



Ontario eSecondary School Course Outline 2023-2024

Ministry of Education Course Title: Information and Communication Technology in Business	
Ministry Course Code: BTT10/20	
Course Type: Open	
Grade: 9 or 10	
Credit Value: 1.0	
Prerequisite(s): None	
Department: Business Studies	
Course developed by: Vitaliy Bilous	Date: September 9th, 2021
Length: One Semester	Hours: 110
This course has been developed based on the following Ministry documents: <ol style="list-style-type: none">1. Business Studies, The Ontario Curriculum, Grades 9 and 10, 2006, (revised)2. <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario's Schools (2010)</i>3. <i>Learning for All (2013)</i>	

COURSE DESCRIPTION/RATIONALE

This course introduces students to information and communication technology in a business environment and builds a foundation 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

Unit 1

By the end of this course, students will:

- 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.
- apply effective techniques when conducting electronic research.

Unit 2

By the end of this course, students will:

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

Unit 3

By the end of this course, students will:

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

Unit 4

By the end of this course, students will:

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

COURSE CONTENT

<i>Unit</i>	<i>Length</i>
Unit 1: Digital Literacy	25 hours
Unit 2: Technology for Productivity	25 hours
Unit 3: Design Software	25 hours
Unit 4: Business Communications, Ethics and Issues	25 hours
Unit 5: Project Culminating Task	10 hours
Total	110 Hours

UNIT DESCRIPTIONS

UNIT 1: DIGITAL LITERACY

Just as a worker needs to know his tools, it is critical for citizens of the 21st century to be comfortable with a computer workstation and the digital environment. In this unit, you will learn to recognize and understand the components of a computer, the elements of the user interface, and the function of the operating system.

UNIT 2: TECHNOLOGY FOR PRODUCTIVITY

This unit focuses on learning about the basic functions of Google Drive. You will learn about managing and organizing your files inside Google Drive. You will use a hands-on approach to applying technology for productivity by learning about font and styles, design, inserting graphics, and creating documents. Word processing will be applied utilizing Google Docs. Spreadsheets and data management will be utilized within Google Sheets exploring effective functionality and display, as well as data methods.

UNIT 3: DESIGN SOFTWARE

This unit focuses on learning about the presentation software to create and deliver effective presentations. You will use a hands-on approach to applying technology for design. Presentation design will be applied utilizing Google slides. Lastly, web design will be utilized within Wix exploring effective use of desktop publishing software to create publications.

UNIT 4: BUSINESS COMMUNICATIONS, ETHICS AND ISSUES

This unit focuses on learning business etiquette in communication using technological devices like email, computers and cellphones. You will also learn about the importance of having great presentation skills and having knowledge about privacy and security issues. Lastly, you will examine ethics when it comes to environmental issues and computer related health hazards.

CULMINATING PROJECT

For the following Culminating Project, you will work by yourself and choose a company that operates in Canada or a Canadian Franchise. Provide an 8 to 10 slideshow presentation that will give potential investors information about the company. You will be required to meet with your teacher to present your work for about 7 – 10 minutes. Make sure to let your teacher know when you are ready to present your culminating project.

TEACHING AND LEARNING STRATEGIES

In this course, students will experience the following activities.

Presentations with embedded videos are utilized to outline concepts, explain theory with the use of examples and practice questions, and incorporate multi-media opportunities for students to learn more (e.g. online simulations, quizzes, etc.).

End of unit conversations and Poodlls are opportunities for students to express their ideas, problem solving, and thought processes with a teacher who provides timely feedback.

Reflection is an opportunity for students to look back at concepts and theories with new eyes, to relate theory to practice, and to align learning with their own values and beliefs.

Discussions with the instructor are facilitated through video conferencing, discussing the concepts and skills being studied. This enables two-way communication between the student and the instructor, to share ideas and ask questions in dialogue. This also helps to build a relationship between the student and instructor.

Instructor demonstrations (research skills, etc.) are opportunities for the instructor to lead a student through a concept or skill through video conferencing, videos, or emailing with the student.

Discussion forums are an opportunity for students to summarize and share their ideas and perspectives with their peers, which deepens understanding through expression. It also provides an opportunity for peer-to-peer feedback.

Practical extension and application of knowledge are integrated throughout the course. The goal is to help students make connections between what they learn in the classroom and how they understand and relate to the world around them and their own lives. Learning becomes a dynamic opportunity for students to be more aware that their learning is all around them and enable them to create more meaning in their lives.

