speaker  Guided Exploration  Lecture  Programmed Learning  Reciprocal Teaching  Review  Seminar/Tutorial  Task Cards  Textbook  Visual Stimuli  Visualization  Word Cycle  Workbook/Work Sheets | **Independent Learning Strategies:**  Homework  Independent Reading  Independent Study  Memorization  Note Making  Reading Response  Reflection  Report  Response Journal | **Inquiry Research Mode:**  Cognitive Skills Model  Decision-Making Models  Inquiry Process  Problem-Based Models  Questioning Process  Research Process  Technical Design Process  Writing Process |
| **Technology and Media Based Applications:**  Communication Applications  Computer-Assisted Instruction  Database Application  Graphic Applications  Internet Technologies  Media Presentation  Multimedia Applications  Spreadsheet Applications | **Planning Skills:**  Defining a Problem  Articulating a Vision  Clarifying a Task  Acquiring Relevant Information  Organization of Data, Research,  Ideas |
| **Processing Skills:**  Clarifying  Identifying and Distinguishing  Among Components & Attributes  Inferring  Predicting  Elaborating  Connecting and Combining  Information |
| **Thinking and Inquiry Skills:**  Anticipation Guide  Brainstorming  Critical Thinking  Concept Clarification  Concept Mapping  Critical Point of View  Detecting and Analyzing  Estimating  Examining Options  Experimenting  Expressing Another Point of View | Hypothesizing and Critiquing  Identifying Values and Issues  Inquiry Process  Interpretation of Information  Issue-Based Analysis  Logical Thinking and Reasoning  Lateral Thinking  Metacognitive Reflection  Mind Map | Oral Explanation  Predicting  Problem Posing  Problem Solving  Questioning  Statistical Analysis  Synthesizing Information  Think Aloud  Visual/Graphic Organizers  Writing to Learn |

***STRATEGIES FOR ASSESSMENT AND EVALUATION OF STUDENT PERFORMANCE IN BUSINESS***

There are three forms of assessment that will be used throughout this course:

**Assessment for Learning**: Assessment for learning will directly influence student learning by reinforcing the connections between assessment and instruction, and provide ongoing feedback to the student. Assessment for learning occurs as part of the daily teaching process and helps teachers form a clear picture of the needs of the students because students are encouraged to be more active in their learning and associated assessment. Teachers gather this information to shape their classroom teaching.

Assessment for learning is:

* Ongoing
* Is tied to learning outcomes
* Provides information that structures the teachers’ planning and instruction
* Allows teachers to provide immediate and descriptive feedback that will guide student learning

The purpose of assessment for learning is to create self-regulated and lifelong learners.

**Assessment as Learning:** Assessment as learning is the use of a task or an activity to allow students the opportunity to use assessment to further their own learning.  Self and peer assessments allow students to reflect on their own learning and identify areas of strength and need.  These tasks offer students the chance to set their own personal goals and advocate for their own learning.

The purpose of assessment as learning is to enable students to monitor their own progress towards achieving their learning goals.

**Assessment of Learning:** Assessment of learning will occur at or near the end of a period of learning; this summary is used to make judgments about the quality of student learning using established criteria, to assign a value to represent that quality and to communicate information about achievement to students and parents.

Evidence of student achievement for evaluation is collected over time from three different sources – *observations*, *conversations*, and *student products*. Using multiple sources of evidence will increase the reliability and validity of the evaluation of student learning.

|  |  |  |
| --- | --- | --- |
| **Assessment for Learning** | **Assessment as Learning** | **Assessment of Learning** |
| **Student Product**  Journals  Pre-tests  Portfolios  Peer feedback  Exit Cards  Self-Assessment  Quizzes  Rough drafts  Graphic organizers  Learning Logs  Entrance Cards | **Student Product**  Journals  Pre-tests  Portfolios  Peer feedback  Exit Cards  Self-Assessment  Quizzes  Rough drafts  Graphic organizers  Learning Logs  Entrance Cards | **Student Product**  Assignment  Tests  Exam  Reports  Essays  Portfolios |

|  |  |  |
| --- | --- | --- |
| **Observation**  Whole class discussions  Self-proofreading / editing | **Observation**  Class discussions  Debate  PowerPoint presentations  Performance tasks | **Observation**  Debate  PowerPoint presentations  Performance tasks |

|  |  |  |
| --- | --- | --- |
| **Conversation**  Student teacher conferences  Small Group Discussions  Pair work | **Conversation**  Student teacher conferences  Small group discussions  Peer-feedback  Peer-editing  Oral pre-tests  Oral quizzes  Debate | **Conversation**  Student teacher conferences  Questions and Answer Session  Oral Tests |

# THE FINAL GRADE

|  |  |
| --- | --- |
| **Percentage of Final Mark** | **Categories of Mark Breakdown** |
| 70% | Assessment of Learning Tasks Throughout the Term |
| 30% | Final Written Examination: 20% |
| Final Independent Study Project: 10% |

Towards the end of this course, the Independent Study Project will require students to:

1. Participate in an Escape Rooms scenario where they will have to write up a journal reflecting upon their experience with guided questions.

