

Course Profile

Introduction to Information Technology in Business (BTT)

Grade 9 or 10

Open

• *for teachers by teachers*

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Unit #1, Information Technology Groundwork

Time: 8 hours

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Unit Description

Students will create an electronic information technology reference manual of terms, and explain the key infrastructures related to information technology. Through investigation, students will develop an understanding of key information technology infrastructures, explore legal and ethical issues related to technology, understand the importance of ergonomics, navigate through the desktop, and have their data entry skills assessed. Students' overall performance for this unit will be evaluated using an *Assessment Rubric (Unit #1, Appendix J)*.

Strand(s) & Expectations

Strand(s): Information Management, Software Applications, Electronic Communication, Electronic Research and Ethical Issues, Career Opportunities

Overall Expectations: IMV.01X-IMV.04X❖, SAV.01X- SAV.03X❖, ECV.02X-.03X❖, EEV.01X. EEV.03X❖, COV.02X❖

Specific Expectations: IM1.01X-.03X❖, IM2.02X-.05X❖, IM3.01X❖-.05X, IM4.01-.03X❖, SA1.01X-.03X❖, SA2.01-.02X❖, EC2.01X❖, EC2.03Xv, EC3.01X❖, EC3.03X-.05X❖, EE1.03X-.04X❖, EE3.01X-.04X❖, CO2.01X-.05X❖

Activity Titles (Time + Sequence)

Activity 1	Information Technology Reference Manual and Infrastructure	8 hours
Activity 2	Exploring Legal and Ethical Issues in Information Technology	3 hours
Activity 3	The Ergonomically Correct Workplace	2 hours
Activity 4	Navigating Through The Desktop	8 hours

Prior Knowledge Required

- understanding of *Jigsaw/Expert Group, Think/Pair/Square*, and *Graffiti* co-operative learning strategies, brainstorming, teamwork, and conflict management strategies (*Course Overview*)

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- students have basic data entry (*Unit #1, Activity #1, Part F*), word processing (*Unit #2, Activity #1, Part A*), database (*Unit #2, Activity #1, Part C*), and Internet search engine skills (*Unit #2, Activity #* (*If students are unable to demonstrate sufficient skills in these areas, teach the required skills first.*)

Unit Planning Notes

- Prepare assessment/evaluation tools to be given to students prior to beginning activities.
- Prepare all handouts and materials for the *Ethics Treasure Chest (Unit #1, Appendix E)* prior to beginning activities.
- Have resources, hardware/equipment, supplies, etc. available before beginning activities.
- Decide on the best way to form groups/partners for a specific activity.
- Have students prepare their portfolios at the beginning of the course.
- All websites should be checked in advance.
- Obtain enough copies of *Internet Acceptable Use Agreements* so there is one per student, and ensure that they are all signed and returned before allowing students to use the Internet.
- Students should access community resources to get some of the information required.
- Obtain enough copies of a map of the school for each student.
- Receive permission from school administration to have students tour the school.
- Ensure students understand group presentation skills, brainstorming, co-operative learning (*Course Overview*) and conflict management strategies (*Course Overview*).

Teaching/Learning Strategies

Note: Strategies specific to a particular activity are provided within the activity

- Brainstorming, co-operative learning, constructing/creating, researching/sharing, student/teacher consultation, assessing, oral/visual/kinesthetic, interactive, reading/comprehension, responding, writing, reflecting, discussing, presenting, exploring are used throughout.
- Keep track of assignments on an ongoing basis so no student falls too far behind.
- Provide exemplars of finished products to ensure students understand what is expected of them.
- Use the overhead to highlight difficult concepts or vocabulary.
- Refer to *Special Education* and *ESL Accommodations* in *Course Overview*, to assist with modification of activities.
- Activities in this unit may be linked to English (terminology and meanings, communication tools, research, letter and report writing), history (ethics in historical events and figures). Ergonomics in healthy living, and database skills and knowledge of the computer desktop are valuable in any course.
- During group activities, teacher should act as a facilitator, moving from group to group.

Assessment/Evaluation Techniques

- summative, formative, diagnostic
- self, group, peer, teacher, reflection, checklist, content, process, rubrics, pen and pencil tests, homework completion

Resources

- Refer to the *Resources* section of the *Course Overview* for additional resources to those listed with each specific activity

Unit #1, Activity 1: Information Technology Reference Manual and Infrastructure

Time: 8 hours

Description

Students will create an electronic information technology reference manual of terms and explain the key infrastructures relevant to information technology. Through group investigation, students will explain key information technology infrastructures, and create visuals of hardware components and the infrastructure of a stand-alone environment.

Strand(s) and Expectations

Strands: Information Management, Software Applications, Electronic Communication, Electronic Research and Ethical Issues, Career Opportunities

Overall Expectations: IMV.01X-.03X❖, SAV.02X-03X❖, ECV.02X❖, EEV.01X❖, COV.02X❖

Specific Expectations: IM1.01X-.03X❖, IM2.01X-.05X❖, IM3.01X❖-05X, SA2.01X-.02X❖, EC2.01X❖, EE1.03X❖, CO2.01X-.05X❖

Activity Instructions/Planning Notes

- Refer to Unit Planning Notes, Unit #1.
- Ensure students understand group presentation skills, expert group co-operative learning strategies (Course Overview) and conflict management strategies (Course Overview).
- Students must have signed their Internet Acceptable Use Agreements.
- **Part A** (ongoing) - If required, allocate time to teach students how to create a database with fields (Unit #2, Activity #1, Part C); determine required terminology (Unit #1, Appendix H). Have students include additional terminology that is used in the teaching of this unit and Encourage individual students to add any terms that they have difficulty understanding or verbalizing.
- **Part B** - The definition for Information Technology is in the Glossary at the end of The Ontario Curriculum, Grades 9 and 10, Business Studies, 1999; it is also important that students understand what this term means.
- **Part C** - Obtain sufficient materials/hardware/supplies for the required workstations; arrange classroom into distinct stations, each of which is dedicated to a component of information technology infrastructure or hardware (suggested stations are Computer Hardware, Information Technology and Environments, Operating Systems). Each station should have instructions that will guide groups through activities. Ensure that at least one station contains an Internet-connected computer; students rotate through workstations as a group. Each station should contain only one set of instructions to encourage collaboration among group members; no station should be dependent on another station for information. Students may use information from any station to help complete a product; teacher should act as a facilitator, rotating from station to station and both group process and product should be evaluated.

