

RICHVIEW COLLEGIATE INSTITUTE

PROGRAM AREA: COMPUTER STUDIES	COURSE NAME: Introduction to Computer Studies
COURSE CODE: ICS201	GRADE/LEVEL: 10 (Open)
PREREQUISITE: None	CREDIT VALUE: 1
NEXT STEPS: ICS3U1, then ICS4U1	TEACHER: adam.foster@tdsb.on.ca

Cost of Textbook/equipment replacement: N/A

COURSE DESCRIPTION

This course introduces students to computer programming. Students will plan and write simple computer programs by applying fundamental programming concepts, and learn to create clear and maintainable internal documentation. They will also learn to manage a computer by studying hardware configurations, software selection, operating system functions, networking, and safe computing practices. Students will also investigate the social impact of computer technologies, and develop an understanding of environmental and ethical issues related to the use of computers.

CURRICILUM STRANDS AND OVERALL EXPECTATIONS

A. UNDERSTANDING COMPUTERS

By the end of this course, students will:

- **A1.** describe the functions of different types of **hardware components**, and assess the hardware needs of users
- **A2.** describe the different types of **software products**, and assess the software needs of users
- **A3.** use the basic functions of an **operating system** correctly
- **A4.** demonstrate an understanding of **home computer networking** concepts
- **A5.** explain the importance of software updates and system **maintenance** to manage the performance and increase the **security** of a computer

B. INTRODUCTION TO PROGRAMMING

By the end of this course, students will:

- **B1.** describe **fundamental programming concepts** and constructs
- **B2.** plan and **write simple programs** using fundamental programming concepts
- **B3.** apply basic **code maintenance** techniques when writing programs.

C. COMPUTERS AND SOCIETY

By the end of this course, students will:

- **C1.** describe key aspects of the **impact** of computers and related technologies **on society**
- **C2.** describe computer use policies that promote **environmental stewardship** and sustainability
- **C3.** describe legal and **ethical issues** related to the use of computing devices
- **C4.** describe **postsecondary education and career prospects** related to computer studies

Assessment and Evaluation

Assessment and Evaluation are based on the expectations and levels of achievement outlined in the provincial curriculum document for each subject. A wide range of assessment and evaluation opportunities allows students to demonstrate their learning in a variety of ways. This information provides the basis for reporting student grades on the Provincial Report Card. A final mark will be calculated using the following categories.

70% Course Evaluation (based on the following % breakdown of categories):

All four achievement categories/strands do not need to be evaluated in each evaluation task.

Communication (15%)	Knowledge/Understanding (35%)	Thinking and Inquiry (15%)	Application/Making Connections (35%)
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30% Final Evaluation (based on the above % breakdown of categories):

Components of final evaluation: **1. Final Exam**

Students should refer to the *Richview Evaluation Policy* document regarding late and missed evaluations, and academic misconduct. All school-wide policies apply, including:

- *Assignments must be submitted on or before the stated due date as set by the teacher.*
- *If a deadline cannot be met, this must be communicated with the teacher in advance.*
- *Students who fail to communicate regarding late work will receive a 10% deduction per day (including weekends) up to the full value of the assignment.*
- *Missed assignments will receive a 0. Assignments are considered missed once they have been returned to the class. Note that this takes precedence over the 10% per day.*
- *Unexplained absences from in-class evaluations will result in a mark of 0.*
- *Students missing an evaluation for a school-based activity must give advance notice in order to make alternative arrangements.*
- *All work submitted must be your own. Consequences may include a grade of 0, failure in the course, and/or suspension from school.*

Learning Skills:

The report card provides a record of the learning skills, demonstrated by the student in every course in the following six categories: Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self Regulation. The learning skills are evaluated using a four-point scale (E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement).

Please refer to the Student Agenda Planner for details regarding the Achievement Chart and Learning Skills.