


**The Ontario Curriculum
Grades 9 and 10**

Business Studies

1999



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Introduction

The Ontario Curriculum, Grades 9 and 10: Business Studies, 1999 will be implemented in Ontario secondary schools starting in September 1999 for students in Grade 9 and in September 2000 for students in Grade 10. This document replaces the sections in *The Common Curriculum: Policies and Outcomes, Grades 1–9, 1995* that relate to business studies in Grade 9, and the parts of the following curriculum guidelines that relate to Grade 10:

- *Business Studies: Policy for Program Planning and Delivery, Intermediate and Senior Divisions and OAC, 1986*
- *Business Studies: Accounting, Intermediate and Senior Divisions and OAC, 1987*
- *Business Studies: Consumer Studies, Intermediate and Senior Divisions, 1987*
- *Business Studies: Economics, Intermediate and Senior Divisions and OAC, 1986*
- *Business Studies: Integrated Business Programs, Intermediate and Senior Divisions, 1987*
- *Business Studies: Keyboarding, Intermediate and Senior Divisions, 1987*
- *Business Studies: Marketing, Intermediate and Senior Divisions, 1987*
- *Business Studies: System Support Programs, Intermediate and Senior Divisions, 1987*
- *Computer Studies, Intermediate and Senior Divisions, 1983*

This document is designed for use in conjunction with its companion piece, *The Ontario Curriculum, Grades 9 and 10: Program Planning and Assessment, 1999*, which contains information relevant to all disciplines represented in the curriculum. The planning and assessment document is available both in print and on the ministry's website, at <http://www.edu.gov.on.ca>.

The Place of Business Studies in the Curriculum

Business activity affects the daily lives of all Canadians as they work, spend, save, invest, travel, and play. It influences jobs, incomes, and opportunities for personal enterprise. Business has a significant effect on the standard of living and quality of life of Canadians, and on the environment in which they live and which future generations will inherit. Eventually, most students will encounter the world of business, whether they work in cities or towns or in rural areas. They must be prepared to engage in business activity with confidence and competence. Young people need to understand how business functions, its role in our society, the opportunities it generates, the skills it requires, and the potential impact it can have on their lives and society, today and in the future.

The business studies program will build a strong foundation for those who wish to move on to further study and training in specialized areas such as management, international business, marketing, accounting, information technology, computer applications, or entrepreneurship. It will also provide practical skills for those who wish to move directly into the world of business.

Engaging in the world of business involves studying individuals and communities, assessing their needs and problems, and generating solutions. Consequently, business studies must draw upon various other fields of study and apply related concepts and knowledge. For example, close links exist between marketing and communications, accounting and mathematics,

entrepreneurial studies and technology, international business and world studies, and organizational studies and studies of society and human nature. Students will also be able to transfer the knowledge and skills they acquire in business studies to their study of other areas, such as technology, mathematics, science, and languages.

Subject matter from any course in business studies can be combined with subject matter from one or more courses in other disciplines in the secondary school curriculum to create an interdisciplinary course. The policies and procedures regarding the development of interdisciplinary courses are outlined in the interdisciplinary studies curriculum policy document.

Business studies provides students with a new, practical context for many of the subjects they studied at the elementary level, including mathematics, science, and social studies. It helps students to recognize the relevance of these subjects as they are applied in the world of business – for example, in the study of individuals and communities; in helping people with their needs, challenges, and problems; and in creating products and services that help to improve the quality of life. Business studies clearly demonstrates how a variety of areas of study can be combined in productive activity that affects the lives of millions of people. Courses in this discipline provide knowledge and skills that can help students make a successful transition to the workplace, to training programs, or to postsecondary education. The introduction of business studies in Grades 9 and 10 prepares students to apply their education to real-world challenges, experiences, and opportunities.

The Program in Business Studies

Overview

The program in business studies offers a variety of courses to help students understand the world of business and to focus their interest in this area. The secondary school program includes a course that introduces students to the multifaceted world of business and its various functions, as well as a number of courses that focus on key aspects of the field. There are courses that will help students develop their skills in applying current technological tools to business activities and that will teach them how business activity is affected by the dynamic technological changes taking place today. Students can also select courses in entrepreneurship to learn about the creation and operation of a small business or how to develop and apply enterprising skills as employees. They will also be able to choose courses that focus on the key skills and concepts of accounting and marketing, or courses that will develop their understanding of the nature of business organizations and the ways in which businesses are structured and managed to achieve organizational goals. Finally, in courses in international business, students will learn about opportunities that lie beyond our borders, and will explore the business relationships that the Canadian government and Canadian companies have established with other nations.

The Introduction to Business course, offered in Grade 9 or 10, is the key foundation course in the business studies program. This course introduces students to each of the major areas of business: the basics of business operation, the role and applications of technology in business, the role and characteristics of entrepreneurs, management, accounting, marketing, and international business. This introductory course aims to ensure that all students acquire a general understanding of the role and nature of business while developing personal management skills relating to financial decisions, planning, and budgeting. It will build a solid foundation for students who wish to pursue business studies in greater depth or who wish to develop the knowledge and skills they need in the area of business in their everyday lives.

