



Ministry
of
Education

The Honourable Sean Conway, Minister
Bernard J. Shapiro, Deputy Minister

Curriculum Guideline

OHDE
373.1909713
0597DE / C-
C9-12

BUSINESS STUDIES

Intermediate and
Senior Divisions
and OACs
1986

**Policy for Program
Planning and Delivery**

BUSINESS STUDIES


**Intermediate and
Senior Divisions
and OACs
1986**

**Policy for
Program Planning
and Delivery**

Contents

4	Introduction	
6	The Goals of Education	
9	Aims of a Business Studies Program	
10	Programs: Courses and Credits	
11	Accounting	
11	Keyboarding	
11	Business English	
11	Consumer Studies	
11	Economics	
12	System Support Programs	
12	Marketing	
12	Development of Entrepreneurs	
12	Organizational Studies	
12	Integrated Business Programs	
13	Business Studies Courses Available in Other Guidelines	
13	Business Studies Concentration on the Ontario School Transcript	
14	Cross-curricular Expectations	
14	Special Education	
17	Values Education	
17	Language Across the Curriculum	
18	Computer Applications	
18	Life Skills	
19	Career Awareness	
19	Sex Equity, Multiculturalism, and Race Relations	
20	Health and Safety	
21	Implementing and Maintaining a Business Studies Program	
22	School Boards	
22	Principals	
23	Heads of Business Studies Departments	
23	Business Studies Teachers	
24	Use of Resources	
24	Business Community	
25	Library Resource Centre	
25	Textbook and Equipment Resources	
26	Development of a Business Studies Program	
26	Overall Plan	
29	Courses of Study	
30	Teaching Strategies	
33	Evaluation of Student Achievement	
34	Program Alternatives	
36	Acknowledgements	

Introduction



This guideline outlines the policies of the Ontario Ministry of Education with regard to the development of business studies programs in the Intermediate and Senior Divisions. It incorporates the findings reported in the following publications:

- Ontario Ministry of Education, *Provincial Review of Business Studies*, Part I (Toronto: Ministry of Education, Ontario, 1978-79)
- Ontario Ministry of Education, *Provincial Review of Business Studies*, Part II (Toronto: Ministry of Education, Ontario, 1983)

The guideline specifies the expectations of the Ministry of Education with respect to the curriculum objectives, core content, evaluation strategies, and instructional requirements that must be reflected in a business studies program at the board and school levels.

This business studies guideline supersedes the following curriculum guidelines:

- *Accountancy, Intermediate and Senior Divisions, 1978*
- *Basic Business Typing, Intermediate Division, and Communications and Business Procedures, Senior Division, 1971*
- *Consumer Studies, Intermediate and Senior Divisions, 1972*
- *Curriculum RP.31 (Commercial Subjects), 1963*
- *Curriculum RP.35 (Occupations), 1962 (merchandising section)*
- *Economics, Senior Division, 1971*
- *Machine Applications, Intermediate and Senior Divisions, 1976*
- *Marketing and Retail RP.32, 1964*
- *Personal Typing, I. and S.31A, Intermediate and Senior Divisions, 1969*
- *Shorthand, Senior Division, 1976*


It is not expected that all courses described in this document will be offered at every school. Each secondary school, however, should provide a selection of courses from this guideline that will best meet the needs and abilities of its students. Courses should also be available at more than one level of difficulty.

This guideline follows the policies for business and technological studies identified in section 5.8 of OSIS and outlines a variety of programs that are intended to accommodate the needs of students who plan to:

- seek employment in the business community immediately on graduation, or
- continue their education in postsecondary programs, or
- develop a general awareness of how the business community operates and how its economic forces support our way of life.

Technological innovation will continue to have a significant impact on business procedures, equipment, and people. Many applications of technology that are new today will be commonplace in the future. New procedures will evolve to integrate computerized systems, electronic mail, document distribution, teleconferencing, and multifunctional work stations. Students will need to acquire facility with the traditional skills of communicating, keyboarding, data processing, accounting, and marketing. They will need to appreciate the potential of the new equipment, tasks, facilities, procedures, organizational structures, and human-relations skills that they will have to master to function effectively in a computerized business environment. They will also need to learn the procedures for dealing with change, coping with stress, setting priorities, making decisions, delegating work assignments, and working as productive and reliable individuals or members of a team.

The Goals of Education



The Ministry of Education in Ontario strives to provide equal opportunity for all in the schools of the province. In its contribution to programs, personnel, facilities, and finances, the ministry has the overall purpose of helping individual learners to achieve their potential in physical, intellectual, emotional, social, cultural, and moral development. The goals of education, therefore, consist of helping each student to:

- 1. develop a responsiveness to the dynamic processes of learning**

Processes of learning include observing, sensing, inquiring, creating, analysing, synthesizing, evaluating, and communicating. The dynamic aspect of these processes derives from their source in many instinctive human activities, their application to real-life experiences, and their systematic interrelation within the curriculum.

- 2. develop resourcefulness, adaptability, and creativity in learning and living**

These attributes apply to modes of study and inquiry, to the management of personal affairs such as career plans and leisure activities, and to the ability to deal effectively with challenge and change.

3. acquire the basic knowledge and skills needed to comprehend and express ideas through words, numbers, and other symbols

Such knowledge and skills will assist the learner in applying rational and intuitive processes to the identification and solution of problems by:

- a) using language aptly as a means of communication and an instrument of thought;
- b) reading, listening, and viewing with comprehension and insight;
- c) understanding and using mathematical operations and concepts.

4. develop physical fitness and good health

Factors that contribute to fitness and good health include regular physical activity, an understanding of human biology and nutrition, the avoidance of health hazards, and concern for personal well-being.

5. gain satisfaction from participating and from sharing the participation of others in various forms of artistic expression

Artistic expression involves the clarification and restructuring of personal perception and experience. It is found in the visual arts, music, drama, and literature, as well as in other areas of the curriculum where both the expressive and receptive capabilities of the learner are being developed.

6. develop a feeling of self-worth

An individual's feeling of self-worth is affected by internal and external influences. Internally it is fostered by realistic self-appraisal, confidence and conviction in the pursuit of excellence, self-discipline, and the satisfaction of achievement. Externally it is reinforced by encouragement, respect, and supportive evaluation.

7. develop an understanding of the role of the individual within the family and the role of the family within society

Within the family the individual shares responsibility, develops supportive relationships, and acquires values. Within society the family contributes to the stability and quality of a democratic way of life.

8. acquire skills that contribute to self-reliance in solving practical problems in everyday life

These skills relate to the proficient management of personal resources, effective participation in legal and civic transactions, the art of parenthood, responsible consumerism, the appropriate use of community agencies and services, the application of accident-prevention techniques, and a practical understanding of the basic technology of home maintenance.

9. develop a sense of personal responsibility in society at the local, national, and international levels

Awareness of personal responsibility in society grows out of knowledge and understanding of one's community, one's country, and the rest of the world. It is based on an understanding of social order, a respect for the law and the rights of others, and a concern for the quality of life at home and abroad.

10. develop esteem for the customs, cultures, and beliefs of a wide variety of societal groups

This goal is related to social concord and individual enrichment. In Canada it includes regard for:

- a) the Native peoples;
- b) the English and French founding peoples;
- c) multiculturalism;
- d) national identity and unity.

11. acquire skills and attitudes that will lead to satisfaction and productivity in the world of work

In addition to the appropriate academic, technical, and interpersonal skills, this goal relates to good work habits, flexibility, initiative, leadership, the ability to cope with stress, and regard for the dignity of work.

12. develop respect for the environment and a commitment to the wise use of resources

This goal relates to a knowledgeable concern for the quality of the environment, the careful use of natural resources, and the humane treatment of living things.

13. develop values related to personal, ethical, or religious beliefs and to the common welfare of society

Moral development in the school depends in part on a consideration of ethical principles and religious beliefs, a respect for the ideals held by others, and the identification and acquisition of personal and societal values.


Aims of a Business Studies Program



Courses in business studies will provide opportunities for students to:

- develop an awareness and understanding of the forces that influence our economy and standard of living;
- develop a responsiveness to learning in a business studies environment;
- develop the business-related skills, attitudes, knowledge, and concepts that they will require for their personal use;
- develop feelings of self-worth and self-confidence through their business studies assignments and applications;
- acquire an appropriate business education background for postsecondary education and future careers in the world of business;
- acquire the business, personal, and interpersonal skills, knowledge, and attitudes essential for direct entry into and successful participation in the world of work;
- develop the ability to communicate effectively in a business environment;
- acquire the knowledge and understanding that they require to make sound educational and career choices in the future.

Programs: Courses and Credits



The authorized courses in business studies have been organized into a number of programs, which are described in the eleven booklets that make up this business studies guideline. Each of the following courses may be offered for a maximum of one credit unless otherwise indicated. Note that the code for each course is given in parentheses after the title of the course. This is followed by the division in which the course may be offered.

