

# Information and Communications Technology 11

## Course Outline

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### **Course Goals**

The prescribed learning outcomes for The Nature of ICT address the attitudes, skills, and knowledge that support students' understanding of the nature of ICT and its impact on self, work, and society.

### **GATHERING AND PROCESSING**

Students develop basic ICT literacy skills and demonstrate basic “employability” skills as they work together to solve problems and communicate with one another.

#### *It is expected that students will:*

- use touch keyboarding techniques for personal use
- use electronic tools such as the spell checker, dictionary, and thesaurus to correct common language and style errors and enhance the quality of their work
- construct personal and business documents that use:
  - headers and footers
  - page numbering
  - graphics
- create spreadsheet documents containing various cell layouts, formats, alignment, and formulas with relative and absolute cell references
- assess sources for reliability, bias, and context (e.g., differences between print and electronic sources)
- identify search strategies, including unique keywords and phrases, to locate information using Internet search tools
- cite sources from the Internet and other resources
- show respect for the opinions, contributions, and roles of team members

### **REFINING AND ORGANIZING**

Students develop ICT skills and literacy to create different types of documents that demonstrate understanding and appropriate use of software features.

#### *It is expected that students will:*

- create and manage different types of files
- use a variety of file transfer procedures
- design and produce electronic and print publications for specific purposes and audiences
- use software features such as shortcuts, macros, function keys, menus, and buttons
- provide clarity to information within spreadsheet documents using:
  - headers and footers
  - fills and borders

- charts and graphs
- title rows and columns with cell and document protection
- use database software to create a flat file database

## **PRESENTING AND COMMUNICATING**

Students expand their “employability” and ICT skills by creating and using multimedia files for distribution and presentation.

### *It is expected that students will:*

- design and create a multimedia solution to an identified problem
- prepare and deliver a presentation using presentation graphics software that incorporates:
  - slide formatting
  - graphics
  - sound
- create and manage a personal web site
- use collaborative problem-solving and decision-making skills to complete business and school tasks
- act as a leader and follower in group projects and team activities
- use the tools associated with distributed learning

## **NEW TECHNOLOGIES**

Students develop advanced ICT skills and knowledge and evaluate software, procedures, and technology.

### *It is expected that students will:*

- explain school policies associated with appropriate use of the Internet
- select appropriate application software for a given task
- merge data between software applications
- evaluate and use record management procedures for maintaining shared documents and templates
- explain the implications to personal and business environments of computer viruses and the use of virus protection and firewall software
- explain how Internet technologies such as cookies allow servers to track personal use of the Internet
- identify the threats to global communication networks, including computer viruses and denial-of-service attacks
- explore various products created to protect personal information on computers, including anti-virus software and firewalls

## ***Long-term Timeline***

It is difficult to specifically identify unique units which will be covered each month because of the constant overlap and interconnection between course topics. However, throughout the year, there is a gradual progression in the emphasis of the exercises. In the first third of the year, the exercises are done to emphasize the “Foundations” of the course. In the second portion of the year “Process” is underscored. Lastly, at the end of the year “Presentation” and synthesis of all the skills learned is emphasized. The duration of the “Foundations”, “Process”, and “Presentation” units are also slightly varied with each year and class as groups of students may be stronger or weaker in certain areas.

## ***Evaluation\****

Major Projects	60%
Class Work	40%

\*May be subject to change