Rapid changes in information technology are influencing all aspects of our lives, and the operations of business are particularly affected. The Introduction to Information Technology in Business course, offered in Grade 9 or 10, prepares students for a world of business and communication that relies increasingly on electronic technology, an area also undergoing continuous change. Whether their goal is to apply the new technologies in their careers, to develop a broad understanding of the effects of technology on business, or to establish a foundation for using information technology at the postsecondary level, students will benefit from the skills and understanding that this course will help them develop.

The design of the business studies program will enable students to select courses that relate to their interests and that prepare them for further study or work in a field of their choosing. Whether students eventually work in the business world or simply use the services of business, the business studies program will provide them with a foundation for making effective choices and decisions.

As outlined in *The Ontario Curriculum, Grades 9 and 10: Program Planning and Assessment, 1999*, the new curriculum for secondary school is organized into several types of courses. (See the document mentioned for a description of the different types of secondary school courses.) However, not all types of courses are available in every discipline. In the business studies program, there is only one type of course – the “open” course – in Grades 9 and 10.

Courses in Business Studies, Grades 9 and 10

Grade	Course Name	Course Type	Course Code	Credit Value
9 or 10	Introduction to Business	Open	BBI1O BBI2O	1
9 or 10	Introduction to Information Technology in Business	Open	BTT1O BTT2O	1

Note: There are no prerequisites for the courses listed above.

A Note About Credits. Courses offered in business studies may be delivered as half-courses, each earning a half-credit. Half-credit courses, which require a minimum of fifty-five hours of scheduled instructional time, must adhere to the following conditions:

- Courses offered as half-credit courses must include a selection of learning expectations from all strands and must reflect the balance among strands that characterizes the full course.
- A course that is a prerequisite for another course may be offered as two half-courses, but the student must successfully complete both parts of the course to claim the prerequisite.
- The title of each half-credit course must include the designation Part 1 or Part 2. A half-credit (0.5) will be recorded in the credit-value column of both the report card and the Ontario Student Transcript. Students are not required to complete both Part 1 and Part 2 unless the course is a prerequisite for another course that the student wants to take.

Teaching Approaches

Three key factors have created a need for change in the content and approaches to the teaching of business studies: the restructuring of the economy, the increasing capacity of technology, and the globalization of the marketplace. Through business studies, students will have opportunities to develop skills to use technology tools and adapt them for use in various work environments. In addition, business studies will help students to develop skills to improve their employability, respond to continuous changes in the workplace, and consider options related to self-employment.

The expectations for each subject area within business studies have been designed for implementation throughout the province within a business context. They reflect the variety of teaching and learning strategies required to accommodate the differing abilities, interests, and learning styles of students. Consideration has been given to the resources available to educators in classrooms in all settings in order to develop students who are enterprising and employable. The expectations encourage the use of business simulations, an emphasis on employability skills, the use of independent study units, and the development with industry of school–work transition programs.

Curriculum Expectations

The expectations identified for each course describe the knowledge and skills that students are expected to develop and demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed and evaluated.

Two sets of expectations are listed for each *strand*, or broad curriculum area, of each course. The *overall expectations* describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each course. The *specific expectations* describe the expected knowledge and skills in greater detail.

The specific expectations are organized under subheadings. This organization is not meant to imply that the expectations in any one group are achieved independently of the expectations in the other groups. The subheadings are used merely to help teachers focus on particular aspects of knowledge and skills as they plan learning activities for their students.

Many of the expectations are accompanied by examples, given in parentheses. These examples are meant to illustrate the kind of skill, the specific area of learning, the depth of learning, and/or the level of complexity that the expectation entails. They are intended as a guide for teachers rather than as an exhaustive or mandatory list.

Strands

The course content in each of the business studies courses is organized into five distinct but related strands. The strands in the Introduction to Business course are:

- The Role and Impact of Business
- Conducting Business in a Competitive Marketplace and in the Changing Workplace
- Personal Finance
- Entrepreneurship
- International Business

The strands in the Introduction to Information Technology in Business course are:

- Information Management
- Software Applications
- Electronic Communication
- Electronic Research and Ethical Issues
- Career Opportunities

Introduction to Business, Grade 9 or 10, Open (BBI1O, BBI2O)

This course introduces students to the world of business, including the concepts, functions, and skills required for meeting the challenges of operating a business in the twenty-first century on a local, national, and/or international scale. Students will also learn concepts and skills related to personal finance, entrepreneurship, and international business.

The Role and Impact of Business

Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of how businesses respond to needs, wants, and demand;
- compare types of businesses;
- evaluate the impact of businesses on their community.