2. Create a website using Wix.com which demonstrates their creation of a new Escape Rooms business.

3. Create a presentation about their new Escape Manor business venture, using knowledge gained from the course.

A student’s final grade is reflective of their most recent and most consistent level of achievement.

The balance of the weighting of the categories of the achievement chart throughout the course is:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SUBJECT AREA** | **Knowledge** | **Inquiry/Thinking** | **Communication** | **Application** |
| Business | 20 | 30 | 20 | 30 |

# LEARNING SKILLS AND WORK HABITS

The development of learning skills and work habits is an integral part of each student’s learning. The key Learning Skills and Work Habits evaluated and reported on include: responsibility, organization, independent work, collaboration, initiative and self-regulation. The development of learning skills and work habits needed to succeed in school and in life begins early in a child’s schooling. As students move through the grades in school, they develop and then consolidate their learning skills and work habits in preparation for postsecondary education and the world of work. At Blyth Academy, we assess, evaluate, and report on the achievement of curriculum expectations and on the demonstration of learning skills and work habits separately, which allows teachers to provide information to the parents and student that is specific to each of the two areas of achievement.

Therefore, in addition to the final grade the report card also shows student achievement of learning skills and work habits throughout the course. These are not included in the calculation of the final grade for this course. The six areas are:

1) Responsibility 2) Organization 3) Independent Work 4) Collaboration 5) Initiative 6) Self-Regulation

They are assessed as:

E (excellent); G (good); S (satisfactory); N (needs improvement)

# PROGRAM PLANNING CONSIDERATIONS FOR BUSINESS

## Instructional Approaches

## Teachers will use a variety of instructional strategies to help students become independent, strategic and successful learners. The key to student success is effective, accessible instruction. When planning this course of instruction, the teacher will identify the main concepts and skills of the course, consider the context in which students will apply their learning and determine the students’ learning goals. The instructional program for this course will be well planned and will support students in reaching their optimal level of challenge for learning, while directly teaching the skills that are required for success.

## Understanding student strengths and needs will enable the teacher to plan effective instruction and meaningful assessments. Throughout this course the teacher will continually observe and assess the students’ readiness to learn, their interests, and their preferred learning styles and individual learning needs.

Teachers will use differentiated instructional approaches such as:

* adjusting the method or pace of instruction
* using a variety of resources
* allowing a wide choice of topics
* adjusting the learning environment
* scaffolding instruction

## During this course, the teacher will provide multiple opportunities for students to apply their knowledge and skills and consolidate and reflect upon their learning.

## Planning the Program for Students with Special Educational Needs

The teacher in this course is the key educator of students with special education needs. The teacher has a responsibility to help all students learn, and will work collaboratively with the guidance counselor, where appropriate, to achieve this goal. In planning this course, the teacher will pay particular attention to the following guidelines:

* All students have the ability to succeed
* Each student has his or her own unique patterns of learning
* Successful instructional practices are founded on evidence-based research, tempered by experience
* Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students
* Classroom teachers are the key educators for a student’s literacy and numeracy development
* Classroom teachers need the support of the larger school community to create a learning environment that supports students with special education needs
* Fairness is not sameness

In this course, students may demonstrate a wide range of strengths and needs. The teacher will plan the course in a way that recognizes the diversity of the class members and give students performance tasks that respect their particular abilities so that all the students in the class can derive the greatest possible benefit from the teaching and learning process. The teacher will use the following strategies:

|  |  |
| --- | --- |
| **Students with Special Educational Needs** | |
| Extra time on tests and extended  deadlines for major assessments  Complete tasks or present  information in ways that cater to  individual learning styles  Variety of teaching and learning  strategies  Scaffolding  Break down (chunk) assignments  Computer for assessments and exams  Formula sheets, memory aids  Oral and written instructions  Cue cards during instruction and  Assessments  Graphic organizers  Refocusing strategies  Periodic breaks | Specific strategies to enhance recall  Non-verbal cues and reminders to  remain focused  Oral testing  Allow for sufficient response time  Experiential learning experiences so  that students can make connections  between curriculum and real world  examples  Conferencing  Prompting students through lessons  and assessments |

