INSTITUTE OF CANADIAN EDUCATION

Course Title: International Business, Grade 12, Mixed (BBB4M)

Course Name: International Business

Course Code: BBB4M

Grade: 12

Course Type: University/College Preparation

Credit Value: 1.0

Prerequisite: None

Curriculum Policy Document: Business Studies, The Ontario Curriculum, Grades 9 and 10, 2018 (Revised),*Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools* (2010)

Course Developer: Institute of Canadian Education.

Department: Business

Head of Department: Fatema Patel

Development Date: 2025

Most Recent Revision Date: August 2026

Course Description

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively.This course prepares students for postsecondary programs in business, including international business, marketing, and management.

COURSE EXPECTATION

Unit Order	Unit Name	Unit Description	Time Allocated
1	Business, Trade, and Economy	Explores the impact of international business on Canada and global interdependence. Students examine trade barriers, Canadian trading partners, and select a country for course assignments.	20 Hours
2	Factors Influencing Success in International Markets	Examines cultural, political, economic, and geographic factors influencing international markets. Students learn accepted international business practices.	20 Hours
	MID TERM EXAM		2 Hours
3	The Global Environment for Business	Investigates globalization's effects on Canadian businesses, factors influencing a country's ability to participate in international business, and corporate social responsibility.	20 Hours
4	Marketing Challenges, Approaches, and Distribution	Studies international marketing challenges including product adaptation, legal/cultural/economic considerations, market research, and logistics/distribution strategies.	20 Hours
5	Working in International Markets	Analyzes technology, ethical considerations, and international working environments affecting global business decisions.	20 Hours
Culminating Activity	Summative Project	Students compile a Business Portfolio integrating course concepts and strategies.	6 Hours
Final Exam	Assessment of Course Content	Comprehensive exam assessing understanding of all units.	2 Hours
Total	–	–	**110 Hours**

Overall Curriculum Expectations:

A. The Accounting Cycle	
A1	The Accounting Equation
A2	The Accounting Cycle
A3	Accounting Concepts and GAAPs
A4	Financial Statements
A5	Adjusting Entries - Part 1
A6	Adjusting Entries - Part 2
A7	Closing Entries
A8	Spreadsheets and the Worksheet
A9	Reversing Entries
A10	A Merchandising Firm
A11	Careers, Ethics and Issues in Accounting
B. Accounting Practices for Assets	
B1	Forms of Payment
B2	Notes Receivable
B3	Bad Debts
B4	Value of Capital Assets
B5	Amortization
B6	Amortization of Other Assets
C. Accounting for Partnerships	
C1	Introduction to Partnerships

C2	Limited and General Partnerships
C3	Dividing Net Income or Net Loss
C4	Transactions Relating to Partnerships
C5	Partnership Equity Section of the Balance Sheet
D. Accounting for Corporations	
D1	Introduction to Corporations Debt vs. Equity Financing
D2	Stock Transactions
D3	Dividend Distribution
D4	Corporate Financial Statements
E. Financial Analysis and Decision making	
E1	The Role of Financial Data
E2	The Annual Report
E3	Horizontal and Vertical Analysis
E4	Ratio Analysis: Liquidity
E5	Ratio Analysis: Solvency
E6	Ratio Analysis: Profitability
E7	The Cash Flow Statement
E8	Annual Report Analysis

TEACHING AND LEARNING STRATEGIES

This course is delivered primarily through asynchronous online learning, allowing students to access lessons, complete activities, participate in discussions, and submit assessments according to the course schedule. Students receive clear instructions, learning resources, and ongoing teacher feedback through the online learning platform.

- **Multimedia Lessons:** Recorded presentations, instructional videos, simulations, interactive activities, quizzes, and digital resources are used to explain concepts, theories, and skills.
- **Asynchronous Discussions:** Discussion boards, written responses, recorded audio/video responses, and messaging allow students to share ideas, ask questions, respond to classmates, and receive teacher feedback without requiring real-time attendance.
- **Reflection:** Students reflect on their learning, connect concepts to real-life situations, and consider how new knowledge relates to their experiences and perspectives.
- **Individual Activities and Assignments:** Students complete activities independently and according to established deadlines. These activities reinforce and extend learning while allowing students to work at an appropriate pace.
- **Research and Inquiry:** Students investigate questions and problems, locate and evaluate sources, analyze information, develop conclusions, and communicate findings using critical and creative thinking.
- **Writing:** Written activities help students organize ideas, develop understanding, communicate effectively, and connect prior knowledge with new concepts.
- **Diagrams and Visuals:** Diagrams, charts, graphic organizers, and other visual resources help students organize and understand complex concepts.
- **Case Studies:** Students examine real-world situations and apply course concepts and theories to analyze problems, perspectives, and possible solutions.
- **Practice Problems:** Online practice questions, exercises, and application tasks provide opportunities to practise skills and receive feedback before formal assessments.
- **Market Research:** Where appropriate, students conduct primary and secondary research to investigate questions, compare products or ideas, analyze evidence, and communicate conclusions.
- **Ongoing Teacher Feedback:** Teachers monitor student progress through submitted work, online activities, discussions, and assessments and provide timely written, audio, or recorded feedback. Students may contact the teacher through the online learning platform for clarification and support.

Assessment Strategies

Assessment practices can nurture students' sense of progress and competency and information instruction. Many diagnostic tools, e.g. checklists and inventories, are used at regular intervals throughout the units to encourage students' understanding of their current status as learners and to provide frequent and timely reviews of their progress. Assessment of student acquisition of listening and talking, reading and viewing and writing skills also occurs regularly through unobtrusive teacher observation and conferencing.

Teachers are encouraged to share goals with students early in the course and to connect unit learning experiences frequently and explicitly with big ideas, overall expectations, and performance tasks. The teacher is encouraged to involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool.

ASSESSMENT ACTIVITIES

- Homework assignments
- Individual teacher-student meetings
- Discussion forums
- Diagnostic quizzes and writing tasks
- Outlining and planning sheets
- Completed templates
- Editing checklists
- Reflections and learning journals
- Recorded oral presentations and active listening
- Online quizzes, tests, and examinations
- Research projects and evaluations
- Individual assignments
- Self-assessment and peer feedback
- Teacher feedback and progress checks

Final Grade

The final grade will be determined as follows (in accordance with Ministry of Education standards):

Term Work Based on evaluations conducted throughout the course.	65%
Final Evaluation A final evaluation in the form of a written exam.	25%
Attendance and Participation	10%

Final Evaluation Breakdown:

- 15% written exam
- 10% culminating task

ATTENDANCE POLICY

Regular attendance and active engagement are important for student success. Attendance and participation are monitored through the school's Learning Management System (LMS).
All online credit courses at ICE are designed to meet or exceed the **minimum 110 hours of instructional time** required for a credit course.

Online instructional time and engagement are monitored through:

- **LMS Engagement:** Students are expected to log in regularly and actively participate in online learning activities. LMS activity records are used to monitor engagement.
- **Biweekly Check-Ins:** Students complete a brief check-in every two weeks to review their progress and engagement. Additional support may be provided when concerns are identified.
- **Post-Unit Quizzes:** Short formative quizzes are completed at the end of each unit to monitor student progress and pacing.
- **Discussion Forums:** Students participate in required unit discussions and peer activities. Participation is monitored based on completion and engagement.

Students are responsible for maintaining regular participation and completing required learning activities within the course schedule.

EVALUATION MODEL – 10% TOTAL ATTENDANCE AND ENGAGEMENT WEIGHT

Component	Weight	Quantifiable Metric	Criteria
Biweekly Check-In	3%	Completed every two weeks	Students completes the required check-in within the scheduled time frame.
Post-Unit Formative Quiz	4%	Completed after each unit	Student completes the formative quiz by the assigned deadline.
Discussion Forum Participation	3%	Required posts and responses	Student submits the required original response and completes assigned peer responses.

Course Materials – BBB4M: International Business

Required Textbooks and Resources

- International Business textbooks covering global trade, marketing, distribution, and economic factors affecting business.
- Supplementary readings: articles, case studies, videos, and online resources on international business, trade agreements, marketing strategies, and ethical considerations.
- Teacher-provided worksheets, research templates, discussion prompts, and project guidelines.

Digital Resources and Software

- Google Drive – for storing, sharing, and submitting assignments.
- Internet access – for research, international business databases, and online resources.
- Microsoft Office Suite (Word, Excel, PowerPoint) or equivalent – for presentations, reports, data analysis, and business simulations.
- Presentation and collaboration tools – Google Slides, or other software for group projects and presentations.

