

*Catholic District School Board Writing Partnership*

Business Studies

# Course Profile

## Information Technology in Business

Grade 12  
Workplace Preparation  
BTX4E

• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

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Course Profiles are professional development materials designed to help teachers implement the new Grade 12 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

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### **Acknowledgments**

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## **Course Overview**

### **Information Technology in Business, BTX4E, Grade 12, Workplace Preparation**

**Policy Document:** *The Ontario Curriculum, Grades 11 and 12 Business Studies, 2000.*

**Prerequisite:** Information Technology Applications in Business, Grade 11, Open

#### **Course Description**

This course provides students with the opportunity to develop essential skills in information technology needed in the workplace. Students learn about the impact of new technologies on business operations, the place of information technology in the globalization process, and the development of new ways of doing business electronically. Students use advanced software features and functions, manage information, conduct electronic research for business tasks, and develop project team management skills.

#### **Course Profile Design**

This course is designed with the understanding that the instruction of applications and communications should be integrated into all the units of the course. The course is centred on developing skill levels that emphasize the use and implementation of application and communication tools in a Catholic and caring manner. During the course, students undertake a series of activities that involve a collection of their work and the development of an electronic resume/portfolio to demonstrate their advanced IT business competencies.

The unit developed in this course overview is Applications and Research. In any Catholic profile, the implementation of Catholic graduate expectations is crucial. This unit provides an excellent opportunity to give examples of how these Catholic expectations can be implemented into the curriculum for this business course.

Students in this course are encouraged to keep an electronic notebook to facilitate the development of strong electronic organization skills. The units are broken down into smaller more practical activities to suit the learning style of workplace students.

#### **Prior Knowledge & Skills**

Students should be familiar with the operating system used on the school network. Students should be familiar with the board/school computer acceptable use policies.

#### **How This Course Supports the Ontario Catholic School Graduate Expectations**

The purpose of Information Technology in Business in the Catholic faith community is to enable young adults to implement technology in a way that models Gospel values. The focus of the curriculum is to enable students to become critical and innovative problem solvers who question inappropriate uses of resources and understand the implications of technological innovations. An emphasis on process as well as results ensures that students apply skills and knowledge to provide services that respect the dignity and value of the individual and the protection of the environment.

Since the course prepares students for the workplace, it is appropriate to understand the church's teaching on work and the use of technology. Vatican II states, "... when, by the work of his/her hands or with the aid of technology, man develops the earth so that it can bear fruit and become a dwelling worthy of the whole human family, and when he/she consciously takes part in the life of social groups, he/she carries out the design of God." (*Gaudium et Spes* no. 57)

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## Course Notes

This Course Profile centres on the premise that software applications are integrated throughout the units of the course.

The teacher should discuss the importance of meeting deadlines in the workplace.

The expectations in this course were grouped to give the students the following themes: review and extension of desktop organization and applications covered in BTA30, the prerequisite for this course the electronic environment and how it has affected the world of work and home, the importance of teamwork and electronic project management in a business environment, the use of electronic tools to develop a business analysis, and the publishing of the findings of the analysis to an appropriate presentation media.

### Units: Titles and Times

* Unit 1	Applications and Research	25 hours
Unit 2	The Electronic Environment	15 hours
Unit 3	Teamwork and Business Skills (developed in Public)	22.5 hours
Unit 4	Business Plan	25 hours
Unit 5	Web Pages	10 hours
Unit 6	Careers	12.5 hours

\* This unit is fully developed in this Course Profile.

## Unit Overviews

### Unit 1: Applications and Research

**Time:** 25 hours

#### Unit Description

This unit introduces advanced desktop and file management techniques, personal and business organization, and distribution of data. All of these concepts are covered through hands-on activities using integrated software applications.

In Activity 1, students review the elements of a computer desktop and the importance of organized file storage. Electronic file management, organization of data and computer files, use of folders, bookmarks, and the electronic arrangement of files are stressed. Students create a religion directory and a sub-directory called clipart. Students are given a large number of religious clipart images to categorize, e.g., by book in the Bible, etc., and put into appropriate additional folders in the clipart directory. Clipart is used instead of text or other types of files to encourage students to be more analytical in their directory organization and file naming structure.

In Activity 2, students select one graphic from the library and research the biblical event using a variety of Internet search engines and print resources. Students validate any resources and then present their findings to the class using presentation software.

In Activity 3, students discuss different methods and tools used to facilitate time management including Personal Digital Assistant (PDA) and other calendar/scheduling tools and the advantages and disadvantages of each. Students use a desktop publishing or graphics program, to create a calendar of deadlines and important dates for this course. Students also include important school activities. The calendar should be published to be readily accessible and updateable. This calendar should be stored in electronic format for easy access and updated regularly.

In Activity 4, students discuss the differences and benefits of both the two-dimensional and the relational database. Students create a database of the parishes in their diocese in the most appropriate database format utilizing all the appropriate tools to ensure the accuracy of the data. Students sort and select data from the database to review the data manipulation processes and options available.

In Activity 5, individual students create a newsletter about school events to send to each of the parishes in the diocese. All the newsletters should be professional quality and printed in colour if possible. Students individually create a cover letter to accompany the newsletter. Students use the database created in Activity 4 to merge the parish information, e.g., address, recipient, etc., with the cover letter. All newsletters/cover letters are submitted to the teacher for assessment. The teacher determines which newsletter is sent out. Students distribute the newsletter and cover letter to designated parishes in the most efficient manner.

### Unit Overview Chart

Activity	Time	Learning Expectations	Assessment Categories	Focus
1	2.5 hours	SIV.02, SI2.03 CGE4f	Application Knowledge/Understanding	Files and Folders
2	7.5 hours	SI1.03, ER1.01, ER1.02, ER1.03 CGE2b, CGE4f	Application Thinking/Inquiry Communication	Research and Presentation
3	5 hours	SIV.01, ER1.04, SI1.03, SI2.01 CGE4e	Application Communication Thinking/Inquiry	Time Management
4	3.75 hours	SIV.01, SIV.02, SI2.02 CGE3c, CGE4f	Application Thinking/Inquiry	Databases
5	6.25 hours	SIV.01, SI1.02, SI1.03 CGE5h, CGE3c	Application Communication Knowledge/Understanding	Automated Correspondence

## Unit 2: The Electronic Environment

**Time:** 15 hours

### Unit Description

This unit emphasizes how technology has changed our lifestyle and gives us new opportunities as members of the global economic community.

In Activity 1, show and discuss with students the charted survey results regarding MP3 files found at [ftp://inservice.ldcsb.on.ca/resources/PROFILES/MORI\\_research.pdf](ftp://inservice.ldcsb.on.ca/resources/PROFILES/MORI_research.pdf). Students research MP3 devices to find the advantages, disadvantages, legal, and ethical implications of these devices. They list the short-term and long-term effects of this innovation on electronics and music industries from the perspective of intellectual property. Students select one of the products found in their research and create an original advertisement for the product using a graphics program and store it in their directory in an appropriate location.

In Activity 2, using a case study approach, students describe how information technology has created opportunities for businesses to expand globally, e.g., *eBay* or *Amazon*. Students visit at least two of these sites (no purchase) and summarize the advantages and disadvantages of each electronic shopping experience using criteria set by the teacher. The summary of the shopping experience should be stored electronically in his/her network directory.

In Activity 3, students find a recently introduced technological business product and discuss how it would be used in a business environment and discuss the potential impact it could have on a company's operations. Students create a PIM (Plus, Interesting, Minus) analysis to determine the viability of introducing this product into a business environment. Keeping the potential advantages of this product for a business in mind, students develop a potential marketing approach for this product imagining that they are the owner of the patent and the company manufacturing the product. Students are to assume that they have a limited budget. The topics above are summarized in a multi-page business report that includes a cover page, table of contents, headers, footers, headings, and clipart. All electronic documents and reports are filed in a logical subdirectory of students' file space to reinforce their organizational skills.

### Unit Overview Chart

Activity	Time	Learning Expectations	Assessment Categories	Focus
1	3.75 hours	EWV.01, EW1.01, EW1.02, EW1.03 CGE2e, CGE3b	Application Thinking/Inquiry Communication	IT Innovations – MP3
2	3.75 hours	EWV.02, ERV.01, EW2.01, EW2.02, EW2.03 CGE2e, CGE3b	Thinking/Inquiry	The E-Business Experience
3	7.5 hours	EWV.01, ERV.01, ERV.02, EW1.01, EW1.02, EW1.03, ER2.01, ER2.02, ER2.03 CGE2e, CGE3b	Application Thinking/Inquiry Communication Knowledge/Understanding	Product Selection and Promotion

### Unit 3: Teamwork and Business Skills

**Time:** 22.5 hours

#### Unit Description

This unit involves four major themes. First, students become aware of their own strengths and weaknesses through a self-assessment process before they are able to determine how they may best contribute to a teamwork environment. Second, students become aware of how technology has impacted on the management organizational structures of business. Third, students study how the organizational structure of a business is partially determined by the extent to which they utilize technology. Fourth, students do an on-line study to determine the obstacles of implementing technology and present their results using an appropriate media.

In Activity 1, students participate in an in-depth self-evaluation test. They discuss their personality types and determine which personality types would be best suited in certain team business situations. Students become aware that faith and religious values are not reflected in any of these tests. In groups, students identify the strengths needed to be a productive Catholic member of a business team. Through class discussion, students generate a comprehensive list of desirable attributes for a good team member based on Catholic virtues and/or teachings. Students explore the reasons for the formation of teams by businesses to complete projects. The differences between project teamwork in electronic and non-electronic environments are also discussed. Students identify the electronic tools used so that team members can communicate electronically when they are working in different locations. Students include this information in their electronic notebooks. A game or activity that facilitates teamwork is introduced to groups of students. The group dynamics observed during the game are discussed and students are asked to reflect on how to become a better team member.

In Activity 2, students, in groups, develop a questionnaire to be used in an interview situation with a school administrator or local business person to determine the organizational structure of their board their school, or a local business. The interview topics include: 1) what management functions exist within the organization, e.g., role descriptions, 2) what the impact of information technology on management functions has been (i.e., how their job description has evolved because of the use of information technology), 3) what electronic tools are used by the individual to communicate with other employees, and 4) what software is needed to determine time lines, schedules, and communications when working on projects with others in different locations. Students, working collaboratively, create a five-slide multimedia presentation to share their findings with the class. All electronic documents and reports are filed in a logical subdirectory of students' file space to reinforce their organizational skills.