- **Part D** - Ensure there are sufficient sources of information available (e.g., voice mail in the school/district/business community where the “expert” partners can go to obtain information). Have 2 communication tool terms for each set of partners (additional terms might be news groups, pagers, cellular phones, voice activated software, etc.)
- Prepare all hand-outs and evaluation criteria prior to beginning the activity.
- Research outside the school environment may be required
- **Part E** (ongoing) - Ensure that students have an individual portfolio or a personal folder, and where permitted, a disk where samples of exemplary work can be stored (Unit #5, Activity #3).
- **Part F** (ongoing) - Be sure to have remedial exercises/software available for students who are unable to input data appropriately.

Prior Knowledge Required

- Refer to Prior Knowledge Required, Unit #1.
- Assess students to determine if they can demonstrate basic database skills (if not, teach database fields and sorting Unit #2, Activity #1, Part C).

Teaching/Learning Strategies

- Refer to Teaching/Learning Strategies, Unit #1.
- Teacher should give instructions once and ask students to make sure that everyone in their group knows what to do to ensure readiness for the task.
- Provide copies of all evaluation criteria prior to beginning activities.
- An exemplar of the finished product should be available before students begin to work so they can a good example of the finished product.

Instructions

Part A (*Individual activity*)

1. If needed, teach basic database skills (Unit #2, Activity #1, Part C)
2. Create a database of information technology terminology that will include the following identification information:

STUDENT'S NAME				
REFERENCE MANUAL OF INFORMATION TECHNOLOGY TERMINOLOGY				
Date	Term	Meaning	Application	Sample #
Today's date	Internet Acceptable Use Agreement	A specific set of rules and conditions governing the appropriate use of technology while accessing the Internet	My parents and I signed my school's <i>Internet Acceptable Use Agreement</i> agreeing that I would use the Internet at school for educational purposes only.	#1 – Signed IAUA

Note: This manual is to be updated by the student on a regular basis. Students are encouraged to add additional terms that they may have difficulty remembering or understanding.

3. On a regular basis (daily/weekly determined by the teacher) students will update their Reference Manual of Information Technology Terminology (Unit #1, Appendix A, Activity #1).

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4. After the database is created, students will use the file in an interactive manner. For example, if a student does not remember what an Internet Acceptable Use Agreement is, he/she keys in the term, as a query, and the meaning will appear on the screen.
 5. Students will, where applicable, keep hard copy samples, or maintain a file copy on disk, of their work. Samples will be assigned a number that will be entered into the database, and then stored on disk or filed in the student's portfolio or personal folder for future reference.

Part B (Whole class/individual activity)

1. As a class, brainstorm the meaning of the term *information technology*. After all ideas have been presented, develop a definition of the term and use it correctly in a sentence. Each student is to add this information to his/her *Reference Manual of Information Technology Terminology*.

Part C (Small group activity)

Information Technology Infrastructure and Hardware Scavenger Hunt

1. Form groups of approximately equal size.
2. Working in groups, students rotate through the stations, each dedicated to a component of information technology infrastructure or hardware.
3. At each station, provide instructions to guide students to the next station.
4. After rotating through all the stations, one product package per group is submitted for evaluation. Each group member signs the product package to indicate agreement with, and an understanding of the product.

Computer Hardware Station

Supplies

- One sheet of paper with a list of hardware devices (i.e., printer, monitor, keyboard, modem, scanner, floppy disk drive, CD-ROM drive, mouse, microprocessor)
- assorted pieces of hardware (actual equipment or photos), each identified by a letter
- variety of articles from magazines or the Internet related to hardware
- hardware manuals

Instructions

- Match lists of hardware items to names from the hardware list (*Unit #1, Appendix B*).
- From information in the articles, gather sufficient data to be able to explain each hardware device.
- Prepare a visual that includes pictures/drawings and text to explain each term provided at this station (*Appendix C*).

Information Technology and Environments Station

Supplies

- paper resources including articles and books that include information on stand-alone environments, local area network, and wide area network environments
- case studies that explain how businesses use information technology (*Unit #1, Appendix B*)

Instructions

- Using the available resources, students define the terms *stand-alone environment*, *LAN*, and *WAN*.
- For each case study, recommend, with supporting details, the most suitable information technology environment (stand-alone, LAN, WAN).

Operating System Station

Supplies

- Videos that explain a variety of operating systems (other options are a film, vendor CD-ROM, or another computer hooked to the Internet on which students can search for information on operating systems).

Instructions

- Group will view the video to gather information on operating systems.
- Group will answer the following questions:
 - What is an operating system?
 - What are the functions of an operating system?
 - What are several popular operating systems?
 - Which system you would prefer to use and why?

Part D (Partners/whole class/individual activity – time outside school may be required)

1. Students will work with a partner to describe the tools used to communicate electronically in business. Each set of partners will become an expert on one of the following communication tools: fax; e-mail; voice mail; electronic bulletin boards; discussion groups; the Internet; Intranet; Extranet. Students may do their research in or outside the school environment using the *Partner Worksheet (Appendix - Generic Forms)* as a guide.
2. Each set of partners will teach their classmates about the communication tool they have researched, and provide classmates with a correct meaning and application for each tool.
3. Partners' presentations will be evaluated by their classmates based on the *Oral Presentation Rubric (Appendix - Generic Forms)*.
4. Individually, students will input the terminology from *Parts A, B, C, and D* into their *Reference Manual of Information Technology Terminology (Unit #1, Appendix A, #1; Appendix B,; Appendix H,)*.

Part E (ongoing whole class/individual/teacher conference activity)

1. As a class, develop a list of all the information technology skills (*Unit #1, Appendix I,*) that have been worked on in this activity. From that list, and with student/teacher consultation, each student will determine the information technology skills and competencies that he/she has developed in completing this activity. Students will summarize, electronically, their information skills and competencies to date, and organize and number hard copy samples, or maintain a file copy on disk, of their work that demonstrate these skills and competencies (*Unit #1, Appendix A, #2*).
2. Students will file the above samples of their work in their portfolios or a personal folder.
3. Students will reflect on their information technology skills and competencies to date to determine their strengths and weaknesses (*Appendix - Generic Forms (Unit #1, Appendix I,*).
4. From their list of weaknesses, students will develop a plan on how to improve those particular skills and competencies (*Appendix - Generic Forms*).

