

*Public District School Board Writing Partnership*

# Course Profile **Introduction to Business**

Grade 9 or 10

Open

• *for teachers by teachers*

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## **Acknowledgments**

### Course Profile Writing Team

Lori Cranson, Lead Writer, TDSB  
Doug Ritchie, Toronto District School Board  
Tom Truesdale, Toronto District School Board  
Terry Murphy, Retired, Frontenac County Board of Education  
Jane Phillips, Toronto District School Board

### Project Manager

Madeline Dennis, Toronto District School Board

### Internal Reviewer

Jane Phillips, Toronto District School Board (ESL & Special ED)

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## Unit 3: Entrepreneurship

**Time:** 16.5 hours

**Development Date:** July 10, 1999

### Unit Description

Students discover the meaning of entrepreneurship and identify characteristics and skills demonstrated by entrepreneurs. They research a variety of Canadian entrepreneurs and analyse their own entrepreneurial strengths and skills. Through community involvement, students develop an understanding of how opportunities are identified and ventures created. Special emphasis is placed on Canadian inventions and innovations.

### Strand(s) and Expectations

**Strand(s):** Entrepreneurship and Conducting Business in a Competitive and Changing Workplace

#### Overall Expectations:

- EPV.01 - identify characteristics and skills associated with successful entrepreneurs;
- EPV.02 - evaluate the roles and contributions of entrepreneurs;
- EPV.03 - analyse the importance of invention and innovation in entrepreneurship;
- CCV.01 - analyse the major factors influencing the success of Canadian businesses.

#### Specific Expectations:

##### Characteristics and Skills

- EP1.01 - describe the characteristics and skills often associated with successful entrepreneurs;
- EP1.02 - explain how these characteristics and skills can be applied to any kind of entrepreneurial endeavour;
- EP1.03 - describe the lives and accomplishments of a variety of Canadian entrepreneurs;
- EP1.04 - analyse their own entrepreneurial strengths and interests.

##### Roles and Contributions

- EP2.01 - describe how entrepreneurs discover opportunities in people's needs, wants, and problems;
- EP2.02 - identify a variety of goods and services produced by entrepreneurs in their community or a nearby community;
- EP2.03 - 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;
- EP2.04 - 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

- EP3.01 - contrast the role of an inventor with that of an innovator and an entrepreneur;
- EP3.02 - describe a variety of Canadian inventions and innovations, and identify characteristics and skills of some Canadian inventors;
- EP3.03 - demonstrate how innovation has affected a variety of products over time;
- EP3.04 - describe how innovation and invention lead to the development and application of new techniques.

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## Factors Affecting Business Success

CC1.01 - 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);

CC1.02 - compare levels of customer service and quality of goods and services among a variety of competing companies.

## Activity Titles, (Time and Sequence)

Activity 1	Characteristics and Skills	8.2 hours
Activity 2	Roles and Contributions	4.5 hours
Activity 3	Invention and Innovation	3.8 hours

## Unit Planning Notes

- Locate case study material from Resource Summary.
- Invite guest speaker/panel and brief on topic. If possible, a representative of a disabled/handicapped community group as well as a not-for-profit organization should be included on the panel.
- Copy handouts.
- Run off multiple copies of blank Venn Diagrams, Appendix A3.1
- Copy Note-Making Guide.
- Download – “Am I An Entrepreneur?” – web site – Western Economic Diversification Canada.
- Run off handout Constructing a Questionnaire - Appendix A 3.7
- Collaborate with the teacher librarian to set up the research stations.
- Copy sufficient worksheets for use by each student at each station.
- Construct a suitable time line for display.
- Compile, for classroom use, resources for students to be able to complete Activity 3, Strategy 2.
- Preview – *The Spirit of Adventure* video(s)
- Group Assessment chart – Appendix B5.1 – is an excellent assessment tool and should be used wherever it is appropriate.
- Obtain a copy of *Oh The Places You’ll Go* and of *The Canadian Inventions Book*.

## Prior Knowledge Required

- Information from the Community Walkabout, Unit 2.
- Oral presentation skills and assessment.
- Research skills.
- Interview skills.
- Note-Making Guide
- Familiarity with the terms needs, wants, demand.
- Brainstorming
- Nine industry sectors, Unit 2.

## Teaching/Learning Strategies

### 1. Activity Based

- Discuss
- Interview
- Oral Presentation

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## 2. Thinking Skills

- Brainstorm
- *Dictionary of Key Words*
- Response Journal
- Categorize

## 3. Independent Learning

- Note-Making Guide
- Research
- Time line

## 4. Co-operative Learning

- Small Group Discussion
- Combined Groups
- Think/Pair/Square
- Representative Groups

## 5. Direct Instruction

- Guest Speaker
- Focussed Questioning
- Directed Viewing
- Worksheet

## Assessment/Evaluation

- Formative assessment of worksheet(s)
- Summative evaluation of presentation
- Self-assessment of the quiz, Am I An Entrepreneur?
- Diagnostic assessment of the Skeleton
- Summative evaluation of nursery rhyme/fable
- Summative evaluation of questionnaire
- Summative evaluation of resource research report
- Formative assessment of Note-Making Guide
- Summative evaluation of customer service factors

## Resources

Entrepreneurship for Canadians, *The Spirit of Adventure*

*Developing Minds – A Resource Book for Teaching Thinking*

*Exploring Business*

*The World of Business*

The World of Business video series

*Entrepreneurial Adventure, The Learning Partnership*

*Planning for Success, An Interactive Learning Adventure*

*The Canadian Inventions Book*

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## Activity 1: Characteristics and Skills: Factors Affecting Business Success

**Time:** 490 Minutes

### Description

Students should describe the characteristics and skills of entrepreneurs in a variety of settings, while assessing their own entrepreneurial strengths and interests. Students should discuss how these same characteristics and skills contribute to the success of Canadian companies and entrepreneurs.

### Strand(s) and Expectations

**Strand(s):** Entrepreneurship and Conducting Business in a Competitive and Changing Workplace

#### Overall Expectation:

EPV.01 - identify characteristics and skills associated with successful entrepreneurs

CCV.01 - analyse the major factors influencing the success of Canadian businesses

#### Specific Expectations:

EP1.01 - describe the characteristics and skills often associated with successful entrepreneurs;

EP1.02 - explain how these characteristics and skills can be applied to any kind of entrepreneurial endeavour;

EP1.03 - describe the lives and accomplishments of a variety of Canadian entrepreneurs;

EP1.04 - analyse their own entrepreneurial strengths and interests;

CC1.01 - 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);

### Planning Notes

- Locate case study material from Resource Summary.
- Invite a guest speaker and brief on topic.
- Copy handouts.
- Run off multiple copies of blank Venn Diagram, Appendix A 3.1, Venn Diagram.
- Copy Note-Making Guide.
- Download – Am I An Entrepreneur? – web site – Western Economic Diversification Canada.
- Acquire a copy of *Oh The Places You'll Go, Dr. Seuss*.
- Preview – *The Spirit of Adventure* video(s).

### Prior Knowledge Required

- Information from the Community Walkabout (Unit 2).
- Oral presentation skills and assessment.
- Research skills.
- Interview skills.
- Note-Making Guide

### Teaching/Learning Strategies

1. The teacher may lead a discussion to bring out knowledge that students have regarding entrepreneurship/entrepreneurs. This may include parents, relatives, or friends of the family. Specifically, the teacher may cover the spelling of the words, what an entrepreneur is, who they know that is an entrepreneur and what characteristics and skills entrepreneurs have.

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2. The teacher may develop this into a *Think/Pair/Square* exercise, using blank Venn diagrams as outlined in Appendix A 3.1. From this, the students should develop a common list of characteristics and skills. This list is to be posted in the classroom for future reference.
  3. Students should view program 1, “Catching The Spirit” of *The Spirit of Adventure* video series, completing the student worksheet for directed viewing. Stop after each segment to discuss. Appendix A 3.2 - Catching The Spirit worksheet.
  4. Students collect newspaper/magazine articles that feature entrepreneurship/entrepreneurs. They develop a written report on the article and give an oral presentation to the class. Information covered includes what the idea is and what skills/characteristics are exhibited. These Entrepreneur of the Day presentations are scheduled throughout the semester/term. (Appendix A 3.3 - What’s The Big Idea)
  5. Students display the articles on a “What’s The Big Idea” bulletin board. Flashcards can be interspersed on the board highlighting key words of entrepreneurial characteristics and skills.
  6. The teacher may invite a professional person (individual or panel) from the community to discuss how entrepreneurial characteristics and skills are important in that profession and how these characteristics were developed personally. If available, a member of a not-for-profit organization would also be an excellent choice.
  7. The teacher may distribute the Note-Making Guide for students to use during the presentation. (Appendix A 3.4)
  8. Students should view program 2, “Developing the Skills” of *The Spirit of Adventure* video series, completing the student worksheet for directed viewing. Stop after each segment to discuss. (Appendix A 3.5 - Developing the Skills worksheet)
  9. The class uses the list of characteristics and skills of entrepreneurs to discuss how these same characteristics and skills contribute to the success of Canadian companies and entrepreneurs.
  10. The class revisits the original list of characteristics and skills and separates the characteristics from the skills.
  11. Now that the students have a sense of “the characteristics and skills often associated with successful entrepreneurs”, they should be able to assess their own entrepreneurial strengths and interests. Students should complete the “Am I An Entrepreneur?” quiz.
  12. Using the handouts, Skeleton - Appendix A 3.6 and A 3.6(b), the students should indicate the entrepreneurial characteristics and skills they possess or would like to develop.
  13. Students rewrite a nursery rhyme or fable that illustrates entrepreneurial characteristics and skills. The teacher may use as an example a well-known fable such as Jack and The Bean Stalk to discuss the entrepreneurial characteristics and skills illustrated. Students are to incorporate all the characteristics and skills listed in Strategy 9.
  14. Students should add the terminology from this activity to their *Dictionary of Key Words*.
  15. The teacher may read, *Oh The Places You’ll Go* by Dr. Seuss, to the class. Students should reflect on and write a response journal about the story and its connection to entrepreneurship.

### **Assessment/Evaluation**

- Formative assessment of worksheet(s), Appendix A 3.2 and A 3.5 (EP1.01)(EP1.02)(EP1.03)
- Summative evaluation of presentation, Presentation Rubric, Appendix B 1.5
- Self-assessment of the quiz, “Am I an Entrepreneur?” (EP1.04)
- Diagnostic assessment of the Skeleton. (EP1.04)
- Summative evaluation of nursery rhyme/fable.

