



**NIAGARA ACADEMY**  
**INFORMATION AND COMMUNICATION TECHNOLOGY, GRADE 10, OPEN**  
**COURSE OUTLINE**

COURSE CODE: BTT20

DEVELOPED

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DEVELOPED The Ontario Curriculum Grades 9 and 10, Business Studies, 2006,

FROM: <http://www.edu.gov.on.ca/eng/curriculum/secondary/business910curr.pdf>

PREREQUISITE: None

COURSE  
DURATION: 110 hours

COURSE  
VALUE: 1.0 credits

**COURSE DESCRIPTION AND 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

### Digital Literacy:

#### **Overall Expectations:**

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.

### Productivity Software:

#### **Overall Expectations**

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.

### Design Software:

#### **Overall Expectations**

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.

### Business Communication:

#### **Overall Expectations**

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.

**COURSE CONTENT AND EVALUATION**

<b>Unit</b>	<b>Topics</b>	<b>Evaluation</b>	<b>Hours</b>
<b>1. The computer system</b>	The equipment used in Business	4% Poster presentation Concepts test	8 hrs
<b>2. Research and Presentation</b>	Evaluating the importance of source research, oral presentation skills, creating a visual presentation for the LCD projector	8% Annotated Bibliographies Visual presentation Concepts test	12 hrs
<b>3. Word Processing</b>	Specialty features for essays and reports (endnotes, graphics/text formatting, quotes, numeration, etc.)	8% Productions	12 hrs
<b>4. Data Base Management</b>	Managing lists and correlating data to each other	8% Productions Concept test	13 hrs
<b>5. Graphical Manipulation</b>	Manipulating lists and correlating data to each other	8% Productions in many different graphic software packages, concepts test	13 hrs
<b>6. Spreadsheets</b>	Managing numeric data and relating it to each other	8% Productions Concept test	12 hrs
<b>7. Web Page Creation</b>	Basic web page design and skills	8% Productions, test for menu/dialogue box I.D	12 hrs
<b>8. Desktop Publishing</b>	Creative design using computers	9% Productions	14 hrs
<b>9. Business Concepts</b>	Applying all the skills learned to entrepreneur and marketing situations	9% Productions Concept test	14 hrs
	<b>Total Term Work</b>	<b>70%</b>	<b>110 hrs</b>
<b>Final Evaluation</b>	<b>Culminating Activity</b>	<b>10%</b>	
	<b>Final Exam</b>	<b>20%</b>	
	<b>Final Mark</b>	<b>100%</b>	

<b>Knowledge/Understanding</b>	<b>Thinking/Inquiry</b>	<b>Communication</b>	<b>Application/Making Connections</b>
<b>30%</b>	<b>30%</b>	<b>20%</b>	<b>20%</b>
Differentiate strengths and weaknesses of various software Select appropriate software for specific functions Identify technical skills and features	Conduct research, using valid Internet sources Apply appropriate software skills to unique tasks Establish goals and plans for project design	Writing skills in all productions (literacy) Oral presentations Visual presentations Comparing software features	Create effective electronic productions through assignment groups Independently apply software applications to “jobs” Demonstrate software skills

### **ASSESSMENT AND EVALUATION**

**Evaluation and Reporting of Student Achievement:** Student achievement is communicated formally to students and parents twice per semester by means of the Provincial Report Card, Grades 9–12. The report card provides a record of the student’s achievement of the curriculum expectations in every course, at particular points in the school year or semester, in the form of a percentage grade. The percentage grade represents the quality of the student’s overall achievement of the expectations for the course which are described in the achievement chart on pages 36-37 of The Ontario Curriculum Grades 9 and 10, Business Studies, 2006, <http://www.edu.gov.on.ca/eng/curriculum/secondary/business910currb.pdf>

**Learning Skills** will also be assessed and reported on according to the Provincial Report Card, Grades 9-12. The quality of the learning skills demonstrated by a student are recorded in six categories – Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-Regulation – are assessed throughout the semester using a four-point scale (E - Excellent, G - Good, S - Satisfactory, N - Needs Improvement). Reference: page 11, Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010, (<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>).