In addition to full-credit courses of a minimum of 110 hours, the business studies guideline allows for the development of modules from a variety of programs. Students could, for example, earn one credit through a combination of four quarter-credit modules from four different programs. (No module of less than one-quarter credit is permitted.) In such cases the principal shall verify that any module maintains the integrity and intent of the program as outlined in this guideline. To ensure adequate depth of study in an OAC, no fractional credit shall be granted in these courses.

Accounting

- Recordkeeping Introduction, Basic Level (BAR), Intermediate or Senior Division
- Recordkeeping Applications, Basic Level (BAB), Senior Division
- Recordkeeping Data, Basic Level (BAD), Senior Division
- Accounting Introduction, General Level (BAI), Intermediate or Senior Division
- Accounting Applications, General Level (BAA), Senior Division
- Accounting Procedures, General Level (BAM), Senior Division
- Accounting, Advanced Level (BAC), Senior Division
- Accounting Systems, Advanced Level (BAS), Senior Division
- Accounting, Ontario Academic Course (BAC)

Keyboarding

- Keyboarding I, Basic Level (BKI), Intermediate or Senior Division
- Keyboarding II, Basic Level (BKA), Intermediate or Senior Division (2 credits)
- Keyboarding III, Basic Level (BKW), Senior Division (2 credits)
- Keyboarding I, General Level (BKI), Intermediate or Senior Division
- Keyboarding II, General Level (BKA), Intermediate or Senior Division
- Keyboarding III, General Level (BKW), Senior Division
- Keyboarding I, Advanced Level (BKI), Intermediate or Senior Division
- Keyboarding II, Advanced Level (BKA), Intermediate or Senior Division
- Keyboarding III, Advanced Level (BKW), Senior Division

Business English

- Business English, Basic Level (BBS, EBS), Senior Division
- Français des affaires, Basic Level (CFA, FAF), Senior Division
- Business English, General Level (BBS, EBS), Senior Division
- Français des affaires, General Level (CFA, FAF), Senior Division
- Business English, Advanced Level (BBS, EBS), Senior Division
- Français des affaires, Advanced Level (CFA, FAF), Senior Division

Consumer Studies

- Consumer Studies, Basic Level (BCS, NCS), Intermediate or Senior Division (2 credits)
- Consumer Studies, General Level (BCS, NCS), Intermediate or Senior Division
- Consumer Studies, Advanced Level (BCS, NCS), Intermediate or Senior Division

Economics

- Economics, General Level (BEC, HXE), Senior Division
- Economics, Advanced Level (BEC, HXE), Senior Division
- Economics, Ontario Academic Course (BEC, HXE)

System Support Programs

- Office Services, Basic Level (BSO), Intermediate or Senior Division
- Office Services, Basic Level (BSO), Senior Division (2 credits)
- Office Services Careers, Basic Level (BSC), Senior Division (2 credits)
- Information Processing, General Level (BSI3G), Senior Division
- Information Processing, General Level (BSI4G), Senior Division (2 credits)
- Information Processing, Advanced Level (BSI3A), Senior Division
- Information Processing, Advanced Level (BSI4A), Senior Division (2 credits)
- Notemaking, General Level (BSN), Senior Division
- Notemaking, Advanced Level (BSN), Senior Division
- Shorthand, General Level (BSII3G), Senior Division
- Shorthand, General Level (BSII4G), Senior Division (2 credits)
- Shorthand, Advanced Level (BSH3A), Senior Division
- Shorthand, Advanced Level (BSH4A), Senior Division (2 credits)

Marketing

- Merchandising, Basic Level (BMM1B), Intermediate Division
- Merchandising, Basic Level (BMM2B), Intermediate Division
- Merchandising, Basic Level (BMM3B), Senior Division (2 credits)
- Merchandising, Basic Level (BMM4B), Senior Division (2 credits)
- Retailing, General Level (BMR), Intermediate or Senior Division
- Marketing, General Level (BMK), Senior Division
- Marketing, Advanced Level (BMK), Senior Division
- Stockkeeping and Warehousing, Basic Level (BMS1B), Intermediate Division
- Stockkeeping and Warehousing, Basic Level (BMS2B), Intermediate Division
- Stockkeeping and Warehousing, Basic Level (BMS3B), Senior Division (2 credits)
- Stockkeeping and Warehousing, Basic Level (BMS4B), Senior Division (2 credits)

Development of Entrepreneurs

- Entrepreneurial Studies, Basic Level (BDE3B), Senior Division
- Entrepreneurial Studies, Basic Level (BDE4B), Senior Division
- Entrepreneurial Studies, General Level (BDE3G), Senior Division
- Entrepreneurial Studies, General Level (BDE4G), Senior Division
- Entrepreneurial Studies, Advanced Level (BDE3A), Senior Division
- Entrepreneurial Studies, Advanced Level (BDE4A), Senior Division

Organizational Studies

- Management Studies, General Level (BOS), Senior Division
- Management Studies, Advanced Level (BOS), Senior Division
- Administrative Studies, Ontario Academic Course (BOA)

Integrated Business Programs

- Introduction to Business, Basic Level (BIB), Intermediate Division (1 or 1.5 credits)
- Introduction to Business, General Level (BIB), Intermediate Division (1 or 1.5 credits)
- Introduction to Business, Advanced Level (BIB), Intermediate Division (1 or 1.5 credits)
- Machine Applications, Basic Level (BIM3B), Senior Division
- Machine Applications, Basic Level (BIM4B), Senior Division
- Integrated Business, Basic Level (BIS1B), Intermediate Division
- Integrated Business, Basic Level (BIS2B), Intermediate Division

- Integrated Business, Basic Level (BIS3B), Senior Division (2 credits)
- Integrated Business, Basic Level (BIS4B), Senior Division (2 credits)
- Transition to Business Employment, Basic Level (BIT), Senior Division (3 credits)
- Transition to Business Employment, General Level (BIT), Senior Division (3 credits)

Business Studies Courses Available in Other Guidelines

The following courses may form part of a business studies program. The credits earned in these courses may, at the individual student's discretion, be used as credits in business studies or as credits in the area from which they are cross-referenced. In addition, the credits earned will be counted as part of the eight required for a concentration in business studies.

- Mathematics for Business and Consumers, General Level (BTB3G or MTB3G). See *Mathematics, Intermediate and Senior Divisions, 1985, Part Two*.
- Mathematics for Business and Consumers, General Level (BTB4G or MTB4G). See *Mathematics, Intermediate and Senior Divisions, 1985, Part Two*.
- Law, Senior Division, Basic, General, or Advanced Level and OAC (BLW or HLW). See *History and Contemporary Studies, 1986*.
- Data Processing Concepts, General Level (BPC). See *Computer Studies, Intermediate and Senior Divisions, 1983*.
- Data Processing Applications, General Level (BPA). See *Computer Studies, Intermediate and Senior Divisions, 1983*.
- Data Processing Techniques, Advanced Level (BPT). See *Computer Studies, Intermediate and Senior Divisions, 1983*.
- Data Processing Systems Analysis and Design, Advanced Level (BPS). See *Computer Studies, Intermediate and Senior Divisions, 1983*.

Business Studies Concentration on the Ontario School Transcript

The Ontario School Transcript shall indicate a "Business Studies" concentration for all students who have earned a total of eight credits in any courses that are authorized under this guideline. It may be desirable, however, for school boards or individual schools to issue additional special certificates that acknowledge specialization in a particular field of business studies.

Cross-curricular Expectations

Special Education

Exceptional students should be challenged to participate in society to the fullest extent that their abilities will allow. Each exceptional student identified by a board's identification, placement, and review committee (IPRC) is entitled to an educational program designed to meet his/her needs. The five broad areas of exceptionality – behavioural, communicational, intellectual (including gifted), physical, and multiple – present a range of different needs for which provision must be made through a variety of experiences.

An exceptional student may select courses for credit from any of the three levels of difficulty. Once a course has been selected at an appropriate level of difficulty, the adaptations required to accommodate the student's special needs and abilities will then be incorporated into it. The following guidelines should be used in planning the differentiated learning experiences and evaluation strategies required to accommodate each exceptional student's needs:

- Teaching strategies should reflect the full continuum of process skills and should attempt to match the learning styles of exceptional students. Teaching should be carried out in a supportive learning environment.
- The amount of content covered should be appropriate to the needs of the individual learner.
- While the integrity of the course should be maintained, the intensity or depth at which the content is addressed should be of a quality and level that is suitable for the individual learner.
- The length of time allowed to the student to complete assigned learning activities should be appropriate to his/her needs.
- A variety and range of evaluation, reward, and feedback strategies should be used to ensure that the assessment of student knowledge, performance, and achievement is fair and unbiased.

Teachers may wish to list as many alternatives, options, and variations as possible in each of the areas discussed above, both in developing a course of study and, again, in designing an exceptional student's program. The exceptional student's needs should also be met in terms of staffing, curriculum development, methodology, and levels of difficulty of materials.