In Activity 3, individual students conduct on-line research into one high-end and one low-end technology business from teacher-provided examples. They discuss the different uses of information technology in each business. Students use a graphics or flowchart program to diagram organizational charts of the businesses. They include these charts in a word-processed report that compares the different uses of information technology in each of the businesses and they describe in more detail one particular aspect that they found unusual, intriguing, or interesting, e.g., distribution of mail or reports handled in an unusual manner. Students summarize the differences between the two organizational charts and indicate why the differences exist.

Activity 4 requires partnering with an Information Technology in Business Class in another school on a joint assignment. Students at both location experience how e-mail is used in a business setting.

In Activity 4, the purpose of strategic plans for organizations is discussed in class. Students correspond with students in another school using student e-mail. Students compare the strategic plans of two different organizations, one local and one in the other community provided by the teachers. Students at both schools research the methods that businesses use to manage information technology by interviewing a manager from a local organization and identifying the obstacles to greater IT implementation. Students identify the obstacles in creating a long-range strategic plan incorporating information technology, ( e.g., slow pace of change, resistance from employees, cost, unpredictability of future technology trends, etc). Electronically-partnered students collaboratively create a slide presentation comparing their findings of the two organizations using organizational structure slides and table slides. Students submit their presentations for evaluation.

#### Unit Overview Chart

Activity	Time	Learning Expectations	Assessment Categories	Focus
1	3.75 hours	PMV.01, PM1.01, PM1.02, PM1.04, CGE1d, CGE4a, CGE4g	Thinking/Inquiry Communication Application	Personal Self-Assessment and Teamwork
2	7.5 hours	EWV.03, PMV.01, PM1.03, PM1.05, PM3.01, PM3.02, EW3.01, EW3.02, EW3.03, EW3.04 CGE2c, CGE5a, CGE5e, CGE5f, CGE5g	Knowledge/Understanding Thinking/Inquiry Communication Application	Interview and Group Presentation
3	5 hours	PMV.01, EW3.01, EW3.05 CGE2b, CGE2e	Knowledge/Understanding Thinking/Inquiry Communication	Organizational Structures
4	6.25 hours	ERV.03, PMV.03, PM3.01, PM3.04, EW4.01, EW4.02, EW4.03, PM3.03, ER3.03 CGE2c, CGE4b, CGE4f	Knowledge/Understanding Thinking/Inquiry Communication Application	Strategic Plan

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## Unit 4: Business Plan

**Time:** 25 hours

### Unit Description

This unit focuses on creating a technology strategic plan for a new enterprise.

In Activity 1, groups of students are given a case study regarding a request for proposals for setting up the new enterprise from a fictitious local entrepreneur who would like to start a new enterprise. The entrepreneur outlines the details of her/his proposed company. This outline sheet (different one for each group) includes the number of employees, type of business, product(s) sold, location, and approximate start-up and annual budget available. The strategic plan includes researching for appropriate information on the following topics:

- Communications, i.e., e-mail connectivity, Internet provider, domain name and registration; Hardware/Network components, i.e., workstations, servers, printers, fax, phone;
- Software, i.e., general office, accounting, inventory control, marketing;
- Office Supplies and Furniture;
- Utilities, Rent, and Expenses;
- Electronic Bank Services, i.e., Interac, Credit Cards;
- Appropriate financing options to provide for all the required IT resources at start-up and for the next three years.

In Activity 2, the groups, using an integrated software package, create a detailed printed proposal for the entrepreneur that includes a cover page, a table of contents, a bibliography, charts, tables, graphs, and enhanced font styles and details. This proposal should be professionally printed and bound to give the students a feeling of accomplishment. All electronic documents and reports are filed in a logical subdirectory of students' file space to reinforce their organizational skills.

In Activity 3, students create an appropriate electronic production to guide them through the presentation of their proposal. The presentation highlights the strengths of the proposal for the entrepreneur. The groups share their presentations with the class.

### Unit Overview Chart

Activity	Time	Learning Expectations	Assessment Categories	Focus
1	12.5 hours	EWV.04, SIV.03, EW4.04, SI3.01, SI3.02 CGE2b, CGE3c, CGE4f, CGE5a	Knowledge/Understanding Thinking/Inquiry Communication Application	Developing an IT Plan
2	6.25 hours	PMV.02, PM2.02, SI1.01 CGE4b, CGE5g	Knowledge/Understanding Thinking/Inquiry Communication Application	Written Project Proposal Preparation
3	6.25 hours	PMV.02, PM2.03, PM2.01, ER3.02 CGE2c	Knowledge/Understanding Thinking/Inquiry Communication Application	Preparation and Presentation of Findings

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## Unit 5: Web Pages

**Time:** 10 hours

### Unit Description

This unit develops an understanding of deciding the appropriateness of information for posting on the Web, the importance of a webmaster in an organization, the evaluation of different types of tools available to create web pages, and the development of a web page for the IT Plan in Unit 4.

In Activity 1, students discuss the types of information that are appropriate for posting on the World Wide Web. Students produce information that they would like to post if they were the successful bidder for Unit 4. In groups of three, students determine the message they want to convey in this web page and create a rough organizational structure for the page (number of pages, content on pages, and organization of pages). This draft is forwarded to the teacher for constructive suggestions and peer input.

In Activity 2, students participate in a discussion regarding the difference between internal and external data and the criteria for each. Students pick information that is most appropriate for the web. Students are made aware of a webmaster's duty to ensure the appropriateness and accuracy, and updates of web pages. Using the teacher's (webmaster's) constructive suggestions and the information gained from the internal/external data discussion, students formalize the final structure of the desired web page. All electronic documents and reports are filed in a logical subdirectory of students' file space to reinforce their organizational skills.

In Activity 3, the tools available for creating web pages are taught or reviewed and any additional tools are analysed to determine their usefulness considering the available timeline. Students plan out the tools that they should use and the components of these tools that they need to become familiar with. Students must consider the time available and the capability of the tools that they are familiar with. Students study how to use the tools that they need to learn using on-line help and tutorials. The teacher directs students to where some of these resources can be found and facilitates student learning when needed.

In Activity 4, students create the web page as planned and post it to an internal site that the teacher has designated for evaluation. Students test the page on the internal site using different browsers, different resolution modes, and on different types of computers to ensure the greatest level of cross-platform compatibility. Students make appropriate adjustments to the page based on the webmaster's feedback and their own testing and all pages are shared with the class and may be posted to the school's website.

### Unit Overview Chart

Activity	Time	Learning Expectations	Assessment Categories	Focus
1	1.25 hours	PMV.02, PM1.05 CGE1d, CGE1h	Thinking/Inquiry Communication Application	Selecting the Global Message
2	1.25 hours	SIV.03, ER1.02, PM2.03 CGE4a	Knowledge/Understanding Thinking/Inquiry Communication	Internal vs. External Data
3	2.5 hours	PMV.03, SIV.01, PM3.02, SI1.02, SI1.03	Knowledge/Understanding Thinking/Inquiry Application	Selecting the Tools Needed
4	5 hours	ERV.02, PMV.01, ER2.03, ER3.01, ER3.02, ER3.03, PM3.04 CGE2e, CGE4f	Knowledge/Understanding Thinking/Inquiry Communication Application	Creating the Product

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## **Unit 6: Careers**

**Time:** 12.5 hours

### **Unit Description**

Students brainstorm, research, and discuss employability skills and employment opportunities for IT candidates. Students prepare or update a variety of electronic documents to include in their own job search, including an updated resume and a portfolio of exemplary work. Students experience a mock interview situation to help them gain interview experience prior to entering the workforce and to help them understand the rationale for different types of questions during an IT interview. Students receive instruction on the steps in creating a career plan and filling out a simple income tax return.

In Activity 1, students explore the topic of employability skills. As a class, they brainstorm the skills they think an employer particularly those in the IT sector would value in an employee. Students are directed to the websites of the Conference Board of Canada Employability Skills Profile, the National Guideline for Youth Entrepreneurship Education and Training, and the Blueprint for Life/Work Designs. They indicate their own positive employability traits on a teacher-prepared checklist summarizing the skills listed at the above sites. In their electronic notebooks, students reflect on developing their potential and identify how they can make a meaningful contribution to society if they become employed as a result of their IT skills.

In Activity 2, students use the Internet to search for and identify employment opportunities in the IT sector or in other occupations that require IT skills. Students discuss complexity levels of different computer skills (see [http://www15.hrdc-drhc.gc.ca/english/readers\\_guide.asp?section\\_number=66](http://www15.hrdc-drhc.gc.ca/english/readers_guide.asp?section_number=66)) and create a database with ten records of jobs that require IT skills at all 5 levels. This database is created using common field names designated by the teacher, e.g., job type, URL, IT skills required competency level, education required, and salary. Records are sent to the teacher who then merges them into a common database. Students complete a checklist of their own IT competencies using a teacher-provided checklist. Students use the combined class database to check if their current IT skills would qualify them for any jobs at this time.

In Activity 3, using word processing, students update their resumes (created in BTA3O), create a letter of application (containing merge codes that can later be used with a data source), and a form interview follow-up letter (again containing merge codes). All electronic documents and reports are filed in a logical subdirectory of students' file space to reinforce his/her organizational skills.

In Activity 4, students briefly discuss interview strategies and participate in a teacher-led mock-interview with one of the students. Students discuss the positive and (with appropriate sensitivity) negative aspects of the mock-interview. Students then do on-line research to determine the components of a job interview and presentation process. They create an electronic multimedia interview presentation entitled "Interview Tips" in the form of a slide show or web page.

In Activity 5, students select and polish pieces of their own work to add to their career portfolios, which they take along to job interviews. Students identify the strengths of each piece of work using the IT skill levels discussed in Activity 2 as a reference.

In Activity 6, the teacher introduces students to the components of a career plan. The importance of continuing education to career planning is discussed by the class. Students create their own career plans using word processing or flowchart software. Students consider how a strong faith commitment can complement their career aspirations and make them happier, more fulfilled people.