Specific Expectations

Needs, Wants, and Demand

By the end of this course, students will:

- describe the concept of demand and the conditions that give rise to demand;
- explain how needs, wants, and demand create opportunities for business;
- compare the ways in which different companies address similar consumer needs and wants.

Types of Businesses

By the end of this course, students will:

- compare the features of sole proprietorships, partnerships, corporations (public, private, and Crown), and cooperatives;
- identify the types of businesses and business sectors that have experienced the greatest growth in recent years;
- explain why a person or group of people may choose to establish one type of business rather than another (e.g., consider start-up costs, availability of financing and skills, level of risk, complexity of production, resource requirements, home-based businesses).

Impact on Community

By the end of this course, students will:

- describe how businesses can generate wealth, jobs, and incomes, and how they can influence standards of living;
- distinguish the various ways in which business activity can affect the quality of life (e.g., level of income, products available, environmental impact, stress in the workplace);
- investigate issues in their community that have been created or affected by business (e.g., issues concerning land use, the environment, traffic, health and safety, employment);
- analyse the impact that business activity has on the changes occurring in their community.

Conducting Business in a Competitive Marketplace and in the Changing Workplace

Overall Expectations

By the end of this course, students will:

- analyse the major factors influencing the success of Canadian businesses;
- explain how businesses are affected by variations in market conditions and environments for conducting business;
- explain how current issues affect Canadian businesses;
- explain the importance and role of human resources and sound management in business;
- explain the role of marketing and accounting in business.

Specific Expectations

Factors Affecting Business Success

By the end of this course, students will:

- identify various factors affecting business activity that have contributed to the success of Canadian companies and entrepreneurs (e.g., risk taking, vision, passion, perseverance, teamwork, market niche, ability to respond to change);
- compare levels of customer service and quality of goods and services among a variety of competing companies;
- identify factors that influence employees' attitudes and the quality of their work (e.g., factors that affect personal health, safety, work enjoyment).

Market Conditions and Business Environments

By the end of this course, students will:

- analyse the forces of supply and demand and explain how they affect market prices and the willingness of businesses to produce products;
- explain how a business can be affected by the number and quality of competitors in a market;
- describe reasons for government policies and actions relating to regulation of markets and business activity (e.g., environmental concerns, the need for product labelling, health and safety concerns, the need for quality control, the need to ensure agricultural supply).

Issues Affecting Business

By the end of this course, students will:

- analyse how technology has influenced the Canadian workplace;
- specify ways in which business activity can help or harm the environment;
- determine the importance of ethics and social responsibility in business.

Human Resources and Management

By the end of this course, students will:

- describe the function of human resources and effective people management;
- identify key employability skills;
- describe a variety of business career paths;
- compare the rights and responsibilities of employees and employers;
- describe the role of management in business;
- describe how different management approaches and styles can influence employee productivity.

Marketing and Accounting

By the end of this course, students will:

- describe the role and effectiveness of advertising, display, distribution, research, packaging, and selling methods in marketing a product;
- describe how effective accounting and financial statements contribute to the success of a business.

Personal Finance

Overall Expectations

By the end of this course, students will:

- distinguish the various ways in which individuals and households can acquire income and other benefits;
- develop skills in managing personal income effectively, such as skills in budgeting, planning, saving, and investing;
- analyse the role and importance of consumer credit.

Specific Expectations

Income and Benefits

By the end of this course, students will:

- summarize the various ways in which individuals and households acquire income (e.g., employment, saving, investing, social programs);
- describe the major factors that can influence a job's income level (e.g., experience, education, personal performance, uniqueness of abilities, success of the business);
- describe other benefits of a job in addition to income (e.g., skill development, self-fulfilment, pension, health insurance).

Personal Financial Skills

By the end of this course, students will:

- distinguish the various ways of using income (e.g., spending, saving, investing, donating);
- identify the types of expenses, including taxes, that individuals and households typically incur;
- identify the criteria required for making effective purchasing decisions (e.g., cost, quality, guarantees, service, money available, product information);
- evaluate the products and services offered by major Canadian financial institutions;
- explain how fluctuations in interest rates affect saving, investing, and spending decisions;

- identify various types of investment alternatives (e.g., GICs, stocks, bonds, mutual funds);
- compare the benefits of saving and investing;
- demonstrate an understanding of the factors that will affect the value of money over time (e.g., compounding interest, rate of inflation, saving, investment decisions);
- demonstrate personal-budgeting and financial-planning skills, and produce a personal budget and a financial plan, using appropriate software.

Consumer Credit

By the end of this course, students will:

- explain the advantages and disadvantages of consumer credit;
- describe the process of establishing a personal credit rating and applying for and obtaining credit;
- calculate the total cost of credit on a variety of loans.

Entrepreneurship

Overall Expectations

By the end of this course, students will:

- identify characteristics and skills associated with successful entrepreneurs;
- evaluate the roles and contributions of entrepreneurs;
- analyse the importance of invention and innovation in entrepreneurship.

