**INSERT SCHOOL NAME**

**BBI2O COURSE OUTLINE 2017-2018**

|  |  |  |  |
| --- | --- | --- | --- |
| Course Name:  | Business Fundamentals  | Course Code:  | BBI2O  |
| Course Type:  | Grade 10 Business Fundamentals  | Credit Value:  | 1.0  |
| Teacher(s):  |  |

**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, 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.

**Course Overall Expectations:**

|  |  |
| --- | --- |
| **Strand**  | **Overall Expectations**  |
| Business Fundamentals  | Business responses to needs & wants. |
| Benefits and challenges for Canadians and businesses in global context. |
| Economics basics of supply and demand. Business types & ownership. |
| Personal/Corporate ethics and social responsibilities.   |
| Business Functions  | The role of manufacturing, production and processing.  |
| Management functions and styles.  |
| Human resources, accounting, marketing, and information and communication technology.  |
| Financing  | Personal and business money management – income, expenditures and savings.  |
| The role of banks and investment instruments in finance.  |
| Importance of obtaining and effective use of credit.  |
| Entrepreneurship  | Characteristics and skills associated with successful entrepreneurs.  |
| Contributions and importance of invention and innovation to business and society. |
| Financial Literacy | 1. Identify human behaviors that cloud our judgment
2. Show how they can affect investment decisions
3. Identify strategies to protect against these cognitive illusions
 |

**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).

|  |  |
| --- | --- |
| **Unit Overview**  | **Assessment and Evaluation Methods**  |
| Business Fundamentals  | Assignments, Projects, Performance tasks, including (but not limited to): research, written reports, debates, case studies, presentations, conversation and observation Unit Tests Class participation – marks awarded for punctuality and attendance, contributions to class discussions, completion of tasks set in both class and on Schoology, the quality of work completed.  |
| Business Functions  |
| Financing  |
| Entrepreneurship  |
| Course Culminating Activity/Independent Study  | ISU Project  |
| Final Exam  | To be written during exam schedule.  |

**Assessment and Evaluation Categories and Weights:**

|  |
| --- |
| *Achievement Chart Categories*  |
| **Achievement Category**  | **Percentage** |
| Knowledge/Understanding  | 20 |
| Thinking/Inquiry  | 30 |
| Communication  | 20 |
| Application  | 30 |

|  |
| --- |
| ***Evaluation/Weight of Marks***  |
| **Evaluation**  | **Percentage** |
| Assignments  | 60 |
| Class Participation | 10 |
| Final Evaluation • ISU • Exam  | 1020 |

|  |  |
| --- | --- |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**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. Deduction is at a rate of 10% of grade earned for the first day, and 5% for each subsequent day to a maximum of 30%.