In Activity 7, students prepare personal income tax returns using spreadsheet software. Students can participate in "what-if" scenarios to explore the effects of level of taxation on salary increases.

### Unit Overview Chart

Activity	Time	Learning Expectations	Assessment Categories	Focus
1	1.25 hours	PEV.02, PE2.01, PE2.02 CGE2a, CGE3c, CGE5e	Thinking/Inquiry Communication	Self-Assessment
2	2.5 hours	PEV.01, PE1.01 CGE2b, CGE2e, CGE5e	Thinking/Inquiry Communication Application	IT Job Search
3	1.25 hours	PEV.01, PE1.02 CGE2c, CGE4a, CGE4f, CGE4g	Thinking/Inquiry Communication Application	Job Search Document Preparation
4	2.5 hours	PEV.01, PE1.03, PE1.04 CGE2c, CGE3c, CGE4a, CGE5e	Knowledge/Understanding Thinking/Inquiry Communication Application	Interview Process Research and Presentation
5	1.25 hours	PEV.02, PE2.03, PE2.04 CGE4g, CGE4f, CGE5g	Thinking/Inquiry Communication Application	Portfolio Creation and Updating
6	1.25 hours	PEV.03, PE3.01, PE3.02, PE3.03 CGE4g, CGE1i, CGE3c	Thinking/Inquiry Communication Application	Career Plan
7	2.5 hours	SIV.03, SI3.03 CGE3c	Knowledge/Understanding Thinking/Inquiry Communication Application	Personal Income Tax Return Preparation

### Teaching/Learning Strategies

Teaching/Learning Strategies include the following:

- **Guest Speakers:** Guest speakers from a community business who use the latest computer technology could be invited to share examples of how they use software to achieve their business objectives. Examples include the use of a spreadsheet to project future earnings or the use of an electronic presentation to market a product or idea.
- **Conferencing:** Discussions are held with each student on a one-to-one basis concerning the progress of independent work.
- **Independent Study:** Students research a topic of interest from either a list submitted to students by the teacher or a topic that a student conceived and was approved by the teacher.
- **Brainstorming:** Students are encouraged to generate many ideas in the belief that their ideas will not be analysed or criticized.
- **Cooperative Learning:** Small-group participation occurs where teamwork is stressed in order to prepare students for their future work environments.
- **Presentation:** Students create electronic presentations of researched subjects to the entire class.
- **Whole Group Instruction:** The teacher instructs the class as a unit.

### Assessment & Evaluation of Student Achievement

Seventy per cent of the grade will be based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other methods of evaluation.

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Course assessment and evaluation includes the following four categories with some suggested strategies:

**Knowledge/Understanding**

- Written tests at the end of each unit
- Written quizzes throughout the course
- Question and answer sessions for review of previous material

**Thinking/Inquiry**

- In-class assignments
- Independent research
- Performance tasks

**Communication**

- Written assignments
- Presentations

**Application**

- Presentations
- Newsletters
- Computer programs

**Assessment tools include:**

- checklists;
- rubrics with the use of exemplars to outline clear criteria;
- anecdotal comments on student output to encourage improvement;
- marking schemes.

**Final Evaluation**

Final Activities include the updating of students' Personal Career and Exemplary Work Portfolio. These activities could be completed over the last two weeks of the course. There could be an exam component. Final assessment activities during the last third of the course are assessed based on software application and research skills, office procedures, the application of the knowledge of work environments, and the application of the knowledge of Catholic teachings.

**Accommodations**

Teachers should consult individual student IEP for specific direction on accommodation for individuals. The following are suggested strategies that could be used in this course:

- provision of adaptive hardware devices, e.g., large screen monitors, larger fonts, specially designed keyboards, voice-activated equipment, reading machines;
- provision of word lists, glossaries, definition of terms, and visuals where available;
- provision of alternative assignment topics to accommodate students' interests and choice of assignment formats where possible;
- provision of immediate feedback, use of praise and positive feedback, and one-on-one conferencing;
- flexibility with timelines;
- provision of more detailed notes or instructions;
- reinforcement of written instructions with verbal instructions;
- repetition of demonstrations and the use of visual aids;
- provision of alternative assessment methods such as oral testing, taped answers, and scribing for students with writing difficulties;
- use of peer tutors if available;
- provision of opportunities for enrichment.

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## Resources

Since this Course Profile relies heavily on the use of the Internet, teachers must ensure that students are aware of and follow the board and school policies about Internet usage

## Human Resources

Computer site administrator from the board office or the school  
Computer technicians (from the board office and/or community)  
School library staff and special education staff  
School chaplain  
Parents employed in the information technology industry

## Software

Ministry issued application software (OESS)  
Application software not purchased by the Ministry that provides the teacher with the ability to meet the Ministry course expectations and also operates on the school hardware. The application software used should be consistent with that used in local industry whenever possible.  
District board standards/conventions/policies and available supporting resources

## Books

Beatty, Richard H. *The Interview Kit*. Wiley Trade Publishing, 2000. ISBN 0471379484  
Beatty, Richard H. *The Perfect Cover Letter*. Toronto: John Wiley & Sons Canada, Limited, 1996. ISBN 0471124001  
Berens, Linda V. *Dynamics of Personality Type: Understanding and Applying Jung's Cognitive Processes*. Telos Publications, 2000. ISBN 0966462459  
Berens, Linda V. and Dario Nardi. *The 16 Personality Types: Descriptions for Self-Discovery*. Telos Publications, 1999. ISBN 0966462475  
Biehl, Bobb. *Masterplanning: A Complete Guide for Building a Strategic Plan for Your Business, Church, or Organization*. Broadman & Holman Publishers, 1997. ISBN 0805460969  
Boar, Bernard H. *The Art of Strategic Planning for Information Technology*. John Wiley & Sons, December, 2001. ISBN 0471376558  
Briggs Myers, Isabel and Peter B. Myers. *Gifts Differing: Understanding Personality Type*. Palo Alto, California: Consulting Psychologists Press, 1995. ISBN 089106074X  
Carter, Carol, Gary Izumo, and Sarah Kravits. *The Career Tool Kit: Skills for Success*. Prentice Hall, 2000. ISBN 0130884189  
Jacks, Evelyn. *Jacks on Tax Savings*. Toronto: McGraw-Hill Ryerson, 2001. ISBN 0-07-088034-4  
Kalil, Carolyn. *Follow Your True Colors to the Work You Love*. True Colors, Inc., Publishing, 1998. ISBN 1893320286  
Kuentler, Gail. *The Career Atlas: How to Find a Good Job When Good Jobs are Hard to Find*. Franklin Lakes, N.J.: Career Press, Incorporated, 1996. ISBN 1564142256  
Lasser, J.K. *J.K. Lasser's Your Income Taxes 2002*. John Wiley & Sons Canada, December 2001. ISBN 0471443735  
Makra, Kevin. *The Canada Student Employment Guide 2001 Edition*. Toronto: Student Employment Network, 2000. ISBN 1896324347  
Makra, Kevin. *The Canadian Job Directory: The Ultimate Guide to Canada's Hidden Job Market*. Toronto: Student Employment Network, 1999. ISBN 1896324304

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Quenk, Naomi L. *Essentials of Myers-Briggs Type Indicator Assessment (Essentials of Psychological Assessment Series)*. New York: John Wiley & Sons, 1999. ISBN 0471332399

Peterson, Steven and Paul Tiffany. *Business Plans for Dummies*. IDG Books Worldwide: May, 1997. ISBN 1568848684

Thomson, Lenore. *Personality Type: An Owner's Manual (Jung on the Hudson Book Series)*. Boston: Shambhala Publications, 1998. ISBN 0877739870

## **Websites**

The URLs for the websites have been verified by the writers prior to publication. Given the frequency with which these designations change, the teacher should always verify the websites prior to assigning them for student use.

Units in this Course Profile make reference to the use of specific texts, magazines, films, videos, and websites. The teacher needs to consult their board policies regarding use of any copyrighted materials. Before reproducing materials for student use from printed publications, teachers need to ensure that their board has a Cancopy licence and that this licence covers the resources they wish to use. Before screening videos/films with their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor, e.g., Audio Cine Films Inc. The teachers are reminded that much of the material on the Internet is protected by copyright. The copyright is usually owned by the person or organization that created the work. Reproduction of any work or substantial part of any work from the Internet is not allowed without the permission of the owner.

## **IT Innovations**

<http://www.popsoci.com/> (Popular Science on-line magazine)

<http://www.hammacher.com> (Hammacher Schlemmer website featuring unique electronic products)

<http://www.popularmechanics.com> (Popular Mechanics)

## **Organizational Structures**

<http://www.kevinwilliams.co.uk/ITatIBM/Issue2/Jess/article.html> (IBM organizational structure)

## **Organizational Charts**

<http://raven.cc.ukans.edu/~itech/program/coorg.html> (for companies)

<http://www.smartdraw.com/resources/centers/orgcharts/resources.htm> (examples of creating charts)

## **E-Mail Conferencing**

<http://www.epals.com>

## **Careers**

[http://www15.hrdc-drhc.gc.ca/english/readers\\_guide.asp?section\\_number=90](http://www15.hrdc-drhc.gc.ca/english/readers_guide.asp?section_number=90) (Complexity Scale)

[http://www.hrdc-drhc.gc.ca/hrhb/hrp-prh/pi-ip/career-carriere/english/quizzes/index\\_e.shtml](http://www.hrdc-drhc.gc.ca/hrhb/hrp-prh/pi-ip/career-carriere/english/quizzes/index_e.shtml)

<http://content.monster.ca/tools/> (numerous tools and quizzes, resume builder)

## **Catholic Sites**

<http://www.edu.comspec.net/ocen/> (Ontario Catholic Education Network – multiple links)

<http://www.vatican.va/>

## **Assessment/Evaluation**

<http://www.rmcdenver.com/useguide/assessme/portfoli.htm?> (Portfolio Trouble-Shooting)

<http://www.wlma.org/Literacy/rubricsources.htm> (multiple assessment/evaluation links)

## **True Colours**

[http://www.career-lifeskills.com/products\\_services/atpr/truecol/index.htm](http://www.career-lifeskills.com/products_services/atpr/truecol/index.htm) (variety of information available)

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### **Impact of IT**

<http://www.ieee.org/> IEEE Technology and Society Magazine (The Institute of Electrical and Electronics Engineers, Inc.)