Individual activities/assignments assessments are completed individually at a student's own pace and are intended to expand and consolidate the learning in each lesson. Individual activities allow the teacher to accommodate interests and needs and to assess the progress of individual students. For this reason, students are encouraged to discuss IEPs (Individual Education Plans) with their teacher and to ask to modify assessments if they have a unique interest that they feel could be pursued in the assessment. The teacher plays an important role in supporting these activities by providing ongoing feedback to students, both orally and in writing.

Research is an opportunity to apply inquiry skills to a practical problem or question. Students perform research to gather information, evaluate quality sources, analyze findings, evaluate their analysis, and synthesize their findings into conclusions. Throughout, students apply both creative thinking and critical thinking. New questions are also developed to further learning.

Writing as a learning tool helps students to think critically about course material while grasping, organizing, and integrating prior knowledge with new concepts. Good communication skills are important both in and out of the classroom.

Creating and evaluating artefacts (products, packaging, etc.) involves active learning with critical thinking. These artefacts/evaluations provide evidence of skill development as a basis for providing feedback to help students improve and further develop knowledge and skills.

Diagrams are visual representations of scientific ideas and concepts. They provide another perspective to organize ideas. Visuals are thought to promote cognitive plasticity - meaning, they can help us change our minds or help us to remember an idea.

Cases are summaries of real-life situations wherein students relate theories and concepts towards understanding a real-world context. This helps students to understand the application and use of knowledge.

Articles are examples of concepts and theories being discussed in the public realm and with respect to current events. They are snapshots not only of why theories/concepts/applications are relevant but also provide a window into the broader context of subject matter knowledge and understanding. Students learn through reading and analysis that the subject matter is deeply related to, and intertwined with, society and the diverse perspectives of lived experience.

Readings are an opportunity for students to gain insight from a variety of texts online and further develop literacy skills. Students may print out the reading material to use it to highlight, take notes, and have with them when a computer is not available.

Practice problems provide students with a scenario/problem to solve by applying concepts and skills learned in a context. This helps students to understand the relevance of their learning.

Oral presentations in an online environment are opportunities for students to present live or record presentations, expressing their ideas and understanding orally.

Market Research is an opportunity to conduct and combine primary and secondary research to better understand business issues, problems, ideas, and questions (e.g. comparing brands). Primary research involves the active participation of the student as a researcher conducting the inquiry (e.g. formulating a problem/question, gathering evidence, analyzing the evidence, and forming conclusions). Secondary research involves the summary or synthesis of data and literature that has been organized and published by others.

Debate involves looking at an issue from a particular angle/perspective. Students support their perspective by formulating persuasive arguments based on evidence and then share those with an opposing view. An opportunity for a decision may arise after opposing views are shared and evaluated.

ASSESSMENT, EVALUATION, AND REPORTING

Assessment: The process of gathering information that accurately reflects how well a student is achieving the identified curriculum expectations. Teachers provide students with descriptive feedback that guides their efforts towards improved performance.

Evaluation: Assessment of Learning focuses on Evaluation which is the process of making a judgement about the quality of student work on the basis of established criteria over a limited, reasonable period of time.

Reporting: Involves communicating student achievement of the curriculum expectations and Learning Skills and Work Habits in the form of marks and comments as determined by the teacher's use of professional judgement.

STRATEGIES FOR ASSESSMENT

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

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

ASSESSMENT ACTIVITIES

- ☐ Homework assignments
- ☐ Individual conference meetings
- ☐ Discussion Forums
- ☐ Diagnostic tests and writing tasks
- ☐ Free-writing journals/blogs
- ☐ Outlining and planning sheets
- ☐ Completed Templates & Graphic Organizers
- ☐ Editing Checklists
- ☐ Reflections
- ☐ Oral presentations & Active Listening

- ❑ Creative Writing & Story Development
- ❑ Evaluations

EVALUATION

The final grade will be determined as follows:

- ❑ 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 will 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.

(Growing Success: Assessment, Evaluation and Reporting in Ontario Schools. Ontario Ministry of Education Publication, 2010 p.41)

Weight	
Course Work	70
Knowledge/Understanding (K)	17.5
Thinking/Inquiry (T)	17.5
Communication (C)	17.5
Application (A)	17.5
Final	30
Culminating Project (7.5K, 7.5T, 7.5C, 7.5A)	30

TERM WORK EVALUATIONS (70%)