Specific Expectations

Characteristics and Skills

By the end of this course, students will:

- describe the characteristics and skills often associated with successful entrepreneurs;
- explain how these characteristics and skills can be applied to any kind of entrepreneurial endeavour;
- describe the lives and accomplishments of a variety of Canadian entrepreneurs;
- analyse their own entrepreneurial strengths and interests.

Roles and Contributions

By the end of this course, students will:

- describe how entrepreneurs discover opportunities in people's needs, wants, and problems;
- identify a variety of goods and services produced by entrepreneurs in their community or a nearby community;
- investigate opportunities for entrepreneurship within their school or community, using a variety of techniques and methods (e.g., interviews, questionnaires, research, networking), and evaluate these opportunities;
- identify the human and financial resources necessary to create a venture based on one or more opportunities and ideas discovered within their school or community.

Invention and Innovation

By the end of this course, students will:

- contrast the role of an inventor with that of an innovator and an entrepreneur;
- describe a variety of Canadian inventions and innovations, and identify characteristics and skills of some Canadian inventors;
- demonstrate how innovation has affected a variety of products over time;
- describe how innovation and invention lead to the development and application of new technologies.

International Business

Overall Expectations

By the end of this course, students will:

- describe how nations become interdependent through international business;
- analyse the impact of trade on the Canadian economy;
- describe Canada's key international economic relationships.

Specific Expectations

Interdependence

By the end of this course, students will:

- identify the differences between the concepts of imports and exports;
- explain why goods and services are traded among nations;
- analyse factors that affect the flow of goods and services among nations (e.g., consumer needs and incomes, currency values, transportation costs, language and culture, trade agreements and pacts, tariff and non-tariff barriers).

Impact of Trade

By the end of this course, students will:

- summarize the impact of trade on employment and job creation in Canada;
- analyse the impact of trade on the quality and quantity of products available.

International Relationships

By the end of this course, students will:

- identify Canada's major trading partners;
- identify ways in which culture affects business activity and Canada's international economic relationships;
- describe how a company's profit and growth can be affected by its international business activity and participation in the markets of other nations.

Introduction to Information Technology in Business, Grade 9 or 10, Open

(BTT1O, BTT2O)

This course introduces students to the use of information technology in a business environment. Students will learn how to use information technology in a work environment, perform electronic research, communicate electronically, and use common business software. They will also explore possible future occupations in information technology.

Information Management

Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of the information technology terms used in business;
- explain the key infrastructures relevant to information technology;
- manage an information technology work environment;
- electronically manage personal data and computer files.

Specific Expectations

Terminology

By the end of this course, students will:

- define key information technology terms (e.g., Internet, Intranet, Extranet, infrastructure, syntax, work environment);
- explain the concept of information technology;
- use current information technology terminology appropriately.

Infrastructures

By the end of this course, students will:

- explain the functions of the hardware components of a computer workstation;
- explain how a variety of operating systems work;
- explain the use of a variety of peripheral devices (e.g., printers, scanners, video and digital cameras);
- differentiate between stand-alone and networked environments;
- describe the environments to which stand-alone systems and networks are best suited (e.g., home office, school, multinational company).

Work Environment

By the end of this course, students will:

- demonstrate understanding of the importance of managing an ergonomically correct work environment;

- explain information technology health and safety issues (e.g., musculoskeletal injuries, eye strain, radiation from monitors);
- explain the importance of keeping information secure and confidential;
- describe the importance of security systems (e.g., passwords, encryption, log-in) in stand-alone, LAN, and WAN environments;
- demonstrate appropriate interpersonal skills when interacting with colleagues and peers in an information technology work environment (e.g., keeping passwords confidential, respecting privacy of information).

File Management

By the end of this course, students will:

- describe the desktop elements and functions of a computer environment (e.g., icons, menus, toolbars, folders);
- demonstrate an ability to arrange personal folders and files in a logical and useful manner that is easily understood by others;
- create (e.g., design, edit, manage) an electronic address book;
- analyse the potential impact of computer viruses on computer systems and files;
- explain how anti-virus software applications in a business environment enhance system security.

Software Applications

Overall Expectations

By the end of this course, students will:

- demonstrate the skills required to enter data by using appropriate keyboarding techniques;
- demonstrate the use of basic functions and features of common business software;
- produce documents that meet basic business standards and formats.

Specific Expectations

Data Entry Skills

By the end of this course, students will:

- demonstrate the ability to input data effectively;
- demonstrate an understanding of the importance of accuracy when entering data (e.g., consider challenges facing voice recognition);
- use correct keyboarding techniques (e.g., proper posture, correct fingering, proper wrist position).