<http://www.crito.uci.edu/frameset-ie.htm> (The Center for Research on Information Technology and Organizations (CRITO) at University of California, Irvine) (searchable database of articles/working papers)

[http://www.nsf.gov/sbe/srs/nsf01313/it\\_home.htm](http://www.nsf.gov/sbe/srs/nsf01313/it_home.htm), (“The Application and Implications of Information Technologies in the Home: Where are the Data and What Do They Say?” National Science Foundation, Division of Science Resources Studies, March 2001.)

### **High-End, Low-End Technology**

<http://computer.org/computer/> (Institute of Electrical and Electronics Engineers searchable database of computer articles)

### **IT Skills Levels (Checklist)**

<http://www.nextsteps.org/net/career/81yecp1h.htm> (Human Resources Development Canada)

<http://www.luc.edu/infotech/checklist.htm> (Loyola University Chicago Computer Skills Checklist)

<http://www.kcsd.k12.pa.us/~techhp/techplan/checklist.html> (Keystone Central School District Computer Skills Checklist)

### **IT Job Search**

<http://www.jobuniverse.com/> (Worldwide job search)

<http://www.itworldcanada.com/> (Canadian IT job site)

### **Interviewing Skills**

<http://www.schooltocareer.com/stc/ij/skills.htm> (Cuyahoga Valley School-to-Career Consortium Interviewing Skills)

### **Career Planning**

<http://careerplanning.about.com/> (numerous career planning links)

<http://www.adm.uwaterloo.ca/infocecs/CRC/manual-home.html>

### **Skill/Competencies Assessment**

Research Conference Board of Canada Employability Skills Profile found at <http://www.conferenceboard.ca/education/pdf/awards/idea.pdf> (page 122 of 132)

National Guideline for Youth Entrepreneurship Education and Training found at <http://www.mvp.cfee.org/en/pdf/catchingthewave.pdf> (takes a long time to load)  
Blueprint for Life/Work Design

### **Income Tax Return**

<http://www.cra-adrc.gc.ca/tax/individuals/menu-e.html> (Canada Customs and Revenue General Income Tax Information)

### **On-line Magazines**

<http://www.redherring.com> (innovations in technology, entrepreneurship and finance)

<http://www.itworldcanada.com/> (searchable database of articles)

<http://www.computerworld.com/> (for the latest innovations in computers)

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### **Course Evaluation**

After the initial offering of the course, evaluation may be carried out through interviews with a sampling of students who have completed the course. Sample questions could include:

- Did this course meet your expectations?
- Do you have better ideas of possible careers in this area?
- Would you take another course in this area?
- Would you want a younger brother, sister, or friend to take this course?

### **OSS Policy Considerations**

Resources to support anti-discriminatory education, equity/social justice issues, career goals/cooperative education, and community partnerships support many of the Ontario Secondary School Policies.

Students may count the course as an optional credit or an additional compulsory credit

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## **Coded Expectations, Information Technology in Business, Grade 12, Workplace Preparation, BTX4E**

### **The Electronic Workplace Environment**

#### **Overall Expectations**

- EWV.01** · assess new developments in core technologies, global communication networks, and electronic business;
- EWV.02** · analyse ways in which current information technology has changed personal and business relationships from the local level to the global level;
- EWV.03** · demonstrate an understanding of the impact of information technology on a company's management functions;
- EWV.04** · create a strategic plan related to the use of information technology in business.

#### **Specific Expectations**

##### **New Developments in Information Technology**

- EW1.01** – describe new developments in core technologies, global communication networks, and electronic business;
- EW1.02** – summarize the impact of new developments in information technology on business operations (e.g., on production, information management, data warehousing) and the workplace;
- EW1.03** – forecast innovations in information technology that will have an impact on business operations and environments within the next five years.

##### **The Impact of Information Technology on Business**

- EW2.01** – describe situations in which information technology has created opportunities for businesses to expand globally;
- EW2.02** – explain how information technology has affected the way in which individuals obtain information and transact business;
- EW2.03** – summarize the advantages and disadvantages of conducting business electronically.

##### **The Impact of Information Technology on Management**

- EW3.01** – demonstrate the use of appropriate software (e.g., flowchart, drawing, design) to illustrate a variety of organizational structures;
- EW3.02** – describe the management functions of a company;
- EW3.03** – summarize the impact of information technology on the management functions of a company;
- EW3.04** – demonstrate an understanding of how business uses information technology for management purposes;
- EW3.05** – compare, electronically, the different uses of information technology in high- and low-technology businesses.

##### **The Strategic Plan**

- EW4.01** – explain the purpose of a strategic plan;
- EW4.02** – summarize the methods that businesses use to manage information technology;
- EW4.03** – describe the obstacles (e.g., outdated technology, slow pace of change, resistance from employees) to creating a long-range strategic plan incorporating information technology;
- EW4.04** – create, electronically, an information technology plan for a small enterprise (e.g., identify appropriate components and describe their functions within the business).

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## Software Applications and Information Management

### Overall Expectations

- SIV.01** · demonstrate the appropriate use of integrated software to produce customized business documents;
- SIV.02** · manage, electronically, information and business files;
- SIV.03** · demonstrate the appropriate use of electronic financial planning tools for personal and workplace applications.

### Specific Expectations

#### Software Applications

- SI1.01** – describe the business documents required for a particular task (e.g., a business report requiring text, a flowchart, graphics, tables, and graphs);
- SI1.02** – select the most appropriate integrated software application for creating customized business documents;
- SI1.03** – demonstrate how to produce customized business documents (e.g., formatted and integrated documents, graphics, graphs, reports, presentations).

#### Electronic File Management

- SI2.01** – demonstrate the appropriate use of software to manage their time (e.g., use of a to-do list, electronic calendar, electronic planner);
- SI2.02** – demonstrate the appropriate use of software to maintain a “client list” (e.g., use of a database, electronic address book, electronic agenda);
- SI2.03** – organize their computer files into appropriately named folders.

#### Financial Planning

- SI3.01** – describe, electronically, the financial planning tools (e.g., budget data, information about loan and interest rates or share values) available on a global network (e.g., the Internet);
- SI3.02** – produce financial documents (e.g., balance sheets, sales summaries, expense reports, customer quotes, budgets) using appropriate software;
- SI3.03** – demonstrate the appropriate use of software in preparing a personal income tax return (e.g., the use of software templates).

## Electronic Research and Communication

### Overall Expectations

- ERV.01** · conduct electronic research for a specific business task;
- ERV.02** · communicate research results in a multipage business report that integrates a variety of software applications;
- ERV.03** · demonstrate the use of appropriate electronic tools to communicate with others.

### Specific Expectations

#### Electronic Research

- ER1.01** – demonstrate the use of a variety of search engines (e.g., educational, single, multiple, utility) to locate websites for specific purposes;
- ER1.02** – access a variety of electronic media (e.g., newsgroups, CD-ROMs, intranets) to gather information for specific purposes;

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**ER1.03** – analyse information gathered from a variety of electronic media and evaluate it for validity, bias, appropriateness, accuracy, and confidentiality;

**ER1.04** – summarize, electronically, electronic media resources that require continuous updating (e.g., electronic calendar, electronic address book, bookmarks, virus checks).

### **Preparation of Business Reports**

**ER2.01** – select the appropriate integrated software for the preparation of a multipage business report;

**ER2.02** – demonstrate the appropriate use of software features and functions (e.g., headers, footers, footnotes, endnotes, headings) required for multipage business reports;

**ER2.03** – produce, electronically, a multipage business report that includes a cover page, table of contents, bibliography, chart, table, graph, clip art, and enhanced font styles and details.

### **Electronic Communication**

**ER3.01** – describe the appropriate type of document (e.g., presentation, minutes, chart) for communicating a specific message;

**ER3.02** – select appropriate electronic tools (e.g., multimedia, e-mail, website) to communicate a message to a specific audience;

**ER3.03** – transmit documents electronically by using various electronic tools (e.g., multimedia, e-mail, website).

## **Electronic Project Management and Teamwork**

### **Overall Expectations**

**PMV.01** · analyse the team process in an electronic environment;

**PMV.02** · demonstrate, as a member of a team, the production of an electronic product that will be shared externally;

**PMV.03** · demonstrate the use of project management strategies and teamwork skills when working in different locations.

### **Specific Expectations**

#### **The Team Process**

**PM1.01** – explain why businesses form teams to complete specific projects;

**PM1.02** – explain the concept of project management and teamwork;

**PM1.03** – compare the ways in which the project team process differs in electronic and non-electronic environments;

**PM1.04** – describe an individual's role within a project-based team;

**PM1.05** – demonstrate the skills needed to work collaboratively and manage project resources in an electronic environment.

#### **Electronic Presentation**

**PM2.01** – determine the presentation tools (e.g., slide shows, animation and sound, video projection) that are commonly used in business;

**PM2.02** – demonstrate the use of a project management–multitask software package (e.g., joint document production and project tracking; use of word processor, spreadsheet, and database in one document);

**PM2.03** – create an electronic presentation for a specific purpose.

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## **Distance Communication**

- PM3.01** – explain ways in which team members can communicate electronically when working in different locations by using various electronic tools (e.g., fax, e-mail, voice mail, newsgroups, extranets);
- PM3.02** – determine the criteria (e.g., time lines, schedules, communication customs) and software standards needed to facilitate project management and teamwork when team members work in different locations;
- PM3.03** – demonstrate the use of electronic tools (e.g., file sharing, fax, e-mail) that facilitate the joint production of documents by team members in different locations;
- PM3.04** – communicate the results of the team project to an external audience.

## **Preparation for Employment**

### **Overall Expectations**

- PEV.01** · apply the steps required to complete a job search;
- PEV.02** · assess their information technology skills and competencies;
- PEV.03** · create, electronically, a career plan.

### **Specific Expectations**

#### **The Job Search**

- PE1.01** – identify employment opportunities in the information technology sector, and in other occupations that require information technology skills, by conducting a search using electronic research tools (e.g., the Internet, CD-ROMs, newsgroups);
- PE1.02** – demonstrate the use of software to prepare a résumé, letter of application, and interview follow-up letter;
- PE1.03** – determine the components of the interview and presentation processes by conducting a search on a global computer network (e.g., the Internet);
- PE1.04** – create, electronically, a multimedia interview presentation.