Part F

1. Students' data entry skills will be assessed (*Unit #1, Appendix A, #3*). Remedial work will be provided by the teacher for those students who require it.

Assessment/Evaluation Techniques

- summative, formative, diagnostic
- self, group, peer, teacher, reflection, checklists, content, process, presentation (visual), pen and pencil
- *Terminology Database Checklist (Part C)*

Terminology Database Checklist

- | |
|---|
| <ul style="list-style-type: none"><input type="checkbox"/> Database correctly formatted<input type="checkbox"/> Terminology in database complete<input type="checkbox"/> Correct meaning of terms<input type="checkbox"/> Correct usage of terms<input type="checkbox"/> Sample work correctly numbered and organized |
|---|

-
- content of required number of terms to be entered into their reference manual by the end of this unit (*Unit #1, Appendix H*)
 - *Group Process and Evaluation (Part C) (Appendix - Generic Forms)*
 - *Hardware Pictures and Terms - Product Evaluation (Part C) (Unit #1, Appendix B)*
 - *Reflecting on the Team (Part C) (Appendix - Generic Forms)*
 - *Partner Self-Evaluation Sheet (Part D) (Appendix - Generic Forms)*
 - *Oral Presentation Rubric (Appendix - Generic Forms)*
 - *Skills and Competencies Checklist (Part E) (Unit #1, Appendix I)*
 - *Personal Information Technology Growth Reflection Sheet (Part E) (Appendix - Generic Forms)*
 - *Reference Manual of Information Technology Terminology Quiz (Part A-E) (Unit #1, Appendix D)*
 - *Data Entry Skills Rubric (Unit #1, Appendix A)*
 - *Unit #1 Assessment Rubric (Unit #1, Appendix J - Communication)*

Accommodations (For Students with Special Needs)

- Refer to Special Education and ESL Accommodations in the Course Overview.
- Pair and group students; develop lists with whole class from which an individual student can choose those of relevance to him/her; hold student/teacher conferences; provide worksheets and checklists; modify time lines, activities, quiz; provide list of terminology in advance of activities.
- Encourage students to review terms in their Reference Manual of Information Technology Terminology as daily homework in order to reinforce the terms, commit them to memory, and practise spelling and oral pronunciation.
- Limit speaking time in front of the class to one or two minutes to ensure classmates do not lose interest.

Resources

- refer to *Resources, Course Overview* for names and websites of magazines, newspapers, videos
- newspapers, software manuals, brochures, periodicals/magazines, video/film/CD-ROM, school library, community library, business community, keyboarding software such as *All the Right Type*

Internet Websites

Dictionary:

www.webopedia.com

<http://whatis.com>

www.techweb.com/encyclopedia

www.wcsu.ctstateu.edu/~BURRITT001/desktop.htm

Glossary/Concepts:

<http://tdi.uregina.ca/~flash/cs100/index.html>

My Virtual Reference Desk:

<http://www.refdesk.com>

Pitsco's Ask an Expert (research-oriented):

<http://www.askanexpert.com/askanexpert>

The Computer Information Centre:

www.compinfo.co.uk/index.htm

General Information:

<http://itrc.uwaterloo.ca/~eng|210e/BookShelf/>

Technology Guides:

www.techguide.com/home.shtml

Infrastructures/Peripheral:

www.whatis.com/tourinf.html

Operating Systems:

www.zdnet.com/pcmag/pctech/content/15/09/tu1509.001.html

www.pwc.k1.nf.ca/~wadey/intranet/mcsys1/

Internet-CenterSpan:

www.centerspan.org/tutorial/net.htm

Extranet:

www.plcom.on.ca/extranet/what.php3

<http://home.intranet.ca/newsletter3.html>

Intranet:

CIO WebBusiness

www.cio.com/forums/intranet

www.intramark.com/resources/pages/sem_1a.html

Hardware, WWW, and Terms:

www.rochester.webpoint.com/computer/index.htm

Newsgroups:

www.hobsonsquare.com/ngintro.htm

Brainstorming:

www.cmu.edu/fms/crjitl/brainstorm.html

www.mindtools.com/brainstm.html

Data Security:

www.cowan.edu.au/ITDivision/security/password.htm

Internet Acceptable Use Agreements:

falcon.jmu.edu/~ramseyil/netpolicy.htm

Appendices

- three ongoing activities--Reference Manual of Information Technology Terminology (Unit #1, Appendix A, #1), Information Technology Skills and Competencies (Unit #1, Appendix A, #2), and Data Entry Skills Rubric (Unit #1, Appendix A, #3)
- Information Technology Terminology Checklist
- Case Studies for Information Technology Environment
- Computer Hardware Station Hardware Devices
- Hardware Pictures and Terms Product Evaluation
- Database Competencies Checklist
- Oral Presentation Rubric
- Reference Manual of Information Technology Terminology Quiz
- Unit #1 Assessment Rubric

Unit #1, Activity #2: Exploring Legal and Ethical Issues in Information Technology

Time: 3 hours

Description

Students use a variety of learning strategies to acquire an in-depth understanding of legal and ethical issues that pertain to information technology. Students begin with an introduction to the concept of ethics and examine two ethical frameworks used to resolve ethical problems. In small groups, students circulate through four learning stations, applying these concepts to one of four technology-related issues. At each learning station, students create a page for their *Legal-Ethical Booklets* that demonstrates their understanding of all four ethical issues.

Strand(s) and Expectations

Strands: Information Management, Electronic Communication, Electronic Research and Ethical Issues

Overall Expectations: IMV.01X❖, IMV.03X, ECV.03X❖, EEV.01X❖, EEV.03X❖

Specific Expectations: IM1.01X❖, IM1.03X❖, IM3.03X❖-.05X, EC2.03X, EC3.01X❖, EE1.04X❖, EE3.01X-.04X❖

Planning Notes

- Refer to Unit Planning Notes, Unit #1.
- At least one day prior to commencing this activity, distribute the Ethics handout and accompanying worksheet (Unit #1, Appendix E) and have the students complete Part A in class and assign Part B as homework.
- When homework is due, have sheets of chart paper or a space on the chalkboard for students to anonymously record their difficulties which will then be addressed by the teacher and other students prior to commencing this activity. Distribute the Ethics handout (see Appendix X) as a homework assignment to be read by each student so a group discussion can take place at the beginning of the lesson.
- Prepare Treasure Chest (Unit #1, Appendix E) materials, each representing one of the ethical issues described; create original items, or use the ones provided in Unit #1, Appendix E.
- Ensure that students are familiar with the Think/Pair/Square and Graffiti co-operative learning strategies (Course Overview) and conflict management strategies (Course Overview)
- Further exploration of the topic of ethics may be needed in order to enhance class discussion
- Provide copies of all evaluation sheets prior to beginning specific activities.