Application Software

By the end of this course, students will:

- explain the use of common business software (e.g., word processing, database, spreadsheet, graphic, desktop publishing, web page software);
- use the common business software basic functions (e.g., create, save, update, print) and features (e.g., edit tools, fonts, justification, format tools, columns, menus, design and graphic tools, formulas, hyperlinks);
- follow written and oral instructions regarding the use of software applications (e.g., help menus, wizards, manuals).

Business Documents

By the end of this course, students will:

- demonstrate an ability to select the most appropriate software applications for creating a particular business document (e.g., report requiring a word processor, spreadsheet, graphic tool);
- produce correctly formatted business documents (e.g., business correspondence, reports, advertisements, fax cover pages) from printed, handwritten, and revised copies;
- use electronic references effectively (e.g., dictionaries, thesauri, grammar checks, spell checkers).

Electronic Communication

Overall Expectations

By the end of this course, students will:

- demonstrate an ability to use electronic software to create presentations;
- use electronic tools to communicate effectively with others;
- demonstrate an understanding of the legal issues relating to electronic communication.

Specific Expectations

Electronic Presentation

By the end of this course, students will:

- describe the basic functions of the presentation software commonly used in business (e.g., text objects, quick art, chart/graphic tools, slide editor/sorter/lists);
- explain the purposes of presentation tools;
- select the presentation tools that are most appropriate for an assigned purpose and target audience (e.g., slides, animation, music);
- create an electronic presentation (e.g., kiosk display, assembly presentation, class project).

Electronic Communication Tools

By the end of this course, students will:

- describe the tools used to communicate electronically in business (e.g., fax, e-mail, voice mail, bulletin board, discussion group, the Internet, Intranet, Extranet);
- compare a variety of electronic communication tools in terms of their uses and benefits to business;
- explain how e-mail is transmitted through the Internet and Intranet;
- demonstrate an ability to use electronic communication tools (e.g., e-mail, voice mail, the Internet, Intranet, voice recognition) effectively, using acceptable syntax and terminology.

Legal Issues

By the end of this course, students will:

- describe ways in which recent changes in information technology have had a positive and/or negative impact on business, working conditions, and other aspects of people's lives (e.g., access to information, to global trade, to employment; increase in violence, racial issues, harassment, unemployment);
- communicate with people in other cultures, and demonstrate an understanding of their communication customs (e.g., social interactions, political sensitivities, jargon);
- apply acceptable communication protocol in internal and external electronic communication;
- investigate and describe legal issues related to electronic communication;
- describe major issues related to security on the Internet, Intranet, and Extranet, and in e-mail (e.g., privacy, credit card use, use of firewalls).

Electronic Research and Ethical Issues

Overall Expectations

By the end of this course, students will:

- use a variety of electronic media to find relevant information;
- analyse the various uses of the Internet in a business environment;
- analyse the ethical issues concerning the use of electronic information.

Specific Expectations

Electronic Research

By the end of this course, students will:

- identify the forms and applications of electronic media that can be used to gather information (e.g., CD-ROMs, the Internet, search engines);
- describe the function of search engines;
- use a variety of search engines to locate websites;
- access a variety of electronic media (e.g., websites, newsgroups, reference CD-ROMs) to gather information for specific purposes;
- demonstrate an understanding of the criteria required to evaluate electronic media for usefulness, validity, bias, and confidentiality.

The Internet in Business

By the end of this course, students will:

- explain how a stand-alone computer is connected to the Internet;
- compare the services provided to businesses by a variety of Internet Service Providers;
- explain the ways in which organizations can use the Internet and Intranet;
- compare the ways the Internet and Intranet are used in a variety of organizations.

Ethical Issues

By the end of this course, students will:

- explain the purpose and content of an Internet acceptable use agreement;
- determine criteria to evaluate websites in terms of validity, bias, and usefulness;
- analyse the ethical implications of posting, accessing, and transmitting information in various digital formats (e.g., the Internet, bulletin boards, fax);
- apply copyright rules, regulations, and conventions to reference material obtained from electronic sources.

Career Opportunities

Overall Expectations

By the end of this course, students will:

- describe career opportunities related to information technology;
- assess their information technology skills and competencies;
- demonstrate an understanding of information technology programs designed for use in secondary schools.

Specific Expectations

Career Opportunities

By the end of this course, students will:

- identify occupations that require an understanding of information technology;
- explain the skills and competencies needed to work in an information technology environment;
- identify local employers that may require employees who have a knowledge of information technology;
- summarize current job advertisements that require information technology skills and education.

Skills and Competencies Assessment

By the end of this course, students will:

- determine their own information technology skills;
- analyse their information technology strengths and weaknesses;
- summarize, electronically, their information technology skills and competencies;
- demonstrate their information technology skills in samples of their work;
- demonstrate understanding of the importance of doing exemplary work and keeping samples of it for inclusion in résumés and portfolios that can be used in a future job search.

Information Technology Programs in Secondary School

By the end of this course, students will:

- identify the information technology programs available at their school;
- determine the prerequisites for specific information technology courses;
- design a personal plan to help them achieve information technology skills and competencies.

