Course Outline

School Name:	KEEWAYTINOOK INTERNET HIGH SCHOOL
Department Name:	Business Studies
Ministry of Education Course Title:	Information and Communication Technology in Business
Grade Level:	9
Ministry Course Code:	BTT1O

Teacher's Name: Mikail-Kaii Newby

Developed by: Linda Johnson Date: September 2008

Revision Date: September 2021

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

Text: None

Prerequisite: None

Credits: One

Length: 110 hours

Principal's Name: Angela Batsford-Mermans

Principal's Approval: 

Approval Date: September 14, 2021

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

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;
- 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;
- Manage information, using database software.

Design Software

- 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 Communications

- Demonstrate an understanding of the characteristics of effective business documents and communications;
- Use appropriate technology to facilitate effective communications;
- 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

Unit	Length
1. Digital Literacy	34 hours
2. Productivity Software	16 hours
3. Design Software	16 hours
4. Business Communication	22 hours
5. Ethics and Issues in ICT	22 hours
Total	110 hours

Unit Descriptions

Unit 1 – Digital Literacy
Students will develop knowledge and understanding of fundamental business information and communication technology (ICT) terminology. They will experiment with specific digital software in word processing, spreadsheets, data-entry and will create an online glossary for ICT terms. Students will learn about data entry and explore ethical issues relating to ICT, including principles and guidelines in business practice, privacy and social responsibilities, and legal considerations in the business world and their Northern Ontario First Nation communities.. They will learn about the functions of computers, workstations, and understanding the importance of ergonomics. Throughout this unit, students will use information about their home community (ex. writing a paragraph about life in the north or in their community as they learn about word processing and formatting). Students will create a portfolio (a slide presentation document or other) which will be an ongoing work in progress throughout the course wherein samples of best work (business documents, webpage, images, etc.) will be collected for a presentation at the end of the course.

Unit 2 – Productivity Software
Students will develop skills in the application of productive and design software by using word processing software to create common business documents and to produce properly structured and formatted business documents (letter, memo, report, resume). Students will learn about using spreadsheet software to perform a variety of tasks (input, organize, and format data, use formulas and functions) and learn about database terminology and manage data. They will learn about file management by organizing and naming files and folders in a logical manner, identifying and accessing appropriate drives to facilitate data storage and retrieval. Students will investigate web-page design software, access the internet to conduct electronic research, websites, databases, and use a variety of search engines as well as maintain their portfolio of exemplary work. Students are encouraged to look at how their local First Nation community uses productivity software to share information about local services and events.

Unit 3 – Design Software
Students will complete exercises and use electronic tools to enhance and/or develop their business communication skills and to develop an understanding of online conferencing, e-mail and instant messaging and how it works both within and outside their First Nation communities. They will investigate a variety of topics related to electronic communication, and apply their electronic communication skills to create electronic presentations. They will make additions to their portfolio by selecting samples of their work and illustrating their skills and competencies in ICT and business communications.

Unit 4 – Business Communication
Students will improve and/or develop their ability to find information from a variety to electronic sources. They will 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. Students will develop an understanding of networking and will explore issues First Nations communities experience when developing their network infrastructure. Students will also explore internet connections and investigate dangers that are associated with transmission of information. Students will apply their research findings to different formats which will be shared with classmates.

Unit 5 – Ethics and Issues in ICT
Students will assemble a scrapbook made up of different information and communication technology related job advertisements by researching on the internet using employment websites (e.g. Monster.ca), search engines, databases, libraries, etc.. Students are encouraged to use whatever local job postings may be available within or near their First Nation communities. They will use the appropriate software to produce a desktop published presentation that will give advice to the job hunter about safely using the internet. Students will explore the information and communication technology options in their school and community. They will revise information and communication growth plans based on what they have learned in this course; and complete their ICT portfolio featuring a selection of business communication documents, images, and a webpage created during this course.

Teaching/Learning Strategies

This course is organized into an eight-week series of lessons and activities that is presented to students in remote northern communities via the internet. The eighth week is used for course consolidation, review, and the final examination. Teacher and students communicate over the internet through timely activity feedback, emails, messages, video and audio calls. Classroom mentors assume the role of liaison between the teacher and student while also supporting a holistic approach to motivate, engage and support each individual student.

A variety of strategies will be used in the online delivery of this course. Some instructional strategies include:

- Pre-teaching of key vocabulary;
- Creating graphic organizers;
- Using storyboarding in application of knowledge
- Cooperative learning;
- Access to a variety of delivery methods;
- Independent research.

Learning goals will be discussed at the beginning of each assignment and success criteria will be provided to students. The success criteria are used to develop the assessment tools in this course, including rubrics and checklists.