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## Resources

*Entrepreneurship for Canadians, The Spirit of Adventure*, program #1, Catching the Spirit.  
*Entrepreneurship for Canadians, The Spirit of Adventure*, program #2, Developing the Skills.  
*Developing Minds - A Resource Book for Teaching Thinking*; Venn diagram.  
*Exploring Business*, pages 31-33, 36, 39-40, 42-47, 80-81, 127-128, 150-151, 175, 286, 332-333, 346-347.  
*The World of Business*, pages 59-61, 69-71, 144-148, 388, 393, 401-402, 450, 460-461, 495, 532-533, 537, 543.  
*The World of Business* video series, Unit 1, Program 2 and Unit 6, Programs 1 and 2.  
Web site – Western Economic Diversification Canada – “Am I An Entrepreneur?” quiz.

## Accommodations

- Provide new vocabulary in advance.
- Provide opportunities for modification of summative evaluation.
- Pair students with peers for oral presentations.
- Alter the number of circles in the Venn diagram.
- Encourage diversity by having students use nursery rhymes and fables from their own cultural background.

## Activity 2: Roles and Contributions: Factors Affecting Business Success

**Time:** 270 minutes

### Description

Students should describe how opportunities are identified from people’s needs, wants, and problems within their school or community. Students should determine the human and financial resources necessary to create a venture based on one or more of these opportunities. Students should identify the factors that contribute to business success, including customer satisfaction.

### Strand(s) and Expectations

**Strand(s):** Entrepreneurship and Conducting Business in a Competitive and Changing Workplace

#### Overall Expectation:

- EPV.02 - evaluate the roles and contributions of entrepreneurs;
- CCV.01 - analyse the major factors influencing the success of Canadian businesses.

#### Specific Expectations:

- EP2.01 - describe how entrepreneurs discover opportunities in people’s needs, wants and problems;
- EP2.02 - identify a variety of goods and services produced by entrepreneurs in their community or a nearby community;
- EP2.03 - 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;
- EP2.04 - 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;
- CC1.02 - compare levels of customer service and quality of goods and services among a variety of competing companies.

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## Planning Notes

- Copy Note-Making Guide.
- Copy handout, Appendix A 3.7 - Constructing a Questionnaire.
- Plan a discussion regarding safety issues when students are conducting surveys in the community.
- Copy assessment tool - Appendix B5.1

## Prior Knowledge Required

- Familiarity with the terms needs, wants, demand – Unit 1.
- Note-Making Guide.
- Brainstorming.
- Interview skills.
- Nine industry sectors, Unit 2.
- Setup of a Personal Business letter.

## Teaching/Learning Strategies

1. The teacher may review needs, wants, and demand relating them to entrepreneurial opportunities.
2. Students view program 3, “Recognizing The Opportunities” of *The Spirit of Adventure* video series. Students complete the Note-Making Guide outlining how each of the profiled individuals was able to recognize opportunities. Stop after each segment to discuss.
3. As a class, students identify goods and services produced in their community or nearby communities that respond to needs, wants, and demand.
4. The class discusses the value, to the consumer, of competition in the marketplace. The class compiles a list of competing businesses in both the local and national marketplace. The teacher may encourage the students to draw examples from the nine industry sectors studied in Unit 2, Activity 2.
5. The teacher may assign one industry sector to each small group. The teacher may select sectors most common to the local marketplace. The group members determine the service factors that customers deem to be most important in that industry sector by interviewing four to six customers in each sector (the size of the sampling is determined by the size of the sector in the community). The students ask, When determining which company you are going to do business with, what criteria do you use? Students are to be cautioned about personal safety issues when conducting surveys.
6. Students write a letter, outlining the results of their research, to the appropriate local businesses.
7. The teacher may lead a discussion about techniques and methods used to identify entrepreneurial opportunities within their school or community.
8. The teacher may lead a discussion on producing a questionnaire. (Teacher reference, Constructing a Questionnaire - Appendix A 3.7)
9. Students construct a sample questionnaire.
10. Students apply the techniques and methods to identify entrepreneurial opportunities within their school or community.
11. Students select an entrepreneurial opportunity to work on and determine the demand for their entrepreneurial venture through a variety of primary research techniques including questionnaires, interviews, and networking. Students are to be cautioned about personal safety issues when conducting surveys.
12. Students research and produce a written report answering the following questions on the human and financial resources required to create their venture. What labor is needed? Where will you find your labor force? How will you recruit them? Will you need to set job descriptions? Where will you get the money you need to start your venture?

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## Assessment/Evaluation

- Summative evaluation of questionnaire (EP2.03)
- Summative evaluation of resource research report (EP2.04)
- Formative assessment of Note-Making Guide (EP2.01)
- Summative evaluation of customer service factors (CC1.02)
- Formative assessment of Personal Business letter (CC1.02)
- Formative assessment of group process, Appendix B5.1

## Resources

*Entrepreneurship for Canadians*, The Spirit of Adventure, program #3, Recognizing the Opportunities  
*Entrepreneurial Adventure*; The Learning Partnership

*Planning For Success*, An Interactive Learning Adventure; Canadian Bankers Association

*Exploring Business*, pages 10-11, 112-113, 217, 328-329, 397, 412-413

*The World of Business*, pages 21-22, 42-43, 58, 94, 96-97, 103-104, 132, 164-165, 246-247, 295, 312, 347, 388, 405, 502, 513, 522

*The World of Business* video series, Unit 1, Programs 3 and 5; Units 4 and 5, Program 1; Unit 7, Program 3; Unit 8, Program 2; and Unit 9, Program 3

## Accommodations

- Provide a set of reference notes.
- Allow additional time to complete research.
- Enrichment – In Strategies, 10, 11 and 12, students are asked to select an entrepreneurial opportunity to plan and determine resources required. If there is sufficient time and/or student interest, the opportunity could be developed into a simple venture. This would be considered a culminating activity and would be evaluated using a formative assessment tool.

## Activity 3: Invention and Innovation

**Time:** 230 minutes

### Description

Students should distinguish among the terms inventor, innovator, and entrepreneur using a variety of Canadian inventions and innovations. They develop the concept of technological advancement by researching a variety of products.

### Strand(s) and Expectations

**Strand(s):** Entrepreneurship

#### Overall Expectations:

EPV.03 - analyse the importance of invention and innovation in entrepreneurship.

#### Specific Expectations:

EP3.01 - contrast the role of an inventor with that of an innovator and an entrepreneur;

EP3.02 - explore a variety of Canadian inventions, inventors, and innovations;

EP3.03 - demonstrate how innovation has affected a variety of products over time;

EP3.04 - describe how innovation and invention lead to the development and application of new technologies.

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## Planning Notes

- Collaborate with the teacher/librarian to set up the research stations.
- Copy sufficient worksheets for use by each student at each station (Appendix A 3.8).
- Construct a suitable time line to be displayed.
- Compile, for use in the classroom, resources for students to be able to complete Strategy 2.

## Prior Knowledge Required

- Research skills

## Teaching/Learning Strategies

1.
  - a) The teacher may lead a discussion on how technology has had an impact on a number of household items. During this discussion students should contrast the role of an inventor with that of an innovator and an entrepreneur. Edward Samuel Rogers, Toronto, 1925, **invented** the world's first commercial alternating-current tube radio that plugged into any 110-volt house current. This would be an excellent connection to what is happening in communications today, especially with Rogers Communications. Charles E. Saunders, 1908, released for commercial production, the **innovation** of Marquis wheat. This is an opportunity to integrate with Social Science and the major impact this innovation had on the Canadian/world economy and more specifically the development of the Canadian west and north. Examples of local **entrepreneurs** should be brought into the discussion. *The Spirit of Adventure* handbook has an extensive listing of Canadian inventions and innovations.
  - b) Each student selects one invention/innovation to research using the following guidelines: the original invention and inventor; the need, want, and demand satisfied by this invention; any innovations made and by whom and the need, want, and demand satisfied by the innovation.
  - c) Each item is to be posted on a time line that has been displayed for this purpose.
2. The teacher and librarian work together to establish a series of workstations that reflect the development of Canadian inventions/innovations. The stations provide a variety of research resources including Internet bookmarks, CD-ROM locations, and print media. The students complete a worksheet, Appendix A 3.8, for each station and rotate stations according to the time restraints that have been set up.
3. Students should add the terminology from this activity to their *Dictionary of Key Words*.

## Assessment/Evaluation

- Summative evaluation of research, Research/Data Collection Rubric - Appendix B 3.1 (EP3.03, EP3.04)
- Formative assessment of worksheet, Appendix A 3.8 (EP3.02)

## Resources

*Exploring Business*, pages 23, 25, 34-36, 42-43, 58-59, 102-103, 272-273, 352-353

*The World of Business*, pages 24-25, 31, 316-318, 495, 499, 515, 517, 540

*The World of Business* video series Unit 8, Programs 1, 3, 5, and 6

*The Canadian Inventions Book*

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## **Accommodations**

- Provide new vocabulary in advance.
- Pair or group students with English speakers.
- Allow additional time to complete research.
- Enrichment – If time and resources are available, a mini research project is to be conducted on the impact that invention, innovation, and entrepreneurship have had on improving the standard of living for the handicapped and disabled. This project includes the construction of prototype devices for future development.

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## **Unit 4: Conducting Business in a Changing and Competitive Workplace**

**Time:** 29 hours

### **Unit Description**

Students should examine current issues affecting Canadian business. The role of marketing, accounting, human resources, and management in business success is highlighted.

### **Strand(s) and Expectations**

**Strand(s):** Conducting Business in a Changing and Competitive Workplace

#### **Overall Expectations:**

- CCV.03 - explain how current issues affect Canadian businesses;
- CCV.04 - explain the importance and role of human resources and sound management in business;
- CCV.05 - explain the role of marketing and accounting in business.

#### **Specific Expectations:**

##### **Market Conditions and Business Environment**

CC2.03 - describe reasons for government policies and actions relating to regulation of markets and business activity (e.g., environmental concerns, the need for product labeling, health and safety concerns, the need for quality control, the need to ensure agricultural supply);

##### **Issues Affecting Business**

- CC3.01 - analyse how technology has influenced the Canadian workplace;
- CC3.02 - specify ways in which business activity can help or harm the environment;
- CC3.03 - describe the importance of ethics and social responsibility in business.

##### **Human Resources and Management**

- CC1.03 - identify factors that influence employees' attitudes and the quality of their work (e.g., factors that affect personal health, safety, work enjoyment);
- CC4.01 - describe the function of human resources and effective people management;
- CC4.03 - describe a variety of business career paths;
- CC4.04 - compare the rights and responsibilities of employees and employers;
- CC4.05 - describe the role of management in business;
- CC4.06 - describe how different management approaches and styles can influence employee productivity.

##### **Marketing and Accounting**

- CC5.01 - describe the role and effectiveness of advertising, display, distribution, research, packaging, and selling methods in marketing a product;
- CC3.02 - specify ways in which business activity can help or harm the environment;
- CC5.02 - describe how effective accounting and financial statements contribute to the success of a business.