#### **Assessment of Skills and Competencies**

- PE2.01** – demonstrate an understanding of employability skills, after researching the Conference Board of Canada Employability Skills Profile, the National Guideline for Youth Entrepreneurship Education and Training, and the Blueprint for Life/Work Designs;
- PE2.02** – classify, by skill, their information technology skills and summarize them electronically (e.g., skills in web-page design, creating presentations, formatting, project management, teamwork);
- PE2.03** – demonstrate information technology skills in samples of their work;
- PE2.04** – demonstrate an understanding of the importance of keeping records and samples of exemplary work (e.g., desktop publishing, presentations) in a portfolio for interview purposes.

#### **The Career Plan**

- PE3.01** – describe the components of a career plan (e.g., statements of short- and long-term goals, plans for continuing education and work experience);
- PE3.02** – create, electronically, a career plan;
- PE3.03** – explain the importance of continuing education as it relates to career areas that use information technology (e.g., to stay current with rapidly changing software, new equipment, evolving technology).

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## Ontario Catholic School Graduate Expectations

The graduate is expected to be:

**A Discerning Believer Formed in the Catholic Faith Community** who

- CGE1a** -illustrates a basic understanding of the **saving story** of our Christian faith;
- CGE1b** -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- CGE1c** -actively reflects on **God’s Word** as communicated through the Hebrew and Christian scriptures;
- CGE1d** -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
- CGE1e** -speaks the **language of life**... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)
- CGE1f** -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
- CGE1g** -understands that one’s purpose or **call in life** comes from God and strives to discern and live out this call throughout life’s journey;
- CGE1h** -respects the **faith traditions**, world religions and the life-journeys of **all people of good will**;
- CGE1i** -integrates faith with life;
- CGE1j** -recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

**An Effective Communicator** who

- CGE2a** -listens actively and critically to understand and learn in light of gospel values;
- CGE2b** -reads, understands and uses written materials effectively;
- CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;
- CGE2d** -writes and speaks fluently one or both of Canada’s official languages;
- CGE2e** -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

**A Reflective and Creative Thinker** who

- CGE3a** -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3b** -creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** -thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3d** -makes decisions in light of gospel values with an informed moral conscience;
- CGE3e** -adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE3f** -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

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**A Self-Directed, Responsible, Life Long Learner** who

- CGE4a** -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE4b** -demonstrates flexibility and adaptability;
- CGE4c** -takes initiative and demonstrates Christian leadership;
- CGE4d** -responds to, manages and constructively influences change in a discerning manner;
- CGE4e** -sets appropriate goals and priorities in school, work and personal life;
- CGE4f** -applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE4g** -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- CGE4h** -participates in leisure and fitness activities for a balanced and healthy lifestyle.

**A Collaborative Contributor** who

- CGE5a** -works effectively as an interdependent team member;
- CGE5b** -thinks critically about the meaning and purpose of work;
- CGE5c** -develops one's God-given potential and makes a meaningful contribution to society;
- CGE5d** -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
- CGE5e** -respects the rights, responsibilities and contributions of self and others;
- CGE5f** -exercises Christian leadership in the achievement of individual and group goals;
- CGE5g** -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
- CGE5h** -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

**A Caring Family Member** who

- CGE6a** -relates to family members in a loving, compassionate and respectful manner;
- CGE6b** -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
- CGE6c** -values and honours the important role of the family in society;
- CGE6d** -values and nurtures opportunities for family prayer;
- CGE6e** -ministers to the family, school, parish, and wider community through service.

**A Responsible Citizen** who

- CGE7a** -acts morally and legally as a person formed in Catholic traditions;
- CGE7b** -accepts accountability for one's own actions;
- CGE7c** -seeks and grants forgiveness;
- CGE7d** -promotes the sacredness of life;
- CGE7e** -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- CGE7f** -respects and affirms the diversity and interdependence of the world's peoples and cultures;
- CGE7g** -respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- CGE7h** -exercises the rights and responsibilities of Canadian citizenship;
- CGE7i** -respects the environment and uses resources wisely;
- CGE7j** -contributes to the common good.

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## Unit 1: Applications and Research

**Time:** 25 hours

### Unit Description

This unit introduces advanced desktop and file management techniques, personal and business organization, and distribution of data. All of these concepts are covered through hands-on activities using integrated software applications.

In Activity 1, students review the elements of a computer desktop and the importance of organized file storage. Electronic file management, organization of data and computer files, use of folders, bookmarks, and the electronic arrangement of files are stressed. Students create a religion directory and a sub-directory called clipart. Students are given a large number of religious clipart images to categorize, e.g., by book in the Bible, etc., and put into appropriate additional folders in the clipart directory. Clipart is used instead of text or other types of files to encourage students to be more analytical in their directory organization and file naming structure.

In Activity 2, students select one graphic from the library and research the biblical event using a variety of Internet search engines and print resources. Students validate any resources and then present their findings to the class using presentation software.

In Activity 3, students discuss different methods and tools used to facilitate time management including Personal Digital Assistants (PDA's) and other calendar/scheduling tools and the advantages and disadvantages of each. Students use a desktop publishing or graphics program, to create a calendar of deadlines and important dates for this course. Students also include important school activities. The calendar should be published to be readily accessible and updateable. This calendar should be stored in electronic format for easy access and updated regularly.

In Activity 4, students discuss the differences and benefits of both the two-dimensional and the relational database. Students create a database of the parishes in their diocese in the most appropriate database format utilizing all the appropriate tools to ensure the accuracy of the data. Students sort and select data from the database to review the data manipulation processes and options available.

In Activity 5, individual students create a newsletter about school events to send to each of the parishes in the diocese. All the newsletters should be professional quality and printed in colour if possible. Students individually create a cover letter to accompany the newsletter. Students use the database created in Activity 4 to merge the parish information, e.g., address, recipient, etc., with the cover letter. All newsletters and cover letters are submitted to the teacher for assessment. The teacher determines which newsletter is sent out. Students distribute the newsletter and cover letter to designated parishes in the most efficient manner.

### Unit Synopsis Chart

Activity	Time	Learning Expectations	Assessment Categories	Focus
1	2.5 hours	SIV.02, SI2.03 CGE4f	Application Knowledge/Understanding	Files and Folders
2	7.5 hours	SI1.03, ER1.01, ER1.02, ER1.03 CGE2b, CGE4f	Application Thinking/Inquiry Communication	Research and Presentation
3	5 hours	SIV.01, ER1.04, SI1.03, SI2.01 CGE4e	Application Communication Thinking/Inquiry	Time Management

Activity	Time	Learning Expectations	Assessment Categories	Focus
4	3.75 hours	SIV.01, SIV.02, SI2.02 CGE3c, CGE4f	Application Thinking/Inquiry	Databases
5	6.25 hours	SIV.01, SI1.02, SI1.03 CGE5h, CGE3c	Application Communication Knowledge/Understanding	Automated Correspondence

## Activity 1: Files and Folders

**Time:** 2.5 hours

### Description

Students review the elements of a computer desktop and the importance of organized file storage. Electronic file management, organization of data and computer files, use of folders, bookmarks, and the electronic arrangement of files in folders to save time and enhance organization are stressed. Students create a religion directory and a sub-directory called clipart under the religion directory. The students are given a large number of religious clipart images to categorize, e.g., by book in the Bible, etc., and place into appropriate additional folders in the clipart directory. Students are expected to create a directory structure for this course for storing notes and files.

### Strand(s) & Learning Expectations

**Ontario Catholic School Graduate Expectations:** CGE4f.

**Strand(s):** Software Applications and Information Management

#### Overall Expectations

SIV.02 - manage, electronically, information and business files.

#### Specific Expectations

SI2.03 - organize their computer files into appropriately named folders.

### Planning Notes

- Prepare a common directory on the network and put all the unzipped files in the common network directory.
- Prepare overhead, slide, board note or a handout of a sample directory structure as per Appendix 1.1.1.
- Ensure that there is sufficient space for all the graphics files in each student's directory.

### Prior Knowledge & Skills

- Basic knowledge of Windows Explorer (or MAC Equivalent) to navigate network directory structure

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## Teaching/Learning Strategies

The teacher:

- reviews the importance of organization and the different methods of making and moving folders and files to maintain an organized desktop;
- instructs students about the importance of logical planning, time and resource management, and effective decision making when organizing one's electronic resources;
- shows students the directory structure for clipart on the Corel Draw/CD as an example;
- instructs students about appropriate directory names in computer environments, i.e., no special punctuation;
- demonstrates the methods of previewing and moving files from one directory to another;
- directs students to rename the files if it helps to organize the data more effectively;
- gives a sample directory structure for the graphics in the shared directory to clarify instructions (Appendix 1.1.1);
- instructs students to reorganize all the files into a directory structure under their own identification (ID);
- directs students, in pairs, to search their own directory structure for specific graphics to demonstrate the benefits of organized storage (as per Appendix 1.1.2);
- selects two or three of the better structures and has students give their planning for the structure;
- works with the class to develop a note to outline the benefits of organized storage and lists the file management tools they used;
- has students revise their directory structure prior to assessment;
- instructs students on how to create a preliminary directory structure for the course based on the course outline supplied Appendix 1.1.4;
- directs students to keep notes and assignments in organized directory structures to be evaluated based on a teacher developed rubric;
- discusses with students the benefits of organized storage.
- evaluates each student's graphic directory structure based on rubric.

Students:

- review methods of making and moving folders and moving and renaming files in a directory structure;
- review the graphics in the network drive and plan out an appropriate method of folder organization for the graphics folders;
- follow their plan and preview and copy files from the network directory to their own directory structure;
- rename the files if it helps to organize the data more effectively;
- ensure that all the files in the network directory are now contained in their own directory structure under their own ID;
- in pairs, determine how efficient their directory structure is by searching for specific files as directed by the teacher (Appendix 1.1.2);
- prepare a note on benefits of organized storage and list the file management tools they used;
- revise their directory structure prior to the assessment based on the teacher-developed rubric;
- create a preliminary directory structure based on the course outline supplied (Appendix 1.1.4).