Before adapting a course for an exceptional student, a teacher should meet with school, board, resource, and guidance personnel to examine the student's documentation file and to discuss the information it contains. The information to be discussed should include the following:

- basic identification information
- the student's school history
- physical/medical/health factors
- family/social factors
- behavioural factors
- programming strategies, methods, and materials used to date
- special equipment needs
- diagnostic results
- the student's educational needs and the programming recommendations of the school board's identification, placement, and review committee
- information derived from an interview with the student and his/her parent(s)

Following the examination of the student's documentation file and the discussion with appropriate school and board personnel, the teacher should list and develop a rationale for the adaptations. The student's strengths and weaknesses must be delineated, and strategies designed to encourage the student to build on his/her strengths and improve in his/her weak areas. Expectations must be based on the student's abilities and be compatible with course objectives.

Continuous assessment of student progress should be made with the aid of a variety of assessment techniques to provide further direction for the use of specialized equipment or facilities or for the further alteration of the exceptional student's program.

In adapting a course, a teacher should consider the use of specialized or modified equipment, the reduction of the credit potential for the course, and the provision of extra time during or after the normal termination of the course. Resource or withdrawal programs offer an excellent opportunity to address student weaknesses and provide a valuable support system for both the teacher and the student. Adult volunteers and peer tutors offer other possibilities for resource assistance.

The teacher should determine the best way for the individual student, given his/her exceptionality, to meet a course's objectives. Often exceptional students are able to meet the same objectives as non-exceptional students, but the route may be different. Objectives that may not be attainable as stated should be adapted appropriately. Where the adaptation of a particular course objective appears not to be appropriate (e.g., speed in a keyboarding course), it should be expected that students may not meet the objective. (It should be noted, however, that speed is not the prime objective of a keyboarding course.) In this case a student who can achieve keyboard accuracy and employ formatting techniques should be regarded as being successful in the course.

Students need to be involved personally in the adaptation of courses to meet their needs. They must understand the objectives and believe that they are attainable. They must assume responsibility for their programs and be prepared to deal with the consequences of non-performance.

The methods to be used in the evaluation of a student's performance must take into account the exceptional student's needs and abilities and must lessen the effects of any disability. Reports of the extent to which adapted objectives have been met should reflect, for both the student and his/her parent(s), the student's actual achievement. They should include comments on the effort made by the student and a description of the method of evaluation used. Class work and overall progress must be important components of any mark assigned, and testing should be regular, consistent, and conducted in a non-threatening environment.

The credit earned for the successful completion of an adapted course must be viewed by the student and others as being equal in all respects to the credit earned by a non-exceptional student. It must reflect, in part, the result of student effort as well as academic or technical achievements.

In delivering an adapted course for an exceptional student, the teacher should:

- use a variety of teaching/presentation modes (e.g., visual, auditory);
- design learning activities that can be readily achieved by the student;
- test specific objectives in each unit; for example, if student understanding of content is being assessed, few, if any, marks should be deducted for anything else (e.g., incorrect spelling);
- assign tasks that are commensurate with and that challenge an individual student's abilities, interests, and maturity level;
- use verbal or visual rehearsal techniques and cues for students who may have difficulty remembering;
- design projects and assignments that utilize appropriate receptive or expressive communication strengths and, where appropriate, make available resource assistance for students with inadequate reading skills;
- use concrete or hands-on experiences (e.g., simulations, interviews, field trips, work experience, co-operative education opportunities);
- use peer interaction and student tutors;
- use individual contractual learning activities to encourage a sense of accomplishment and commitment;
- rephrase a question if the student does not understand or if he/she answers incorrectly;
- arrange for the use of a computer or a tape recorder for students who have difficulty writing;
- be prepared to use a task-analysis approach with immediate feedback and reinforcement;
- establish clear and definite procedures to structure the lesson.

Values Education

Values education is an integral part of the entire school experience. It is part of the study of all subjects at all levels.

Students in a business studies course should be encouraged to examine their personal values before making decisions about how to live and how to earn a living. They need to clarify the role and meaning of work as well as to identify an appropriate work ethic for today's business community. They need to identify the kinds of work values that will allow them to cope with the demands of technological innovation and to adjust to a changing social environment.

Our economic system is an integral part of our way of life. The values of private property, profit motivation, open markets, competition, contractual agreements, the right of labour to organize, and the right of the individual to work serve as guidelines for the development, evaluation, and modification of business and economic practices and activities. Students should have opportunities to examine the dynamics of these issues in today's society and to recognize that values seldom, if ever, operate independently. They should also be encouraged to examine business decisions, taking note of their value and ethical implications.

Students should become increasingly aware of both their own rights and responsibilities and the rights and responsibilities of those with whom they work. Through examining and clarifying for themselves our business and economic values, students should become more effective participants in the shaping and reshaping of our economic system. Although the Ministry of Education document *Personal and Societal Values* (1983) was written for use in Primary and Junior Division programs, the information it contains can be used to identify important concepts and to provide ongoing and valid direction for programs offered in the Intermediate and Senior Divisions as well.

Language Across the Curriculum

Language is both an intellectual tool and the substance of thought and learning. It facilitates the interaction that leads to personal growth and greater understanding. The ability to use language effectively – to think, listen, speak, observe, read, and write clearly – is very important in today's society.

The language of the business world, which at times can be abstract, precise, or technical, may be unfamiliar to some students. Since students assimilate new concepts largely through their ability to use language and become productive members of the work force through their ability to communicate, teachers should provide frequent opportunities for them to discuss ideas, clarify concepts, share discoveries, examine business case studies, and hypothesize solutions. Students should use language as a processing mechanism to enable them to engage in effective dialogue at their individual levels of ability. With daily integrated practice in thinking, listening, observing, speaking, reading, and writing in a business environment, students should acquire a higher degree of proficiency in the language of the business world.

Business educators today cannot ignore the presence of microtechnology in the business world. By the time students leave school, they should have a firm grasp of the language concepts required for the effective use of new communication processes in the world of business telecommunication.

Computer Applications

The computer has become the central tool in a business operation, and all aspects of the business environment are changing to accommodate computer technology. Students in a business studies course should use the computer not only to enhance their learning capabilities but also to examine and experience the use of computers in the business community. Computer applications should be included across the business studies curriculum so that students will be familiar with the computer's use in a variety of settings.

The use of computers in business studies should also help to meet the need for greater individualization of instruction and pace of learning and to enhance the relevance of subject matter. Computer programs that involve drill exercises, computer-assisted learning, and computer-controlled business situations are currently available and should be incorporated into a business studies course to enhance the learning of both subject content and computer applications.

Life Skills

The business studies curriculum offers students a variety of opportunities to develop the following skills, which will be useful to them in managing their everyday lives:

- communication skills: the ability to communicate in a business environment, using the language of the business community;
- computation skills: the ability to use simple arithmetic to manage their personal and business financial affairs;
- consumer skills: the ability to examine business affairs critically so that they can function as knowledgeable consumers;
- interpersonal skills: the ability to get along with others, especially in a business environment;
- job-preparation skills: the ability to organize their time efficiently, establishing priorities, assuming responsibility for their own work, and participating in a self-evaluation process that uses standards that are acceptable to the world of work;
- career-development skills: the ability to identify their skills and abilities and to plan a career path that will satisfy their personal goals and objectives.

By offering students opportunities to acquire and practise these skills in business studies classrooms and to apply them to their day-to-day activities, teachers will greatly assist students to manage their personal and financial affairs and to function as informed consumers and responsible citizens.

Career Awareness

In addition to providing subject content material, business studies courses should assist students to acquire a general career awareness and to identify immediate and future employment options. This should include the identification of new career paths and the acquisition of job-opportunity information.

Students should be encouraged to think about vocational opportunities, to appreciate and explore the wide variety of alternatives available to them as a result of their business studies experiences, and to plan their personal career paths or directions. They should be encouraged to relate what they do in business studies courses to real business activities; consider possible future trends in business; examine their personal aptitudes, interests, and abilities in relation to particular career paths; and investigate clusters of related jobs or groupings and appreciate the various levels of education and training required for each. Work-experience and co-operative education programs offer excellent opportunities to accomplish these objectives.

Students should explore occupational files, such as those found in the Student Guidance Information System (SGIS), and should consult with the school guidance counsellors in planning the first steps of a personal career path or direction. Junior Achievement, Project Business, and other programs available through organizations such as the local Chamber of Commerce provide excellent opportunities for business-career exploration.

All business studies courses should be designed and delivered to help students appreciate the need to demonstrate businesslike work habits, attitudes, dress, and behaviour on the job.

Sex Equity, Multiculturalism, and Race Relations

All students must have equal access to opportunities in a business studies program and must receive equal encouragement and support without regard to gender, ethnicity, culture, or race. A school business studies program must avoid sexist and racist stereotyping and job type-casting.