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### Activity Titles (Time and Sequence)

Activity 1	Government Regulation of Markets and Business Activities	140 minutes
Activity 2	Business and the Environment	260 minutes
Activity 3	The Effects of Technology	140 minutes
Activity 4	Business Ethics and Social Responsibility	90 minutes
Activity 5	Human Resources	350 minutes
Activity 6	Accounting	280 minutes
Activity 7	Marketing	420 minutes

### Unit Planning Notes

- Obtain a copy of the video *LOOK AROUND: You Have Rights* and preview to facilitate discussion.
- Prepare a guideline for Note-Making during the video.
- Prepare playing cards for creating groups by extracting number of cards required to create groups (e.g. 24 students would require 8 groups of 3 similar face value cards) from a regular deck of cards.
- Prepare envelopes with a topic in each envelope.
- Obtain and copy articles that demonstrate conflict.
- Discuss interdisciplinary possibilities with science and geography teachers.
- Select an article about a socially responsible act of business and copy it for the class.
- Invite guest speaker.
- Review field trip safety procedures.
- Review creating a questionnaire from Unit 3.
- Collaborate with guidance and student services to prepare teaching notes.
- Arrange use of Internet access and career search software.
- Copy and distribute Note-Making Guide.
- Book computer lab.
- Copy Appendices A. 4.1, 4.2.
- Prepare transparencies of sample financial statements.
- Advise students to bring calculators.
- Obtain CD *Planning for Success, The Spirit of Adventure*; install and become familiar with accounting and marketing in Planning section.
- Collaborate with mathematics department on ratios.
- Complete Accounting activity before starting marketing activity.
- Familiarize self with marketing game on CD.
- Book computer lab with access to CD-ROM.
- Copy Appendix B4.1.

### Prior Knowledge Required

- research
- co-operative learning skills
- familiarity with presentation rubric
- brainstorming
- comparing and contrasting
- use of Internet

- 
- creating a questionnaire
  - preparing and conducting a survey
  - ratios
  - field trip safety

## **Teaching/Learning Strategies**

1. **Activity Based**
  - Discuss
  - Creating and conducting a survey
  - Completing checklist
2. **Thinking Skills**
  - Response journals
  - Lineup strategy
  - Conflict scrapbook
  - Brainstorming
  - Comparing and contrasting
  - Posing and responding to questions
  - Creating an advertisement
3. **Independent Learning**
  - Note-Making
  - Internet search
4. **Direct Instruction**
  - Teacher presentation
  - Guest speaker
5. **Co-operative Learning**
  - Jigsaw
  - Home groups

## **Assessment/Evaluation Techniques**

- Formative observation by the teacher of group interaction
- Summative rubric for peer/teacher evaluation of group presentations (see Appendix B 1.3)
- Summative evaluation of the scrapbook based on criteria developed by the class
- Formative assessment of group process
- Diagnostic assessment of survey questions
- Self-evaluation in response journal
- Peer-evaluation of group process
- Observation by the teacher of the posing and responding to questions. Provide feedback to the class based on criteria that measure listening skills and creative and critical thinking
- Summative teacher formulated test of the effect of current issues on Canadian business
- Self-evaluation in response journal
- Formative assessment of debriefing after the speaker's presentation
- Peer-evaluation of career path searches
- Summative evaluation of written summaries of career path searches
- Self-evaluation in response journal
- Formative assessment of group work, Appendix B 5.1

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- Peer-evaluation of sample problems
  - Diagnostic assessment of advertisement using rubric, Appendix B 4.1
  - Diagnostic assessment of survey
  - Formative assessment of survey and report of results
  - Summative teacher formulated quiz on financial statements

## **Resources**

*LOOK AROUND: You Have Rights ROM*, from the Workplace Health and Safety Agency

*The World of Business*

Industry Canada web site

*Exploring Business*

*Demystifying Thinking*

Newspapers and magazines

*The Bagel Effect*

Venn diagram, Appendix A3.1

Conference Board of Canada

*Fast Company Magazine*

*Entrepreneurship: Creating a Venture*

*Canadian Business Magazine*

www.mazemaster.on.ca

Human Resources Development Canada

Youth Link

*Careers in Culture*

Software Human Resource Council

*What Color is Your Parachute*

*Career Intelligence*

*Planning For Success CD*

Accounting text

Annual reports

*Advertising Age*

*Marketing Magazine*

## **Accommodations**

- Prepare note outlines for students to follow the discussion on the video presentation.
- Provide students with web sites or information on the laws.
- Encourage students to use key visuals in their presentations.
- Assist students with Dictionary of Key Words.
- Give articles to the groups
- Create balanced groups so that students can support one another.
- Provide criteria for evaluation.
- Provide written and oral instructions.

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- Show sample of finished product.
  - Students can explore what new industry sectors have developed in the 90's?
  - Use key visuals to illustrate work concepts.
  - Pair English and non-English speakers.
  - Provide students with survey or sample questions.
  - Provide written and oral instructions.
  - Write questions on paper and show to the circle.
  - Review the article with the class to ensure a full understanding before forming the circle.
  - Model the activity in the circle.
  - Students should report on a chapter or section of one of *What Color is Your Parachute* or *Career Intelligence*.
  - Group students using *Mazemaster* based on language and computer skills.
  - Provide notes on five types of leadership and the functions of management.
  - Provide situations to determine effective form of leadership.
  - Students use advertisements and packages from their own cultures.
  - Students report on differences in marketing in their native countries.
  - Provide a checklist for students to review displays.
  - Handout of definitions after discussion.
  - Provide copies of new terms in advance.
  - Provide copies of overhead transparencies.
  - Use financial statements from annual reports.
  - Provide formulas.

### **Activity 1: Government Regulation of Markets and Business Activities**

**Time:** 140 minutes

#### **Description**

Students should describe government policies and acts used to regulate markets and business activities.

#### **Strand(s) and Expectations**

**Strand(s):** Conducting Business in a Competitive Marketplace and the Changing Workplace

#### **Specific Expectations:**

CC2.03 - describe reasons for government policies and actions relating to regulation of markets and business activity (e.g., environmental concerns, the need for product labeling, health and safety concerns, the need for quality control, the need to ensure agriculture supply).

#### **Planning Notes**

- Obtain a copy of the video *LOOK AROUND: You Have Rights* and preview to facilitate discussion.
- Prepare a guideline for Note-Making during the video.
- Prepare playing cards for creating groups by extracting number of cards required to create groups (e.g., 24 students would require 8 groups of 3 similar face value cards) from a regular deck of cards.
- Prepare envelopes with a topic in each envelope.

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## Prior Knowledge Required

- research
- co-operative learning skills
- familiarity with presentation rubric

## Teaching/Learning Strategies

1. The teacher may describe the reason why the video *LOOK AROUND: You Have Rights* was initially developed.
2. Students should view the video and use a Note-Making Guide to make notes on the three segments of the video.
3. The teacher may lead a brief discussion on the incidents depicted on the video and on the rights and responsibilities of workers in Ontario.
4. Students should reflect in their response journals.
5. Shuffle a deck of cards and place a card face down on each student's desk. When every student has a card, turn them over. Students then locate the students with the same face value cards (2's together, . . .). These groups are the expert groups for a co-operative learning jigsaw.
6. Each group selects an envelope that contains one of the following:
  - Hazardous Products Act
  - Textile Labelling Act
  - The Consumer Packaging & Labeling Act
  - The Food and Drugs Act
  - Agriculture Canada (including marketing boards)
  - Consumer Protection Acts
  - Clean Air Act
  - Environmental laws
  - Tobacco Laws as they pertain to minors.
  - Highway Traffic Act
  - Income Tax Act.
7. Each expert group prepares a brief overview, including a definition of the term, any symbols associated with the act (e.g., the symbols associated with the Hazardous Products Act) and examples of how the act is implemented. The teacher may then reorganize the groups so that there is a representative from each expert group in the new grouping. (Expert Groups: 8 groups of 4, Sharing groups: 4 groups of 8.)
8. Each group learns from the experts about each topic.
9. Each student adds the definitions of these acts to their Dictionary of Key Words.

## Assessment/Evaluation

- formative observation by the teacher of group interaction (CC2.03)
- summative rubric for peer/teacher evaluation of group presentations (see Appendix B 1.3) (CC2.03)

## Resources

*LOOK AROUND: You Have Rights* video, from the Workplace Health and Safety Agency.

*The World of Business*

*Industry Canada*

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## Accommodations

- Prepare note outlines for students to follow the discussion on the video presentation.
- Provide students with web sites or information on the law.
- Encourage students to use key visuals in their presentations.
- Assist students with Dictionary of Key Words.

## Activity 2: Business and the Environment

**Time:** 260 minutes

### Description

Students explain how businesses can help or harm the environment.

### Strand(s) and Expectations

**Strand(s):** Conducting Business in a Competitive Marketplace and the Changing Workplace

#### Overall Expectations:

CCV.03 - explain how current issues affect Canadian business.

#### Specific Expectations:

CC3.02 - specify ways in which business activity can help or harm the environment.

### Planning Notes

- Obtain and copy articles that demonstrate conflict.
- Discuss interdisciplinary possibilities with Science and Geography teachers.

### Prior Knowledge Required

None

### Teaching/Learning Strategies

1. The teacher may demonstrate examples of conflict in Canadian business using newspaper and magazine articles. These examples could be of a labour relations conflict or conflict between consumers and a business or industry.
2. The teacher may stimulate a discussion of student reaction to the articles. The teacher may use the lineup strategy to allow students to express their points of view. By sharing their values and opinions, students should appreciate that issues can provoke diverse points of view.
3. Students collect articles that demonstrate instances of conflict involving the impact of business on the environment.
4. Divide students into small groups. Each group shares the articles that group members have collected and chooses a theme for a group conflict scrapbook.
5. Each group collects more articles and constructs a scrapbook that illustrates various sides of the conflict.
6. The class brainstorms criteria for evaluation of the scrapbook; for example, articles demonstrate an appropriate conflict, articles are organized into a coherent theme.
7. Students in each group analyse the conflict and suggest possible solutions.
8. Groups share their scrapbooks and suggested solutions with the class.
9. Students update the Dictionary of Key Words.

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## Assessment/Evaluation

- Summative evaluation of the scrapbook based on criteria developed by the class. (CC3.02, CCV.03)
- Formative assessment of group process, Appendix B5.1

## Resources

*The World of Business*, pages 391-395

*Exploring Business*, page 22

*Demystifying Thinking*, pages 48 - 51

Newspapers and magazines

## Accommodations

- Give articles to the groups.
- Create balanced groups so that students can support one another.
- Provide criteria for evaluation.
- Provide written and oral instructions.
- Show sample of finished product.