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## **Assessment & Evaluation of Student Achievement**

The teacher and students gather assessment information based on the specific expectations, including:

- a self- and peer assessment of database management using a checklist;
- a summative assessment of the activities in this unit using a teacher-developed rubric.

## **Accommodations**

The following are ways in which the activities can meet each student's individual needs:

- strong students act as peer tutors to provide extra assistance to students who need it;
- encourage students who require enrichment to research and provide other ways of organizing files;
- provide flexible timelines when appropriate.

## **Resources**

### **File and Directory Management**

[http://www.gwu.edu/~teachme/pp/tm\\_winfm/ppframe.htm](http://www.gwu.edu/~teachme/pp/tm_winfm/ppframe.htm) (George Washington University Windows file management slide show)

<http://csssrvr.entnem.ufl.edu/ctlweb/CTLfaq/fileexplore.htm> (University of Florida Windows 2000 notes)

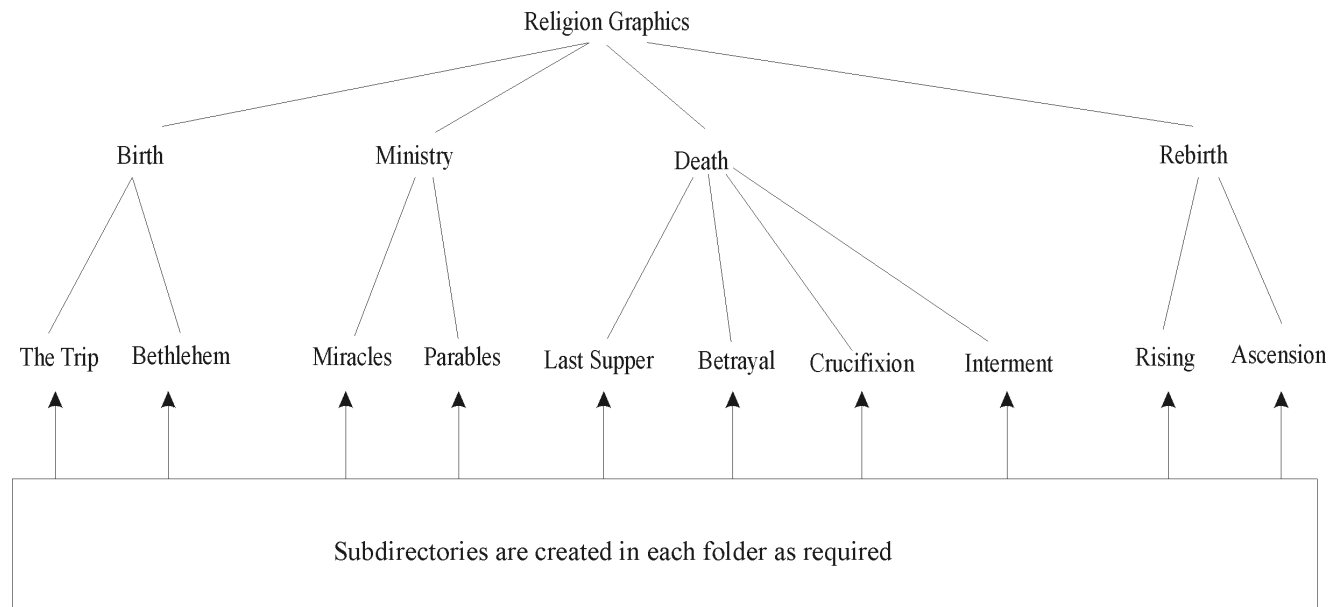
<http://csssrvr.entnem.ufl.edu/CTLWeb/filemanage.htm> (University of Florida Windows 95 notes)

<http://www.chhs.net/departments/math/workshop/files.htm> (Chapel Hill H.S. Windows Explorer notes)

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## Appendix 1.1.1

### Possible Directory Structure



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## Appendix 1.1.2

### Graphics Search Sheet

#### Instructions

Students are to work in groups of 2 and each student is to record the time for his/her partner. For each of the graphic descriptions in the chart, record how long it takes each student to find each graphic that meets the content description and has the same graphic file size.

Graphic Content (Description)	Graphic Size (in KB)	Time Taken (in seconds)	
		Student 1	Student 2
1. Jesus' ascension wearing a white robe and carrying a flag with a red cross.	46 KB		
2. Mary holding the infant Jesus looking to the sky. The image has a blue and yellow background.	30 KB		
3. Black and white picture of Jesus in a wide robe at the edge of a body of water and two fishermen on a boat in the background.	20 KB		
4. Jesus looking up and praying to God. Jesus is wearing red and white clothing. The picture has a 3-D appearance to it.	28 KB		
5. A picture depicting the Last Supper. Jesus is wearing blue and red clothing. Jesus is holding some bread in His left hand.	117 KB		
<b>Total Time Taken (in seconds)</b>			

#### Summarize the experience by filling in the following observations

Factors that could have slowed down the retrieval of the graphic files.
-------------------------------------------------------------------------

Factors that helped speed up the retrieval of the graphic files:
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## Appendix 1.1.3

### Course Structure Directory

<b>Unit 1 Applications and Research (Catholic)</b>	
1.	Files and Folders
2.	Research and Presentation
3.	Time Management
4.	Databases
5.	Automated Correspondence

<b>Unit 2 The Electronic Environment</b>	
1.	IT Innovations – MP3
2.	The E-Business Experience
3.	Product Selection and Promotion

<b>Unit 3 Teamwork and Business Skills (Public)</b>	
1.	Personal Self-Assessment and Teamwork
2.	Interview and Group Presentation
3.	Organizational Structures
4.	Strategic Plan

<b>Unit 4 Business Plan</b>	
1.	The Research and Planning
2.	Written Project Proposal Preparation
3.	Preparation and Presentation of Findings

<b>Unit 5 Web Pages</b>	
1.	Selecting the Global Message
2.	Internal vs. External Data
3.	Selecting the Tools Needed
4.	Creating the Product

<b>Unit 6 Careers</b>	
1.	Self-Assessment
2.	IT Job Search
3.	Job Search Document Preparation
4.	Interview Process Research and Presentation
5.	Portfolio Creation and Updating
6.	Career Plan
7.	Personal Income Tax Return Creation

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## Activity 2: Research & Presentation

**Time:** 7.5 hours

### Description

In Activity 2, students imagine they are employees of a business that researches and prepares professional presentations for others. The business has been hired to create a presentation that will be used as a resource by the religion teachers of a school board. For this activity, students select one graphic from the library sent to them in Activity 1 and using a variety of Internet search engines and print resources, research and bring to life the biblical event associated with this graphic through a slide presentation (see Appendix 1.1.1 for possibilities). Students validate their graphic and text resources, prepare a slide presentation using presentation software, and then present their findings to the class (who pose as the client).

### Strand(s) & Learning Expectations

**Ontario Catholic School Graduate Expectations:** CGE2b, CGE4f

**Strand(s):** Software Applications and Information Management,  
Electronic Research and Communication

### Overall Expectations

SIV.01 - demonstrate the appropriate use of integrated software to produce customized business documents;

ERV.01 - conduct electronic research for a specific business task.

### Specific Expectations

SII.03 - demonstrate how to produce customized business documents (e.g., formatted and integrated documents, graphics, graphs, reports, presentations);

ER1.01 - demonstrate the use of a variety of search engines (e.g., educational, single, multiple, utility) to locate websites for specific purposes;

ER1.02 - access a variety of electronic media (e.g., newsgroups, CD-ROMs, intranets) to gather information for specific purposes;

ER1.03 - analyse information gathered from a variety of electronic media and evaluate it for validity, bias, appropriateness, accuracy, and confidentiality.

### Planning Notes

- Discuss the assignment in Appendix 1.2.1 with the school library staff or get help from members of the religion department (school or board-based) to determine the resources available within the school.
- Prepare necessary handouts for a review of slide presentation software, Internet searching, and resource assessment.
- Photocopy Appendices 1.2.1, 1.2.2, and 1.2.3.

### Prior Knowledge & Skills

- Basic slide presentation software skills

### Teaching/Learning Strategies

The teacher:

- reviews the use of slide presentation software, including insertion of graphics, use of speaker's notes, animation, transitions and timing;
- reviews the use of Internet search engine;

- 
- discusses other forms of electronic media resources available, particularly in the school library and local library, e.g., newsgroups, CD-ROMS;
  - reviews evaluation criteria for information acquired from the Internet: validity, bias, appropriateness, accuracy, and confidentiality;
  - reviews appropriate slide and oral presentation skills;
  - distributes the assignment sheet found in Appendix 1.2.1 and the evaluation rubric Appendix 1.2.2;
  - assists students with technical problems and provides feedback during the preparation of his/her slide presentation;
  - instructs students to send the presentation file to the teacher's directory;
  - establishes order of student presentations;
  - evaluates each student's presentation using Appendix 1.2.2;

Students:

- review use of presentation software, use of search engines and assessment of information criteria for information acquired from the Internet;
- choose a biblical event from the files provided for Activity 1 and conduct research into this event;
- prepare a slide presentation using graphics, "nuggetted" lists, speaker's notes, custom animation, and automatic timings;
- save the file in the correct folder in his/her directory (e.g., Unit 1 Research and Presentation);
- send the file to the teacher for evaluation;
- present his/her research to the class;
- assess their peers on the basis of their presentations.

### **Assessment & Evaluation of Student Achievement**

The teacher and students gather assessment information based on the specific expectations, including:

- a summative evaluation of the slide presentation (Appendix 1.2.2);
- a peer assessment of the slide presentation (Appendix 1.2.3).

### **Accommodations**

The following are ways in which the activities can meet each student's individual needs:

- provide individual or small group support to students who are weak in the background skills (hand-outs included);
- group strong students with peers who require extra assistance;
- provide computer access outside of class time;
- suggest headings or areas of research that might be included;
- encourage use of more advanced functions in slide presentation program, e.g., creation and insertion of Flash video, inclusion of sound, animation, objects, etc.