Prior Knowledge Required

- Refer to Prior Knowledge Required, Unit #1; knowledge of Think/Pair/Square and Graffiti co-operative learning strategies (Course Overview).

ETHICS

What are ethics?

A simple definition for *ethics* is those rules a person sets for himself or herself about what is right and wrong. If something is *ethical*, it does not always mean that it is legal. At the same time, legal actions are not always ethical. This is because ethics are *subjective* — that means each person's ethics are unique to that individual. For example, Mandeep, who works at *Quickie Convenience Store*, may give a carton of milk to a young mother with a baby who has no money for food. Though Mandeep feels that this action is right (ethical), it is not legal. The owner of the store will see Mandeep's action as wrong.

Where do ethics come from?

People's individual ethics are formed by:

Family Influences: People learn about right and wrong from family members based how their families act, and from punishments they receive for doing "wrong" things.

Peer Influences: Classmates and friends tend to shape what a person believes is right and wrong. For example, a person might think it is okay to shoplift because they see their friends do it all the time.

Past Experiences: People base their beliefs on things that happened to them in the past. For instance, if a salesperson lies to a customer in order to make a sale, and then is punished by his/her manager for lying, he or she might not want to try lying again. On the other hand, if the person makes the sale by telling a lie, and is rewarded by the manager, the salesperson will think it is good to lie.

Religion: Generally, a person's religious beliefs will shape what he or she thinks of as right and wrong

Situations: People sometimes change their beliefs depending on the situation they are in. For example, Andrea, who works in an office, thinks stealing is wrong. Sometimes, she takes home boxes of pens, markers, and masking tape to give to her nieces and nephews. She is taking supplies that belong to her employer without asking, which is stealing. She feels okay stealing from her employer in this situation, although she would never steal from a store.

Ethical Frameworks

An ethical framework is a system that a person can use to help make a decision when faced with a problem. Two ethical frameworks are: *deontology* and *utilitarianism*.

Deontology occurs when a person makes a decision about an action based on a set of personal rules of right and wrong. **Deontology** tells us that people should do "right" things (being honest), and not do "wrong" things (stealing) for the sake of following ethical rules. This can cause problems if doing the right thing has a negative outcome. For example, if you are honest about the whereabouts of someone being sought by the police and wrongly accused of a crime, the effect is that an innocent person will be arrested. Another problem with *deontology* is that what one person believes is "right" might be "wrong" to another person. There are no clear rules that all people agree with.

Utilitarianism occurs when a person chooses a behaviour or action that will result in the greatest good for the greatest number of people affected by the action. It does not matter if the actual behaviour is "right" or "wrong," the amount of good or harm to others helps make the decision. Utilitarian arguments are based on meeting a specific goal, and not on following rules of right and wrong. If a person is faced with the decision to shoplift, a utilitarian argument would say that the person should not shoplift because it may cause harm to the store owner, the employee, and other customers. Since a large number of people might be harmed, the person should not shoplift.

Discussion

1. Answer all the questions on the worksheet provided.
2. Form small groups. Each group will:
 - create three original examples of ethical problems.
 - argue each example using
 - (a) a *deontological* argument; and
 - (b) a *utilitarian* argument.
3. Each group discusses the storey in the reading about Mandeep, the convenience store employee, who gave a carton of milk to the poor mother. As a group, they are to decide what a
 - a) *deontologist* would say about Mandeep's action
 - b) *utilitarian* would say about Mandeep's action?
4. Using the *Graffiti* co-operative learning strategy, each group member records on the paper how he/she thinks ethics applies to technology. After every group member has recorded his/her thoughts, the group will come to consensus and select an example to prove the point. Share the groups' final decision with the class.

Teaching/Learning Strategies

- Individual reading/comprehension, large group discussion, small group research, small group response to questions, *Think/Pair/Square* and *Graffiti* co-operative learning, individual written work, *Skills and Competencies Checklist*.

Instructions

1. Prior to the introductory lesson, distribute copies of the *Ethics* handout below and accompanying worksheet (*Unit #1, Appendix E*).
2. Students complete *Part A* of the worksheet with a partner using the *Think/Pair/Square* co-operative learning strategy.
3. Have students complete *Part B* of the worksheet as a homework assignment.
4. On the day the homework is due, have students anonymously record their difficulties (*Part B, #1*) on chart paper or on the chalkboard. Use the difficulties and the worksheet as a guide to facilitate a class discussion, ensuring students assist each other in understanding the concepts associated with ethics.
5. Take up the remainder of the homework as a class and the results of the *Discussion* from the reading.
6. Set up four learning stations each containing a *Treasure Chest* (*Unit #1, Appendix E*) with all the required information students need to complete a page of their *Legal-Ethical Booklets* using the outline below.
7. Groups will circulate through each of the stations. By the end of the activity, they will have completed a four-page booklet that covers the topics listed below:
 - Copyright and Intellectual Property
 - Personal Privacy (Passwords, Hacking, Encryption)
 - Privacy in the Workplace (Employee E-mail Monitoring)
 - Privacy in E-Commerce (Cookies, Use and Distribution of Customer Information)
8. Each group will use the information below to help them complete the research on their specific topic.

Legal-Ethical Booklet Outline	Sample Legal-Ethical Booklet Evaluation Criteria
Name of Ethical Issue: Brief Description of Ethical Issue: Laws Pertaining to This Issue: How This Issue Affects You: Example of a Situation: Ethical Argument <i>(Use either Utilitarianism or Deontology to argue. State which argument you used.)</i>	Deadline met /5 All headings/questions have been addressed /10 Correct application of laws for each topic /15 Correct application of ethical arguments /15 Total mark /45
Ways to Resolve The Situation:	

9. As a class, develop a list of all the information technology skills and competencies that have been worked on in completing this activity (*Unit #1, Appendix I*).
10. Students complete *Activity #2, Unit #1, Appendix A* using *Unit #1, Appendix I* as a guide.