## Activity 3: The Effects of Technology

**Time:** 140 minutes

### Description

Students research the impact of technology on the Canadian workplace.

### Strand(s) and Expectations

**Strand(s):** Conducting Business in a Competitive Marketplace and the Changing Workplace

#### Overall Expectations:

CCV.03 - explain how current issues affect Canadian business.

#### Specific Expectations:

CC3.01 - analyse how technology has influenced the Canadian workplace.

### Planning Notes

- Review field trip safety procedures.
- Review creating a questionnaire from Unit 3.

### Prior Knowledge Required

- brainstorming
- comparing and contrasting
- creating a questionnaire

### Teaching/Learning Strategies

1. Students should brainstorm ways in which technology has affected how and where Canadians work and how these changes have affected Canadian workers.
2. From the ideas created above, the class creates a questionnaire of six to eight questions to be asked of local business owners.
  - types of new technology used
  - effect on productivity

- 
- health and safety
  - quality of work
  - level of employment
  - workplace flexibility
  - demands on time
  - labour relations
3. The students should work in pairs to survey local businesses including professionals and other self-employed persons. If labour unions exist in your community, representatives of the unions should also be surveyed.
  4. The results of the surveys are collated in chart form and the class draws conclusions as to how technology has affected business in their local community.
  5. The class conducts the same survey with workers such as family, friends, etc. collates the results, and draws conclusions as to how technology has affected workers.
  6. Working in small groups, students compare and contrast the results of the two surveys, hypothesize as to the reasons for similarities and differences, and present their hypotheses to the class.
  7. Students write in their response journal predicting how technology may affect their work in the future.
  8. Students update the Dictionary of Key Words.

### **Assessment/Evaluation**

- Diagnostic assessment of the survey questions (CC3.01)
- Self-evaluation in response journal
- Peer-evaluation of group process

### **Resources**

*The Bagel Effect*

Venn diagram, Appendix 3.1

Conference Board of Canada

*Fast Company Magazine*

### **Accommodations**

- Students can explore what new industry sectors have developed in the 90's.
- Use key visuals to illustrate work concepts.
- Pair English and non-English speakers.
- Provide students with survey or sample questions.

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## Activity 4: Business Ethics and Social Responsibility

**Time:** 90 minutes

### Description

Students examine current issues in business that focus on ethics and social responsibility.

### Strand(s) and Expectations

**Strand(s):** Conducting Business in a Competitive Marketplace and the Changing Workplace

#### Overall Expectations:

CCV.03 - explain how current issues affect Canadian business

#### Specific Expectations:

CC3.03 - determine the importance of ethics and social responsibility in business

### Planning Notes

- Select an article about a socially responsible act of a business and copy it for the class.

### Prior Knowledge Required

None

### Teaching/Learning Strategies

1. Students read an article about a socially responsible act of a business.
2. The teacher may organize the class to sit in one large circle.
3. In pairs, within the circle structure, students think about questions they have regarding the article and related issues. The questions are shared between the pair and together they decide on which question to pose to the full class circle.
4. Within the circle, each pair now poses a question and asks for up to three responses from classmates. Classmates are encouraged to offer opinions, thoughts, and clarification. For each question, up to three classmates may respond.
5. One student may act as the expert to respond to the questions or any member of the circle may offer a response to any question.
6. As in brainstorming, no evaluation of the questions and answers takes place and the questioners acknowledge each response with a simple thank you.
7. Questions continue around the circle until each pair has had an opportunity to ask a question.
8. In pairs students talk about questions they still have on the topic. These are written in the response journal to be researched at a later time.

### Assessment/Evaluation

- Observation by the teacher of the posing and responding to questions. Provide feedback to the class based on criteria that measure listening skills and creative and critical thinking.
- Summative test formulated by teacher of the effect of current issues on Canadian business. (CCV.02, CC3.01,02,03)
- Self-evaluation in response journal.

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## Resources

*Demystifying Thinking*, pages 37 – 42

*Exploring Business*, page 24

*Entrepreneurship, Creating a Venture*, pages 429 – 440

*Canadian Business Magazine*

## Accommodations

- Provide written and oral instructions.
- Write questions on paper and show to the circle.
- Review the article with the class to ensure a full understanding before forming the circle.
- Model the activity in the circle.

## Activity 5: Human Resources

**Time:** 350 minutes

### Description

Students learn the role of human resources in business and how effective people management can benefit a business. The rights of employees and employers are explored. Students should examine the different management approaches used in a business and learn how different management styles affect workers.

### Strand(s) and Expectations

**Strand(s):** Conducting Business in a Competitive Marketplace and the Changing Workplace

#### Overall Expectations:

CCV.04 - explain the importance and role of human resources and sound management in business.

#### Specific Expectations:

CC1.03 - identify factors that influence employees' attitudes and the quality of their work (e.g. factors that affect personal health, safety, work enjoyment);

CC4.01 - describe the function of human resources and effective people management;

CC4.03 - describe a variety of business career paths;

CC4.04 - compare the rights and responsibilities of employees and employers;

CC4.05 - describe the role of management in business;

CC4.06 - describe how different management approaches and styles can influence employee productivity.

### Planning Notes

- Invite guest speaker.
- Collaborate with guidance and student services to prepare teaching notes.
- Arrange use of Internet access and career search software.
- Copy and distribute Note-Making Guide.

### Prior Knowledge Required

- Use of Internet

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## Teaching/Learning Strategies

1. The teacher may lead a discussion to identify factors that influence employees' attitudes and the quality of their work. This discussion should make reference to the results of the surveys conducted in Activity 3. The class develops a list of questions on this topic to be asked of the guest speaker in step 5 below.
2. The teacher may question the class to develop a definition of human resources and the human resources department in a business.
3. The teacher may provide a list of the broad scope of responsibilities of a human resources department.
4. The teacher reviews the list of responsibilities with the class to determine how each responsibility can contribute to effective people management.
5. The teacher may invite a human resources manager, labour relations lawyer, or union representative (branch president) to describe the rights and responsibilities of employees and employers.
6. Debrief the class using the Note-Making Guide to ensure that all questions have been answered and understood.
7. The teacher may use old business cards or similar sized pieces of paper to create a "Job Jar" by writing a different business career path on each business card. The titles of the career paths are chosen from the labour market information at [www.mazemaster.on.ca](http://www.mazemaster.on.ca).
8. Students choose a career path from the "Job Jar" and research the career path using Mazemaster or other career search software.
9. Students prepare written summaries of their career path searches.
10. Students share their career path search findings in home groups and each group presents one career path to the class.
11. Students brainstorm a list of the components of leadership, evaluate the suggestions, and formulate a definition of leadership.
12. The teacher may lead a discussion on the five types of leaders and the functions of management described in *Entrepreneurship, Creating a Venture*.
13. Each of five small groups examines a different type of leadership and lists situations where that type of leadership would be effective with respect to each of the functions of management.
14. Each group shares its views with the class.
15. Students add to their Dictionary of Key Words.

## Assessment/Evaluation

- Formative assessment on debriefing after the speaker's presentation (CC4.04)
- Peer-evaluation of career path searches (CC4.03)
- Summative evaluation of written summaries of career path searches (CC4.03)
- Self-evaluation in response journal
- Formative assessment of group process Appendix B 5.1

## Resources

*Entrepreneurship, Creating a Venture*, pages 369 – 391

*The World of Business*, pages 65, 86, 93-95, 116-117

[www.mazemaster.on.ca](http://www.mazemaster.on.ca)

Human Resources Development Canada

Youth Link

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*Careers in Culture*

Software Human Resource Council

*What Color is Your Parachute*

*Career Intelligence*

**Accommodations**

- Students report on a chapter or section of one of *What Color is Your Parachute* or *Career Intelligence*.
- Group students using *Mazemaster* based on language and computer skills.
- Provide notes on five types of leadership and the functions of management.
- Provide situations to determine effective form of leadership.

**Activity 6: Accounting**

**Time:** 280 minutes

**Description**

Students learn how to prepare simple financial statements and learn their importance to a business.

**Strand(s) and Expectations**

**Strand(s):** Conducting Business in a Competitive Marketplace and the Changing Workplace

**Overall Expectations:**

CCV.05 - explain the role of marketing and accounting in a business.

**Specific Expectations:**

CC5.02 - describe how effective accounting and financial statements contribute to the success of a business

**Planning Notes**

- Obtain *The Spirit Lives: Planning For Success* CD and install.
- Become familiar with CD above. See Appendix A4.1
- Copy Appendix A 4.1
- Book computer lab with CD-ROM drives. If none are available, print hard copy.
- Prepare transparencies of sample financial statements.
- Advise students to bring calculators.
- Collaborate with the Mathematics department on ratios.

**Prior Knowledge Required**

- ratios

**Teaching/Learning Strategies**

1. The teacher may introduce the balance sheet with the concept that the purchases of all assets are funded either by personal investment or borrowed funds.
2. The teacher may explain the balance sheet equation and students should complete sample problems.
3. Distribute Appendix A 4.1 and explain the use of the CD *Planning for Success*.
4. Students should work through the Balance Sheet section on the Planning for Success CD and add balance sheet terminology to their Dictionary of Key Words.

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5. The teacher may illustrate a simple balance sheet and students complete sample problems.
  6. The teacher may introduce an income statement for a service business and students complete simple income statements.
  7. Students work through the Income Statement section on the *Planning for Success* CD and add income statement terminology to their Dictionary of Key Words.
  8. The teacher may show sample balance sheets and income statements using an overhead projector. The teacher may ask a series of ‘What If’ questions regarding changing the balances of various accounts to determine how the financial statements impact the business and the business decisions.

### **Assessment/Evaluation Techniques**

- Peer-evaluation of sample problems
- Summative quiz on financial statements formulated by teacher (CC5.02)

### **Resources**

*Exploring Business*, pages 366-397

*The World of Business*, pages 466-479

*Planning for Success (The Spirit Lives)* CD

Accounting text

Annual reports

### **Accommodations**

- Provide copies of new terms in advance.
- Provide copies of overhead transparencies.
- Use financial statements from annual reports.
- Provide formulas.

## **Activity 7: Marketing**

**Time:** 420 minutes

### **Description**

Students describe how various elements contribute to the marketing of a product.

### **Strand(s) and Expectations**

**Strand(s):** Conducting Business in a Competitive Marketplace and the Changing Workplace

#### **Overall Expectations**

CCV.05 - explain the role of marketing and accounting in a business.

#### **Specific Expectations**

CC5.01 - describe the role and effectiveness of advertising, display, distribution, research, packaging, and selling methods in marketing a product.

CC3.02 - specify ways in which business activity can help or harm the environment.