Some Considerations for Program Planning in Business Studies

Teachers who are planning a program in business studies must take into account considerations in a number of important areas. Essential information that pertains to all disciplines is provided in the companion piece to this document, *The Ontario Curriculum, Grades 9 and 10: Program Planning and Assessment, 1999*. The areas of concern to all teachers that are outlined there include the following:

- types of secondary school courses
- education for exceptional students
- the role of technology in the curriculum
- English as a second language (ESL) and English literacy development (ELD)
- career education
- cooperative education and other workplace experiences
- health and safety

Considerations relating to the areas listed above that have particular relevance for program planning in business studies are noted here.

Education for Exceptional Students. In planning courses in business studies, teachers should take into account the needs of exceptional students as set out in their Individual Education Plan. Business studies courses reflect the world of business, which offers a vast array of opportunities for exceptional students. Students who use alternative techniques for communication may find a venue for their talents in computer applications in business, and all exceptional students can learn how to create a business that accommodates their own circumstances through entrepreneurial studies. Just as business responds to the needs and demands of the marketplace, business studies courses are largely shaped by the needs and demands of students who choose this avenue for learning.

The Role of Technology in the Curriculum. In the Introduction to Business course, information technology is considered a learning tool that must be accessed by students when the situation is appropriate. As a result, students will develop transferable skills through their experience with word processing, spreadsheets, databases, desktop publishing, flow charts, hypermedia, animation, presentation software, and telecommunication tools, as would be expected in a business environment. Within the Introduction to Information Technology in Business course, students will study hardware components, operating systems, and issues such as security and viruses, and will consider the importance of ergonomically designed work environments.

English As a Second Language and English Literacy Development (ESL/ELD). Business studies can provide a wide range of options to address the needs of ESL/ELD students. Since business seeks ways to address the needs of diverse markets and communities, students can apply their own experiences and backgrounds to analyse various markets' needs and business strategies. In addition, since businesses require employees with a wide range of skills and abilities, many students will learn how their backgrounds and language skills can contribute to business success.

Career Education. Business studies can help prepare students for employment in such diverse areas as small-business creation, marketing, management, accounting, government service, and international business. The skills and knowledge that students acquire through business studies are essential for a wide range of careers. Students gain an understanding of various aspects of business functions and practices, such as management, marketing, accounting, and entrepreneurship. In addition, the personal management, interpersonal, and career development components of career education in the business studies curriculum will prepare students for success in their working lives. The business studies curriculum can also help students to appreciate the variety of types of businesses so that they can begin to determine which types are suited to their backgrounds and interests.

Cooperative Education and Other Workplace Experiences. By applying the skills they have developed, students will readily connect their classroom learning to real-life activities in the world of business and public service. Cooperative education and other workplace experiences will broaden their knowledge of employment opportunities in a wide range of fields, including small-business operations, corporate management and operations, marketing, accounting, and government service. In addition, students will increase their understanding of workplace practices and the nature of the employer-employee relationship. Teachers of business studies should maintain links with community-based businesses to ensure that students have access to hands-on experiences that will reinforce the knowledge they have gained in school.

Health and Safety. The business studies program provides for exploration of a variety of concepts relating to health and safety in the workplace. In planning learning activities to help students achieve the curriculum expectations, teachers need to ensure that students have opportunities to consider health, safety, and security issues. Health and safety issues must be addressed when learning involves cooperative education and other workplace experiences. Teachers who provide support for students in workplace learning placements need to assess placements for safety and ensure that students understand the importance of issues relating to health and safety in the workplace. Before taking part in workplace learning experiences, students must acquire the knowledge and skills needed for safe participation.

The Achievement Chart for Business Studies

The achievement chart that follows identifies four categories of knowledge and skills in business studies – Knowledge/Understanding, Thinking/Inquiry, Communication, and Application. These categories encompass all the curriculum expectations in courses in the discipline. For each of the category statements in the left-hand column, the levels of student achievement are described. (Detailed information on the achievement levels and on assessment, evaluation, and reporting policy is provided in *The Ontario Curriculum, Grades 9 and 10: Program Planning and Assessment, 1999*.)

The achievement chart is meant to guide teachers in:

- planning instruction and learning activities that will lead to the achievement of the curriculum expectations in a course;
- planning assessment strategies that will accurately assess students' achievement of the curriculum expectations;
- selecting samples of student work that provide evidence of achievement at particular levels;
- providing descriptive feedback to students on their current achievement and suggesting strategies for improvement;
- determining, towards the end of a course, the student's most consistent level of achievement of the curriculum expectations as reflected in his or her course work;
- devising a method of final evaluation;
- assigning a final grade.

The achievement chart can guide students in:

- assessing their own learning;
- planning strategies for improvement, with the help of their teachers.