Assessment/Evaluation Techniques

- formative evaluation for completion of homework *Discussion Questions*
- teacher-created summative assessment of individually created *Legal-Ethical Booklets*
- update *Reference Manual of Information Technology Terminology (Unit #1, Appendix H)*
- diagnostic assessment using the Skills and Competencies Checklist (Unit #1, Appendix I)
- Unit #1 Assessment Rubric, (Unit #1, Appendix J)

Accommodations

- Refer to Special Education and ESL Accommodations in the Course Overview, p. 6.
- Assemble groups to ensure stronger students are able to assist weaker students.
- Use the sample outline sheet above to assist students in creating their Legal-Ethical Booklets.

Resources

- Carroll, Jim and Rick Broadhead. *Canadian Internet Handbook*. Toronto: Prentice Hall Canada Inc., 1998
- DeCew, Judith Wagner. *In Pursuit of Privacy: Law, Ethics, and the Rise of Technology*. Ithaca NY: Cornell, 1997
- Nef, Jorge and Jokelee Vanderkop and Henry Wiseman. *Ethics and Technology*. Toronto: Wall & Thompson, 1989
- Recent issues of Fast Company, *PC Computing*, *PC Magazine*, *PC World Magazines*

Internet Websites

Australian Institute of Computer Ethics:

<http://www.aice.swin.edu.au/>

Computer Ethics as a Discipline:

<http://www.ccsr.cms.dmu.ac.uk/resources/general/discipline>

The Ethics Connection, Santa Clara University;

<http://www.scu.edu/Ethics>

Government of Canada, The Privacy Act:

<http://www.privcom.gc.ca/privacyact1/htm>

Brochure: Need Help Using the Privacy Act?

<http://magi.com/~privcan/pubs/needhelp.html>

Employers, Employees, E-Mail, and the Internet:

<http://cla.org/RuhBook/chp6.htm>

Oyen Wiggs Green & Mutala (lawyers), Copyright FAQ:

http://www.patentable.com/copyright_info.html

Government of Canada information about intellectual property:

<http://strategis.ic.gc.ca/SSG/it00854e.html>

Appendices

- Worksheet for Ethics Reading
- Treasure Chest Contents
- Information Technology Terminology Checklist
- Skills and Competencies Checklist

Unit #1, Activity #3: The Ergonomically Correct Workplace

Time: 2 hours

Description

Through examination of catalogues, students demonstrate a knowledge and understanding of ergonomic design. Students produce a poster that exhibits examples of ergonomically-designed items for the workplace. Following this, small groups of students use a checklist of criteria to evaluate sections of the school for ergonomic design. Students prepare a report discussing their findings.

Strand(s) and Expectations

Strands: Information Management, Electronic Communication

Overall Expectations: IMV.01X❖, IMV.02X❖

Specific Expectations: IM1.01X❖, IMV2.01X❖, IMV3.01X-.02X❖, EC3.01X❖

Planning Notes

- Refer to Unit Planning Notes, Unit #1.
- Assess students to determine if they can demonstrate basic word processing and Internet search engine skills (if not, teach them the basics from Unit #2, Activity #1, Part A and Unit #2, Activity #2).
- At least one day prior to commencing this activity, distribute the Ergonomics handout and accompanying worksheet (Unit #1, Appendix F).
- Have the students complete Part A in class and assign Part B as a homework assignment.
- When homework is due, have sheets of chart paper or a space on the chalkboard for students to anonymously record their difficulties which will be subsequently addressed by the teacher and other students.
- Contact local business supply, fixture, and furniture retailers well in advance of the activity in order to obtain catalogues. Check the catalogues beforehand to ensure they contain the ergonomic design items students need in order to complete their projects.
- Obtain a copy of the school map well in advance, and tour the school yourself before assigning sections (or rooms) to groups for Part B of the activity.
- Receive permission from school administration to tour the school and ensure that each group has a relatively equal amount of space to cover and similar level of assessment to make.
- Ensure that adequate supplies are available for students (e.g., Bristol board, scissors, glue, markers).
- Ensure that students understand group presentation skills, brainstorming and Think/Pair/Square co-operative learning strategies (Course Overview), and conflict management strategies (Course Overview).
- Provide copies of all evaluation sheets prior to beginning specific activities.

Prior Knowledge Required

- Refer to Prior Knowledge Required, Unit #1.
- knowledge of brainstorming and Think/Pair/Square co-operative learning strategies
- ability to work in small groups and an understanding of group presentation skills (Oral Presentation Rubric, Appendix - Generic Forms)
- basic word processing skills

Teaching/Learning Strategies

- individual reading/comprehension, large group discussion, small group work and research, small group presentations, individual written work, *Skills and Competencies Checklist (Unit #1, Appendix I)*

Instructions

Part A

1. Prior to the introductory lesson, distribute copies of the *Ergonomics* handout and accompanying worksheet (*Unit #1, Appendix F*).
2. Prior to reading the article, students complete, in class, *Part A* of the worksheet with a partner using the *Think/Pair/Square* co-operative learning strategy.
3. Students complete *Part B* of the worksheet as a homework assignment.
4. On the day the homework is due, have students anonymously record their difficulties (*Part B, #1*) on chart paper or on the board. Use the difficulties and the worksheet as guides to facilitate a class discussion encouraging students assist each other in understanding the concepts associated with ergonomics.
5. Divide the class into groups of three or four students. Give each group two to three catalogues from business supply/fixture/furniture retailers. By the end of the period, students are to cut out photographs of ergonomically-designed office equipment and furniture. Each group is responsible for the creation of a poster titled *An Ergonomically Correct Workplace*, comprised of a compilation of the photos they cut out, along with a keyed description each that explains how the item is ergonomically designed. The poster should include a minimum of five pictures chosen from desks, chairs, mice, keyboards, etc. The poster is to be submitted to the teacher for evaluation (*Unit #1, Appendix F*), then displayed in the learning area.

Part B

1. Distribute copies of the Ergonomic Workplace Checklist and Ergonomic Workplace Worksheet (*Unit #1, Appendix F*) to the class.
2. Using the same groups from Part A, distribute a map to each group that indicates the section of the school for which each group is responsible. Depending on the size and organization of the school, students may only be responsible for specific rooms such as computer labs, language labs, science labs, library, teacher/department offices, and administrative offices.
3. Groups will tour their section of the school to assess the assigned areas using the checklist created in Part A. Groups may wish to take digital photographs to insert into their reports.
4. Using the results from the tour of the school, each individual prepares (electronically where possible), as a homework assignment, a written report on the group's findings which will be submitted for evaluation. The written report must include the section of the school being described, a description of what was observed, an objective assessment of the observations based on the Ergonomic Workplace Checklist (*Unit #1, Appendix F*), and suggestions for improvement from the Ergonomics Workplace Worksheet (*Unit #1, Appendix F*).
5. Individually, students add new terminology to the Reference Manual of Information Technology Terminology (*Unit #1, Appendix H*).
6. Students will complete ongoing Activity #2, *Unit #1, Appendix A* using *Unit #1, Appendix I* as a guide.