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## Planning Notes

- Complete accounting activity before starting marketing activity.
- Obtain *Planning for Success*, The Spirit Lives CD and install it.
- Become familiar with *The Marketing Game* on CD
- Book computer lab (Internet access and PCs with CD-ROM drives).
- Copy Appendix A 4.1, 4.2 B4.1

## Prior Knowledge Required

- preparing and conducting a survey
- field trip safety procedures

## Teaching/Learning Strategies

1. In pairs or small groups, students review and make notes on the following three topics found in the Library of Marketing on the *Planning for Success* CD – Overview and History of Marketing, Place Distribution and Marketing Research. The teacher may distribute Appendix A 4.1.
2. The teacher may debrief with the class to determine findings.
3. The students complete Appendix A 4.2, a chart that lists various media used for advertising and the advantages and disadvantages of each medium.
4. Students examine a variety of print advertisements and identify the four components of a print advertisement: headline, illustration, copy, and signature.
5. Students create a print advertisement for a household product and in an accompanying report describe how the advertisement is effective in meeting the three objectives of advertising: to inform, to persuade, and to remind.
6. The class creates a checklist of the effectiveness of display. Suggested criteria to include in the checklist are:
  - drawing interest to a focal point
  - being simple and uncluttered
  - drawing attention to the focal point by a line or shape ( e.g. a row of trees, ribbon),
  - colour
  - lighting–projected on the focal point, subdued for background and flooring background–texture and depthThe class walks to a local shopping mall and completes the checklists for various window displays.
7. In small groups, the class evaluates the effectiveness of their checklists and compares their findings.
8. Groups bring any questions that they have about displays to the whole class.
9. Each group selects a product used by students to conduct primary research by preparing a survey that determines the reasons for consumer preferences of one brand over another. The group surveys a total of fifty students. The group organizes the results of the survey in a chart and writes a brief report that summarizes its findings.
10. The class brainstorms a list of different methods for selling CDs (e.g., CD clubs, infomercials, retail stores, concerts, the Internet).
11. In pairs, students find an e-commerce site; identify the site, and the needs and wants it meets; describe the product(s) sold, the advantages and disadvantages of selling the product(s) by this method, and the effectiveness of the site.
12. Students add definitions to Dictionary of Key Words.

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13. As a culminating activity, in groups, students play the Marketing Game in *Planning for Success, The Spirit Lives*. Refer to Appendix 4.1 for directions.
  14. Debrief the class as to how playing the game has helped them to understand the marketing mix and the effect of marketing decisions on financial statements.

### **Assessment/Evaluation Techniques**

- Diagnostic assessment of advertisement using rubric B4. 2 (CC5.01)
- Diagnostic assessment of survey
- Formative assessment of survey and report on results (CC5.01)

### **Resources**

*Entrepreneurship, Creating a Venture*, pages 183 - 219

*Exploring Business*, pages 322-62

*The World of Business*, pages 495-507, 532-547

*Planning for Success, The Spirit Lives* CD

*Advertising Age*

*Marketing Magazine*

*Fast Company*

### **Accommodations**

- Students use advertisements from their own cultures.
- Students report on differences in marketing in their native countries.
- Provide a checklist for students to review displays.
- Provide a handout of definitions after discussion.

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## **Unit 5: International Business and Conducting Business in a Competitive Marketplace**

**Time:** 13.5 hours

**Development Date:** July 10, 1999

### **Unit Description**

Students examine the impact of trade on Canada's economy by describing Canada's key international economic relationships and understanding how and why nations become interdependent. Students determine how businesses are affected by changes in market conditions and the environment in which business operates.

### **Strand(s) and Expectations**

**Strand(s):** International Business, Conducting Business in a Competitive Marketplace and the Changing Workplace

#### **Overall Expectations:**

- NBV.01 - describe how nations become interdependent through international business;
- NBV.02 - analyse the impact of trade on the Canadian economy;
- NBV.03 - describe Canada's key international economic relationships.

#### **Specific Expectations:**

##### **Interdependence**

- NB1.01 - identify the differences between the concepts of imports and exports;
- NB1.02 - explain why goods and services are traded among nations;
- NB1.03 - 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**

- NB2.01 - summarize the impact of trade on employment and job creation in Canada;
- NB2.02 - analyse the impact of trade on the quality and quantity of products available

##### **International Relationships**

- NB3.01 - identify Canada's major trading partners;
- NB3.02 - identify ways in which culture affects business activity and Canada's international economic relationships;
- NB3.03 - describe how a company profit and growth can be affected by its international business activity and participation in the markets of other nations.

##### **Market Conditions and Business Environments**

- CC2.01 - analyse the forces of supply and demand and explain how they affect market prices and the willingness of businesses to produce products;
- CC2.02 - explain how a business can be affected by the number and quality of competitors in a market.

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### Activity Titles (Time and Sequence)

Activity 1	Interdependence in Trade	70 minutes
Activity 2	Factors that Affect Trade Among Nations	140 minutes
Activity 3	The Impact of Trade on Employment and Job Creation	340 minutes
Activity 4	International Relationships	140 minutes
Activity 5	Market Conditions: Domestic and International	180 minutes

### Unit Planning Notes

- Review a text resource and the Department of Foreign Affairs web site to prepare content notes.
- Photocopy and bring a map of the world for each group of four students.
- Review expectations with Geography teacher to determine other resources that might be helpful or how you might collaborate.
- Prepare copies of Group Assessment, Appendix B 5.1.
- Collaborate with the teacher/librarian to ensure resources are available.
- Bookmark key Internet sites that will be useful for this research.
- If necessary, reserve the computer lab for a class period.
- Prepare copies of Rubric B 5.2 to distribute to students.
- Remind students to bring list of imports and exports from Activity 1 to class.
- Review field trip safety.
- Invite and brief guest speakers at least one week prior to date.
- Collect periodicals and identify Internet sites that examine labour and employment issues related to international trade.
- Review representative co-operative groups.
- Copy Note-Making Guide.
- Research and prepare teaching notes on labor practices in other countries.
- Locate examples of articles on business closures.
- Prepare and copy a three-column chart with the following headings: Looks like, Sounds like, Feels like.
- Invite the school principal or a local politician to moderate debate.
- Prepare strips of paper with the names of Canada's top twenty trading partners.
- Ask students to bring construction materials to class.
- Copy and distribute Assessment Checklist, Appendix B 5.3.
- Copy and distribute Presentation Rubric, Appendix B 1.5.
- Purchase and review the game Global Survival.
- Review the simulation Global Survival, from CFEE.

### Prior Knowledge Required

- brainstorming
- categorizing
- Dictionary of Key Words
- familiarity with the concept of needs and wants
- construction of an electronic spreadsheet
- research using the Internet
- familiarity with Presentation Rubric
- mathematical ability in percentages

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- electronic Pie Charts
  - Note-Making Guide
  - debating
  - mind mapping

## **Teaching/Learning Strategies**

### **1. Activity Based**

- discuss
- oral Presentation
- board game
- debate
- mapping
- Pizza Party

### **2. Thinking Skills**

- brainstorm
- categorize
- mind mapping
- Dictionary of Key Words
- Response Journal

### **3. Independent Learning**

- research
- Note-Making Guide

### **4. Co-operative Learning**

- Think/pair/square
- representative groups
- informal groups

### **5. Direct Instruction**

- guest speaker
- focussed questioning

## **Assessment/Evaluation**

- Group Process Assessment
- Self evaluation in response journal
- Summative evaluation of Research
- Diagnostic Assessment of Presentation Skills
- Diagnostic Assessment of Debate
- Self evaluation in Response Journal
- Summative evaluation of Pizza Party
- Self evaluation of group work
- Summative evaluation of Unit, Quiz
- Summative evaluation of key international business words
- Diagnostic assessment by observation of students working together to learn

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## Resources

*The World of Business*

*Exploring Business*

*World of Business* video series

Department of Foreign Affairs and International Trade

*Tradewinds*

*Made in Canada*

<http://www.apfc.ca>

<http://www.dfait-maeci.gc.ca>

Industry Canada

Agriculture Canada

Export Development Corporation

Canadian Importers Association

<http://www.cfee.org>

daily newspaper

monthly, weekly and bi-weekly periodicals

*Free the Children* web site

*National Geographic*

Canadian Labour Congress

*Global Survival*, a board game by The Hasbro Company

*Global Survival*, CFEE

## Accommodations

- Use key visuals to illustrate definitions.
- Organize groups to ensure a balance of skill and perspective.
- Use large map to illustrate location of Canada's trading partners.
- Provide a set of reference notes.
- Pair or group students with English speakers.
- Allow additional time to complete research.
- Modify debate assignment.
- Pair students to do the mathematical calculations.
- Omit Strategy 5.
- Encourage students to use calculators or computers to calculate pie chart.
- Allow students to present to a small group instead of the whole class.
- Prepare notes for students.
- Write notes on board to outline class discussion.

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## Activity 1: Interdependence in Trade

**Time:** 70 minutes

### Description

Students distinguish between imports and exports. They describe how nations become interdependent through international trade.

### Strand(s) and Expectations

**Strand(s):** International Business

#### Overall Expectations:

NBV.01 - describe how nations become interdependent through international business.

#### Specific Expectations:

NB1.01 - identify the differences between the concepts of imports and exports.

NB1.02 - explain why goods and services are traded among nations.

### Planning Notes

- Review text resource and Department of Foreign Affairs web site to prepare content notes.
- Photocopy and bring a map of the world for each group of four students.
- Review expectations with Geography teacher to determine other resources that might be helpful or how you might collaborate.
- Prepare copies of Group Assessment, Appendix B 5.1.

### Prior Knowledge Required

- brainstorming
- categorizing
- Dictionary of Key Words

### Teaching/Learning Strategies

1. At home, students prepare a list of items they use regularly, (for example, the shoes they are wearing) and identify where the item is manufactured. Using the strategy of think/pair/square, students should pair up to compare and combine lists and then form groups of four to further combine lists resulting in one common list of 20-25 items per group.
2. Students categorize the list according to which items were produced in Canada and which items were produced in other countries. Students should check labels to determine this information.
3. Using a map of the world, students identify and mark where each item is produced.
4. The teacher may lead a discussion of the definitions of Import and Export in relation to the items they have selected and how countries become interdependent in business. Students add these words to their Dictionary of Key Words.
5. The teacher may lead a discussion of why goods and services are traded among nations, including Canada's major trading partners.

### Assessment/Evaluation

- Group Process Assessment, Appendix B 5.1
- Self evaluation in response journal

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## Resources

*World of Business*, Pages 27, 119-127, 130-134, 156-157, 174-177

*Exploring Business, A Global Perspective*, Pages 73-85

*World of Business* Video Series, Unit 2, Programs 2 and 4, Unit 3, Program 3, Unit 6, Program 2

Department of Foreign Affairs and International Trade

*Tradewinds*

## Accommodations

- Use key visuals to illustrate definitions.
- Organize groups to ensure a balance of skill and perspective.
- Use a large map to illustrate location of Canada's trading partners.