**Assessment for Learning** will be used as a process for seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there. Teachers will use diagnostic assessment before instruction and formative assessment will occur frequently and in an ongoing manner to monitor students’ progress. Observation and conversation will be used to determine the needs of individual student learning.

**Assessment as Learning** will focus on the explicit fostering of student’s capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves. Formative assessment be used by students to monitor their own and their peers’ progress.

**Assessment of Learning** will be used as the assessment that becomes public and results in statements or symbols about how well students are learning. Summative assessment will be used by the teacher to summarize learning at a given point in time. (Ref: page 31 of Growing Success,)

The teacher will use assessment strategies that:

- are fair, transparent and equitable for all students;
- are clearly communicated to students at the beginning of the course and at other points throughout the semester
- are varied in nature, administered over a period of time and designed to provide opportunities for students to demonstrate the full range of their learning
- are appropriate for the learning activities used, the purposes of instruction and the needs and experiences of the students
- relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs and experiences of all students
- accommodate students with special education needs, consistent with the strategies outlined in their Individual Education Plan
- accommodate the needs of students who are learning the language of instruction
- ensure that each student is given clear directions for improvement
- promote students' ability to assess their own learning and to set specific goals
- ensure that each student is given clear directions for improvement

A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher. The final grade for each course in Grades 9–12 will be determined as follows:

- Seventy per cent of the grade will be based on evaluations 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. Please see the following page for an explanation of how course work marks will be obtained.
- Thirty per cent of the grade will be based on a final evaluation in the form of an examination (20%), and culminating activity (10%) suitable to the course content and administered towards the end of the course.

A student's achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using percentage marks. It is expected that both mathematical calculations and professional judgement will inform the determination of percentage marks.

## **TEACHING AND LEARNING STRATEGIES**

Geography is an integrative subject that brings a variety of perspectives, both social and physical, to the study of people, places, and environments around the world. Knowing where physical, social, or political events or processes occur helps students gain a spatial perspective on them.

Due to its importance, students will have opportunities to learn in a variety of ways - individually, cooperatively, independently, with teacher direction, through hands-on experiences, and through examples followed by practice. The approaches and strategies teachers use will vary according to both the object of the learning and the needs of the students. Some instructional examples are

- Assessment of prior knowledge and provision of differentiated instruction for individual students
- Teaching and modelling of learning strategies
- Problem solving with encouragement of risk taking in problem solving
- Individual and cooperative small group learning
- Role playing
- Simulations
- Teamwork
- Brainstorming
- Creation of scenarios for decision making
- Independent research
- Issue-based analysis
- Personal reflection
- Problem posing
- Seminar presentations
- Use of technology
- Hands-on applications
- Constructive or creative dialogue

## **CONSIDERATIONS FOR PROGRAM PLANNING**

The planning and administering of this course is based on the premise that all students can be successful language learners. The teacher will provide quality instruction that respects students' strengths and address their learning needs, using assessment information to plan instruction. For those students the teacher or school identifies as requiring accommodation, such as ELL or IEP students, the teacher may make accommodations without changing the knowledge and skills course requirements.

The following are examples of accommodations:

- The use of visual clues
- A variety of learning resources, such as bilingual dictionaries, assistive technologies
- Alternative assignments, or summative tasks
- Peer tutoring
- The granting of extra time and the use of oral interviews.

The program will also include opportunities for students to apply their skills to work-related situations, to explore educational and career options, and to become self-directed learners. The program will provide students with an opportunity for cooperative education and other forms of experiential learning so that they can apply the skills they have developed in the classroom to real-life activities in the community and in the world of business and public service.

Teachers will model safe practices at all time and communicate safety requirements to students in accordance with the school, the Ministry of Education policies and Ministry of Labour regulations. This is particularly important in the case of off-site excursions. Teachers will also adhere to the policies of the First Nation, Métis and Inuit Education policy framework should the class include students from these communities.

## **RESOURCES**

Access to BTT resources from the following websites:

Fletcher's Meadow Secondary School, Peel District School Board

Hillcrest High School, Ottawa-Carleton District High School

Ontario Curriculum, Business Studies, Grades 9 and 10.

<http://mackenziekim.pbworks.com>