An Introduction to Ergonomics

<p><i>Ergonomics</i> is the study of the how the physical health of workers is affected by their workplace. Studies have shown that certain things in the workplace (including temperature, lighting, air, and furniture and equipment design) can affect the speed at which employees work, workers' health, and how often they are absent. Ergonomic design means creating a healthier work area for employees.</p> <p>When work environments are designed to be ergonomically correct, employees are happier, healthier, produce more work in a shorter period of time, miss fewer days, and quit their jobs less frequently. As a result, businesses can save a lot of money.</p> <p>When workplaces are not designed ergonomically, they can cause many types of injuries to employees. The most common type of injury is <i>musculoskeletal injuries (MSI)</i>. MSI happens when a worker performs the same task over and over, causing stress on nerves, muscles, tendons, or other body parts. The most frequently reported MSI in North America is <i>carpal tunnel syndrome (CTS)</i>. CTS occurs when a nerve in the wrist is used over and over with the wrong equipment. The wrist is then unable to move properly, and the person suffering cannot input data or hold objects in that hand. CTS is often caused by long hours of keying at a computer workstation that is not properly adjusted to the worker's height.</p> <p>Other illnesses caused by poor ergonomically-designed work areas are eye strain, headaches, tiredness, allergies, backaches, and poor circulation.</p> <p>Work Environment The temperature of the workplace should be kept between 15°C and 22°C (62°F and 78°F). Plenty of air circulation (but not drafts from open windows) is important. This reduces the amount of dust and bacteria in the air, keeping workers healthier. Cleanliness is important because workers can develop allergies from exposure to dust, mold, and enough to other particles in the air. Lights should not flicker, because this causes eye strain. The colour of workrooms should be neutral and soft. Pure white, very dark, or shiny surfaces can cause tiredness.</p> <p>Furniture Chairs should have five legs for stability. The height of the seat should be between 37.5 and 52.5 cm (15 and 21 inches) from the floor, and a firm seat back should allow the elbows to be bent at a 90° angle. The seat should be padded for comfort, but firm</p>	<p>maintain good posture. A good chair will help the worker's back and circulation remain healthy. Tables and desks should provide enough space for workers to do their jobs without bumping into one another. There should be enough space under the desk to allow workers to change seating position to avoid leg injuries. The edges of tables and desks should be smooth and rounded to avoid injuries. Also, medium- and light-coloured surfaces help ease eye strain when reading. Surfaces should have a dull finish to reduce glare which hurts the eyes.</p> <p>Computer Hardware Monitors should have flat screens to reduce eye strain. They should be positioned so that the top of the screen is at eye level, and at a distance of 45 cm to 60 cm (18 to 24 inches) from the face to reduce stress on the eyes and neck. Because monitors attract dust, then send it towards the user's face, they should be cleaned often.</p> <p>Keyboards should be kept at elbow height and at an angle that causes the fingers to land on the <i>home row</i> at a 90°elbow angle. This prevents strain on the wrists. CTS occurs when these things are not adjusted properly.</p> <p>Discussion</p> <ol style="list-style-type: none"> 1. Define the terms ergonomics, musculoskeletal injuries, and carpal tunnel syndrome. 2. What types of office equipment can be made ergonomically correct? 3. What are the benefits to employers of making a workplace ergonomically correct? 4. What are the benefits to workers of making a workplace ergonomically correct? 5. Create a chart in your notebook, similar to the one below, that lists the components (e.g., desk, chair, keyboard) of an ergonomically correct workplace, health problems each may cause, and how to correct these problems. <p>Ergonomically Correct Workplace</p> <table border="1"> <thead> <tr> <th><u>Components</u></th> <th><u>Possible Health Risks</u></th> <th><u>Correct Use</u></th> </tr> </thead> <tbody> <tr> <td>e.g., desk</td> <td> <ul style="list-style-type: none"> • Muscle and circulation problems • bruising from rough edges • eye strain </td> <td> <ul style="list-style-type: none"> • sufficient leg room • smooth edges and rounded corners • medium and light coloured finishes </td> </tr> </tbody> </table>	<u>Components</u>	<u>Possible Health Risks</u>	<u>Correct Use</u>	e.g., desk	<ul style="list-style-type: none"> • Muscle and circulation problems • bruising from rough edges • eye strain 	<ul style="list-style-type: none"> • sufficient leg room • smooth edges and rounded corners • medium and light coloured finishes
<u>Components</u>	<u>Possible Health Risks</u>	<u>Correct Use</u>					
e.g., desk	<ul style="list-style-type: none"> • Muscle and circulation problems • bruising from rough edges • eye strain 	<ul style="list-style-type: none"> • sufficient leg room • smooth edges and rounded corners • medium and light coloured finishes 					

Assessment/Evaluation Techniques

- formative assessment of group research results and poster, formative assessment of individually-created reports, peer evaluation of presentation of research findings, diagnostic assessment using the *Skills and Competencies Checklist (Unit #1, Appendix I)*
- *Ergonomics Written Report Evaluation Sheet (Unit #1, Appendix F)*
- *Poster Evaluation (Unit #1, Appendix F)*
- *Unit #1 Assessment Rubric (Unit #1, Appendix J)*

Accommodations

- Refer to Special Education and ESL Accommodations in the Course Overview.
- Assemble groups to ensure stronger students are able to assist weaker students.
- Attach a brief explanation, in plain language, of what the article on Ergonomics is about
- Distribute the Ergonomic Workplace Checklist for students (Unit #1, Appendix F).
- Prepare a worksheet with very specific questions for the student's individual final report instead of having a prose-style analysis (Unit #1, Appendix F).
- If geographic information systems software (GIS) is available, groups may geocode a map of the school with their findings and with photographs.
- As an enrichment activity, have students calculate the cost of making ergonomic upgrades to locations in the school, using the catalogues from Part A.