## Activity 2: Factors that Affect Trade Among Nations

**Time:** 140 minutes

### Description

Students analyse the factors that affect international trade.

### Strand(s) and Expectations

**Strand(s):** International Business

#### Overall Expectations:

NBV.01 - describe how nations become interdependent through international business.

#### Specific Expectations:

NB1.03 - 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).

NB2.02 - analyse the impact of trade on the quality and quantity of products available.

### Planning Notes

- Collaborate with the teacher/librarian to ensure resources are available.
- Bookmark key Internet sites that will be useful for this research.
- If necessary, reserve the computer lab for a class period.
- Prepare copies of Rubric B 5.2 to distribute to students.
- Remind students to bring list of imports and exports from Activity 1 to class.
- Review field trip safety.

### Prior Knowledge Required

- familiarity with the concept of needs and wants
- construction of an electronic spreadsheet
- research using the Internet
- familiarity with Presentation Rubric

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## Teaching/Learning Strategies

1. The teacher may divide the class into small groups. Each member of the group brings the list created in Activity 1 and shares with the group. Each group selects one imported item from the lists to research as a group.
2. The teacher may introduce the following terms: currency value, trade agreements, tariffs, duty, non-tariff barriers, and transportation costs for inclusion in Dictionary of Key Words.
3. The students do research to answer the following questions about the item chosen:
  - What consumer need or want is it satisfying?
  - How does a person's income affect the purchasing decision?
  - What is the selling price of the item in Canadian dollars in three countries?
  - What is the method of transporting the item from manufacturer to consumer?
  - What trade agreements apply to this product?
  - What tariff and non-tariff barriers are there for this product?
4. Students prepare a chart outlining their findings.
5. Students present their research to the class using the rubric in Appendix B 5.2 as their guideline for the presentation.
6. The teacher may ask students to form a line based on the distance they have travelled internationally from the school. The student who has travelled the furthest, for example, Australia, stands farthest from the starting point and the person who has travelled the closest will stand closest to the starting point. The teacher may ask each student to orally identify: where they have travelled, what currency was used, what the currency exchange to Canadian dollars was, what they ate or bought that was unique to that country, and what tariffs or duties they had to pay upon their return to Canada.
7. Students return to their seats and prepare an 8.5x11 poster to document this information and post it on a bulletin board.
8. The teacher may arrange for students to visit the local grocery store. Students survey the fresh produce section to identify where the produce comes from and mark the locations on the map from Activity 1.
9. The teacher may lead a discussion about the quality and cost of imported and domestic produce. The teacher may include Canada's major trading partners in the discussion.

## Assessment/Evaluation Techniques

- Summative evaluation of research. Appendix B5.2 (NB1.03)(NB2.02)
- Diagnostic assessment of presentation skills, Appendix B 1.5

## Resources

Department of Foreign Affairs and International Trade

<http://www.dfait-maeci.gc.ca>.

*World of Business*, Pages 119-127

*Exploring Business*, Pages 73-85

*Made In Canada*, Pages 331-356

Industry Canada

Agriculture Canada

Export Development Corporation

Canadian Importers Association

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## Accommodations

- Provide a set of reference notes.
- Use key visuals to illustrate definitions.
- Pair or group students with English speakers.
- Allow additional time to complete research.

## Activity 3: The Impact of Trade on Employment and Job Creation

**Time:** 340 minutes

### Description

Students examine and summarize the impact of trade on job creation and employment in Canada.

### Strand(s) and Expectations

**Strand(s):** International Business

#### Overall Expectations:

NBV.02 - analyse the impact of trade on the Canadian economy.

#### Specific Expectations:

NB2.01 - summarize the impact of trade on employment and job creation in Canada.

### Planning Notes

- Invite and brief guest speakers at least one week prior to date.
- Collect periodicals and identify Internet sites that examine labour and employment issues related to international trade.
- Review representative co-operative groups.
- Copy Note-Making Guide.
- Research and prepare teaching notes on labour practices in other countries.
- Locate examples of articles on business closures.
- Collaborate with teacher/librarian to ensure resources are available for students to prepare debate.
- Prepare and copy a three column chart with the following headings: Looks Like, Sounds Like, Feels Like.

### Prior Knowledge Required

- Note-Making Guide
- debating
- mind mapping
- brainstorming

### Teaching/Learning Strategies

1. The teacher may invite a representative from a local company involved in international trade, to discuss the relationship of trade to employment and job creation in Canada. If no speaker is available, McDonald's has a video outlining how Canadians opened the first McDonald's in Russia.
2. The teacher may distribute the Note-Making Guide for students to use during the presentation.
3. Students work in pairs to create a mind map on trade and employment using the information from the discussion.
4. Students brainstorm a list of employment possibilities created through trade.

- 
5. The teacher may lead a discussion of labor practices in Canada and other countries and why some manufacturers choose to set up plants in other countries instead of Canada.
  6. The teacher may bring articles or case studies of local examples where a business has moved to another country and examine the impact on the local economy. Using a three column chart labelled: Looks Like, Sounds Like, Feels Like the class writes down what the impact of the closure looks like (how are people behaving), sounds like (what are people saying) and feels like (how people feel) in the community and then discusses the implications.
  7. Students select the pro or con and research information related to the following question: Should government have the power to regulate business closures? Students debate the issue using representative cooperative groups. Chairs are set up at the front of the class, one for each group, plus an empty chair. A representative from each group takes a seat at the front of the class to share their position with the class. The empty chair is for other class members to take a seat if they want to contribute to the conversation. This makes a very lively debating format, with students moving between their seats and the empty seat at the front. The teacher may invite the principal or a local politician to class to moderate the debate.
  8. Students reflect on the debating experience by writing an entry in their response journal.

### **Assessment/Evaluation**

- Diagnostic assessment of the debate. (NB2.01)
- Self-evaluation in response journal.

### **Resources**

Free the Children Internet Site

*World of Business*, Pages 152-153

*Exploring Business*, Pages 73-85

*World of Business* Video Series, Unit 1, Program 5

*National Geographic*

Canadian Labour Congress

### **Accommodations**

- Modify the debate assignment.

## **Activity 4: International Relationships**

**Time:** 140 minutes

### **Description**

Students learn about Canada's key international economic relationships: who Canada's major trading partners are and how culture affects business activity.

### **Strand(s) and Expectations**

**Strand(s):** International Business

#### **Overall Expectations:**

NBV.03 - describe Canada's key international economic relationships.

---

### **Specific Expectations:**

NB3.01 - identify Canada's major trading partners;

NB3.02 - identify ways in which culture affects business activity and Canada's international economic relationships.

### **Planning Notes**

- Prepare strips of paper with the names of Canada's top trading partners.
- Ask students to bring construction materials to class.
- Copy and distribute Assessment Checklist, Appendix B 5.3.
- Copy and distribute Presentation Rubric, Appendix B 1.5.

### **Prior Knowledge Required**

- mathematical ability in percentages
- electronic Pie Charts

### **Teaching/Learning Strategies**

1. Students should create a "pizza" to be "shared" at a pizza party at the end of this activity.
2. The teacher may introduce Canada's top trading partners to the class. The teacher may ask students if any have travelled to, lived in, or have a family heritage from any of these countries and lead a discussion of ways that culture affects business activity. Consumer tastes and habits, price negotiation, shopping habits, language and attitudinal differences should all be cited here.
3. The teacher may lead a discussion to examine the trading relationship between Canada and the United States noting the Balance of Trade between the two nations.
4. The teacher may divide the students into small groups.
5. The teacher may place the names of the top trading partners in a box. Each group selects six trading partners from the box. Using their import/export lists from Activity 1 or researching new ones, the groups select six 'toppings' for their pizza. The toppings can either be any product imported into Canada or exported from Canada to each of the trading partners. The toppings do not have to be edible. If the students select items exported from Canada they are creating the "Canadian Pizza." If the students select items that are imported to Canada, they are creating an "International Pizza." The import and export toppings are not to be mixed.
6. Students create a "pizza" dividing the pie into six slices, one for each trading partner and place a topping/product picture on each slice. The slices should be divided by the comparative percentage of each country is trade with Canada. Students should construct the pie using felt, tape, construction paper, magazines, etc.
7. Students should present their group "pizza" at a class "pizza" party. The teacher may use Appendix
8. Students should complete Group Assessment 5.1 to review and reflect on how they worked together.
9. The class may take the opportunity to have a real international pizza party after the presentations.

### **Assessment/Evaluation**

- Diagnostic assessment of Presentation Skills, Appendix B1.5
- Summative evaluation of "pizza" Appendix B 5.3 (NB3.01)
- Self-evaluation of Group Work, Appendix B 5.1
- Summative evaluation of unit, Teacher developed quiz (NBV.01, NBV.02, NBV.03)

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## Resources

Department of Foreign Affairs and International Trade  
<http://www.dfait-maeci.gc.ca>

Asia Pacific Foundation  
<http://www.apfc.ca>

Canadian Foundation For Economic Education  
<http://www.cfee.org>

*Exploring Business*, Pages 62-63, 88-92, 148

*World of Business*, Pages 127-130, 139-153, 159-174

*World of Business* Video Series, Unit 2, Programs 1-4

## Accommodations

- Pair students to do the mathematical calculations.
- Omit Strategy 5.
- Encourage students to use calculators or computers to calculate pie charts.
- Allow students to present to a small group instead of the whole class.

## Activity 5: Market Conditions: Domestic and International

**Time:** 180 minutes

### Description

Students describe how businesses are affected by variations in market conditions, both domestic and international.

### Strand(s) and Expectations

**Strand(s):** International Business and Conducting Business in a Competitive Marketplace and the Changing World

#### Specific Expectations:

NB3.03 - describe how a company's profit and growth can be affected by its international business activity and participation in the markets of other nations;

CC2.01 - analyse the forces of supply and demand and explain how they affect market prices and the willingness of businesses to produce products;

CC2.02 - explain how a business can be affected by the number and quality of competitors in a market.

### Planning Notes

- The game *Global Survival* manufactured by Hasbro Company is an excellent vehicle to accomplish these expectations. If you decide to purchase it, review the instructions and prepare a simple handout for students before beginning play.
- *Global Survival Simulation*, Canadian Foundation For Economic Resources may be a good alternative. Review prior to lesson.
- Review text resources and prepare teaching notes on this topic.
- Meet with the teacher/librarian to ensure resource materials are available for students.
- Bookmark key Internet sites.

