

Course Outline

School Name: Keewaytinook Internet High School

Department Name: Business Studies

Ministry of Education Course Title: Information and Communication Technology in Business

Grade Level: 9

Ministry Course Code: BTT10

Teacher's Name: Lorne Goring

Developed by: Linda Johnson **Date:** September 2009

Revision Date: September 2009

Developed from: Ontario Curriculum, Business Studies, Information and Communication Technology in Business, Grades 9 and 10, 2006.

Profile Name: Information and Communication Technology in Business, Grade 9 and 10 Open

Text: "Simplified Computers 6th Edition" by Paul McFedries

Prerequisite: None

Credits: 1

Length: 110 Hours

Principal's Name: Darrin Potter

Principal's Approval (signature): _____

Approval Date:

Course Description/rationale

This course will introduce students to information and communication technology in a business environment and builds a foundations of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and website design skills. Throughout the course, there is an emphasis on digital literacy, effective electronic research and communication skills, and current issues related to the impact of information and communication technology.

Overall Curriculum Expectations

Digital Literacy

- demonstrate an understanding of the terminology associated with information and communication technology;
- demonstrate an understanding of the computer workstation environment;
- manage electronic files and folders;
- analyse options for accessing the Internet; and
- apply effective techniques when conducting electronic research.

Productivity Software

- use word processing software to create common business documents;
- use spreadsheet software to perform a variety of tasks; and
- manage information, using database software.

Design Software

- use presentation software to create and deliver effective presentations;
- use desktop publishing software to create publications; and
- demonstrate an understanding of the uses and design of effective websites, and develop their own web pages.

Business Communications

- demonstrate an understanding of the characteristics of effective business documents and communications;
- use appropriate technology to facilitate effective communications; and
- maintain a portfolio of exemplary work that illustrates their skills in information and communication technology, including the ability to create effective business communications.

Ethics and Issues in Information and Communication Technology

- demonstrate an understanding of legal, social, and ethical issues relating to information and communication technology;
- analyse privacy and security issues relating to information and communication technology; and
- assess the impact of information and communication technology on personal health and the environment.

Course Content

Unit	Length
Fundamentals of ICT in Business: <i>Introduction to Terms, Work Place and Station, and the “Dos” and “Don’ts”</i>	27.5
Get the Power: <i>Productivity and Design Software in Business</i>	27.5
ICT in the Business World: <i>Creating, Presenting with Purpose and Pizzazz</i>	27.5
Digital Literacy: <i>Gathering, Assessing, Managing and Communicating in the Business World</i>	27.5
Ethics and Issues in ICT: <i>Local, National, and Global</i>	Delivered Concurrently
Total	110 hours

Unit Descriptions

Unit 1 - You will develop knowledge and understanding of fundamental business information and communication technology (“ICT”) terminology; experiment with specific digital software in word processing, spreadsheets, data-entry, etc.; you will create an online Glossary for ICT terms; have your data entry skills assessed; explore ethical issues relating to ICT, including principles and guidelines in business practice, privacy and social responsibilities, and legal considerations in the business world; understand the functions of your computer, workstation, and understanding the importance of ergonomics; and will create a portfolio (a slide presentation document) which will be an ongoing work in progress throughout this course wherein samples of your best work (business documents, webpage, images, etc.) will be inserted into this portfolio presentation to be submitted at the end of the course.

Unit 2 - You will develop your skills in the application of productive and design software by using word processing software to create common business documents, to produce properly structured and formatted business documents (letter, memo, report, resume), using spreadsheet software to perform a variety to tasks (input, organize, and format data, use formulas and functions), learn database terminology and manage data; file management by organizing and naming files and folders in a logical manner, identifying and accessing appropriate drives to facilitate data storage and retrieval; investigate webpage design software; access the Internet to conduct electronic research, websites, databases, and use a variety of search engines; and maintain your portfolio of exemplary work.

Unit 3 - You will complete exercises and use electronic tools to enhance and/or develop your business communication skills, develop an understanding of online conferencing, e-mail, voice mail, instant messaging is and how it works, investigate a variety of topics related to electronic communication, and apply your new electronic communication skill to create an electronic presentation; make additions to your portfolio selecting samples of you work illustrating your skills and competencies in ICT and business communications.

Unit 4 - You will improve and/or develop your ability to find information from a variety to electronic sources; create evaluation criteria to evaluate the electronic information gathered with respect to validity, bias, usefulness, confidentiality, and the degree to which it is up to date; develop an understanding in Internet connections; investigate dangers that are associated with transmission and information; apply research and critical thinking skills developed in researching the business and communication etiquette of a designated

culture; and apply your research findings to different formats which will be shared with classmates.

Unit 5 - You will assemble a scrapbook made up of different information and communication technology related jobs advertisements researching the Internet using employment websites (e.g. Monster.ca), search engines, databases, libraries, etc., use the appropriate software to produce a desktop published presentation that will give Internet advice to the job hunter, exploring the information and communication technology options in your school, revise your information and communication growth plans based on what you have learned in this course; and complete your ICT portfolio featuring a selection of business communication documents, images, and webpage created during this course for submission.