The achievement chart provides a standard province-wide method for teachers to use in assessing and evaluating their students' achievement. Teachers will be provided with materials that will assist them in improving their assessment methods and strategies and, hence, their assessment of student achievement. These materials will contain samples of student work (exemplars) that illustrate achievement at each of the levels (represented by associated percentage grade ranges). Until these materials are provided, teachers may continue to follow their current assessment and evaluation practices.

To ensure consistency in assessment and reporting across the province, the ministry will provide samples of student work that reflect achievement based on the provincial standard, and other resources based on the achievement charts. As these resources become available, teachers will begin to use the achievement charts in their assessment and evaluation practices.

To support this process, the ministry will provide the following:

- a standard provincial report card, with an accompanying guide
- course profiles
- exemplars
- curriculum and assessment videos
- training materials
- an electronic curriculum planner

When planning courses and assessment, teachers should review the required curriculum expectations and link them to the categories to which they relate. They should ensure that all the expectations are accounted for in instruction, and that achievement of the expectations is assessed within the appropriate categories. The descriptions of the levels of achievement given in the chart should be used to identify the level at which the student has achieved the expectations. Students should be given numerous and varied opportunities to demonstrate their achievement of the expectations across the four categories. Teachers may find it useful to provide students with examples of work at the different levels of achievement.

The descriptions of achievement at level 3 reflect the provincial standard for student achievement. A complete picture of overall achievement at level 3 in a course in business studies can be constructed by reading from top to bottom in the column of the achievement chart headed “70-79% (Level 3)”.

Achievement Chart – Grades 9–10, Business Studies

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge/ Understanding	The student:			
– knowledge of facts and terms	– demonstrates limited knowledge of facts and terms	– demonstrates some knowledge of facts and terms	– demonstrates considerable knowledge of facts and terms	– demonstrates thorough knowledge of facts and terms
– understanding of concepts, principles, and theories	– demonstrates limited understanding of concepts, principles, and theories	– demonstrates some understanding of concepts, principles, and theories	– demonstrates considerable understanding of concepts, principles, and theories	– demonstrates thorough and insightful understanding of concepts, principles, and theories
– understanding of relationships between concepts	– demonstrates limited understanding of relationships between concepts	– demonstrates some understanding of relationships between concepts	– demonstrates considerable understanding of relationships between concepts	– demonstrates thorough and insightful understanding of relationships between concepts
Thinking/Inquiry	The student:			
– critical and creative thinking skills (e.g., evaluating business situations; analysing and solving business problems; making decisions)	– uses critical and creative thinking skills with limited effectiveness	– uses critical and creative thinking skills with moderate effectiveness	– uses critical and creative thinking skills with considerable effectiveness	– uses critical and creative thinking skills with a high degree of effectiveness
– inquiry skills (e.g., formulating questions; planning; selecting strategies and resources; analysing, interpreting, and assessing information; forming conclusions)	– applies few of the skills involved in an inquiry process	– applies some of the skills involved in an inquiry process	– applies most of the skills involved in an inquiry process	– applies all or almost all of the skills involved in an inquiry process

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Communication	The student:			
– communication of information and ideas (e.g., through writing, visual and oral presentations)	– communicates information and ideas with limited clarity	– communicates information and ideas with some clarity	– communicates information and ideas with considerable clarity	– communicates information and ideas with a high degree of clarity, and with confidence
– use of language, symbols, and visuals	– uses language, symbols, and visuals with limited accuracy and effectiveness	– uses language, symbols, and visuals with some accuracy and effectiveness	– uses language, symbols, and visuals with considerable accuracy and effectiveness	– uses language, symbols, and visuals with a high degree of accuracy and effectiveness
– communication for different audiences and purposes (e.g., choice of language and style relevant to business environments)	– communicates with a limited sense of audience and purpose	– communicates with some sense of audience and purpose	– communicates with a clear sense of audience and purpose	– communicates with a strong sense of audience and purpose
– use of various forms of communication (e.g., memos, letters, reports)	– demonstrates limited command of the various forms	– demonstrates moderate command of the various forms	– demonstrates considerable command of the various forms	– demonstrates extensive command of the various forms
Application	The student:			
– application of concepts, skills, and procedures in familiar contexts	– uses concepts, skills, and procedures in familiar contexts with limited effectiveness	– uses concepts, skills, and procedures in familiar contexts with moderate effectiveness	– uses concepts, skills, and procedures in familiar contexts with considerable effectiveness	– uses concepts, skills, and procedures in familiar contexts with a high degree of effectiveness
– transfer of concepts, skills, and procedures to new contexts	– transfers concepts, skills, and procedures to new contexts with limited effectiveness	– transfers concepts, skills, and procedures to new contexts with moderate effectiveness	– transfers concepts, skills, and procedures to new contexts with considerable effectiveness	– transfers concepts, skills, and procedures to new contexts with a high degree of effectiveness
– use of equipment, materials, and technology	– uses equipment, materials, and technology safely and correctly only with supervision	– uses equipment, materials, and technology safely and correctly with some supervision	– uses equipment, materials, and technology safely and correctly	– demonstrates and promotes the safe and correct use of equipment, materials, and technology
– application of technology (e.g., choice of tools and software, ethical use)	– uses technology with limited appropriateness and effectiveness	– uses technology with moderate appropriateness and effectiveness	– uses appropriate technology with considerable effectiveness	– uses appropriate technology with a high degree of effectiveness
– making connections (e.g., between personal experiences and the subject, between subjects, between subjects and the world outside the school)	– makes connections with limited effectiveness	– makes connections with moderate effectiveness	– makes connections with considerable effectiveness	– makes connections with a high degree of effectiveness