---

## Prior Knowledge Required

- terms from Dictionary of Key Words

## Teaching/Learning Strategies

1. Students use a variety of sources of information, such as television, the Internet, newspapers, magazines and brochures to research;
  - how profit and growth of an organization can be affected by international trade;
  - how international and domestic business activity is affected by supply and demand;
  - how international and domestic competitors impact business decisions and activity.
2. Students write a newspaper article outlining their findings.
3. The teacher may lead the class in a reflective discussion by asking the following questions:
  - What effect can international business activity have on a company's profit and growth?
  - How does the participation in the markets of other nations affect company profits and growth?
  - What market conditions affect supply and demand and the decision to produce?
  - What roles do supply and demand play in setting market prices and determining which products are produced by whom?
  - All businesses expect some competition, how does the number of competitors and the quality of the competition affect business?
4. Students write a reflective response in their journals on how variations in market conditions, both domestic and international, affect businesses.

## Assessment/Evaluation

- Summative evaluation of key international business key words
- Diagnostic assessment by observation of students working together to learn
- Self-evaluation in response journal

## Resources

Global Survival, Hasbro Company

*World of Business*

*Exploring Business*

*Global Survival*, CFEE

Department of Foreign Affairs and International Trade

*Tradewinds*

Industry Canada

## Accommodations

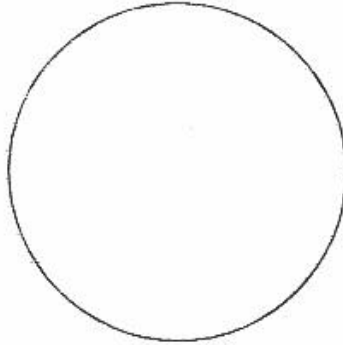
- Prepare notes for students.
- Pair students up to conduct the research.
- Write notes on the board to outline class discussion.

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**Appendix A 3.1**

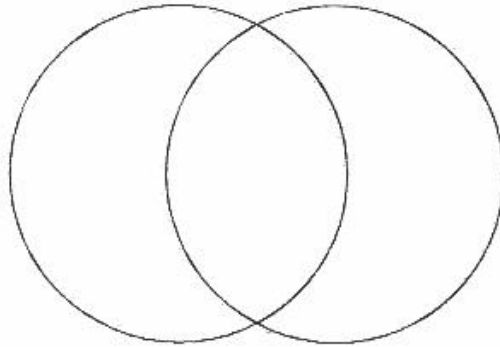
**Venn Diagram**

*THINK*



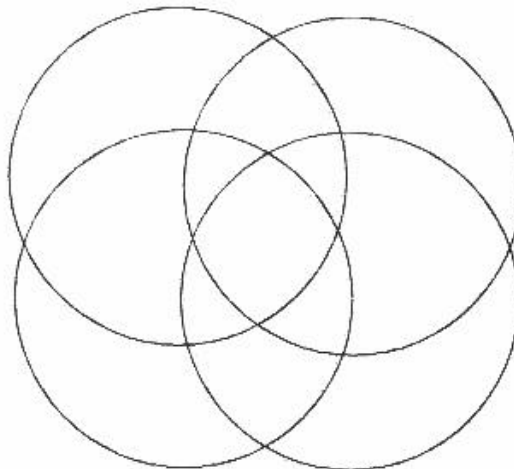
---

*PAIR*



---

*SQUARE*





# What's The Big Idea?

1. What is the idea?
2. What are the entrepreneurial characteristics and skills illustrated?

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**Appendix A 3.4**

Speaker \_\_\_\_\_ Date \_\_\_\_\_

Topic \_\_\_\_\_



**analysis**  
**questions**  
**key words**  
**reflections**  
**suggestions**  
**connections**

**Note Making Guide**

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## Appendix A 3.5

### *Developing the Skills*

(Video)

This video focusses on the “skills” that are important for entrepreneurship. In particular, the program aims to show that there are important skills required for effective entrepreneurship and that many, if not all, of these skills can be learned/developed. Complete the following worksheet while viewing the video. In each mini-case, identify the entrepreneurial skills exhibited.

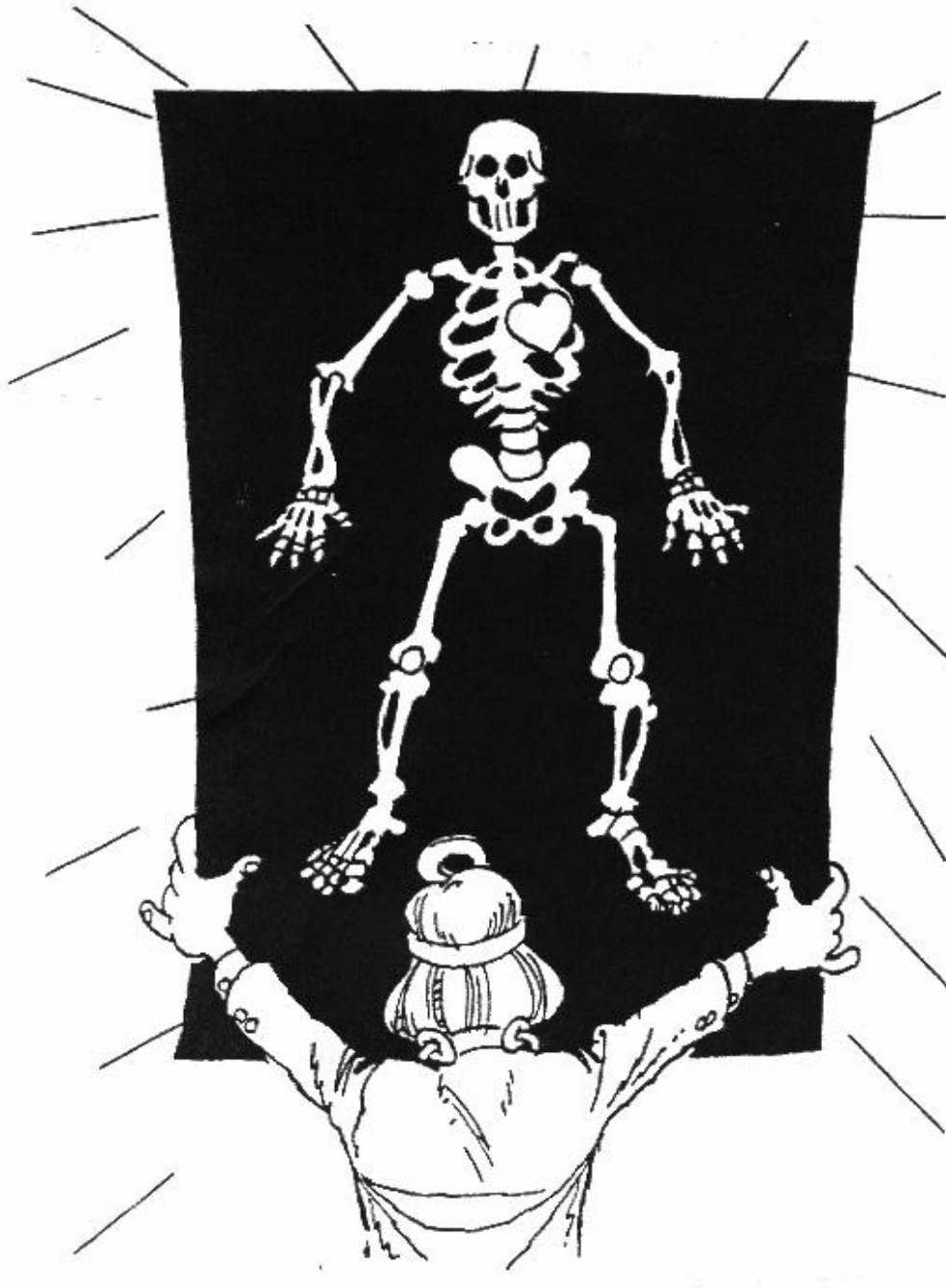
1. **Ron Foxcroft** was already an established entrepreneur in the trucking industry when his part-time occupation as a referee led to the development of the FOX 40 pea-less whistle. Ron shows that entrepreneurs:
2. **Sonja Jones** is the spokesperson for the successful Nova Scotia dairy, Peninsula Farm, which she owns and operates with her husband, Gordon. Sonja and Gordon:
3. **Kaaydah Schatten** overcame poverty and racial discrimination to become a successful entrepreneur by developing a process for cleaning industrial ceilings. Kaaydah’s entrepreneurship illustrates the importance of:
4. The idea of putting a document-shredder on a truck to service clients at their place of business was not new but when **Scott Smith** started Proshred, his experience with a similar company that went bankrupt helped him make Proshred a success where others had failed. Scott’s venture shows how:
5. **Mark Jowett** is the lead entrepreneur in Nettwerk Records, a successful Vancouver-based company. Mark started the label several years ago because he couldn’t find an established company to record him and his band, Moev. For Mark Jowett, entrepreneurship:

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## Appendix A 3.6

### The Entrepreneurial Person

Complete the model by cutting and pasting the phrases given.



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## Appendix A 3.6(b)

*Brain – For generating creative, innovative ideas.*

*Ear – For keeping to the ground and sensing change and opportunity.*

*Neck – For sticking out and taking calculated risks.*

*Wrinkles – For smiling during the fun times.*

*Backbone – For the confidence and determination to believe in one's self and to move ahead.*

*Mouth – For effective communication and being able to sell an idea.*

*Fingers – For counting the positive learning opportunities from any mistakes/failures*

*Strong Foot – For kicking ideas around.*

*Strong Legs – For leaping over the many barriers and obstacles you will encounter.*

*Wise Eyes – For establishing a vision and setting goals.*

*Nose – For smelling signs of trouble and possible problems.*

*Ear – For listening to the advice of those with knowledge and experience.*

*Glands – For adrenaline: for the “rush”. For sweat during the hard work.*

*Heart – For the passion, commitment and perseverance to stick with it and burst with pride when goals are reached and accomplishments achieved.*

*Arms – For hugging members of the team that will determine your success.*

*Sharp Eyes – For seeking out opportunities.*

*Knee – For staying flexed to adapt to change.*

*Hands – For shifting gears when necessary.*

*Fleet Feet – For anticipating and keeping ahead of the competition.*

---

## Appendix A 3.7 - Constructing A Questionnaire

A well-designed questionnaire is clear, concise, and a valuable tool for doing primary research. Information can be obtained on demographic and socio-economic characteristics, consumer attitudes, opinions, buyer awareness, knowledge, motivations, and behaviours.

The layout of a questionnaire varies by personal preference; however, the following points should be taken into consideration.