Teaching/Learning Strategies

- Teacher should provide and use a range of tools, including simulations, multimedia resources, databases, spreadsheets, and computer-assisted learning modules.
- Teacher should access resources such as libraries, archives, public institutions, and private businesses across the country and around the world available via Internet Websites.
- Make available applications such as databases, spreadsheets, word processors, and presentation and multimedia software to enhance student learning.
- Reading/comprehension, case studies and simulations, teamwork, brainstorming, mind mapping, problem solving, decision making, independent research, personal reflection, online presentations, direct instruction, portfolios, and hands-on applications.
- Teacher should provide a wide range of activities and assignments that encourage master of basic concepts and development of inquiry/research skills.
- Teacher should help students to relate the knowledge and skills gained to issues and situations in the business world.
- Teacher should emphasize the relationship of business studies to the world outside the school to help students recognize that information and communication technology profoundly affects their lives, communities and world, outside of the classroom setting.
- To ask students to show them their completed assignments before uploading. Whenever possible, teachers should conduct a quick check for major errors (formatting, punctuation, capital letters, periods, etc.)
- Encourage students to email their instructor with any comments or questions.
- Whenever possible, teacher should read instructions allowed with students and ask them to paraphrase.
- Teacher should create and maintain a large progress report display in a space that is easily visible by all students.

Evaluation

- **Seventy per cent (70%)** of the grade will be based on evaluations conducted throughout this course. This portion of the grade should reflect the students' most consistent level of achievement throughout the course, although special consideration should be given to the more recent evidence of achievement.
- **Thirty per cent (30%)** of the grade will be based on a final evaluation in the form of an examination, performance, essay and / or other method of evaluation suitable to the course content and administered towards the end of the course.

Type of Assessment	Category	Details	Weighting (%)
Formative (70%)	Knowledge & Understanding	<ul style="list-style-type: none"> • demonstrate an understanding of the terminology associated with information and communication technology • demonstrate an understanding of the characteristics of effective business documents and communications • demonstrate an understanding of legal, social, and ethical issues relating to information and communication technology • demonstrate an understanding of the computer workstation environment • demonstrate an understanding of the uses and design of effective websites, and develop their own web pages 	10%
	Thinking & Inquiry	<ul style="list-style-type: none"> • analyse options for accessing the Internet • compare the functions of different types of devices that can connect to the Internet, and compare the services provided by a variety of Internet service providers • analyse privacy and security issues relating to information and communication technology • assess the impact of information and communication technology on personal health and the environment • assess their personal competencies and skills in information and communication technology 	20%
	Application	<ul style="list-style-type: none"> • manage electronic files and folders • organize files and folders in a logical manner • apply effective techniques when conducting electronic research • demonstrate efficient use of a computer workstation • manage information, using database software • demonstrate effective use of e-mail software 	20%
	Communication	<ul style="list-style-type: none"> • use current information and communication technology terms appropriately • use word processing software to create common business documents • use spreadsheet software to perform a variety of task • use presentation software to create and deliver effective presentations • use appropriate technology to facilitate effective communication • use a variety of electronic media to find relevant information. • demonstrate an ability to use electronic software to create presentations 	20%

Summative (30%)	<u>Culminating Activity (15%)</u>	Knowledge & Understanding	3%
		Thinking & Inquiry	4%
		Application	4%
		Communication	4%
	<u>Final Examination (15%)</u>	Knowledge & Understanding	3%
		Thinking & Inquiry	4%
		Application	4%
		Communication	4%
TOTAL:			100%

Assessment/Evaluation Strategies

Student assessment and evaluation methods for this course reflect authentic practices found in the working world. Formal and informal observation techniques and conferencing help clarify student thinking and provide evidence of student progress. Tests help students to confidently build an inventory of knowledge and skills that subsequently are drawn upon to create a product or deliver a presentation. The completed products and presentations will be evaluated by the teacher. A table outlining the assessment technique for each activity is included in the beginning of every unit.

Resources

Glossary Of Terms: To locate the meaning of terminology used in this course, access www.webopedia.com.

Newspapers/Magazines

Canoe - Canadian Newsstand and Information <http://www.canoe.com>

The Globe and Mail <http://www.globeandmail.com>

Premier Tracks (offers a collection of K-12 web-based lessons <http://www.4teachers.org/premier>

Real Networks (allows download of mostly free plug-ins) <http://www.realaudio.com>

Program Planning

This course is offered to students living in isolated northern Ontario communities which do not have access to regular high school facilities, equipment, or teachers associated with secondary education.. This course uses the internet for instruction, demonstration and research. It utilizes a student centred semi-virtual classroom which capitalizes on the strengths of internet program delivery to minimize the disadvantages of geographic remoteness.

Students are presented with 400 minutes of instruction/activity via the internet over the period of one week. All lessons, assignments, questions and course material is presented in this manner with approved print materials available as a student resource. The student and instructor communicate via the internet, while a classroom mentor (a fully qualified teacher) assists students in completing tasks in a timely manner and provides tutoring as required.