### **Resources**

#### **Rubrics**

<http://school.discovery.com/schrockguide/assess.html> (numerous rubric and assessment links)

#### **Presentation Skills**

<http://www.presentersonline.com/> (downloads and resources available)

<http://208.152.64.46/training/> (delivery techniques, message, visual aids discussed)

Endicott, Jim and Scott W. Lee. *The Presentation Survival Skills Guide*. Distinction Publishing, 2001. ISBN 0970672705

Kroehnert, Gary. *Basic Presentation Skills*. McGraw-Hill, 1999. ISBN 0074706063

## Appendix 1.2.1

### Research and Presentation Assignment

#### Task: Prepare a Slide Presentation Depicting the Event

Choose one of the graphics made available to you in Activity 1. Research the biblical event using a variety of search engines on the Internet and any other forms of electronic media available to you. Prepare a slide presentation to inform the class about one of the biblical events and present your findings to the class.

#### Required Elements

Graphics	Sound	“Nuggetted” text	Speaker’s Notes
Custom Animation	Automatic Timing	Transitions	Bibliography

#### Time

Minimum - four minutes, Maximum - six minutes

#### Advanced Features

Addition of Flash or video clips, originally created graphics

## Appendix 1.2.2

### Presentation Evaluation Rubric

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<b>Thinking/Inquiry</b> - depth of research  - supporting information  - evaluation of appropriateness of information	- limited facts presented - few citations/sources - selected information from sources with limited validity	- some facts presented - some citations/sources - selected information from sources with some validity	- considerable facts presented - appropriate citations/sources - selected information from sources with considerable validity	- numerous facts presented - extensive citations/sources - selected information from sources with high degree of validity
<b>Communication</b> - presentation skills (volume, tone, enunciation, eye contact, posture, confidence, enthusiasm, engagement of audience)  - language convention	- uses presentation skills with limited effectiveness  - uses languages conventions with limited accuracy and effectiveness	- uses presentation skills with some effectiveness  - uses languages conventions with some accuracy and effectiveness	- uses presentation skills with considerable effectiveness  - uses languages conventions with considerable accuracy and effectiveness	- uses presentation skills with high degree of effectiveness  - uses languages conventions with a high degree of accuracy and effectiveness

## Appendix 1.2.2 (Continued)

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
- organization pattern	- demonstrates limited ability to use an organizational pattern	- demonstrates some ability to use an organizational pattern	- demonstrates considerable ability to use an organizational pattern	- demonstrates a high degree of ability to use an organizational pattern
<b>Application</b> - use of equipment, materials and technology	- demonstrates limited ability to use strategies for style, text, background, timing or transitions	- demonstrates some ability to use strategies for style, text, background, timing or transitions	- demonstrates considerable ability to use strategies for style, text, background, timing or transitions	- demonstrates high degree ability to use strategies for style, text, background, timing or transitions
- graphics/sound/animation effectiveness	- limited effective contribution to the event	- some effective contribution to the event	- considerable effective contribution to the event	- significant effective contribution to the event
- layout	- has limited coherence	- has some coherence	- has considerable coherence	- has a high degree coherence
- text readability	- limited clarity	- some clarity	- considerable clarity	- high degree of clarity

**Note:** A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

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## Appendix 1.2.3

### Peer Evaluation of Presentation

Students should work in pairs

Presenter: \_\_\_\_\_

Biblical Event: \_\_\_\_\_

Assessed By: \_\_\_\_\_

Assess the student's presentation in each of the following areas:

Criteria	Comments
<b>Content/Information:</b> well-researched, fully developed	
<b>Organization:</b> introduction, logical sequence of events, conclusion	
<b>Oral Presentation Skills:</b> clear, good volume, not too fast or slow, eye contact, relaxed	
<b>Technical:</b> all components enhance information presented, clear graphics, smooth transitions, no technical problems/errors, readability of text	
<b>Overall Quality/Interest Level</b>	
<b>Total</b> (out of 50)	

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## Activity 3: Time Management

**Time:** 5 hours

### Description

In Activity 3, students discuss different methods and tools used to facilitate time management including PDAs and other calendar/scheduling tools and the advantages and disadvantages of each. Students use a desktop publishing or graphics program, to create a calendar for important dates and assignment deadlines for this course. Students also include important school activities. Calendars are to be kept readily accessible and updateable (i.e., on student desktop) and in electronic format.

### Strand(s) & Learning Expectations

**Ontario Catholic School Graduate Expectations:** CGE4e.

**Strand(s):** Software Applications and Information Management

#### Overall Expectations

SIV.01 - demonstrate the appropriate use of software to produce customized business documents;

#### Specific Expectations

SI1.03 - demonstrate how to produce customized business documents (e.g., formatted and integrated documents, graphics, graphs, reports, presentations);

SI2.01 - demonstrate the appropriate use of software to manage their time (e.g., use of a to-do list, electronic calendar, electronic planner);

ER1.04 - summarize, electronically, electronic media resources that require continuous updating (e.g., electronic calendar, electronic address book, bookmarks, virus checks).

### Planning Notes

- Obtain a list of important school activity dates.
- Create a list of important dates for this course (decide on a few fictitious conflicting dates).
- Prepare a list of local businesses with addresses, phone numbers, postal codes, URLs, etc. (for Activity 1.3.2).
- Prepare a second list of additional local businesses for Activity 1.3.2.

### Prior Knowledge & Skills

- Use of fonts, justification, margins, layout (portrait versus landscape)
- Copying and pasting of clipart between applications
- Basic desktop publishing or graphic software skills, e.g., *Corel Draw*, *Publisher*, acquired in BTA30

### Teaching/Learning Strategies

#### Activity 1.3.a - Creating a Calendar

The teacher:

- elicits from students the importance of being organized daily for assignment deadlines and tests;
- takes a poll of the class to determine the number of students who use their school planners/agendas;
- discusses the use of PDAs and the advantages and disadvantages of PDAs and printed calendars;
- in random order, outlines specific deadlines and important dates for this course while students take these dates down on paper (fictitious dates that create a conflict on the calendar are included);
- outlines important school activities on the board and directs students to copy the activities onto their papers as well;

- 
- instructs students to create a twelve-month calendar using graphics or desktop publishing software (i.e., set up the months, dates, etc.);
  - teaches students how to access clipart on the school network and on the Internet;
  - instructs students to insert clipart into their calendars;
  - instructs students to enter the events from their notes into the electronically created calendar.

Students:

- participate in class discussion;
- enter advantages and disadvantages of PDAs and calendars into their electronic notebooks;
- record dates given by the teacher onto paper;
- create an electronic calendar according to the teacher's instructions.

### **Activity 1.3.b – Creating an Electronic Address Book**

The teacher:

- discusses the purpose of address books with the class;
- discusses the difference between print, electronic and hand-held (PDA) address books;
- demonstrates the creation of an electronic address book;
- demonstrates the advantages of using a spreadsheet, database, or E-mail client, e.g., *Outlook Express*, in creating an address book;
- instructs students how to create an address book using one of the following methods: a spreadsheet, a database, or an E-mail client;
- sends a data file to students containing the first set of local business addresses;
- instructs students to incorporate the first set of addresses into their address books;
- gives students a short list of additional business addresses for the students to input into their address books.

Students:

- participate in class discussion;
- receive software instruction on the creation of an electronic address book;
- create an electronic address book according to the teacher's instructions listed above.

### **Activity 1.3.c – Creating a To-Do List**

The teacher:

- outlines the differences between a calendar and a to-do list;
- instructs students to create a to-do list using an appropriate software package;
- asks students to incorporate ten short-term goals they need to accomplish in the next week into their to-do list.

Students:

- participate in class discussion;
- receive software instruction on the creation of a to-do list;
- create a to-do list.

### **Activity 1.3.d – Using the Calendar, Address Book, and To-Do List**

The teacher:

- reviews the identification of most appropriate tool(s) used for each entry;
- discusses which of the planning tools would be used most frequently and why;
- distributes a data file to students outlining the following: local business names and their addresses, dates of meetings with businesses, times of meetings, important information for each meeting;
- instructs students to create one or all of the following using the appropriate software: a calendar, address book, and/or to-do list to file the data file information in the most appropriate manner;
- instructs students to send completed files to the teacher.

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Students:

- participate in class review;
- access data file and use the appropriate software to create one or all of the following: a calendar, address book, and/or to-do list to file the data file information in the most appropriate manner;
- send completed files to the teacher.

### **Assessment & Evaluation of Student Achievement**

The teacher and students gather assessment information based on the activities described:

**Note:** Formative assessment could be self, peer and/or teacher using their checklist

- A formative assessment that involves a checklist found in Appendix 1.3.1;
- A formative assessment that involves a checklist found in Appendix 1.3.2;
- A formative assessment that involves a checklist found in Appendix 1.3.3;
- A summative evaluation based on a teacher-developed rubric for the Calendar, Address Book and To-do list.

### **Accommodations**

The following are ways that the activities can meet the student's individual needs:

- adopt a colour code to represent course and school events and add personal components;
- encourage students who require enrichment to add a specially colour-coded section for personal contacts to their address books in Activity 1.3.2;
- encourage students who require enrichment to prioritize their to-do list (Activity 1.3.3) in order of importance from most to least important.

### **Resources**

<Help> feature in graphics software programs

#### **Time Management**

[http://www.rio.maricopa.edu/distance\\_learning/tutorials/study/time.shtml](http://www.rio.maricopa.edu/distance_learning/tutorials/study/time.shtml) (Rio Salado College, Managing Your Time Effectively)

## **Activity 4: Databases**

**Time:** 3.75 hours

### **Description**

Through teacher instruction, students develop an understanding of the differences and similarities of two-dimensional and relational databases. Students create a database of the parishes in their diocese/archdiocese using an appropriate database format (most legible and accessible). Students sort, retrieve, and select data from the teacher provided database to ensure an understanding of the concepts taught. Students create a database of parishes in their diocese from information found on the supplied website.

### **Strand(s) & Learning Expectations**

**Ontario Catholic School Graduate Expectations:** CGE3c, CGE4f

**Strand(s):** Software Applications and Information Management

#### **Overall Expectations**

SIV.01 - demonstrate the appropriate use of integrated software to produce customized business documents;

SIV.02 - manage, electronically, information and business files.

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## Specific Expectations

SI2.02 - demonstrate the appropriate use of software to maintain a “client list” (e.g., use of a database, electronic address book, electronic agenda).

## Planning Notes

- Have examples of relational and two-dimensional databases ready to demonstrate.
- Have a database ready for instruction of sorting and selecting information.
- Ensure an integrated software package is used or that the database software is compatible with the merge feature of the word processing software.
- Have a URL available listing parishes and addresses in your diocese (see Resources).