Teacher Considerations

- Assistive technology may be used (text-to-speech, speech-to-text, screen readers) to support diverse learners.
- Flexible submission formats – students may submit work as Google Docs, PDFs, slides, spreadsheets, or other digital formats.
- Differentiation of resources and scaffolding may be provided for students with special education needs or English language learners.

CONSIDERATION FOR PROGRAM PLANNING

PLANNING PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Teachers support all students through Universal Design for Learning (UDL), differentiated instruction, and evidence-based practices. IEP accommodations are implemented as required. Asynchronous learning provides flexibility through extended time, breaks, assistive technology, and opportunities to review materials.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Teachers provide appropriate support through clear language, visual and multimedia resources, opportunities to review lessons, extended time, bilingual dictionaries where appropriate, and feedback that supports academic English.

ENVIRONMENTAL EDUCATION

Environmental education is integrated into course learning. Students explore environmental responsibility, sustainability, and the environmental impact of business decisions.

EQUITY AND INCLUSIVE EDUCATION
The course promotes a respectful and inclusive learning environment. Materials and assessments reflect diverse perspectives and are designed to be fair and free from cultural bias.

FINANCIAL LITERACY EDUCATION
Students develop financial literacy through practical learning about financial concepts, records, consumer decisions, and responsible money management.

FIRST NATIONS, MÉTIS, AND INUIT EDUCATION
Where relevant, students explore Indigenous histories, cultures, perspectives, and contributions using accurate and respectful resources.

THE ROLE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
ICT is integrated throughout the course for learning, communication, assessment, and presentation. Students develop responsible digital citizenship, source-evaluation, privacy, and academic-integrity skills.

CAREER EDUCATION
Students connect course learning with career and postsecondary opportunities and develop transferable skills relevant to accounting, finance, management, marketing, entrepreneurship, and economics.

COOPERATIVE EDUCATION AND OTHER FORMS OF EXPERIENTIAL LEARNING
Students may connect course learning with job shadowing, work experience, and cooperative education to explore careers and develop workplace skills.

HEALTH AND SAFETY
Students are encouraged to practise safe online learning habits, including proper ergonomics, regular breaks, balanced screen time, and respectful digital communication.

ACCOMMODATIONS
Accommodations are provided based on student needs and relevant documentation. They may include instructional and assessment supports such as step-by-step instructions, organizational tools, additional time, oral responses, alternative reading/writing options, advance access to materials, and enrichment opportunities.

Tips for Success – BBB4M

Welcome to BBB4M: International Business, Grade 12

Get ready to explore the world of international trade, global marketing, and business strategies while developing strong analytical, research, problem-solving, and digital literacy skills in an online environment. By the end of this course, you will be well prepared for postsecondary studies in business, marketing, and management, and will have strengthened your time management, organization, and research skills.

Here are some reminders to help you succeed in BBB4M:

- **Check Announcements, "What's New," and your mailbox daily** for updates and important information.
- **Review the course calendar regularly** and meet all assignment deadlines. If you experience difficulty, contact your teacher as soon as possible.
- **Carefully review assignment instructions and evaluation criteria** before submitting work. Use a checklist to ensure all research, analysis, and presentation requirements are met.
- **Participate actively in discussions, case studies, simulations, and projects** to deepen your understanding of international business practices and global economic trends.

Ask for help when needed:

- For **technical issues**, contact the Help Desk.
- For **course-related questions or concerns**, email your teacher. Expect a response within 24 hours. If the matter is urgent, include **"URGENT"** in the subject line.

Key Elements to Success in BBB4M:

- **Time Commitment** – Plan for 1–2 hours of focused study each day, plus additional time for research and project work.
- **Communication** – Maintain regular contact with your teacher for guidance, clarification, and feedback.
- **Engagement** – Stay curious, attentive, and persistent. Online learning may have challenges, but active participation and thoughtful reflection will lead to success.

Remember: This course is designed to help you understand how international business concepts, trade strategies, and economic activities impact the global economy. Approach each activity thoughtfully and accurately as you develop informed perspectives on global business practices, marketing strategies, and ethical considerations in international trade.