



Ontario eSecondary School Course Outline 2021-2022

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| 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> | |

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

The students will experience a variety of activities:

Whole-Class Activities

Whole class activities are designed to introduce concepts and skills that are directly applicable to the workplace and to build on the content being studied during small group and individual activities. These activities include the following:

Class discussions that are facilitated through video conferencing and telephone conversations with their subject teacher or discussions with other students concerning the concepts and skills being studied. This is done with the use of Socratic circles for discussions.

Teacher demonstrations (research skills, etc.) through video conferencing, email, or telephone conversations with subject teacher, or videos provided of a teacher or student demonstrating the concepts and skills being studied. This helps the student and teacher create an atmosphere of trust and respect to aid in the online learning environment.

Video presentations and technological aids (research) with videos embedded to enrich the course content and clarify concepts and skills being studied. Also the use of online pre-approved quizzes and games to help a student become more familiar with the concepts and skills being studied.

Diagnostic and review activities (audio and video taping) can be student-lead or teacher lead to work as a review for students through audio and video made to share among each other to help reinforce the concepts and skills being studied.

Brainstorming, charts and graphs are a great way for students to demonstrate their knowledge of subject matter through graphic organizers, pictures, and texts. This is communicated through assignments in Moodle.

Small Group Activities

The teacher sets up small group activities to provide opportunities for active and oral learning as well as to bolster practical communication and teamwork skills. The teacher plays a critical role during group activities by monitoring group progress as well as answering questions that arise and using questions to assist students in their understanding. In this way, the teacher also facilitates student understanding of effective learning, communication, and team building during group activities.

The small group activities include the following:

Paired or small group research activities students are able to share their work online with not only their teachers, but their classmates too. Students are able to share resources through online chat and video conferencing. The ability to learn from each other, work on teamwork skills, and practice communication are valued and encouraged throughout the course.

Comparison and evaluation of written work is very important in this course. This course focuses on giving many examples of correct work, and helping students build the skills needed to peer-correct and self-correct. Students are given a variety of texts to read through embedded links, to make comparisons with different texts, real life situations, and their own writing.

Practical extension and application of knowledge is used as an effective learning strategy in this course because it allows the students to read and listen to the texts and stories and reflect back with connections to themselves, other texts and the world. Students are encouraged to share their understandings through work submitted each day, phone conversations about course work, or videoconferencing.

Oral presentations in an online environment we have the equipment to have student either live video conference oral presentations, or make videos and submit them for their oral presentations. These oral presentations can be viewed by fellow students (when appropriate) and the teacher. Students can learn from one another, and from their teacher. Such activities include dramatic readings and performances.

Individual Activities

The teacher should provide a variety of individual assignments to expand and consolidate the learning that takes place in the whole-class and small group activities. Individual activities allow the teacher to accommodate interests and needs and to assess the progress of individual students. The teacher plays an important role in supporting these activities through the provision of ongoing feedback to the students, both orally and in writing. Teachers are encouraged to include individual activities such as the following in the course:

Research is completed in an online environment by teaching the students first about plagiarism rules and giving examples of good sources to use. The students are not only limited to the online search for information, but have resources available by links on the Moodle page of information that has been scanned and uploaded.

Individual assignments are worked on at a student's own pace. The teacher can support the student in these activities with ongoing feedback.

Oral presentations are facilitated through the use of video conferencing and video recording.

Practical extension and application of knowledge helps students develop their own voice, and gives them the ability to make personal connections, and connections to the world throughout their course. Students are given a variety of reading and viewing texts to give them many chances to apply their new concepts, skills, and knowledge.

Ongoing project work is something that is valued in the earning of an English credit. The ongoing project can be submitted to the teacher for ongoing feedback in both written and oral work.

Written assignments are used to allow students to develop their skills in writing, comprehension, and communication. With the online format students submit their work, and have a chance to get feedback from the teacher, and submit their best work. This can be demonstrated with reading responses, personal writing, report writing, essay writing, script writing, business and technical writing, and individual research assignments.

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.

Units conclude with performance tasks, e.g., interviews and from essays that build towards and prepare students for the end-of-course culminating task in Unit Five. 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, i.e. check bricks; teacher-adapted generic rubrics available in many sources, including the *Ontario Secondary School Literacy Course (OSSLC) Profile*, so that they are more task-specific. The teacher might ask: “What does the criteria look like for this particular task?” Or “What does limited effectiveness look like?” The teacher could involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool that can support the writing process and practice.

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.

| Weightings | |
|-------------------------|-----------|
| Course Work | 70 |
| Knowledge/Understanding | 17.5 |
| Thinking/Inquiry | 17.5 |
| Communication | 17.5 |
| Application | 17.5 |
| Final | 30 |
| Culminating Activity | 15 |
| Final Exam | 15 |

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

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/I, 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/I, 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/I, C, A |
| Unit 3: Wix Portfolio Website | Students are to use wix.com to create their own professionally looking personal portfolio. | K, I/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, I/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/I, 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. | SUM |

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 |
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CONSIDERATION FOR PROGRAM PLANNING

Students learn best when they are engaged in a variety of ways of learning. Guidance and career education courses lend themselves to a wide range of approaches in that they require students to research, think critically, work cooperatively, discuss relevant issues, and learn through practice in a variety of settings.

Helping students become self-directed, lifelong learners is a fundamental aim of the guidance and career education curriculum. When students are engaged in active and experiential learning strategies, they tend to retain knowledge for longer periods and develop meaningful skills. Active and experiential learning strategies also enable students to apply their knowledge and skills to real-life issues and situations.

ANTIDISCRIMINATION EDUCATION IN GUIDANCE AND CAREER EDUCATION

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 per cent 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 ENGLISH 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 parent, 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.
- Record key words on the board or overhead when students are expected to make their own notes.
- 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.