Earl of March Secondary School
Information and Communication Technology Business, Grade 9
Open (BTT1O)

Course Description:
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.**

Curriculum:
The major strands and the overall expectations for the course are summarized below.
To learn more about the curriculum follow the link:
   http://edu.gov.on.ca/eng/curriculum/secondary/business910currb.pdf
By the end of the course students will. . .

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;4
* demonstrate an understanding of the uses and design of effective websites, and develop their own web pages.

Business Communication:
* 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.

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;
* assess the impact of information and communication technology on personal health and the environment.

Textbook
Although there is no official textbook for this course, notes and examples are provided through the handout folder (accessible at school and from home) and there are numerous websites that can be used as well.

Assessment Strategies

A variety of teaching/assessment strategies to address students' needs will be used during this course. Formative assessments will be ongoing throughout the academic year and students will receive descriptive feedback intended to help them improve their learning. The chart below outlines achievement levels with some quality descriptors. Levels will be used when assigning marks in this course.

Level	Descriptors
R: not a passable level of achievement	insufficient demonstration of understanding
1: much below the provincial standard	limited understanding, weak, lacking purpose
2: approaching the provincial standard	some understanding, simplistic, somewhat purposeful
3: the provincial standard	considerable understanding, solid, standard, purposeful, effective
4: surpassing the provincial standard	consistent, thorough understanding, in depth, insightful to a purpose, high degree of effectiveness

Evidence of Student Achievement

Students may demonstrate their understanding of the course material in a wide variety of ways. Evidence of student achievement may come from observations, conversations, and student products. Student products may include tests, assignments, performance tasks, and examinations. A balanced combination of a student's Knowledge and Understanding, Thinking, Communication, and Application will be assessed. These 4 categories will not be separately evaluated. Instead, they will be *"considered as interrelated, reflecting the wholeness and interconnectedness of learning." – from the Ontario Ministry of Education curriculum documents.*

Source of Evidence		Description
	Observations	The teacher may record evidence of student achievement observed as students work on investigations in class.
	Conversations	The teacher may record evidence of student achievement elicited during a conversation with a student
Products	Tests	There will be major unit tests.
	Assignments	Students may complete in-class assignments.
	Tasks	Students may demonstrate their creativity, knowledge and understanding of the material through in-class performance tasks.
	Summative Task	Students will show evidence of their learning by performing a task in class that will include many overall expectations of the course.
	Final Examination	There is no final examination in this course.

Earl of March Homework Policy - Helping Learning "Stick"

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How Can Parents Help?

First of all, don't panic if you are not computer savvy. You can support your children's learning without teaching them. Having a positive attitude towards learning in general and can go a long way. Consider also that teenagers are often unaware that the pathway to "success" is rarely a straight line; sharing your own personal experiences of frustration and struggle, perseverance and accomplishment may help your child see his or her own experiences in a new way. Thirdly, the Internet is full of resources with online tutorials to help students work through any roadblocks in their learning.