Curriculum Expectations

Business Studies

As part of the curriculum review process, expectations are being incorporated into many areas of the elementary and secondary curriculum to help teachers bring First Nation, Métis and Inuit histories, cultures and perspectives into the classroom. This document provides teachers with a handy reference to those expectations contained in revised curricula released as of November, 2007. For Aboriginal students, the revised curriculum will help foster a strong sense of identity and a positive self-image. For all Ontario students, and educators, the new expectations add a rich new dimension to Ontario’s curriculum, and strengthen opportunities to explore, appreciate, understand, and value the contributions of Ontario’s Aboriginal communities to the social and cultural fabric of our province.

INTRODUCTION TO BUSINESS
GRADE 9 or 10, OPEN (BBI1O, BBI2O)

Business Fundamentals

Business Ethics and Social Responsibility
- Explain the concepts of ethics and social responsibility as they apply to business (e.g., workplace safety, antidiscrimination issues, accessibility issues for people with disabilities, environmental responsibility, respect for labour laws, fair trade).

International Business
- Explain the barriers and obstacles to conducting international business for domestic and foreign partners (e.g., tariffs; currency fluctuations; increased costs; cultural differences, including language barriers).

Entrepreneurship

Invention and Innovation
- Describe a variety of Canadian inventions (e.g., the snowmobile, basketball, kerosene) and innovations (e.g., IMAX), including Aboriginal inventions and innovations (e.g., goggles, snowshoes, kayaks).
Ethics and Issues in Information and Communication Technology

*Legal, Social, and Ethical Issues*

- Describe the impact of access and equity issues relating to information and communication technology (e.g., the availability of software to assist people with disabilities, access to equipment at home, the effect of technology on northern and Aboriginal communities).

**ENTREPRENEURSHIP: THE VENTURE**

*GRADE 11, COLLEGE PREPARATION (BDI3C)*

**Ideas and Opportunities for New Ventures**

*Sources of Opportunities and Ideas*

- Describe how similar needs and wants have been satisfied in different ways (e.g., alternative methods of healing, such as Aboriginal or Chinese methods, versus Western medicine; organic produce versus genetically modified produce).
- Analyse, using a variety of sources (e.g., books, magazines, personal observation, the Internet), current economic trends (e.g., greater discretionary income of youth) and social trends (e.g., aging population, increasing cultural diversity) in order to generate ideas for new ventures.

**The Benefits of a Venture Plan**

*Components of a Venture Plan*

- Describe sources of information and advice that may facilitate the preparation of a venture plan (e.g., local Business Enterprise Centres, National Council of Ethnic Canadian Business and Professional Associations, Aboriginal Business and Economic Development Organization, Canadian Women’s Business Network).

**ENTREPRENEURSHIP: THE ENTERPRISING PERSON**

*GRADE 11, OPEN (BDP3O)*

**Entrepreneurship and the Enterprising Employee**

*Entrepreneurial Characteristics and Factors Affecting Successful Entrepreneurship*

- Describe the barriers that various entrepreneurs (e.g., women, people with disabilities, Aboriginal peoples, new immigrants, people from various ethnocultural minorities) have faced in the past and the factors that are contributing to their success today (e.g., funding, education, changing attitudes, mentoring).
Project Management

**Team-Based Project Management**
- Identify challenges and advantages of working in a culturally and socially diverse workplace (e.g., bridging differences in customs and religion and ethnocultural backgrounds; access to a range of cultural and educational experiences).

Electronic Communications and Teamwork

**The Team Process**
- Identify personal qualities that enhance employee effectiveness and productivity in a team environment (e.g., promptness, ability to get along with others, dependability, honesty, willingness to ask questions, respect for diversity, positive attitude);
- Identify ways of working effectively in a team with co-workers who are of different ages, come from different cultures, and have a range of abilities.

Conducting International Business

**Culture and Customs**
- Identify key cultural differences between countries (e.g., language, religion, family structure) and describe how they create both opportunities and challenges for companies involved in international business;
- Describe some of the features of Canadian culture, including diversity and multiculturalism, and explain how they can be an advantage in doing business internationally (e.g., the range of experience, skills, languages in a diverse workforce; international contacts and knowledge of local customs in other countries).
BUSINESS LEADERSHIP: MANAGEMENT FUNDAMENTALS
GRADE 12, UNIVERSITY/COLLEGE PREPARATION

Foundations of Management

Issues of Ethics and Social Responsibility
- Evaluate the impact of major ethical issues (e.g., bribery, harassment, polluting the environment, theft in the workplace, Aboriginal land claims versus interests of resource companies) and dilemmas (e.g., for the individual, the workplace, and the local and global community) on management strategies and decision making.

Leading

Human Behaviour
- Analyse the elements that shape human personality (e.g., cultural, social, and family influences) and their impact on human behaviour.

Leadership Techniques
- Compare different leadership styles (e.g., democratic, autocratic, laissez-faire, collaborative) and describe how these styles are exemplified by a variety of business leaders (e.g., men and women from diverse ethnocultural groups, including Aboriginal peoples).

ABOUT THE TEACHER’S TOOLKIT
This document is one component of Aboriginal Perspectives: The Teacher’s Toolkit, a collection of resources designed to help Ontario educators bring Aboriginal perspectives into the classroom. Based on the revised Ontario curriculum, the series includes resources for educators at both the elementary and secondary levels. Other resources in this series can be found on the ministry website at www.edu.gov.on.ca.