1. An explanatory note outlining the reason for the questionnaire and why it is being conducted should appear first.
2. Instructions should be included as to how the questionnaire should be completed. This varies according to the style of questionnaire and preference of the author (e.g. check marks, x's, etc.)
3. Generally, you want to put a qualifying question up front. These questions indicate the general level of interest in the product or service. If there is no interest, the survey is finished. Refer to sample question 1.
4. Start off with general questions and work to more specific ones. Care should be taken to ensure a smooth flow to the order of the questions.
5. Questionnaires should be succinct and as short as possible.
6. Questions should be short and simple and not include more than one item in each question.
7. Once completed, the draft questionnaire is to be "tested" to ensure that the information given corresponds to the information requested.

Sample Questions:

1. How often would you use a service/product like the one I have just described?  
Often [ ]      Sometimes [ ]      Rarely [ ]      Never [ ]
2. What was your initial response to the service/product?  
Very interested [ ]      Somewhat interested [ ]      Not interested [ ]
3. Age group  
Under 20 [ ]      20 – 29 [ ]      30 – 39 [ ]      40 – 49 [ ]      Over 50 [ ]
4. Please comment on which feature(s) of the service/product interested you the most.

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## Appendix A 3.8 - Worksheet

Station: \_\_\_\_\_

Canadian Inventor/Innovator: \_\_\_\_\_

Brief Description of the invention/innovation:

Characteristics and skills demonstrated:

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–

Station: \_\_\_\_\_

Canadian Inventor/Innovator: \_\_\_\_\_

Brief Description of the invention/innovation:

Characteristics and skills demonstrated:

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## Appendix A 4.1

### *The Spirit Lives: Planning For Success CD*

Directions for use

#### Accounting

1. Enter name.
2. Go to Land of Enterprise.
3. Select Planning.
4. Select Balance Sheet.
5. Return to Planning.
6. Select Income Statement.

#### Marketing

1. Follow steps 1, 2, and 3 above.
2. Select Marketing Game.
3. Select Library of Marketing or Play Marketing Game.

#### The Marketing Game

1. A complete game takes 20 minutes and is equivalent to one year.
2. Bankruptcies are common and may take much less than 20 minutes.
3. Teams should play several times in order to understand the best strategies.
4. Teams should make notes as they make decisions.
5. A few tips:
  - buy and study the comparative landscape;
  - first decisions should be to pick a target market and choose a channel of distribution;
  - product redesign is expensive.

## Appendix B.3.1

### Research/Data Collection

Criteria	Level 1	Level 2	Level 3	Level 4
<b>Selecting Resources</b>	<ul style="list-style-type: none"> <li>uses a variety of published sources and human resources with minimal effectiveness to complete the task</li> <li>rarely selects the most appropriate sources for the task</li> </ul>	<ul style="list-style-type: none"> <li>uses a variety of published sources and human resources with moderate effectiveness to complete the task</li> <li>sometimes selects the most appropriate sources for the task</li> </ul>	<ul style="list-style-type: none"> <li>uses a variety of published sources (online, print catalogues, encyclopedias, books, journals, etc.) and human resources (e.g., librarians, business, community, site visits, etc.) effectively to complete the task</li> <li>frequently selects the most appropriate sources for the task</li> </ul>	<ul style="list-style-type: none"> <li>uses a variety of published sources and human resources with high effectiveness to complete the task.</li> <li>routinely selects the most appropriate sources for the task</li> </ul>
<b>Locating Information</b>	<ul style="list-style-type: none"> <li>uses a limited range of information retrieval strategies to locate appropriate and relevant information from the selected resources</li> </ul>	<ul style="list-style-type: none"> <li>uses a moderate range of information retrieval strategies to locate appropriated and relevant information from the selected resources</li> </ul>	<ul style="list-style-type: none"> <li>uses an extensive range of information retrieval strategies to locate appropriate and relevant information from the selected resources (e.g., indexes, directories, table of contents, search engine, keyword searches, interviews, questionnaires)</li> </ul>	<ul style="list-style-type: none"> <li>uses a complete range of information retrieval strategies to locate appropriate and relevant information from the selected resources</li> </ul>

<b>Criteria</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>Analysing Information</b>	<ul style="list-style-type: none"> <li>• rarely interprets information appropriately to support the hypothesis/solution</li> <li>• rarely identifies factors to validate the accuracy of the information</li> </ul>	<ul style="list-style-type: none"> <li>• sometimes interprets information appropriately to support the hypothesis/solution</li> <li>• sometimes identifies factors to validate the accuracy of the information</li> </ul>	<ul style="list-style-type: none"> <li>• frequently interprets information appropriately to support the hypothesis/solution</li> <li>• frequently identifies factors to validate the accuracy of the information (e.g., author, date, credentials)</li> </ul>	<ul style="list-style-type: none"> <li>• routinely interprets information appropriately to support the hypothesis/solution</li> <li>• routinely identifies factors to validate the accuracy of the information</li> </ul>
<b>Use of Information</b>	<ul style="list-style-type: none"> <li>• rarely presents research information appropriately</li> <li>• sources are rarely accurately recorded and documented</li> </ul>	<ul style="list-style-type: none"> <li>• sometimes presents research information appropriately</li> <li>• sources are sometimes accurately recorded and documented</li> </ul>	<ul style="list-style-type: none"> <li>• frequently presents research information appropriately (e.g., charts, diagrams, text)</li> <li>• sources are frequently accurately recorded and documented</li> </ul>	<ul style="list-style-type: none"> <li>• routinely presents research information appropriately</li> <li>• sources are routinely accurately recorded and documented</li> </ul>
<b>Planning the Research Process</b>	<ul style="list-style-type: none"> <li>• identifies the information specific to completing the task/solving the problem with minimal effectiveness</li> <li>• chooses the use of primary and/or secondary sources of information with minimal effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• identifies the information specific to completing the task/solving the problem with moderate effectiveness</li> <li>• chooses the use of primary and/or secondary sources of information with moderate effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• identifies the information specific to completing the task/solving the problem effectively</li> <li>• chooses the use of primary (e.g., student developed surveys, interviews) and/or secondary sources (e.g., published resources) of information effectively</li> </ul>	<ul style="list-style-type: none"> <li>• identifies the information specific to completing the task/solving the problem with high effectiveness</li> <li>• chooses the use of primary and/or secondary sources of information with high effectiveness</li> </ul>

---

## Appendix B 4.1

<b>Media</b>	<b>Advantages</b>	<b>Disadvantages</b>
Newspapers		
Magazines		
Television		
Radio		
Internet		
Direct Mail		
Billboards		

## Appendix B 4.2 - Print Advertising

Criteria	Level 1	Level 2	Level 3	Level 4
<b>Theme</b>	- sales message is neither simple nor clear	- sales message is simple but unclear	- sales message is clear but not simple	- sales message is simple and clear
<b>Headline</b>	- 0 or 1 of elements listed in level 4	- only 2 of 4 elements listed in level 4	- only 3 of 4 elements listed in level 4	<ul style="list-style-type: none"> <li>• Name of organization</li> <li>• Reader benefit</li> <li>• Simple and clear</li> <li>• Selective so readers know ad is directed at them</li> </ul>
<b>Illustration</b>	- 0 or 1 of elements listed in level 4	- only 2 of 4 elements listed in level 4	- only 3 of 4 elements listed in level 4	<ul style="list-style-type: none"> <li>• Attracts readers</li> <li>• Tells story</li> <li>• Reinforces sales points</li> <li>• Shows product</li> </ul>
<b>Text (body copy)</b>	- 0 or 1 of elements listed in level 4	- only 2 of 4 elements listed in level 4	- only 3 of 4 elements listed in level 4	<ul style="list-style-type: none"> <li>• Follows headline</li> <li>• Amplifies user benefits</li> <li>• Proof that product is a good one</li> <li>• Tells reader what to do next</li> </ul>
<b>Signature</b>	- ad ends with few of details about organization included	- ad ends with some of details about organization included	- ad ends with most of details about organization included	- ad ends with complete organization name or logo, address, phone number and business hours
<b>Layout</b>	- arrangement of criteria above is ineffective in drawing readers to the ad, guiding them through it and visually presenting desired image	- arrangement of criteria above is somewhat effective in drawing readers to the ad, guiding them through it and visually presenting desired image	- arrangement of criteria above is effective in drawing readers to the ad, guiding them through it and visually presenting desired image	- arrangement of criteria above is very effective in drawing readers to the ad, guiding them through it and visually presenting desired image

---

## Appendix B 5.1

### Group Assessment

#### How Well Did We Work Together?

Group Members: \_\_\_\_\_

Discuss, reach agreement, and colour each bar on the graph up to the agreed level.

A Whole Bunch					
A Lot					
Some					
Little					
Very Little					
	All members contributed ideas.	All members of our group listened carefully to the ideas of others.	All members of our group encouraged others to contribute their thoughts and ideas.	We made certain all members of our group understood the work.	Our group stayed focused on the task.

---

## Appendix B 5.2

### Trade Research Assessment

content reflects knowledge of trade and tariffs	- reports few facts, using limited vocabulary	- reports some facts using some key words and phrases	- reports sufficient facts using considerable appropriate vocabulary	- reports thoroughly on facts using appropriate vocabulary throughout
knowledge of why and how production decisions are made	- demonstrates limited knowledge	- demonstrates some knowledge	- demonstrates considerable knowledge	- demonstrates thorough knowledge
uses a variety of resources in research	- uses only one resource in research	- uses 2-3 resources in research	- uses 3-5 resources in research	- uses 3-5 resources from a variety of sources
communicates information effectively using an electronic format	- communicates information with limited clarity	- communicates information with some clarity	- communicates considerable information in a clear, concise and interesting fashion	- thoroughly communicates information clearly, concisely and creatively
inquires further about trade issues and how they impact Canadians	- limited inquiry	- some inquiry demonstrated	- considerable inquiry on a range of issues	- demonstrated thorough inquiry about the full range of issues associated with international trade
makes appropriate use of key words from personal dictionary	- uses 1-2 key words in a limited way	- uses 2+ words appropriately	- uses 4+ words appropriately	- uses 6+ words in appropriate ways

---

## Appendix B 5.3

### Assessment Checklist

<b>Content</b>	<b>Level One</b>	<b>Level Two</b>	<b>Level Three</b>	<b>Level Four</b>
Students use of key words correctly	- limited correct use of key words	- some correct use of key words	- correct use of key words	- thorough use of key words
Student calculates, analyses, and interprets the percent each partner trades with Canada	- describes only with limited analysis and interpretation	- calculates accurately with some analysis and interpretation	- calculates accurately with considerable analysis and interpretation	- analyses and interprets thoroughly
Student explains relationship of trading partners with Canada	- limited	- some	- considerable explanation	- thorough explanation
Student discusses how trade impacts the quality and quantity of products available	- demonstrates limited understanding	- demonstrates some understanding	- demonstrates considerable understanding	- demonstrates thorough understanding