

COURSE INFORMATION SHEET

DATE: 20-
SECONDARY SCHOOL: BISHOP ALLEN ACADEMY
DEPARTMENT HEAD:
TEACHER:
DEPARTMENT: BUSINESS/COMPUTER STUDIES



CURRICULUM POLICY DOCUMENT		The Ontario Curriculum, Business Studies, 2006	
COURSE TITLE	Information and Communication Technology in Business	COURSE CODE	BTT101, 201
		GRADE & TYPE	Grade 9 or 10 Open
PRE-REQUISITE	None		
FULL YEAR / SEMESTER	Semester	CREDIT VALUE	One

COURSE DESCRIPTION
<p>This course introduces students to of information and communications 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.</p>

Unit Titles (Time and Sequence)

Unit 1	Digital Literacy	18.75 Hours
Unit 2	Productivity Software	37.5 Hours
Unit 3	Design Software	32.5 Hours
Unit 4	Business Communications	21.25 Hours
Unit 5	Ethics and Issues in Information and Communication Technology	Delivered Concurrently

LISTED IN ORDER OF INSTRUCTIONAL DELIVERY		
STRAND / UNIT TITLES	HOURS	OVERALL EXPECTATIONS
Unit #1: Digital Literacy	18.75	<ul style="list-style-type: none"> • 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; • analyze options for accessing the Internet; • apply effective techniques when conducting electronic research.
Unit #2: Productivity Software	37.5	<ul style="list-style-type: none"> • 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: Design Software	2.5	<ul style="list-style-type: none"> • 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: Business Communications	21.25	<ul style="list-style-type: none"> • 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 illustrate their skills in information and communication technology, including the ability to create effective business communications.
Unit #5: Ethics and Issues in Information and Communication Technology		<ul style="list-style-type: none"> • demonstrate an understanding of legal, social, and ethical issues relating to information and communication technology; • analyze privacy and security issues relating to information and communication technology; • assess the impact of information and communication technology on personal health and the environment.

STUDENT EVALUATION CRITERIA				
TERM – 70%		FINAL – 30%		FINAL REPORT CARD GRADE CALCULATION – 100%
10 ≤ RELATIVE EMPHASIS / WEIGHTING ≤ 40		RELATIVE EMPHASIS / WEIGHTING		TERM TOTAL + FINAL TOTAL = REPORT CARD MARK
KNOWLEDGE/UNDERSTANDING	20	Final Project	10	
INQUIRY/THINKING	10	Exam	20	
COMMUNICATION	15			
APPLICATION	25			
TERM TOTAL	70	FINAL TOTAL	30	

ASSESSMENT FORMAT USED					
WRITTEN		PERFORMANCE		OTHER	
Unit Tests		Presentations		Teacher Observation	
Quizzes		Chapter Assignments/documents		Interviews	
Independent Study					

RESOURCES	
Textbook	<i>Insights: Succeeding in the Information Age By: Janice Lynn Ellerby</i>
Software	MS Office XP

POLICIES & PROCEDURES	
Late Assignments	See Bishop Allen Academy's Late Assignment Policy in Student agenda.
Plagiarism	See "School Code of Behaviour"
Homework/Classwork Assignments	Students will be given time in class/home to complete assignments.
Assignment Weighting Policy	Quiz/minor assignments/homework –1 Chapter activities packages –2 Tests/major assignments --3

LEARNING SKILLS CRITERIA

IN EACH REPORTING PERIOD, REPORT ON THE QUALITY OF THE LEARNING SKILLS DEMONSTRATED BY THE STUDENT IN EACH OF THE CATEGORIES IDENTIFIED ON THE REPORT CARD USING THE FOLLOWING LETTER SYMBOLS.			
E–EXCELLENT	G–GOOD	S–SATISFACTORY	N–NEEDS IMPROVEMENT
SKILL: WORKS INDEPENDENTLY			
INDICATORS:			
<ul style="list-style-type: none"> • accomplishes tasks independently • accepts responsibility for completing tasks • follows instructions • regularly completes assignments on time and with care • demonstrates self-direction in learning • independently selects, evaluates, and uses appropriate learning materials, resources, and activities 		<ul style="list-style-type: none"> • demonstrates persistence in bringing tasks to completion • uses time effectively • uses prior knowledge and experience to solve problems and make decisions • reflects on learning experiences 	
SKILL: ORGANIZATION			
INDICATORS:			
<ul style="list-style-type: none"> • organizes work when faced with a number of tasks • devises and follows a coherent plan to complete a task • follows specific steps to reach goals or to make improvements • revises steps and strategies when necessary to achieve a goal 		<ul style="list-style-type: none"> • manages and uses time effectively and creatively • demonstrates ability to organize and manage information • follows an effective process for inquiry and research • uses appropriate information technologies to organize information and tasks 	
SKILL: INITIATIVE			
INDICATORS:			
<ul style="list-style-type: none"> • seeks out new opportunities for learning • responds to challenges and takes risks • demonstrates interest and curiosity about concepts, objects, events, and resources • seeks necessary and additional information in print, electronic, and media resources • identifies problems to solve, conducts investigations, and generates questions for further inquiry • requires little prompting to complete a task, displaying self-motivation and self-direction 		<ul style="list-style-type: none"> • approaches new learning situations with confidence and a positive attitude • develops original ideas and devises innovative procedures • attempts a variety of learning activities • seeks assistance when needed • uses information technologies in creative ways to improve learning for self or others 	
SKILL: TEAMWORK			
INDICATORS:			
<ul style="list-style-type: none"> • works willingly and cooperatively with others • shares resources, materials, and equipment with others • responds and is sensitive to the needs and welfare of others • solves problems collaboratively • accepts various roles, including leadership roles • takes responsibility for his or her own share of the work to be done • works to help achieve the goals of the group or the class • helps to motivate others, encouraging them to participate • contributes information and ideas to solve problems and make decisions 		<ul style="list-style-type: none"> • questions the ideas of the group to seek clarification, test thinking, or reach agreement • shows respect for the ideas and opinions of others in the group or class • listens attentively, without interrupting • in discussions, paraphrases points of view and asks questions to clarify meaning and promote understanding • recognizes the contribution of group members by means of encouragement, support, or praise • seeks consensus and negotiates agreement before making decisions 	
SKILL: WORK HABITS/HOMEWORK			
INDICATORS:			
<ul style="list-style-type: none"> • completes homework on time and with care • puts forth consistent effort • follows directions • shows attention to detail • uses materials and equipment effectively 		<ul style="list-style-type: none"> • begins work promptly and uses time effectively • perseveres with complex projects that require sustained effort • applies effective study practices 	

NOTE: The above chart is a reformatting of the skills identified in the Ministry of Education’s *Guide to the Provincial Report Card, Grades 9 – 12 : Appendix C: pages 27 to 29* .