Attitudes in the world of work are changing with respect to the roles of men and women in our society. Today, men and women of all origins and backgrounds may enjoy full, productive, and satisfying careers. Many organizations have affirmative-action, positive-action, or equal-opportunity policies to ensure that all persons are treated equally in the workplace. However, there still exist remnants of the traditional relationship in the business world, in which men held the professional, managerial, and executive positions and women were relegated to the support roles. It is the task of business studies teachers to help bring about change by encouraging young women to attain professional status in business areas and to aspire to managerial and executive positions.

Another type of stereotyping exists, with regard to male students. Little provision for training these students in keyboarding and notemaking skills has existed in the business studies curriculum. With the increased use of personal computers in the business environment, keyboarding skills have become equally important for female and male students. Notemaking skills, as well, are useful, both for those students who are planning on pursuing a postsecondary education and for those who will work in an office environment. Business studies teachers then should ensure that teaching materials and assignments for keyboarding and notemaking are free from sex bias and that teaching strategies and the physical environment (e.g., furniture) are suitable for all students.

Various studies and reports in Ontario also suggest that visible minorities may face employment barriers. In planning programs in business studies, teachers should choose strategies to help students from minority groups remove these barriers. Resources that provide strategies for dealing with multicultural and multiracial issues should be considered in planning programs in business studies.

The following suggestions should help business studies teachers to ensure sex, racial, and cultural equality in the classroom:

- The examples, applications, and societal implications contained in the curriculum should be designed to be free from bias.
- Reference should be made to accomplishments in the business field of women and persons from minority groups. The education, training, and personal qualities that led to their success should be discussed. Successful businesspersons might be invited to speak to students.
- Students should be encouraged to investigate career opportunities in the business field and also the possibility of starting their own business. Student-counselling services might be asked to help in obtaining information.
- Students should be made aware of the educational requirements and types of experience they will need to achieve their career goals and the subjects they should be studying in order to prepare for postsecondary studies in business-related fields. Too often students who excel in business studies courses do not have the mathematics course requirements to enter business programs at colleges of applied arts and technology and universities.
- Parents should have an opportunity to discuss with teachers appropriate career paths for their children and the secondary school credits and postsecondary training their daughters and sons will need to achieve their career goals.
- All students should be treated equally in the classroom. The teacher should monitor the composition and role assignments in group activities to ensure that all students are provided with opportunities to assume leadership roles.
- Students should be provided with proper role models in the classroom. Thus, both female and male teachers should teach classes in senior accounting, marketing, data processing, keyboarding, and information processing.


All students should be encouraged to select a career path that will enable them to do what they do best and are most interested in doing and to prepare for a productive and satisfying role in both the present and the future working world.

Health and Safety

Teachers and administrators are encouraged to look for ways of reducing health and safety hazards in the school. Students should be taught proper procedures for dealing with office supplies and equipment (including electrical wiring and hazardous materials) in order to meet the standards and requirements established by school boards as employers, by any school safety committee, and by the joint health and safety committee established under the Occupational Health and Safety Act. An ergonomically sound working environment, which includes proper lighting, seating, and working conditions, should be provided and maintained for all students.

Supervisors of field trips, work-experience assignments, and the out-of-school component of co-operative education courses in business studies should be familiar with normal safety precautions and accident-reporting procedures. They should ensure that there has been adequate planning and preparation for out-of-school student experiences to foster a positive attitude towards safety and to minimize the risk of potential health and safety problems. Teachers should also encourage students to practise health and safety procedures in the home, in the community, at work, and in the school.

Implementing and Maintaining a Business Studies Program



In updating its curriculum, the Ministry of Education follows a cycle that includes the review of existing programs and practices, the development of guidelines to meet perceived needs, and the implementation of revised programs over a period of time. The purpose of guideline renewal is to help teachers to plan and provide learning experiences that embody the most up-to-date thought and effective practices. To be successful, such a process requires that schools follow a similar pattern of review, development, and implementation, making whatever changes are necessary to achieve the broad aims of the guideline.

This section provides a brief description of the activities and responsibilities that are necessary for the renewal of the curriculum at the school-board and school levels. Because both school boards and schools across the province vary greatly in student populations and administrative organization, the responsibilities have been listed in general terms. Local boards are best able to translate the general statements into appropriate action plans that will lead to the implementation of this guideline and the maintenance of an effective business studies program in their jurisdiction.

School Boards

While the ministry articulates the broad goals of education and develops curriculum guidelines and support documents, it is the responsibility of local school boards to provide programs in business studies that reflect provincial policy and at the same time meet local needs and priorities.

Individual school boards should monitor the management and regular review of their business studies programs to ensure that they follow Ministry of Education directives and are appropriate to the needs of their students and the local business community. School boards should institute a procedure for evaluating business studies programs at the school level and should ensure that program reviews occur at regular intervals. Such reviews should include the following: the assessment of local needs, the review of existing programs, the determination of congruency between revised guidelines and existing programs, and the preparation of a plan of action to make the changes required to meet local needs and guideline requirements.

School boards should also develop a comprehensive plan for the implementation of this guideline and should coordinate and supervise the procedures required to achieve its full implementation. Consideration should be given to the following as part of the implementation plan:

- leadership of the process
- the need for resources
- the extent of the program to be offered
- the revision of existing courses of study
- the professional-development needs of staff
- a timetable for (a) the introduction of changes and (b) the full implementation of changes
- the monitoring of the program changes
- the monitoring of the program's effectiveness
- modes of delivery that can be made available (e.g., adult education, co-operative education, school-related packages, community-related packages, independent study, distance education)
- ensuring that guideline expectations are met in key areas of policy, such as multiculturalism, sex equity, and safety

Principals

Principals should assume an active role in reviewing the purpose, management, and effectiveness of a business studies program in their school. They should ensure that staff, students, and parents have a clear overview of the program and understand the intent and direction of individual courses. It is expected that principals will provide opportunities for teachers to assess student needs, program offerings, the use of facilities, and the effect of new technologies and procedures on a regular basis and make the necessary adjustments to their business studies program and resource facilities. They should support planning at the school level so that it addresses and manages the factors associated with change, and they should ensure that the teachers delivering the program are appropriately qualified or encouraged to upgrade.

At the school level the following considerations are important components in the implementation of this guideline and the maintenance of an effective business studies program:

- leadership of the process
- communication with parents and students about the program
- ensuring that guidance staff are knowledgeable
- liaison and communication with other schools that students attend before or after their experience within their present school
- opportunities for interdisciplinary planning involving other subjects or organizational units
- the definition of a school program, including courses to be offered, sequence of courses, levels of difficulty, school- and community-related packages, opportunities for co-operative education and work-experience programs, and adult education
- the allocation of time, resources, and teaching staff
- the acquisition and maintenance of equipment
- the preparation and filing of courses of study
- the professional development of staff
- ensuring quality of instruction
- the supervision and safety of students, especially for out-of-school activities
- evaluation policies
- records and reporting procedures

Heads of Business Studies Departments

Heads of business studies departments should support the total school program and establish effective communication with administrators, teaching staff, students, and parents. They should interact with student-counselling services, school-resource-centre personnel, students, and parents in order to communicate business studies directions, expectations, opportunities, and standards of performance. They should play an active role in the delivery of the program within their departments and ensure that facilities, equipment, and learning materials are used appropriately and are well maintained. They should also create an environment in their departments in which teachers will have opportunities to interact with and assist each other in resolving issues that surround the implementation of change and the delivery of a viable business studies program.

To ensure the full implementation of this guideline and the maintenance of a relevant business studies program within the school, business studies department heads should assume responsibility for the following:

- preparation of a school business studies program for approval
- preparation and delivery of courses and units of study in accordance with ministry and board guidelines
- adherence of courses of study to provincial and school board policies in such areas as sex equity, multiculturalism, and language across the curriculum
- assignment of staff within the department
- effective utilization of equipment and facilities
- encouraging business studies teachers to serve as businesslike role models for their students
- initiation and support of appropriate staff-development programs for business studies teachers
- ensuring adequate supervision and safety measures for students
- communication with students and parents on program objectives and modes of delivery

- evaluation and reporting of student achievement
- meeting the needs of exceptional students within the business studies program
- maintenance of appropriate budgets to ensure an adequate supply or replacement of textbooks, consumables, and business studies equipment
- communication with other departments, organizational units, and schools

Business Studies Teachers

The teachers involved in the business studies program should develop and use detailed courses of study that follow the directions outlined in this guideline. They should keep their knowledge and experience base current and use up-to-date methods of instruction and assessment. They should develop and maintain regular contact with appropriate professional organizations, both in education and in the business community, and should demonstrate a relevant approach to the teaching of business studies. They should also participate in the process of planning for change and ensure that it takes place in a responsible way.