## Planning the Program for Students with English as a Second Language

In planning this course for students with linguistic backgrounds other than English, the teacher will create a safe, supportive, and welcoming environment that nurtures the students’ self-confidence while they are receiving course instruction. Most English language learners who have developed oral proficiency in everyday English will nevertheless require instructional scaffolding to meet curriculum expectations. The teacher will adapt the instructional program in order to facilitate the success of these students in their classes. Appropriate adaptations and strategies for this course will include:

|  |  |
| --- | --- |
| **Students with English as Second Language** | |
| Body language and non-verbal  communication  Model expectations  Subject-specific dictionary  Cooperative learning  Concrete examples and materials  Avoid idioms  Bilingual Dictionaries  Buddy system  Peer tutors  Allow sufficient response time  Check for comprehension by asking  students to retell in their own words  Graphic organizers  Scaffolding  Story maps  Editing checklist | Conferencing  Pre-writing strategies  Literature circle  Journal  Previewing course readings / texts  Materials that reflect cultural  diversity  Free voluntary reading  Guided Reading  Guided Writing  Think Aloud  Whole-Class Response |

***Supporting First Nations, Métis, and Inuit Students***

Blyth Academy will promote active and engaged citizenship, which includes greater awareness of the distinct place and role of Indigenous (First Nation, Métis, and Inuit) peoples in our shared heritage and in the future in Ontario.

Blyth Academy will:

* increase the focus in school strategic planning to promote the voluntary, confidential self-identification of First Nation, Métis, and Inuit students as a means to enhance the success and well-being of Aboriginal students and to help close the achievement gap
* continue to identify and share practices and resources to help improve First Nation, Métis, and Inuit student achievement and close the achievement gap
* increase the training in our schools to respond to the learning and cultural needs of First Nation, Métis, and Inuit students
* provide quality programs, services, and resources at our schools who support First Nation, Métis, and Inuit students to help create learning opportunities that support improved academic achievement and identity building
* provide curriculum links that facilitates learning about contemporary and traditional First Nation, Métis, and Inuit cultures, histories, and perspectives among all students
* develop awareness among teachers of the learning styles of First Nation, Métis, and Inuit students and employ instructional methods designed to enhance the learning of all First Nation, Métis, and Inuit students
* implement targeted learning strategies for effective oral communication and mastery of reading and writing
* implement strategies for developing critical and creative thinking
* provide access to a variety of accurate and reliable Aboriginal resources such as periodicals, books, software, and resources in other media, including materials in the main Aboriginal languages in schools with First Nation, Métis, and Inuit students
* provide a supportive and safe environment for all First Nation, Métis, and Inuit students

***The Role of Information and Communication Technology***

ICT tools will be integrated into this course for whole-class instruction and for the design of curriculum units that contain varied approaches to learning in order to meet diverse needs and interests of the students in this class. Although the Internet is a powerful learning tool, there are potential risks attached to its use. At the beginning of this class, all students will be made aware of issues related to Internet privacy, safety, and responsible use, as well as of the potential for abuse of this technology, particularly when it is used to promote hatred. ICT used in this course will include:

|  |  |
| --- | --- |
| **Information and Communication Technology** | |
| Websites  Online libraries  Archives  Public records  YouTube  Curriculum Digital Resources | Cell phones  iPads  DVDs  Digital Camera  Wix.com  Edsby |

***Environmental Education Connections***

Business courses cover one of the fundamental principles of business and economics, which is the role of business enterprises in responding to people’s needs and wants. These principles will be used to discuss environmental connections in each business area, by studying responding to “wants” can conflict with meeting “needs” when the environment is negatively affected.

In this course, the two critical areas of learning that will be connected with environmental education are:

* ethical, moral, and legal considerations in business” – i.e., “the understanding and/or determination of social and environmental consequences of business practices on the local, national, and global levels”
* business skills” – i.e., “the knowledge and skills necessary for success in business”, when considered within an environmental context.

Students will explore a range of environmental concerns using issue-based analysis and some of the following strategies:

* Community Connections
* Environmental Perspective
* Simulation
* Problem Solving
* Surveys
* Co-operative Learning
* Inquiry-based learning
* Cross-curricular connections

***Healthy Relationships in the Classroom***

At Blyth Academy, every student is entitled to learn in a safe, respectful and caring environment, free from violence and harassment. The teacher will create a safe and supportive environment in the class by cultivating positive relationships between students and between the teacher and their students. The teacher will use the following strategies:

* Using inclusive language during instruction
* Developing a learning environment where all students feel safe
* Promotion of diversity and inclusivity in the classroom
* Getting students involved within their school community
* Making community connections
* Peer tutoring
* Role playing
* Group discussions
* Case study analysis

***Equity and Inclusive Education in the Classroom***

At Blyth Academy, we embrace multiculturalism, human rights and diversity as fundamental values. Bullying, hate propaganda and cyberbullying, racism, religious intolerance, homophobia and gender-based violence are still evident in our communities and, unfortunately, in our schools. At Blyth Academy we address the needs of a rapidly changing and increasingly complex society by ensuring that our policies evolve with changing societal needs.

