

Catholic District School Board of Eastern Ontario

Notre Dame Catholic High School

<i>COURSE TITLE:</i>	Information Technology Applications in Business
<i>COURSE CODE:</i>	BTA 30
<i>CREDIT VALUE:</i>	1
<i>LEVEL OF DIFFICULTY:</i>	Open
<i>AREA OF STUDY:</i>	Business
<i>SUGGESTED PREREQUISITE(S):</i>	N/A
<i>NUMBER OF SCHEDULED HOURS:</i>	110
<i>FACILITATOR(S):</i>	Mr. Mark Melville
<i>WRITER(S):</i>	Mr. Mark Melville
<i>DATE OF PREPARATION:</i>	September, 2001 Updated: February 2012
<i>MINISTRY GUIDELINES:</i>	The Ontario Curriculum, Business Studies, Grades 11 and 12, 2000

COURSE DESCRIPTION:

This course provides students with the opportunity to develop the information technology skills and knowledge required in a business. Students will learn about the information technology work environment, use industry-standard software, conduct electronic research, investigate electronic business, and explore occupations and post-secondary programs that require information technology skills.

RATIONALE / REAL LIFE CONNECTORS:

In today's world, the use of the computer technology has infiltrated every aspect of our lives. Students must be able to become fluent in the language of the "Technology Age" in which we find ourselves immersed. If the students are to become productive and successful members of the 21st century, they must become comfortable with the use of and more aware of the implications of the computer in our changing society. This introductory course serves as a starting position for the student to begin to explore the uses and issues of Information Technology in Business.

STRANDS:

1. The Impact of Information Technology on Business
2. Software Applications and Information Management
3. Electronic Research and Communication
4. Electronic Business

5. Preparation for Employment

CATHOLIC GRADUATE EXPECTATIONS

- an effective communicator
- a reflective and creative thinker
- a self-directed, responsible, life long learner
- a collaborative contributor
- a caring family member
- a responsible citizen

LEARNING EXPECTATIONS:

- identify and describe a variety of information technology infrastructures in business;
- describe an information technology work environment;
- summarize the legal, ethical, social, environmental, and health and safety issues related to the use of information technology;
- demonstrate an understanding of the advanced functions and features of common business software;
- produce complex documents that meet business standards using accepted business formats;
- organize data and computer files;
- demonstrate the use of electronic media to find relevant information;
- determine the validity of electronic information;
- demonstrate the use of electronic communication tools;
- describe the concept and operations of electronic business;
- analyse security, legal, and ethical issues related to conducting business electronically;
- evaluate the impact of electronic business on business in general.

COURSE ASSESSMENT

Student achievement will be based on the achievement chart categories outlined below and individual demonstration of the specific expectations. Achievement chart categories will be posted in the classroom and distributed to students for greater awareness and understanding of assessment. All major assignments will be evaluated by levels. Grades will be determined using the students' most consistent and most recent levels of achievements. For purposes of reporting, the percentage grade range will correspond to the following levels as defined by the board:

Level	Mark/ Code	Level	Mark/ Code	Level	Mark/ Code	Level	Mark/ Code
4++	98/100						
4+	94	3+	79	2+	69	1+	59
4	86/90	3	75	2	65	1	55
4-	82	3-	72	2-	62	1-	52

The Achievement Chart for Technology

The achievement chart is the fundamental tool of evaluating the progress of students. The chart identifies four categories of knowledge and skills in Technology: Knowledge and Understanding, Thinking and Inquiry, Communication and Application. The achievement chart provides a standard province-wide method for teachers to use in assessing and evaluating their students' achievement. Each achievement chart has descriptions of the levels of achievement for each of the four categories of knowledge and skills. Level 3 is the provincial standard; level 4 indicates a level of achievement beyond the standard; level 2 indicates the student is slightly below provincial standard; and level 1 indicates limited understanding of the material. The achievement chart helps determine, throughout the course, the student's most consistent level of achievement of the curriculum expectations as reflected in his or her course work.

Achievement Chart Category Descriptions

Knowledge and Understanding – the degree to which the student demonstrates understanding of the facts, concepts, and relationships between concepts.

Thinking and Inquiry – the student utilises proper problem solving techniques, strategies, resources, technology and tools.

Communication – the student demonstrates he/she can communicate with clarity, accuracy, effectiveness, and confidence in various forms. Effective communication implies timeliness, presentation and completeness.

Application – the student demonstrates he/she can apply ideas and skills in familiar and unfamiliar settings, use proper technological techniques, and make connections between the curriculum and the world.

Reading Strategies to be Implemented

- Predicting
- Activating Prior Knowledge
- Evaluating
- Visualizing

COURSE EVALUATION

Formative Evaluation

Formative Evaluation is used to measure students' learning skills and as a means of diagnostic assessment to improve learning.

Summative Evaluation: 70%

Knowledge and Understanding
Problem Solving/Thinking and Inquiry
Application

Communication

Final Assessment: 30%

Culminating Activity

30%

***Students must submit the culminating activity to pass the course*

COURSE EXPECTATIONS:

Each student in this course is expected to:

1. Treat everyone in the room with respect.
2. Treat the equipment in the room with respect.
3. Come to class with a notebook, paper, and a pen.
4. Be on time for class. Being late for class may merit a detention. Chronic lateness will be dealt with by Administration.
5. Come to class wearing a complete uniform, as outlined under the school uniform guidelines. Uniform issues will be dealt with by administration. Your return to class will be considered a late for attendance purposes.
6. Keep the room in order; ie., no writing on desks, no eating in the classroom, etc.
7. Catch up on all work missed due to absence. This is YOUR responsibility.
8. **Summative Assignments that are not submitted on the given due date are subject to the Notre Dame Late Policy**
9. Students may, for legitimate reasons, negotiate an extension or due date change with the teacher prior to the original due date. Approval for such a change will be at the discretion of the teacher. Computer printing problems will not be accepted as legitimate reasons for late assignments. If such a situation should occur the student must either present a hand written assignment or a computer disc that the teacher can read on a computer compatible with the Notre Dame computer system. This must be done on the day the assignment is due.
11. Read and abide by the Notre Dame Acceptable Use Policy

*** The above expectations will be continually monitored throughout the course.

Please show this contract to your parents/guardians. Ask that they read and complete the portion below. Return it tomorrow.

I, _____ (student) have read and understood the expectations outlined in the Grade 11 Information Technology in Business Applications (Open) Course Outline.

Parents/Guardians : Please be aware of the expectations set for your son/daughter in this course. If you have any questions, please do not hesitate to contact Mr. Melville at 253-4700, or email: mark.melville@cdsbeo.on.ca

Parent/Guardian Signature:

Date:

Comments: