

# Course Outline

School Name: Keewaytinook Internet High School

Department Name: Business Studies

Ministry of Education Course Title:

Grade 9 Information and Communication Technology in Business

Grade Level: 9

Ministry Course Code: BTT10

Teacher's Name: Zafer Erol

Developed by: Linda Johnson Date: September 2008

Revision Date: September 2017

Developed from: The Ontario Curriculum, Grade 9 and 10: Business Studies, 2006 (Revised)

Text: None

Prerequisite: None

Credits: 1

Length: 110 hours

Principal's Name: Kevin Dempsey

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**

<b>Unit</b>	<b>Length</b>
<b>1. Digital Literacy</b>	34 hrs
<b>2. Productivity Software</b>	16 hrs
<b>3. Design Software</b>	16 hrs
<b>4. Business Communication</b>	22 hrs
<b>5. Ethics and Issues in ICT</b>	22 hrs
<b>Total</b>	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 web-page 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***

Only through the use of a wide variety of teaching, learning, and assessment strategies and tools can the wide range of expectations in this course be addressed.

Teachers will:

- provide students with materials, technological tools and software for use in experiments, demonstrations, and investigations.
- address a variety of learning styles in each unit.
- be accountable to addressing the overall and specific expectations in their planning, and accountable to tracking student progress in the overall expectations, including the most important specific expectations.
- act as guide and facilitator.
- provide many opportunities for students to demonstrate their ability to meet course expectations.
- ensure that the culmination of an activity helps the students to build a solid understanding of the mathematical concepts arising from that activity and sets the stage for future learning.
- use learning/performance tasks that are designed to link several expectations and give the students occasion to demonstrate their optimal levels of achievement through the communication of results, the ability to pose extending questions following an inquiry, and to provide the solution to unfamiliar problems.
- provide regular assessment which provides the feedback that students need in order to improve their achievement.

Students will:

- develop increasing responsibility for their own learning.
- carry out investigations and engage in the inquiry process.
- explore, manipulate or transform, infer or conclude, and communicate during an inquiry.
- engage in explorations involving the use of technology, spreadsheets and multimedia resources).
- follow examples and take notes provided by the teacher.
- pose and answer questions in a context.
- describe the patterns that emerge verbally and visually (using tables, graphs and posters).
- practice prerequisite skills.

### ***Evaluation***

The final grade will be determined as follows (Ontario Ministry of Education, 2010):

- Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. Toronto ON: Queen's Printer for Ontario.

Type of assessment	Category	Details	Weighting (%)
Term Work (70%)	Knowledge/ Understanding	<ul style="list-style-type: none"> <li>- demonstrate an understanding of the terminology associated with information and communication technology</li> <li>- demonstrate an understanding of the characteristics of effective business documents and communications</li> <li>- demonstrate an understanding of the computer workstation environment</li> <li>- demonstrate an understanding of the uses and design of effective websites, and develop their own web pages</li> </ul>	13%
	Thinking	<ul style="list-style-type: none"> <li>- manage electronic files and folders</li> <li>- organize files and folders in a logical manner</li> <li>- manage information, using database software</li> <li>- demonstrate effective use of e-mail software.</li> </ul>	19%
	Communication	<ul style="list-style-type: none"> <li>- manage electronic files and folders</li> <li>- organize files and folders in a logical manner</li> <li>- demonstrate efficient use of a computer workstation</li> <li>- manage information, using database software</li> <li>- demonstrate effective use of e-mail software</li> </ul>	19%
	Application	<ul style="list-style-type: none"> <li>- use current information and communication technology terms appropriately</li> <li>- use word processing software to create common business documents</li> <li>- use spreadsheet software to perform a variety of task</li> <li>- use presentation software to create and deliver effective presentations - use appropriate technology to facilitate effective communication</li> <li>- use a variety of electronic media to find relevant information.</li> </ul>	19%
Final Evaluation (30%)	Culminating Activity (20%)	Knowledge/Understanding	3
		Thinking	4
		Communication	4
		Application	4
	Final Examination (10%)	Knowledge/Understanding	3
		Thinking	2
		Communication	2
		Application	3
<b>TOTAL</b>		<b>100</b>	

## **Assessment/Evaluation Strategies**

A variety of means of assessment and evaluation methods, strategies and tools are required as appropriate to the expectation being assessed. These include diagnostic, formative and summative within the course and within each unit.

Assessment information is obtained through a variety of means, including the following:

### **Assessment for learning that includes diagnostic and formative assessment**

- Teacher will provide descriptive feedback for student to gain insight in area of improvement.
- Observations during student progress with product.
- Conversations carried throughout courses upon student's submission.

### **Assessment as learning**

- Teacher and Mentor to help student learn to set individual goals to monitor their own progress (Checklist of review and reflect and FN My Progress)

### **Assessment of learning**

- A summative assessment with Teacher's observation with culminating tasks to assess student have learned and achieved learning goals.

Evidence of student achievement is collected from various sources, including the following:

- Final exam
- Culminating Activity
- Student performance tasks projects that includes PowerPoint Presentations, Excel activities, business and digital products)

## **Resources**

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. Toronto, ON: Queen's Printer for Ontario.

Ontario Ministry of Education. (2006). *The Ontario curriculum grades 9 and 10: Business Studies*. Toronto, ON: Queen's Printer for Ontario.

McFedries, P. (2005). *Computers simplified* (6th ed.). Indianapolis, IN, United States: Hungry Minds Inc, U.S.

Profile: Information and Communication Technology in Business, Grade 9 and 10 Open Growing Success, Assessment, Evaluation, and Reporting in Ontario Schools. 2010

## **Program Planning**

This course is offered to indigenous students living in 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 instruction/activity via the internet. 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. Students may also receive support from various programs at KIHS, including the First Nation Student Success Program and the Special Education Program.

Indigenous and local content is used throughout the course to meet students' learning needs. Considerations are made to the learning preferences of the student population, and lessons can be adjusted for individual students as required.