Use of Resources

Business Community

The rapid change in office technology and the emergence of new job roles and career paths for office workers make it essential for educators to maintain close communication with the business community. For this reason the establishment of an advisory committee to encourage co-operative links between the school and the working community is recommended in OSIS. Business representation on such an advisory committee could include individuals from the following:

- large, medium, and small companies
- major job clusters (e.g., accounting, clerical, computer, marketing, secretarial fields)
- various levels of business and labour management
- recent business studies graduates

Education representation could include the following personnel:

- the secondary school principal
- the guidance and counselling department head
- a representative from the local community-college business department
- business studies teachers



In order to maintain the committee's continuity, members might serve for a period of three years, with one-third of the members changing annually. The committee should meet often to retain an appropriate degree of familiarity with the school program. Its functions might include:

- reviewing curricula, both existing and proposed;
- making recommendations with respect to appropriate local needs;
- encouraging relevant work-experience and co-operative education opportunities;
- recommending potential areas for graduate placement and co-operative education work placements.

The establishment of an advisory committee should encourage vocational relevance in the business studies program. It should also afford local business representatives opportunities to acquire special insights into the business studies program available in their community.

Library Resource Centre

Students should be encouraged to use the learning resources (e.g., films, videotapes, books and periodicals, newspaper articles, computer software, on-line data bases) in their school library resource centre. A strong emphasis should also be placed on students' development of research skills, which will give them a decided professional advantage in a business world dominated by the need for information.

Students should know how to locate materials through the library's COM (computer output microfilm) or on-line catalogue and how to utilize periodical indexes and the different kinds of reference materials available (e.g., statistical sources, directories, guides, biographical materials, almanacs, atlases, dictionaries, business handbooks, encyclopedias). Students should also learn to understand and appreciate the characteristics and special services of their school libraries, such as interlibrary loan, including circulation and networking facilities; computerized reference searches (if available); specialized files and collections; non-print media; and typing and photocopying facilities. Students should understand the role of the teacher-librarian and what librarians can do for the student or businessperson in search of information.

Resource-based learning, which includes inquiry learning as well as individualized and teacher-directed learning, requires the availability of a wide variety of resources. Teachers are encouraged to involve the members of the school library resource centre in the planning of individual units of instruction, as well as the modelling of a businesslike information system for their students. Further information about utilising school library resources may be found in the Ministry of Education publication *Partners in Action: The Library Resource Centre in the School Curriculum* (1982).

Textbook and Equipment Resources

Textbooks and other print resources should be carefully selected to reflect the stated aims and objectives of the course. They should be appropriate for the age, ability, and maturity of the students involved; reflect our pluralistic society; and acknowledge the contributions made by both men and women, as well as by various ethnic, cultural, and social groups.

Textbook resources should be reviewed on a regular basis to ensure that they are listed on *Circular 14*, are appropriate for the courses and level of difficulty at which they are used, and are in good condition.

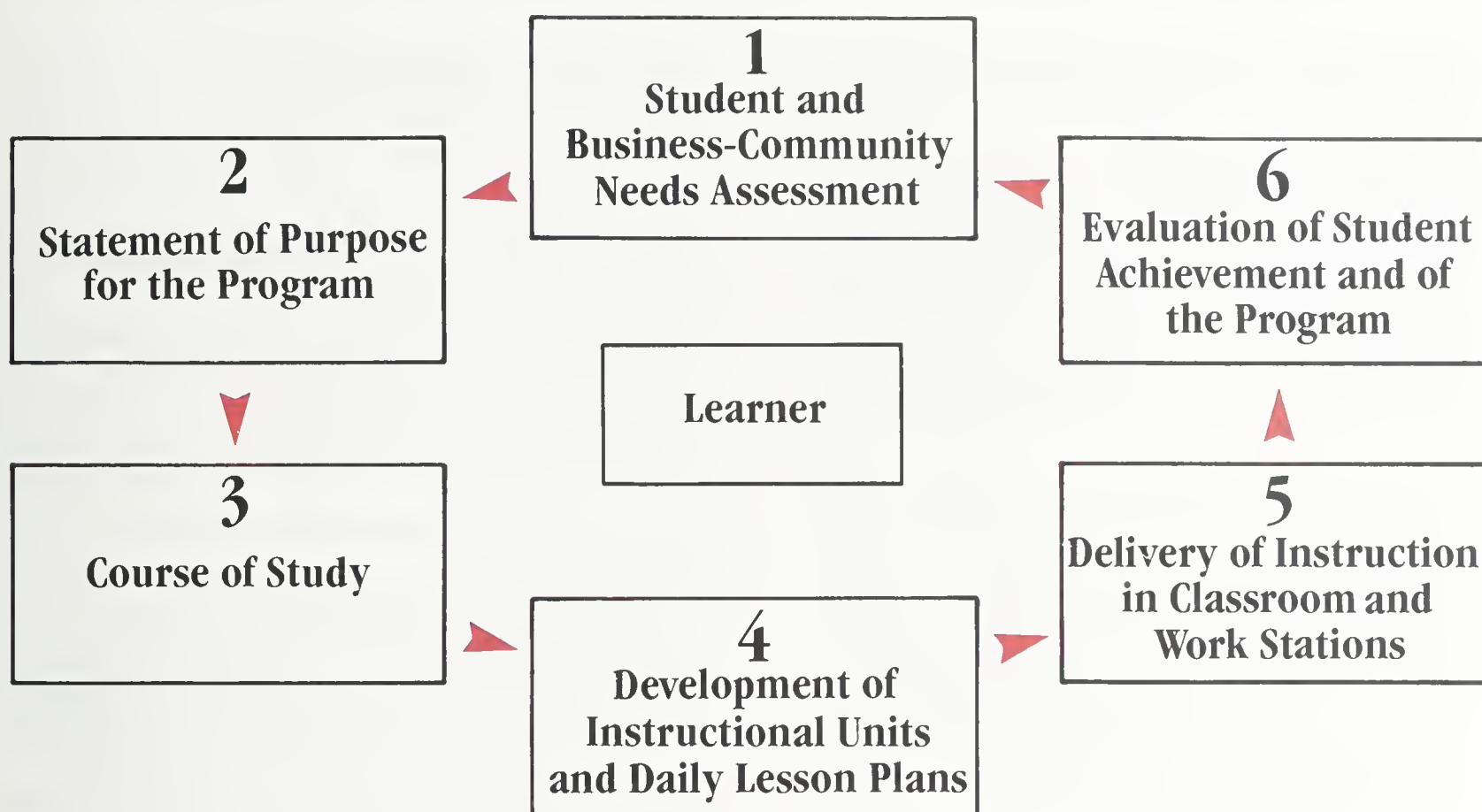
Schools offering equipment-based business studies courses should ensure that appropriate, well-maintained classroom equipment is available, that general maintenance procedures are established, and that a satisfactory plan for upgrading equipment to meet current business and technological standards is clearly defined. In this way students can acquire vocationally relevant educational experiences in their business studies program.

Development of a Business Studies Program

Overall Plan

The model opposite provides an overview of the sequence to be followed in developing a business studies program.





1. Student and business-community needs can be determined through input from local businesses, postsecondary institutions, students, parents, and school and board personnel.
2. The statement of purpose for the program (e.g., for accounting) should be based on an assessment of community needs, the goals of education, the aims of business studies, and the policy of the school board and the school.
3. The course of study should be based on the ministry's subject guideline and should reflect the statement of purpose for the program. It should reflect the course's level of difficulty and include a course description, general course objectives, an outline of content, an indication of the approximate timing of the course components, student-evaluation criteria, the credit value of the course, and a list of the resources required. Copies should be retained by the teacher, the business studies department head, and the school principal.
4. Daily planning should be based on the course of study and the subject guideline. Instructional unit plans should include specific performance objectives for core and optional content, teaching strategies (e.g., projects, case studies, problems), a sequence for the topics to be considered, student assignments, and evaluation plans.
5. The delivery of instruction will require the coordination of facilities, equipment, supplies, and the timing of instruction. The reinforcement of learning must be carried out through appropriate applications.
6. Evaluation of both student achievement and program effectiveness should be an ongoing process. Student evaluation should be determined through a variety of assessment instruments. Program evaluation should be based on student performance and input from external forces such as former students and the local business community.

The following items should be considered in the development of a business studies program.

Levels of Difficulty

Each program in this guideline provides direction with respect to the level or levels of difficulty at which a particular course may be offered. Courses may be adapted only to meet the needs of a student designated as exceptional by a board's identification, placement, and review committee. In this guideline, the following are authorized:

- basic-level courses, which focus on the development of personal skills, social understanding, self-confidence, and preparation for the world of work;
- general-level courses, which are designed to prepare students for employment or further education at a college of applied arts and technology and to help them acquire those personal skills and social understandings necessary for leading a full and productive life in our society. Career exploration is an essential component of these courses;
- advanced-level courses, which focus on the development of business-related academic skills and provide students with an appropriate knowledge and skill foundation for further study at a university.