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 (p. 41).

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	Demonstrate an understanding of the terminology associated with information and communication technology Demonstrate an understanding of the characteristics of effective business documents and communications Demonstrate an understanding of the computer workstation environment Demonstrate an understanding of the uses and design of effective websites, and develop their own web pages	13
	Thinking	Manage electronic files and folders Organize files and folders in a logical manner Manage information, using database software Demonstrate effective use of e-mail software.	19

	Communication	Manage electronic files and folders Organize files and folders in a logical manner Demonstrate efficient use of a computer workstation Manage information, using database software Demonstrate effective use of e-mail software	19
	Application	Use current information and communication technology terms appropriately Use word processing software to create common business documents Use spreadsheet software to perform a variety of task Use presentation software to create and deliver effective presentations - use appropriate technology to facilitate effective communication Use a variety of electronic media to find relevant information.	19
Final Evaluation (30%)	Culminating Activity (20%)	Knowledge/Understanding	3
		Thinking	4
		Communication	4
		Application	4
	Exam (10%)	Knowledge/Understanding	3
		Thinking	4
		Communication	4
		Application	4
		TOTAL	**100**

Assessment/Evaluation Strategies

A variety 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 *for* learning and assessment *as* learning is obtained through a variety of means, including the following:

- Ongoing descriptive feedback (e.g., descriptive feedback on students' community presentations etc.);
- Self-assessment (e.g., weekly self-assessment of learning, relative to specific course content as well as in contextual school, community and Land based learning);
- Mentor observations (e.g. of specific course expectations during Land based and cultural activities as well as during course specific activities);
- Conversations with student on a regular basis to verbalize observations, ask questions, and clarify understanding.

Evidence of student achievement (assessment *of* learning) is collected from various sources, including the following:

- Ongoing observations of most consistent work, with consideration given to most recent work;
- Conversations with students (e.g., supporting students to make links about how their community shares information safely and the ethics of information sharing);
- Summative unit activities;
- Culminating activity;
- Exam.

The Ministry of Education's 2010 document, *Growing Success*, outlines the seven fundamental principles that guide best practice in the assessment and evaluation of students. KiHS teachers use practices that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to 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;
- are communicated clearly to students and parents at the beginning of the course and at other points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning (p.6).

Resources

McFedries, P. (2005). Computers simplified (6th ed.) Indianapolis, IN: Hungry Minds Inc, US.

Noodle. "The Crunch Culture Conundrum." *YouTube*, YouTube, 15 Dec. 2020, https://www.youtube.com/watch?v=aS3-iSEwNhs&t=360s

Ontario Ministry of Education. (n.d.). *Indigenous education strategy.* http://www.edu.gov.on.ca/eng/aboriginal/

Ontario Ministry of Education. (2006). *The Ontario curriculum, grade 9 and 10: Business Studies.* http://www.edu.gov.on.ca/eng/curriculum/secondary/business910currb.pdf

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf

Ontario Ministry of Education. (2016). *Ontario schools, kindergarten to grade 12: Policy and program requirements.* http://edu.gov.on.ca/eng/document/policy/os/index.html

Toulouse, P.R. (2016). What matters in Indigenous education: Implementing a vision committed to holism, diversity and engagement. https://peopleforeducation.ca/wp-content/uploads/2017/07/MWM-What-Matters-in-Indigenous-Education.pdf

Young, San San F. "Broadband Bruce: Fighting Canada's Digital Divide l Witness." *YouTube*, Al Jazeera English, 18 June 2017, https://www.youtube.com/watch?v=lJUZcMjTOVI

Program Planning

This course is offered to Indigenous students living in isolated, northern Ontario communities. It is offered by qualified teachers in a blended classroom with a balance of academic, wellness, land-based learning, local language and culture to support the success of the whole student. This course uses the internet for instruction, demonstration and research. It utilizes a student-centered semi-virtual classroom which capitalizes on the strengths of internet program delivery to minimize the disadvantages of geographic remoteness.

Students are presented with 1320 minutes of instruction/activity via the internet over the period of one week. All lessons, assignments, questions and course material is presented in this manner, with approved print materials available as a student resource in each classroom. 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 support as required.

Indigenous and local content is used throughout the course to meet students' learning needs. Opportunities for outdoor activities and land-based learning are also incorporated and students are encouraged to use local knowledge in their products. Considerations are made to the learning preferences of the student population and lessons can be adjusted for individual students as required. Opportunities have been provided for students to apply ideas and concepts encountered in this course to their lives as an individual and as a member of a First Nations community. Teachers consult the Ontario Ministry of Education policies, guidelines and important initiatives when planning a comprehensive program in this area.