Explanatory Notes

The following definitions of terms are intended to help teachers and parents/guardians use this document.

Bulletin board system. An electronic message centre that can be accessed through a modem. Users can review messages from others and post their own messages. Bulletin board systems are often created for specific topics.

Business cooperative. A form of business organization in which each “member” has one vote, regardless of that member’s level of investment. A cooperative is often set up by members to address their needs, but many cooperatives also provide goods and services for general sale to the public.

Business sector. The major sectors in the economy are the government sector, the voluntary sector, the not-for-profit sector, and the business sector, which is involved in the privately owned, for-profit production and sale of goods and services.

Desktop. The graphical interface between the user and the computer system that appears on the monitor. The desktop may include icons, toolbars, menus, and folders.

Directory. A hierarchical structure created on a disk for storing and retrieving computer files. In a graphical environment, directories are represented as folders.

Entrepreneur. A person who recognizes opportunities (others’ needs, wants, and problems), takes initiative, accepts associated risks, assumes leadership and responsibility, and uses resources to implement innovative ideas for new, thoughtfully planned ventures; someone who pursues opportunity beyond the resources he or she currently controls.

Ergonomically correct workstation.

The physical arrangement of the components of the computer workstation that results in a comfortable and safe environment for the user. Another term for ergonomics is “human engineering”.

Extranet. An Intranet that is partially accessible to users outside of an organization, but with authorization.

Feature. A notable property of a software application. Basic features include properties that are common to software regardless of manufacturer (e.g., text formatting, fonts, margins, alignment, tabs, spell check, grammar check, tables, help, sort, query, built-in calculations, and page numbering). Advanced features include properties that are specific to the application software being used (e.g., animation, macros, templates, wizards, and document review).

Firewall. A system used to prevent access to or from a private network. Firewalls are often used by companies to prevent individuals outside the company from accessing private networks that are connected to the Internet.

Function. An operation that can be performed by software. Basic functions include operations that are common to most software packages (e.g., highlighting a word and pressing the delete key to delete the word). Advanced functions include operations that are specific to application software (e.g., performing a series of specific key-strokes to complete specific operations).

Information technology. Also commonly known as “IT”, information technology refers to the electronic accessing, processing, managing, and communicating of information.

Innovation. The use of a new technology, item, or process to change the nature of the goods and services currently provided, the way they are produced, or the way they are distributed.

Internet acceptable use agreement.

A set of rules and conditions governing the appropriate use of technology while accessing the Internet.

Internet service provider. Also known as an “ISP”, a company that provides users with access to the Internet, usually for a fee. ISPs may also provide e-mail services.

Intranet. A network that is similar in design to the Internet but that is only accessible to individuals within an organization or with authorization. For security purposes, Intranets are usually behind firewalls.

LAN. A short form for “Local Area Network”, a computer network that connects computers in a small area, usually a single building. In a LAN environment, users at individual computer workstations can share data and peripheral devices.

Musculoskeletal injuries. Injuries of muscles, ligaments, and tendons caused by overexertion and awkward postures associated with keyboard work.

Networked environment. A system that connects computers to allow the sharing of software, data, and peripheral devices.

Newsgroups. An online discussion group of people who share similar interests.

Operating system. Software that manages the operations of a computer and peripheral devices.

Peripheral devices. External devices that are attached to the computer (e.g., printers, scanners, digitizers, and digital cameras).

Search engine. A program that enables users to search the World Wide Web for documents, contained in websites, by using a keyword.

Stand-alone environment. An environment in which computer systems are not linked to each other via a network.

Venture. Any initiative that mobilizes resources to produce a good or establish a service or program that will address needs, wants, problems, and challenges.

Venture plan. A comprehensive written summary drawn up to establish the proposed venture. It includes an indication of how the entrepreneur intends to organize resources to attain his or her goals and serves as a “road map” for operating the venture and for measuring its progress periodically.

WAN. A short form for “Wide Area Network”, a computer network that connects computers over a large geographical area.

Website. A specific location on the World Wide Web that consists of information organized into virtual pages.

World Wide Web (WWW). A collection of linked electronic documents. A user may move from one location on the World Wide Web to another by clicking on a link on a web page.

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