Business Applications

A good business studies course will provide sound, theory-based subject content and offer frequent opportunities for students to apply the theory learned in class to a real business or a simulated business activity. Such applications could include in-class or in-school business simulations (e.g., school-store or practice-office experiences); case studies; research assignments in the school or business community; Junior Achievement (JA) or Marketing Education Clubs of Canada Association (MECCA) experiences; and work-experience or co-operative education opportunities. These applications provide students with realistic experiences that are similar to those they will encounter in the business world.

Co-operative Education

Opportunities for students to participate in a co-operative education business experience should be available in every school jurisdiction. Co-operative education programs can provide practical alternative learning environments, make effective use of community resources, and enable the business and educational communities to work together to provide up-to-date and relevant educational experiences for students. Details on approved courses, credits, supervision of students, and remuneration can be found in section 5.11 of OSIS.

The Review of Programs at the School Level

Program review and evaluation should be an ongoing, regular, and internal process. It should be used to ensure that the program is relevant and consistent with the goals of education, the aims of a business studies program, and the general aims and objectives of the individual school.

A program review should be used to check the relevance of each course and to ascertain that the content, applications, development of oral and written language skills, teaching strategies, and student assessment are appropriate to the needs of the students and the local business community. The evaluation of courses of study or programs should include procedures to determine whether the objectives, content, learning experiences, and resources are congruent with the curriculum guideline on which they are based.

A formal, comprehensive program review, involving representation from local businesses, colleges of applied arts and technology, universities, teachers of business studies within the school, the school administration, board program staff (where appropriate), students, and parents, should take place regularly (e.g., once every five years). This review should be the responsibility of the business studies department head and should form the basis for changes made to the programs being offered. Courses of study, textbooks, equipment, learning facilities, and other resources should be evaluated to determine areas of strength and weakness. The findings of a program review should be summarized; conclusions should be drawn; and revisions should then be made to the curriculum. Where appropriate, recommendations

should be made for additional materials, facilities, and equipment to maintain the relevance and educational integrity of the program.

Courses of Study

Courses of study shall be available at the school for parents and students to examine and shall include the specific information detailed in section 4.8 of OSIS. Information regarding access to courses of study shall be included in the annual school course calendar.

School-developed courses of study should be more detailed and specific than board program directions and should be developed in accordance with the specific directions and requirements outlined in this guideline. They should address the specific needs, interests, and abilities of the students in the school.

Developing a Course of Study

All courses of study shall contain the following information:

- the course name and code number from the relevant section of the business studies guideline
- the credit value of the course
- the level of difficulty of the course
- a course description. This should provide a statement as to the general aims of the course in relation to the business studies program available in the school. Where possible, it should identify the course's potential application to further education, training, or vocational options. It should indicate for whom the course is intended (e.g., that it is an introductory course at the general level of difficulty for students entering Grade 9 or 10). Any additional information, such as the requirement of a particular prerequisite to the course or the possibility of co-operative education, should also be indicated.
- the aims of the course
- the objectives of the course. These should be specified under a separate heading. They should focus on the general and specific competencies to be acquired and, in some courses, should reflect the general performance standards identified in the guideline or by the local business community.

- the subject content of the course. Core and optional components should be identified. Content may appear as topic headings, a list of skills and items of knowledge, measurable objectives, or a combination of any or all of these. The time requirements for each major component or unit of the course should be indicated.
- the teaching strategies to be used. These should include the teaching/learning activities for each topic or subtopic. If listed separately from the course content, the teaching/learning strategies or activities should be defined by example.
- evaluation procedures. The criteria used for evaluation should be clearly defined and should include a breakdown of the overall evaluation weighting scheme.
- key resources. The resources identified should include textbooks, equipment, and any other resources that are essential to the course.
- information on communication skill development. Language-development activities appropriate to the students' current stage of language development should be included. Special emphasis shall be placed on the development of reading, writing, speaking, listening, and thinking abilities within the course's specific content.

Dealing With Content Overlap

A common set of generally accepted basic business principles and student skills has been identified in many of the business studies courses outlined in this guideline. It is expected that students who select courses from different program directions may find some degree of content overlap. For this reason it is important that course outlines be designed to direct the focus of any potential overlap towards the specific intent of the particular course involved. Teachers of each business subject should make a special effort to follow both the guideline and the course-outline directives and to maintain an appropriate emphasis on the essential principles and skills, while carefully monitoring the focus to minimize any potential overlap.

Teaching Strategies

As wide a variety of teaching approaches as possible should be used in a business studies classroom to take into account the varying needs, abilities, interests, and learning styles of the students. Teachers should strive for a balance between structure and flexibility in their classroom organization and management, and students should be encouraged to assume responsibility for their own performance while working towards the achievement of course objectives with a minimum amount of supervision and direction. The skill-development components of a business studies course should be offered in a learning environment in which attainable goals are established and sufficient opportunities for practice, assessment, and remedial activities are made available.

Teaching strategies should be selected on the basis of their compatibility with the objectives of the course or program, the individual needs of the students, the resources available, and the background and expertise of the teacher.

Learning activities should have clearly defined purposes that relate directly to specific course objectives and should be designed to incorporate the following principles:

- They should focus on developing student strengths and should provide opportunities for students to use their experiences as a foundation for further growth and development.
- They should foster an environment in which students will learn independently as well as in group situations and in which they will receive positive reinforcement and support from the teacher and from each other.
- They should provide opportunities for success and be designed to accommodate individual student learning styles and interests.
- They should be relevant to the procedures used in the local business community so that students realize their applications in the business world.
- They should provide opportunities for students to take pride in their accomplishments and to demonstrate a commitment to a sense of personal responsibility, self-discipline, initiative, and effective work habits.
- They should support a program that is student-centred and that encourages active participation in an interactive learning process, where students learn from one another as well as from their teacher and from representatives of the local business community.
- They should provide students with opportunities to use learning materials and resources that include items from the various media, including films; radio and television programs; tape recordings; articles from current business periodicals, journals, and newspapers; books that form part of the daily reading of the world of work; and textbooks that meet the requirements outlined on page 25 of this section of the business studies guideline.
- They should provide students with adequate opportunities to receive feedback with respect to their accomplishments, as well as suggestions or directions for improvement.
- They should include clearly articulated information about the quality of work expected, the time lines to be met, and the evaluation procedures to be applied.
- They should include opportunities for students to demonstrate that they have satisfied skill and knowledge objectives prior to the assignment of a new learning activity.

The following are examples of specific strategies that may be helpful in developing courses of study and units of instruction.

Group work. In the business world people seldom work entirely on an independent basis. Usually small units of personnel will take on a task, break up the work assignment into individual components, and work individually towards a shared goal or direction. In business studies courses small-group learning activities are excellent ways to encourage peer interaction, co-operation, and learning. Teachers should ensure that the following are a part of all small-group learning activities:

- clearly articulated goals
- an appropriate division of labour
- both an individual and a group commitment to the completion of the task
- a consensus on how to proceed
- sufficient time to complete the task
- both the human and material resources required
- teacher involvement, support, and reinforcement

Business simulations and applications. The use of educational games, simulations, computer applications, and case studies is an excellent way to encourage students to focus on real business situations. These kinds of activities require students to combine critical thinking, problem solving, and communication skills. Although they require a substantial amount of planning and preparation, they can be a viable way to meet individual student needs and to combine business theory with business applications.

Career awareness. Career information and career planning are important components of all business studies courses. Career directions, the skills and abilities required for specific careers, and business expectations with respect to dress, deportment, attitudes, and work habits should be articulated and reinforced throughout each business course. Guest speakers and student field trips to business centres should be used to increase career awareness and to establish contact between the school and the business community. Whenever guest speakers are involved, students should be required to extend invitations, confirm arrangements, and introduce and thank their guests.

Notebooks. The keeping of a notebook should form an important part of a student's business studies program. Well-organized notebooks can provide students with a complete summary of course content and are excellent for purposes of reference, study, and review. Students should be instructed on how to organize their notebooks and on the detail that is required. If notebooks are to be assessed, a summary of criteria that will be used for this evaluation should be made available to students early in the courses.

Homework assignments. These should be based on a specific learning objective and as carefully planned as the rest of each lesson. Students should be provided with an opportunity to begin the homework assignment during the class period. Appropriate ways of doing homework should be demonstrated by the teacher, and homework should be checked regularly and form an important part of the next day's lesson.

Discussions and assignments. Discussions, project work, group and individual assignments, performance contracts, and individualized programs should all be considered appropriate teaching strategies for achieving the objectives outlined in this guideline. An effort should be made to ensure that these activities relate to specific objectives and that their procedures have been clearly outlined to students beforehand. Films, videotapes, and business-community resources should be used whenever possible to help students achieve the objectives of the business studies program and relate their in-school activities to the real world of business.