Resources

Internet Websites

Cornell University:

www.ergo.human.cornell.edu/ergoguide.html

Defence Supply Center Columbus:

www.dsccl.dla.mil/programs/safety_health/ergonomics

University of Virginia Ergonomics Quiz:

www.virginia.edu/enhealthy/ERGONOMICS/quiz.html

University of Texas Guidelines:

www.lib.utexas.edu/Pubs/etf/guidelines.html

HRDC Occupational Health and Safety in the Workplace:

www.hroe.org/categories.cfm?prov_code=ON&lang=EN

List of Canadian and International Ergonomics Organizations:

www.nomos.se/links/assoc.htm

Appendices

- Worksheet for Ergonomics Reading
- Ergonomic Workplace Checklist
- Ergonomics Written Report Evaluation Sheet
- Ergonomics Report Worksheet
- Personal Information Technology Growth Reflection Sheet
- Peer Evaluation Sheet
- Information Technology Terminology Checklist
- Skills and Competencies Checklist
- Poster Evaluation Sheet
- Unit #1 Assessment Rubric

Unit #1, Activity #4 Navigating through the desktop

Time: 8 hours

Description

Students will participate in several learning stations in order to develop basic skills pertaining to creating organized, personal electronic files. They will also be learning about the basic components of the desktop and their functions. In small groups, students will create some of the learning stations which will then be used by other students. Peer evaluation will be used to assess the student-created learning stations. Students will submit their work from the stations for teacher evaluation.

Strand(s) and Expectations

Strands: Information Management

Overall Expectations: IMV.01V-.04V ❖

Specific Expectations: IM4.01X-.03X ❖

Planning Notes

- Refer to Unit Planning Notes, Unit #1.
- Establish how many groups will be needed for this activity.
- Ensure that a sufficient number of workstations are available for the groups.
- Prior to commencing this activity, count the number of icons, the largest number of toolbar buttons on any given application, and the largest number of menu titles that appear in any one software application; double this number to arrive at the number of index cards each group will require; obtain sufficient cards or paper cut to index-card size (at least 60).
- Obtain a sufficient number of file folders, or supplies to construct folders, for all groups (10 per group).
- Explore the computer to ensure that password-protected functions exist; for instance, most computers that operate through a LAN and WAN environment require a password to change desktop themes (e.g., icons, screen savers, wallpaper) or to change default settings (e.g., printers, modems, default fonts); if computers in your lab do not have this feature, modify this portion the activity in Part B to have students research the topic.
- Know how to locate the information required in Part B pertaining to computer information (e.g., amount of free space on the hard drive, printers installed, drives available).

Prior Knowledge Required

- Refer to Prior Knowledge Required, Unit #1.
- definition of the terms icon, toolbar, button, and menu
- ability to work in groups using learning stations and an understanding of conflict management strategies (Course Overview)

Teaching/Learning Strategies

- small group work, hands-on exploration on the computer and with manipulatives

Instructions

Part A

1. Divide the class into small groups that will work together for the duration of this activity. Explain that they will first create two learning stations per group. Once these have been completed, groups will rotate through three learning stations where they will have the opportunity to try out all groups' creations. Finally, they will be required to provide written feedback on a feedback sheet located at the stations.
2. Explain that the first learning station, to be created by students, involves setting up an organized system of files (#3 below). The objective of this learning activity is for groups to reorganize the files after they have been shuffled. An organized system with appropriate file names will make this process manageable (#4 below). The second learning station involves the creation of a matching game in which students are required to match icons, buttons, and menu headings with their functions. This will be done at a computer workstation where students can search for the correct answers using trial and error.
3. Describe to the class the concept of electronic folders being used to store electronic files within computers.
4. Using a group of 10 file folders, each group decides on an original theme (e.g., school work, career, specific hobby) for a folder system starting with *My Computer* as the highest-level folder. Groups must look up the file structure on the hard drive to ensure they are correct. Students must also give their folders appropriate names to allow for logical sequencing. Once completed, the group prepares an answer key. The folders (in random order), answer key, and a *Feedback Sheet (Unit #1, Appendix G, p. i-11)* are all placed in a large manila envelope. The envelope is labelled with group members' names and the title *Folder Activity*. (Note: If available, set up this activity at a computer workstation so that students can set up the folders on the desktop once they have completed the paper-folder system. This can be used by groups in lieu of a paper-based answer key. This will allow students to go through the process of creating and moving files.)
5. Using one computer station per group, instruct groups to identify all icons on the desktop and a set of toolbar buttons that appear in one software application on the computer. For each icon that appears on the desktop, the group should produce one full-colour drawing that represents the icon on a card (without labelling it). The cards will be numbered. Groups create a corresponding index card (not containing the number) describing the function of that icon. Groups discover the function through experimentation. As the group works, an answer key is created for their work. Next, the group must create a series of numbered drawings of the buttons on the toolbar of any one software application. A corresponding card containing a description of each button's function is created. These are added to the answer key. Next, the group creates a series of cards containing the titles of the menu bar from a different software application of their choice. The corresponding menu choices and their functions are written on another set of cards. These are added to the answer key. All items are placed in a large manila envelope along with the *Feedback Sheet (Unit #1, Appendix G, p. i-11)*. The envelope is labelled with group members' names and the title *Icons, Toolbars, and Menus Activity*.

Part B

1. Working in groups, students rotate through a series of four learning stations, allowing approximately 15 minutes per station.
2. At each station, instructions will be found to guide students through the activities that will contribute to their understanding of folders and the functions and components of the desktop.
3. One package from each group will be submitted for evaluation. Each group member must sign the package to indicate agreement with, and an understanding of, the package. This package includes completed feedback forms for both activities created in *Part A*, the results of the *Password and Encryption Activity*, and answers generated in the *Getting Personal With Your Computer Activity*.

Folder Activity

Supplies: student-created packages from Part A
Instructions: As a group, try to correctly organize as many student-created packages as possible in the allotted time. Upon completion of each envelope, consult the answer key (electronic if possible) to see if the group organized the folders correctly. Provide detailed comments on the Feedback Sheet in the envelope to indicate the degree of logic demonstrated by the creators of the activity. All members sign their name on the Feedback Sheet (Unit #1, Appendix G).

Icons, Toolbars, and Menus Activity

Supplies: student-created packages from Part A
Instructions: Match the icons, buttons, and menus with their function in as many of the envelopes as time permits. Groups may use a workstation to assist them. Upon completion of each envelope, consult the answer key to see if the group matched things correctly. Provide detailed comments on the Feedback Sheet in the envelope to indicate the success of the activity for its creators. All members sign their name on the Feedback Sheet (Unit #1, Appendix G).

