



# Information & Communication Technology in Business

## Course Outline



**Course Code & Details:** BTT10, Grade 9, Open

**Instructor(s):** Mr. Sloim, Mr. Saskin (for Ms. Go)

**Room(s):** 109

### **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.

### **Strands of Study and Overall Expectations include:**

#### **1. 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;

#### **2. 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

#### **3. DESIGN SOFTWARE**

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

#### **4. BUSINESS COMMUNICATIONS**

- demonstrate an understanding of the characteristics of effective business documents and communications;
- use appropriate technology to facilitate effective communication
- compose effective business documents and communications;

#### **5. ETHICS AND ISSUES IN INFORMATION AND COMMUNICATION TECHNOLOGY**

- 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

**Every effort will be made to meet the individual learning needs of students in order to ensure these expectations are being met.**

## Evaluation Structure

### Categories:

*Knowledge & Understanding* 20%

*Thinking, Inquiry, & Problem-Solving* 20%

*Communication* 30%

*Application* 30%

These are evaluated in both term and summative work:

**TERM WORK – 70%**

**SUMMATIVE WORK – 30%**

**Culminating Project (20%) & Final Written Test (10%)**

## Resources:

The course uses a variety of resources including videos, CDs/DVDs, Internet & Web applications, and a variety of print sources.

A textbook will be available to students for in-class use as needed throughout the course.

### Textbook Title:

Insights: Succeeding in the Information Age,  
Irwin Publishing

## Evaluation Rubric & Policies

Students will be assessed & evaluated according to the work produced & skills displayed. Methods of providing feedback will include assessing work in process & evaluating completed assignments, tests, co-operative learning activities, simulations and presentations. Student marks will be determined by evaluating process & product according to 4 categories & 4 levels. Please see the chart below for specific skills and key words used to determine student competency in the different categories.

Categories	Level 1 50 – 59%	Level 2 60 – 69%	Level 3 70 – 79%	Level 4 80 – 100%
<b>Knowledge/Understanding:</b> <ul style="list-style-type: none"> <li>Knowledge of facts &amp; terms</li> <li>Understanding of concepts &amp; relationships</li> </ul>	Limited display of:  - knowledge and understanding	Some success in:  - knowledge and understanding	Considerable display of:  - knowledge and understanding	Thorough understanding of:  - knowledge and understanding
<b>Thinking, Inquiry, Problem-solving:</b> <ul style="list-style-type: none"> <li>planning skills (e.g., focusing research, gathering information, selecting strategies, organizing a project)</li> <li>processing skills</li> </ul>	- critical and creative thinking skills and/or processes	- critical and creative thinking skills and/or processes	- critical and creative thinking skills and/or processes	- critical and creative thinking skills and/or processes
<b>Communication:</b> <ul style="list-style-type: none"> <li>The conveying of meaning through various oral, written, and visual forms, including electronic forms (e.g., presentations, charts, graphs, tables, maps, models, web pages)</li> </ul>	- conveying of meaning through various forms	- conveying of meaning through various forms	- conveying of meaning through various forms	- conveying of meaning through various forms
<b>Application:</b> <ul style="list-style-type: none"> <li>Applications in familiar contexts</li> <li>Transfer of concepts to new contexts</li> <li>Use of technology</li> </ul>	- knowledge and skills to make connections between various contexts	- knowledge and skills to make connections between various contexts	- knowledge and skills to make connections between various contexts	- knowledge and skills to make connections between various contexts
<b>Feedback will also be provided for student learning skills. Skills like working independently, team work, organization, work habits and homework, and initiative are assessed independently student achievement and will be conducted through the use of a rubric indicating specific criteria to be achieved to receive each of the following letter grades:</b> <div style="display: flex; justify-content: space-around;"> <span><b>E –Excellent</b></span> <span><b>G – Good</b></span> <span><b>S – Satisfactory</b></span> <span><b>N - Needs Improvement</b></span> </div>				

- **LATE ASSIGNMENTS:** See the student agenda for policies regarding deadlines, due dates, and late work, including possible mark deductions.
- **INCOMPLETE ASSIGNMENTS:** Assignments will be graded according to the extent with which they meet the criteria established in the rubric or evaluation scheme.
- **MISSED TESTS:** Teachers will give ample notice for up-coming tests/evaluations. It is the responsibility of the student to make arrangements for an alternative assessment date (which may not be during class time) with the teacher before the scheduled time for the test/evaluation. If a test is missed due to a legitimate reason, verification (note only to be handed in on the day of the student's return) from a parent/guardian must be given to the subject teacher indicating that the parents are aware the student has missed a test. **If a test is missed as a result of truancy, a mark of zero may be assigned with no opportunity for a re-write.**
- **PLAGIARISM** in any form reflects academic dishonesty and will result in a mark of zero for the assignment in question.
- **ATTENDANCE:** It is the responsibility of each student to be punctual and in attendance, with proper materials, at all classes and scheduled activities. Students who miss classes may put their credit in jeopardy. **It is the student's responsibility to catch up on missed work when absent.**

*Refer to the relevant pages of the Student Agenda for further details about these and other policies.*