Evaluation Item	Description	Category
Unit 1: Computer Purchase Assignment	Students are to create an expert report and recommendations on the computer purchase using specific criteria.	T, C, A
Unit 2: IT Career Exploration Assignment	Students are to use the Internet to research one of the above IT careers, and Google Docs to type up their findings from their chosen topic (see below for details). The report should include information such as job duties, education required, salary, etc.	T, C, A
Unit 2: Spreadsheet Survey Assignment	Students have been hired by a marketing firm to analyze data using Excel spreadsheets. They are to create a survey related to cell phones. They can make up any questions they like relating to cell phones.	K
Unit 3: Write Your Own Adventure Story Presentation	Students are to use what they know about google slides, design a digital choose-their-own-adventure story to engage readers at their school.	T, C, A
Unit 3: Wix Portfolio Website	Students are to use wix.com to create their own professionally looking personal portfolio.	K, T, C, A
Unit 4: Ergonomics Brochure Assignment	Students are to use an app such as Canva, create a brochure about the topic of ergonomics.	K, T, C, A
Unit 4: Toxic E-Waste Pouring into Third World	Students are to read the case study and provide full paragraph responses to the provided questions.	T, C

FINAL EVALUATIONS (30%)

Evaluation Item	Description	Category
Summative Project	The Summative Project brings together the main topics and concepts of the course into one final assignment where students are to create their own company.	K, T, C, A

AFL/AAL/AOL TRACKING SHEET

Unit 1: Digital Literacy – 25 hours

AAL	AFL	AOL
U1:L1 Computer Camp assignment	U1:L1 Types of Computers assignment	Computer Purchase assignment
U1:L2 The Impact of Technology on Our Lives discussion forum	U1:L3 21 st Century Design worksheet	
U1:L5 The Importance of Computer's Operating System assignment	U1:L4 Journey Inside the Computer assignment	
U1:L6 Understanding Web Browser assignment	U1:L5 Operating System assignment	
U1:L6 Web Browser worksheet	Unit 1: Feedback session with Teacher	

Unit 2: Technology for Productivity – 25 hours

AAL	AFL	AOL
U2:L1 Types of Files that you Use Discussion forum	U2:L3 Applied Digital Skills: Organize Files in Drive assignment	IT Career Exploration assignment
U2:L3 Practice Document assignment	U2:L4 Google Docs Scavenger Hunt assignment	Spreadsheet Survey assignment
U2:L4 Practice Document #2 assignment	U2:L4 Applied Digital Skills: Searching for a Part-time or Summer Job assignment	
U2:L5 Indent Marker assignment	Unit 2: Feedback session with Teacher	
U2:L7 Spreadsheet Practice assignment		
U2:L8 Cells Practice assignment		
U2:L9 Cells Practice #2 assignment		

Unit 3: Design Software – 25 hours

AAL	AFL	AOL
U3:L2 Thank You Presentation	U3:L1 Practice Presentation	Write Your Own Adventure Story
U3:L4 Speech Bubble Presentation	U3:L3 Volunteer Presentation	Wix Portfolio assignment
	U3:L5 Animation Presentation	
	Unit 3: Feedback session with Teacher	

Unit 4: Business Communications, Ethics and Issues – 25 hours

AAL	AFL	AOL
		Ergonomics assignment
		E-Waste Article and Questions

Final

AOL
Summative Project

CONSIDERATION FOR PROGRAM PLANNING

PLANNING PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Special Education Transformation: The Report of the Co-Chairs with the Recommendations of the Working Table on Special Education, 2006 endorses a set of beliefs that should guide program planning for students with special education needs in all disciplines. Those beliefs are as follows: All students can succeed. Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students. Successful instructional practices are founded on evidence-based research, tempered by experience.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 percent of the students in Ontario's English language schools is a language other than English. Ontario's linguistic heritage includes several Aboriginal languages; many African, Asian, and European languages; and some varieties of English, such as Jamaican Creole. Many English language learners were born in Canada and raised in families and communities in which languages other than English were spoken, or in which the variety of English spoken differed significantly from the English of Ontario classrooms. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited. When they start school in Ontario, many of these students are entering a new linguistic and cultural environment.

THE ROLE OF TECHNOLOGY IN THE PROGRAM

Information and communications technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' language learning. ICT tools include multimedia resources, databases, Internet websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. Information and communications technologies can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom. Whenever appropriate, therefore, students should be encouraged to use ICT to support and communicate their learning.

ACCOMMODATIONS

Accommodations will be based on meeting with parents, teachers, administration and external educational assessment report. The following three types of accommodations may be provided:

- ☐ **Instructional accommodations:** such as changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- ☐ **Environmental accommodations:** such as preferential seating or special lighting.
- ☐ **Assessment accommodations:** such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

Other examples of modifications and aids, which may be used in this course, are:

- ☐ Provide step-by-step instructions.
- ☐ Help students create organizers for planning writing tasks.
- ☐ Allow students to report verbally to a scribe (teacher/ student) who can help in note taking.
- ☐ Permit students a range of options for reading and writing tasks.
- ☐ Where an activity requires reading, provide it in advance.
- ☐ Provide opportunities for enrichment.