Blyth Academy will:

* create and support a positive safe school climate that fosters and promotes equity, inclusive education, diversity
* develop and implement an equity and inclusive education policy
* will share effective practices and resources and promote and participate in collaborative learning opportunities •
* seek out community partners to support school efforts by providing resources and professional learning opportunities

***Ethics in the Classroom***

At Blyth Academy, teachers provide varied opportunities for students to learn about ethical issues and to explore the role of ethics in decision making.

The following strategies will be used to develop students’ understanding of ethics:

* Making community connections
* Peer tutoring
* Role playing
* Group discussions
* Case study analysis
* Simulation
* Problem solving
* Cross-curricular connections
* Media connections
* Surveys and interviews
* Model ethical behavior
* Explore ethical standards
* Explore ethical concerns
* Inclusive practices
* Foster positive relationships with others
* Assist students in developing an understanding of ethical judgments
* Assist students in understanding confidentiality standards

***Financial Literacy Connections***

Courses in business curriculum will require students to identify and explore business-related careers and postsecondary pathways in which their interests can be applied. Such career exploration relates directly to financial literacy, as students consider the ways in which their financial needs can be met by pursuing careers connected to their interests, skills, and aptitudes. Connections to financial literacy will be made throughout all business courses, in which students are expected to develop skills related to reflecting, responding, and self-awareness. These skills are transferable and can also be applied in contexts involving financial considerations.

Strategies that will be used will include:

* Community connections
* Simulation
* Problem Solving
* Inquiry-based learning
* Cross-curricular connections
* Issue-based analysis
* Critical literacy skills
* Setting financial goals
* Developing intra-personal skills

***Literacy, Mathematical Literacy, and Inquiry Skills***

At Blyth Academy it is the responsibility of all of our teachers to explicitly teach literacy and inquiry skills. The following skills will be developed in each course delivered at Blyth Academy:

* Extract information
* Analyze various types of digital representations, including graphs, charts, diagrams, etc.
* Use appropriate and correct terminology, including that related to the concepts of disciplinary thinking
* Making community connections
* Peer tutoring
* Role playing
* Group discussions
* Case study analysis
* Simulation
* Problem solving
* Cross-curricular connections
* Media connections
* Kinesthetic opportunities
* Foster use of proper terminology
* Inquiry and research skills
* Help students to develop a language for literacy, inquiry and numeracy skills
* Assist students with developing communication skills in areas of literacy, inquiry and numeracy

***Cooperative Education***

Cooperative education programs allow students to earn secondary school credits while completing a work placement in the community. These programs compliment students’ academic programs and are valuable for all students, whatever their post-secondary destination.

Cooperative education courses may be earned using this course as one of the related courses.

***Experiential Learning***

Central to the philosophy at Blyth Academy is the focus on experiential learning. Planned learning experiences in the community, including job shadowing, field trips, and hands-on experiences will provide our students with opportunities to see the relevance of their classroom learning in a work setting, make connections between school and work, and explore a career of interest as they plan their pathways through secondary school and make postsecondary plans. Planned learning experiences in this course will include:

In-class Experiential Learning:

Visits and lectures from external businessmen who are leaders in their field.

Creation of a business website for their ISP.

Outside-class Experiential Learning:

Escape Manor fieldtrip

Local Business fieldtrip

***Health and Safety in the Classroom***

As part of every course, students must be made aware that health and safety in the classroom are the responsibility of all participants – at home, at school, and in the workplace. Teachers will model safe practices at all times and communicate safety requirements to students.

***The Role of the School Library***

Although Blyth Academy does not have an official school library, students are encouraged to use e-books, local libraries, GALE resources and Curriculum Digital Resources archives to develop important research and inquiry skills.

***Promotion of Careers***

The knowledge and skills students acquire in this course will be useful in helping students recognize the value of their education and applications to the world outside of school and identify possible careers, essential skills and work habits required to succeed. Students will learn how to connect their learning in asking questions and finding answers to employable skills.

During this course the teacher will:

* ensure that all students develop the knowledge and skills they need to make informed education and career/life choices;
* provide classroom and school-wide opportunities for this learning; and
* engage parents and the broader community in the development, implementation, and evaluation of the program, to support students in their learning
* use the four-step inquiry process linked to the four areas of learning
* Knowing yourself – Who am I?
* Exploring opportunities – What are my opportunities?
* Making decisions and setting goals – Who do I want to become?
* Achieving goals and making transitions – What is my plan for achieving my goals?

The teacher will support students in this course in education and career/life planning by providing them with learning opportunities, filtered through the lens of the four inquiry questions, that allow them to apply subject-specific knowledge and skills to work-related situations; explore subject-related education and career/life options; and become competent, self-directed planners.