Mastery learning. Where possible, clearly defined mastery levels of performance, appropriate learning materials, assistance, and time for students to master each unit of a course or group of skills should be provided to enable students to participate in an individualized learning program specifically suited to their needs, learning styles, or learning readiness. Individual student learning contracts can be used effectively in a mastery learning environment, provided that each contract includes details with respect to content, applications, the learning environment, the mastery performance level, time, evaluation, and follow-up. Both the teacher and the student, and in some cases the student's parent(s), should be parties to the learning contract.

Bilevel and bigrade classes. Small secondary schools may find it difficult to operate classes for individual business studies courses at each grade or each level of difficulty. In order to provide students with as broad a business studies program as possible, a school might offer some combination of two levels of difficulty or two grades in the same classroom at the same time.

Where bilevel or bigrade courses are offered, care should be taken to ensure that individual course objectives are not compromised and that students receive the program that is best suited to their needs. Individual course objectives, applications, learning environments, resources, and evaluation procedures should be clearly identified for each course and communicated to students, parents, and teachers. Performance expectations should be clearly defined and designed to suit each different grade or level of difficulty. Individualized or small-group learning environments should be provided, and teachers are encouraged to use student-centred units of instruction, work stations, and resources in these bilevel or bigrade classes.

Student-teacher learning contracts can be used effectively in bilevel or bigrade classes, provided that each contract is clearly differentiated by its specialized content, applications, learning environment, methods of evaluation, procedures for follow-up, grade and level of difficulty for credit, and specific requirements.

Time, energy, and dedication on the part of the teacher are required to adapt curriculum guidelines and to organize flexible and supportive work structures and resources to accommodate students in bilevel or bigrade programs. Special professional-development opportunities should be made available to help teachers acquire the pedagogical skills they need to conduct these courses effectively. To avoid bilevel or bigrade classes, a school might consider offering low-enrolment subjects in alternate years.

Building leadership skills. The predicted changes in business procedures and office organization make it increasingly important to help students look beyond their initial job experiences and develop those skills and attitudes that will help them move into new areas of leadership in the business community. The business studies program provides a number of opportunities to help students develop their self-confidence and leadership skills. A creative business teacher will make full use of projects, group work, simulations, and role-playing activities in the classroom in order to give students opportunities to:

- develop useful time-management skills, while learning to set goals and establish priorities;
- practise organizing their work and making decisions;
- develop interpersonal skills, such as co-operation, the ability to motivate others, and communication;
- take initiative and organize activities;
- complete tasks and meet deadlines;
- meet acceptable standards of performance;
- develop their language facility.

Applications outside the classroom can also be used to develop students' self-confidence and leadership skills. Such applications can include the following:

- managing the operation of a school store
- planning and conducting the advertising and sales campaigns for the school yearbook
- operating and managing a school practice office or word-processing centre
- initiating, planning, and conducting a special class function, such as a field trip, a class seminar, or a visit by a representative of the local business community
- participating in a Junior Achievement program or in the Marketing Education Clubs of Canada Association
- participating in a business studies co-operative education program

These activities, as well as providing opportunities for students to plan, implement, and evaluate a group activity, motivate others, delegate responsibility, plan and conduct a business meeting, and communicate in a businesslike manner, will help them develop the self-confidence and maturity that are needed in a business environment.

Evaluation of Student Achievement

Purposes of assessment. The assessment of student achievement should be a continuous and comprehensive process. It should be used to help students identify their strengths and weaknesses, to identify areas that require further development, and to design future assessment vehicles. It should also be used to inform students and their parents of student progress and achievement.

Principles of assessment. The assessment of student achievement should be tied directly to the learning objectives identified for each course. It should relate specifically to the level of difficulty at which the course is offered, make provision for student learning exceptionalities, and be used to help teachers determine where adjustments to program, methodology, materials, or learning activities are required. It should be fair and accurate and include opportunities for self-assessment, peer assessment, and teacher assessment of student performance.

Since communication skills, both oral and written, are essential components for success in a business environment, the development of these skills should be an important part of a program's requirements. Assessment procedures should acknowledge the importance of the mastery of these skills without losing sight of the student's current stage in language development.

All assessment standards and procedures must be carefully monitored so that assessment is relatively consistent from one classroom to the next and indeed from one school to another.

Methods of assessment. Methods of assessment should be sufficiently varied to meet individual student needs and to cover the diversity of student abilities in each course. They should also provide encouragement and support for students.

The areas of performance and growth identified for each level of difficulty of each course in this guideline should be used as the basis of the assessment of student performance. Assessment instruments should be carefully designed to permit teachers to make judgements about student progress in terms of a predetermined standard, and students should recognize which learning outcomes will satisfy these standards. All standards of performance and behaviour, as well as the methods of assessment, must be shared with the student being assessed in advance of the learning experience.

Student assessment should measure learning processes as well as the outcomes or products involved. The determination of an individual student's final mark should reflect a balance among group learning activities, individual learning assignments, formative and summative tests, and examinations.

Students should become involved in the design of assessment vehicles, should be encouraged to participate in the evaluation process, and should monitor their individual progress towards the full attainment of specific goals and objectives. Oral tests, checklists, questionnaires, teacher-student interviews, observation charts, peer and self-evaluation, student-designed tests, assignments, formative and summative tests, and examinations are all appropriate assessment vehicles and should provide flexibility and diversity within a business studies program.

Formal examinations can form an important part of a student's assessment. However, except in the case of the Ontario Academic Courses, they should constitute no more than 30 per cent of the student's final mark in a subject. Students should be informed about the kind of questions that they might expect on an examination, as well as the form and depth of acceptable answers. Marking schemes should be clearly identified, and students should be instructed on the effective use of their time during the writing of a formal examination. Good study skills should be taught, and students should be encouraged to prepare for formal examinations well in advance through in-class and home-study review programs.

The more practical job-preparatory courses offered at the general or basic level of difficulty should emphasize the assessment of a student's day-to-day performance. Evaluation in this area should be designed to assess students' careful use of equipment and supplies and their demonstration of effective work habits and co-operative, businesslike attitudes.

Program Alternatives

Specialized Schools

A school board may wish to establish a secondary school organized around a business studies program, or, as enrolments decline, it may choose to organize business studies programs in several schools so that each school offers both a general business studies program and specialization in one of four areas – accounting, data processing, marketing, or information processing.

Program Packages

Courses may be packaged to provide students with a specialized or concentrated set of learning experiences. Business-related packages can be designed for students in a regular secondary school program who wish to prepare for academic or business-related postsecondary education or for direct entry into the workplace on graduation. Work-experience or co-operative education components can be included in such a package for added vocational relevance.

Modules and full-credit courses can be combined into a one-year, intensive, vocationally oriented business studies package. Students not previously involved in a business studies program might find such a concentration especially rewarding. For students who have not specialized in business at the secondary school level, do not plan to enter a college or the workplace after graduation, and desire to continue their business preparation in the secondary school, a one-year extended business package that contains a substantial out-of-school education component can be planned. Such a package could be taken as part of the credit requirements for the Ontario Secondary School Diploma (OSSD) or after all requirements for the diploma have been met.

Packages should be carefully planned to provide an adequate concentration in a chosen area of specialization and, where appropriate, should include the academic credits required for an OSSD. All business studies courses should not be part of a special package in a school, and students should be allowed the freedom to select independent business courses from within or without a designated package grouping, depending on their individual interests, needs, and abilities.

Independent Learning Centre

Secondary school correspondence courses conferring business studies credits towards an OSSD are provided to Ontario residents by the Ministry of Education. For the most recent information concerning eligibility and enrolment procedures, reference should be made to the current edition of the Independent Learning Centre's program calendar, which is available from the Ministry of Education.

Continuing Education

Continuing education courses may be made available to provide opportunities for part-time or short-term learners who wish to upgrade their particular skills or acquire new ones. Most continuing education courses are designed for those learners who have been out of school for a year or more. However, some students with special curriculum needs may currently be enrolled in a regular secondary school and, with the approval of their principal, may take a credit course through continuing education programs that are available in their board. Section 6.6 of OSIS describes continuing education programs in more detail.

Adult Education

As the business world becomes more complex, many adults are finding that they need to return to school to upgrade their base of literacy or to acquire specific business skills to enable them to function more effectively in the world of work. Opportunities for adults to re-enter the educational environment should be available and should be structured so that adults can participate in part-credit, full-credit, or full-term programs, or a one-year intensive program designed to provide a concentration in business studies. Such classes may be composed exclusively of adults or may be a mix of regular students and adults. Teachers of such classes should take advantage of the experiences of adults and should modify their teaching and learning techniques to meet classroom needs. Minor adjustments in planning will provide benefits for adult learners and will also broaden and enrich the experiences of the regular students.

In planning courses for adult learners, teachers should remember the following characteristics of such learners:

- Adults often bring a wealth of practical experience with them.
- They learn individually or in groups and welcome the support of fellow learners.
- They learn effectively through active involvement. Thus, strategies that balance experiential activities with theoretical and abstract presentations will enhance their learning.
- They exhibit a wide range of learning styles. Opportunities for independent study and for individualized learning projects may be provided to respond to individual differences.