## Teaching/Learning Strategies

The teacher:

- demonstrates and discusses with the class the uses of two-dimensional and relational databases;
- reviews with students how to input records into the database;
- reviews with students how to sort and select records in a teacher-provided database;
- discusses the steps in planning a database (i.e., what fields need to be created, the order they should be created in, the type of data stored in each field, size of the field, etc.);
- instructs students how to create a database of parishes in their diocese/archdiocese using an integrated software package;
- instructs students to search for parish information using the Internet and to create a database with the information;
- assesses database sent by students using the checklist in Appendix 1.4.1.

Students:

- record a note electronically on the advantages and disadvantages of the two-dimensional and relational database;
- access teacher-provided database and sort and select records from instructions given by the teacher;
- discuss planning their parish database;
- search for parish information using the teacher-provided website (see Resources);
- transfer parish data to database;
- send database to the teacher for assessment.

## Assessment & Evaluation of Student Achievement

The teacher and students gather assessment information based on the specific expectations, including:

- formative assessment using checklist found in Appendix 1.4.1.

## Accommodations

The following are ways that the activities can meet each student’s individual needs:

- pair students to provide peer support for students having difficulties with database concepts;
- students requiring enrichment opportunities should be encouraged to create an attractive database layout, to incorporate value lists for ease of data entry, and to incorporate other advanced database features.

## Resources

[www.cccb.ca/english/map\\_ontario\\_e.asp](http://www.cccb.ca/english/map_ontario_e.asp) (list of dioceses and archdioceses of Ontario)

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## Activity 5: Automated Correspondence

**Time:** 6.25 hours

### Description

In this activity, students individually create a newsletter of professional quality that details past and future school events that will be sent to each of the parishes in the diocese. Students then create a cover letter using business format (full block, no indentation) highlighting the accomplishments of the school and future events that may interest parishioners. Through peer- and teacher-assessment, the best newsletter and cover letter are selected for distribution to all of the parishes. The teacher distributes the selected cover letter to all students who then modify the cover letter to include the merge fields that correspond with the database in Activity 4. Each student merges the letter with the database information. Students submit the merged document for teacher assessment. Students copy, collate, and distribute the newsletter and cover letter to all the parishes in the most efficient manner.

### Strand(s) & Learning Expectations

**Ontario Catholic School Graduate Expectations:** CGE5h, CGE3c.

**Strand(s):** Software Applications and Information Management

#### Overall Expectations

SIV.01 - demonstrate the appropriate use of integrated software to produce customized business documents.

#### Specific Expectations

SII.02 - select the most appropriate integrated software application for creating customized business documents;

SII.03 - demonstrate how to produce customized business documents (e.g., formatted and integrated documents, graphics, graphs, reports, presentations).

### Prior Knowledge & Skills

- Knowledge of business letter format

### Planning Notes

- Inform principal about the newsletter project
- Consult with school and/or board official and diocesan officials about protocols for distributing the newsletter

### Teaching/Learning Strategies

The teacher:

- leads a discussion regarding the merits of the different newsletters and cover letters to determine the “best” submission for each;
- instructs students how to create a newsletter;
- instructs students to create a newsletter that details past and future school events that will be sent to each of the parishes in the diocese;
- informs students of good practices in creating a business letter, including line spacing and parts of the letter;
- instructs students to create a cover letter using business format (full block, no indentation) highlights the accomplishments of the school and future events that may interest parishioners;
- directs students to submit their completed newsletters and cover letters to the teacher for peer and teacher assessment;
- organizes the selection of the most desirable newsletter from those submitted by the class;

- 
- distributes the selected cover letter to all students who then modify the cover letter to include the merge fields that correspond with the database in Activity 4;
  - instructs students how to merge the database (Activity 4) and the business letter;
  - directs each student to merge the letter with the database information and submit his/her merged document for assessment;
  - coordinates the copying, compilation, and distribution of the newsletter to the parishes.

Students:

- create a newsletter according to teacher instructions;
- create a business cover letter that outlines recent and future school events;
- submit their newsletters for assessment and evaluation;
- submit their cover letters to the teacher for assessment;
- participate in peer assessment of newsletters and cover letters;
- modify the cover letter sent to them by the teacher by adding the merge fields;
- merge the cover letter with the database;
- submit their merged documents for assessment;
- participate in the compilation and distribution of the newsletters.

### **Assessment & Evaluation of Student Achievement**

The teacher and students gather assessment information based on the specific expectations, including:

- a formative assessment using the checklist for the business letter (Appendix 1.5.1);
- a formative assessment using the checklist for the merged document (Appendix 1.5.2);
- a summative evaluation of the newsletter using a rubric (Appendix 1.5.3).

### **Accommodations**

The following are ways that the activities can meet each student's individual needs:

- provide additional demonstrations to enhance understanding of merge concept;
- encourage students who require enrichment to implement additional graphic effects into the different components of the newsletter or create mailing labels.

### **Resources**

<http://www.cyberbee.com/science/letpart.html> (parts of a business letter)

[http://msms.essortment.com/businessletter\\_opy.htm](http://msms.essortment.com/businessletter_opy.htm) (how to create a business letter)

<http://www.setcampus.com/docs/Word.pdf> (how to create a business letter)

<http://www.my-ecoach.com/opportunities/z15.html> (part 1 – word processed newsletter)

<http://www.my-ecoach.com/opportunities/z16.html> (part 2 – word processed newsletter)

<http://www.smartcomputing.com/editorial/article.asp?article=articles%2F2001%2Fs1209%2F50s09%2F50s09%2Easp> (Publisher – how to create a newsletter)

<http://www.itsconnection.com/Word/newlsetterinword.rtf> (Word – how to create a newsletter)

<http://www.geocities.com/k6tech/newsletter.html> (Word – how to create a newsletter)

<http://www.msu.edu/user/stewa158/newsletter2.doc> (Word – how to create a newsletter)

<http://www.hopewellcrest.org/tech%20articles/newsletter.htm> (Word – how to create a newsletter)

[www.csus.edu/uccs/documents/pgmaker2.pdf](http://www.csus.edu/uccs/documents/pgmaker2.pdf) (PageMaker – how to create a newsletter)

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## Appendix 1.3.1

### Checklist for Calendar

Change page setup to landscape	Y	N
Create correct number of rows	Y	N
Create correct number of columns	Y	N
Centre the table vertically on the page	Y	N
Centre the table horizontally on the page	Y	N
Use a larger font for title of calendar (Example - October, Year)	Y	N
Use a different and smaller font for days of the week	Y	N
Use a different font for the date numeral	Y	N
Insert clipart	Y	N
Input deadlines and important dates for course into calendar	Y	N
Input deadlines and important dates for school events into calendar	Y	N

## Appendix 1.3.2

### Checklist for Electronic Address Book

Business Name	Y	N
Address	Y	N
City, Province, Postal Code	Y	N
Phone Number, Fax Number	Y	N
URL	Y	N
President or Business Contact	Y	N
All information inputted and accurate	Y	N

## Appendix 1.3.3

### Checklist for To-Do List

Period 1	Y	N
Period 2	Y	N
Period 3	Y	N
Period 4	Y	N
Period 5	Y	N
3:00 – 4:00 p.m.	Y	N
4:00 – 5:00 p.m.	Y	N
5:00 – 6:00 p.m.	Y	N
6:00 – 7:00 p.m.	Y	N
7:00 – 8:00 p.m.	Y	N
8:00 – 9:00 p.m.	Y	N
9:00 – 10:00 p.m.	Y	N

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## Appendix 1.4.1

### Checklist for Parish Database

Name of Parish	Y	N
Street Address	Y	N
City/Town	Y	N
Telephone Number	Y	N
Fax Number	Y	N
E-mail	Y	N
Website	Y	N
Pastor	Y	N
Priest(s)	Y	N
Pastoral Minister	Y	N
Parish Secretary	Y	N
Saturday Vigil Mass	Y	N
Sunday Mass 1	Y	N
Sunday Mass 2	Y	N
Sunday Mass 3	Y	N
Sunday Mass 4	Y	N
Sunday Mass 5	Y	N
Accuracy of Information	Y	N

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## Appendix 1.5.1

### Checklist for Business Letter

Correct spacing between letterhead and dateline	Y	N
Dateline	Y	N
Correct spacing between dateline and inside address	Y	N
Inside address	Y	N
Correct spacing between inside address and salutation	Y	N
Salutation	Y	N
Blank line between salutation and first paragraph	Y	N
First paragraph (no indentation)	Y	N
Blank line between first and second paragraph	Y	N
Second paragraph (no indentation)	Y	N
Blank line between second and closing paragraph	Y	N
Closing paragraph (no indentation)	Y	N
Blank line between closing paragraph and complimentary closing	Y	N
Complimentary closing	Y	N
Correct spacing between closing and typed name	Y	N
Typed name	Y	N
Signed name	Y	N
Written in proper and professional business English	Y	N

## Appendix 1.5.2

### Checklist for Merged Document

Completed data base	Y	N
Merge codes included in letter	Y	N
Successfully merged document	Y	N
Proper spacing in merged document	Y	N

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### Appendix 1.5.3

#### Newsletter Evaluation Rubric

<b>Criteria</b>	<b>Level 1 (50-59%)</b>	<b>Level 2 (60-69%)</b>	<b>Level 3 (70-79%)</b>	<b>Level 4 (80-100%)</b>
<b>Knowledge/ Understanding</b> - of the newsletter features	- demonstrates limited knowledge of newsletter features	- demonstrates some knowledge of newsletter features	- demonstrates considerable knowledge of newsletter features	- demonstrates thorough knowledge of newsletter features
<b>Communication</b> - ability to communicate relevant ideas	- communicates relevant ideas in own words with limited clarity	- communicates relevant ideas in own words with some clarity	- communicates relevant ideas in own words with considerable clarity	- communicates relevant ideas in own words with exceptional clarity
<b>Application</b> - clarity and conciseness in communication	- demonstrates clarity and conciseness in communication to a limited degree	- demonstrates clarity and conciseness in communication to a moderate degree	- demonstrates clarity and conciseness in communication to considerable degree	- demonstrates clarity and conciseness in communication to an exceptional degree

**Note:** A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.