Adult learning theory suggests that adults tend to be highly self-directed, responsible, and mature. Such generalizations are not without exceptions, however, and teachers must decide the extent to which the theories described above may be implemented.

Adults may re-enter school with a variety of levels of background education and abilities. The procedures for granting equivalent credits for those wishing to enrol in a credit program are described in section 6.14 of OSIS. As well, more specific teaching strategies and methods of program organization are described in *Adult Learning Principles and Their Application to Program Planning*, a research report that is available from the Ontario Government Bookstore.

Acknowledgements

The Ministry of Education wishes to acknowledge the contributions of the many persons who participated in the development and validation of the business studies guideline.

Project and Advisory Committees

Tom Tidey, Project Manager, Curriculum Branch, Ministry of Education

Lily Kretchman, Project Leader, Curriculum Branch, Ministry of Education, and Peel Board of Education

Cynthia Adams, Project Leader, Curriculum Branch, Ministry of Education, and Board of Education for the City of North York

Judith Algie, Board of Education for the City of Toronto

Marlene Anderson, Sault Ste. Marie Board of Education

Trevor Baker, Board of Education for the City of Scarborough

Joe Brisbois, Metropolitan Separate School Board

Fred Collict, Allstate Insurance Companies of Canada

Tim Crawford, Simcoe County Board of Education

Michael Cyze, Western Ontario Regional Office, Ministry of Education

Bob Harkness, Board of Education for the City of Hamilton

Douglas Lajeunesse, Canadian Federation of Independent Business

Claudette Last-Janveau, Sudbury Board of Education

Julie Lindhout, Western Ontario Regional Office and Regional Services Division, Ministry of Education
Don McCahill, Computers in Education Centre, Ministry of Education, and Peel Board of Education
Terry Murphy, Frontenac County Board of Education
Jack Nixon, The Bank of Nova Scotia
Brian Oxley, Ford Glass Limited
Rosemary Peterson, Lakehead Board of Education
Dr. Robert Porter, Bell Canada
Elizabeth Revell, Carleton Board of Education
Peter Skuce, Computers in Education Centre, Ministry of Education
Sharon Taylor, Board of Education for the City of Windsor
John Thompson, The Mortgage Insurance Company of Canada
Al White, Western Ontario Regional Office, Ministry of Education
Bob Wilson, University of Toronto
Ken Winter, Kodak Canada Limited (retired)
Jim Yarrow, Monarch Fabricating and Die Casters Limited

French-Language Adaptation Committee

Michel Robineau, Project Manager, Curriculum Branch, Ministry of Education
Albert Alary, Carleton Board of Education
Marcel Bard, Curriculum Branch, Ministry of Education
Rosaire Cloutier, Curriculum Branch, Ministry of Education
Michel Dahan, Carleton Board of Education
Guy Drolet, Ottawa Board of Education
Claude Mayer, Sudbury Board of Education
Gérald Ouellette, Northeastern Ontario Regional Office, Ministry of Education
Lucette Paquette, University of Ottawa

Diane Patenaude, Nipissing Board of Education
Monique Pelletier, Stormont, Dundas and Glengarry Board of Education
Paulette Rozon, Stormont, Dundas and Glengarry Board of Education
Bernard Thibodeau, Kapuskasing Board of Education

Writing Team Members and Resource Persons

Jim Antartis, Board of Education for the City of London
Marvin Baer, Queen's University
David Bell, Waterloo County Board of Education
Jane Bicko, Simcoe County Board of Education
Lennox Borel, Board of Education for the City of Scarborough
Terry Boucher, Independent Learning Centre, Ministry of Education
Jack Breaton, Board of Education for the City of Windsor
Bill Brooks, Board of Education for the City of North York
David Cappellani, Brant County Board of Education
Carol Chapman, Peel Board of Education
John Chard, Northeastern Ontario Regional Office, Ministry of Education
Bruce Conchie, University of Toronto
Charles Connor, Board of Education for the City of Hamilton
Bill Costiniuk, Timmins Board of Education
Jean-Marc Côté, University of Ottawa
Lori Cranson, Board of Education for the City of Scarborough
Rusty Csenge, Board of Education for the City of Scarborough
Jack Cullaton, Waterloo County Board of Education

Vic D'Amico, Eastern Ontario Regional Office, Ministry of Education

Diane Dawson, Peel Board of Education

Joanne Dear, Peel Board of Education

Susan Dietrich, Peel Board of Education

Anita Duic, Board of Education for the City of Toronto

Errol Ellis, Board of Education for the City of Hamilton

Bernie Ferren, Peterborough County Board of Education

Louise Fleming, Sheridan College of Applied Arts and Technology

Jim Fox, Waterloo County Board of Education

Janice Galivan, Board of Education for the City of Hamilton

Taylor Gilbert, University of Toronto

Paul Gordon, Board of Education for the City of Hamilton

Rae Hainsworth, Ontario Federation of Labour

Tom Hall, Board of Education for the City of Etobicoke

Mary Harastavic, Durham Board of Education

Charles Hawkes, Board of Education for the City of Scarborough

Dick Heino, Northeastern Ontario Regional Office, Ministry of Education

Paul Herbert, Board of Education for the City of London

Ann Hutka, Frontenac County Board of Education

Corinne Hyatt, Board of Education for the City of Toronto

Helen Jamieson, Board of Education for the City of Etobicoke

Edna Janus, Board of Education for the City of Scarborough

Bill Jennings, Frontenac County Board of Education

Robert Joyner, McMaster University

Michael Kake, Peel Board of Education

Sharon Kaslauskas, Peel Board of Education

Bill Kemp, Board of Education for the City of Toronto

Ronald Kendall, Board of Education for the City of Toronto

Robert Kerton, University of Waterloo

Ruth Kirk, Carleton Board of Education

Gary Krar, Board of Education for the City of Hamilton

Richard Lander, Board of Education for the City of Toronto

Fran La Vigne, Board of Education for the City of Scarborough

Eeva Leivo, Board of Education for the City of Toronto

Michael Liepner, Inquiry Management Systems Limited, Mississauga

Graham Lennard, Board of Education for the City of York

James McCutcheon, Wilfrid Laurier University

Patricia MacDonald, Independent Learning Centre, Ministry of Education, and Peel Board of Education

John McElhiney, Board of Education for the City of North York

James Mackey, University of Toronto

Judy Misener, Board of Education for the City of Scarborough

John Moore, Queen's University

Bill Morgan, Northwestern Ontario Regional Office, Ministry of Education

Gwen Mowbray, Board of Education for the City of Hamilton

Reg Nighswander, Board of Education for the City of Scarborough

Gary O'Meara, St. George's College

Ted Palmer, Lincoln County Board of Education

Frances Pavkovic, Board of Education for the City of Toronto

Gerry Phillips, Lakehead University
Jackie Poppe, Halton Board of Education
John Priddle, Ottawa Board of Education
G. David Quirin, University of Toronto
Gary Rabbior, Canadian Foundation for Economic Education
Carol Ramberan, Board of Education for the City of Hamilton
Carolyn Ramsay, Carleton Board of Education
Gail Reeves, Board of Education for the City of London
Paul Rehak, Board of Education for the City of Hamilton
Alan Renner, Halton Board of Education
Margaret Rooney, Essex County Board of Education
Tim Rutledge, Canadian Imperial Bank of Commerce
Mary Salamon, Halton Board of Education
Avanell Scherer, Board of Education for the City of Hamilton
Esther Scott, Lincoln County Board of Education
Ruth Scott, Halton Board of Education
David Seal, Board of Education for the City of Scarborough
Christine Seiler, Board of Education for the City of Toronto

Murray Shannon, Wellington County Board of Education
Marie Shantz, Brant County Board of Education
Shelley Smith, TVOntario
Karyn Sparkes, Board of Education for the City of Scarborough
Steven Spetz, Frontenac County Board of Education
Matthew Stefureak, Lakehead Board of Education
Margaret Stewart, Frontenac County Board of Education
Kay Sylvester, Board of Education for the City of Hamilton
Terry Taller, Carleton Board of Education
Steven Talos, Brant County Board of Education
Paul Tikkanen, Midnorthern Ontario Regional Office, Ministry of Education
Amina Timol, Board of Education for the City of North York
Sandra Tuttle, Haldimand Board of Education
Megan Van Alstine, Seneca College of Applied Arts and Technology
Dorinne Wagner, Peel Board of Education
Arthur Walker, Halton Board of Education
Tony Weatherby, Northumberland and Newcastle Board of Education
Douglas Westgate, University of Western Ontario
Woilford Whissell, Midnorthern Ontario Regional Office, Ministry of Education
Sharon Williams, York University
Tom Wisnicki, Halton Board of Education

The ministry also wishes to acknowledge all the boards, schools, and other educators and businesspeople who made contributions to this guideline during its development and validation stages.