Password and Encryption Activity

Supplies: one computer workstation; 1 sheet of paper per group
Instructions: By exploring all icons and directories in the computer, locate three functions or areas that require a password to enter or make changes. Record these. For each, explain why you believe it is important to have password-only access to these areas.

Getting Personal With Your Computer Activity

Supplies: one computer workstation; 1 sheet of paper per group
Instructions: Explore all the icons and menus on the desktop, recording information as you locate the following: names of all the drives available on that workstation; amount of free space available on the hard drive; total capacity of the hard drive; list of all software installed on the workstation; printer installed on the computer; description of the function of the control panel (see Planning Notes for details) (Unit #1, Appendix G).

4. Students will complete ongoing *Activity #1, Unit #1, Appendix A*, using *Unit #1, Appendix H*, as a guide.
5. Students will complete ongoing *Activity #2, Unit #1, Appendix A*, using *Unit #1, Appendix I*, as a guide.

Assessment/Evaluation Techniques

- peer evaluation of student-created learning stations; formative assessment of group research results; Skills and Competencies Checklist (Unit #1, Appendix I); Getting Personal With Your Computer Learning Station Quiz (below); Unit #1 Assessment Rubric (Unit #1, Appendix J)

GETTING PERSONAL WITH YOUR COMPUTER LEARNING STATION QUIZ

Group Members Names:

Instructions: Match the icon, toolbar button, or menu to its function.

1. 1	a. allows you to arrange all the documents on your screen, or toggle from one document to another
2. 2	b. allows you to arrange all the documents on your screen, or toggle from one document to another
3. <	c. closes an application or document
4. Edit	d. save your work
5. Tools	e. open a new document
6. Window	f. open an existing document
7. x	g. gives you options to make changes to your work such as undo a mistake, copy, and paste
8. Insert	h. allows you to change or add headers and footers and add various features to your work
9. View	i. allows you to change things in your document such as fonts, justification, and paragraph features
10. Format	j. allows you to change the things you see on the screen or the way you see things on the screen

Accommodations

- Refer to Special Education and ESL Accommodations in the Course Overview.
- Assemble groups to ensure stronger students are able to assist other students.
- Prepare a visual of the terms icon, toolbar, button, menu and post it in the room as a prompt so students will not forget what the terms mean.
- Provide students with a list of terminology (Unit #1, Appendix H) to be added to their Reference Manual of Information Technology Terminology.
- Provide students with worksheets for each learning station.
- Provide a structured, questionnaire-style feedback sheet at the student-generated learning stations.
- Have students brainstorm a list of the information technology skills and competencies covered in completing this activity (Unit #1, Appendix I).

Resources

- Manufacturers' software manuals for the specific applications used at your school
- Videos: *Microsoft Windows98 Operating System*, Cisco Systems, Cisco Network, *Academics Promotional Clips*
- Freedman, Alan. *The Computer Desktop Encyclopedia*. New York: Amacom, 1996
- Pyne, Sandra and Allene Tuck (Eds.). *The Oxford Dictionary of Computing for Learners of English*. London: Oxford University Press, 1996

Internet Websites

Symantec Security Introduction to Encryption:

www.symantec.com/avcenter/security/encryption/encryption.html

PC Novice Magazine Search Site:

www.pcnovice.com/penglus.html

Computer Learning Site:

www.computerlearning.org

Encyclopedia:

www.webopedia.internet.com/TERM/c/computer/html

Links to that relate to this activity:

<http://educ.queensu.ca/~compsci/resources/grade10/websites.html>

Basic Screen Layout (Icons, Windows, Toolbars):

www.til.org/basics6.html

Appendices

- Skills and Competencies Checklist
- Getting Personal With Your Computer
- Getting Personal With Your Computer Learning Station Quiz
- Information Technology Terminology Checklist
- Unit #1 Assessment Rubric

Unit #2, The Power of Application Software in Business

Time: 27 hours

Unit Developer(s): Laura Pinto, Toronto District School Board
Avanell Scherer, Hamilton
Sharon Stephanian, Hamilton-Wentworth District School Board

Development Date: April 1, 1999

Unit Description

Students will enhance and/or develop their basic software application skills using specific application software, investigate web-page design software and Internet search engines, and assess their data entry skills on an ongoing basis. Each student will track his/her development using *Software Competencies Checklists*. Document production will focus on the creation of correctly-formatted business documents in a culminating project that will require students to plan, make decisions, and create documents integrating the software applications. Documents created will be stored in files and folders that are logical and useful. Students overall performance for this unit will be evaluated using an *Assessment Rubric (Unit #2, Appendix F)*.

Strand(s) & Expectations

Strands: Information Management, Software Applications, Electronic Research and Ethical Issues, Career Opportunities

Overall Expectations: IMV.01X❖, IMV.03X^v, IMV.04X^v, SAV.01X-.03X^v,
EEV.01X-EEV.03X❖, COV.02X❖

Specific Expectations: IM1.01X❖, IM1.03X❖, IM3.05X❖, IM4.02X❖, IM4.03X❖,
SA1.01X-SA1.03X❖, SA2.01-.03X❖, SA3.01X-SA3.03X❖,
EE1.02X-.04X❖, EE3.04X, CO2.01X-.05X❖

Activity Titles (Time + Sequence)

Activity 1	Determining Software Competencies Through Readiness Exercises	12 hours
Activity 2	The Internet Information Hunt	3 hours
Activity 3	Unlocking the Mysteries of Desktop Publishing	4 hours
Activity 4	Using Information Technology to Plan an Upcoming Event	8 hours

Prior Knowledge Required

- understanding of co-operative learning, brainstorming (*Course Overview*), teamwork strategies, and conflict management strategies (*Course Overview*)
- students demonstrate basic data entry (*Unit #1, Activity #1, Part F*) skills
- students should be able to create and name files and folders (*Unit #1, Activity #4*)

-
- students must know how to access application software and Internet browsers
 - students must know how to key in a web address
 - students must know how to update their personal folder or portfolio

Unit Planning Notes

- Prepare assessment/evaluation tools so they can be given to students prior to beginning activities.
- Prepare all handouts prior to beginning activities.
- Have all resources, hardware/equipment, supplies, etc. available before beginning activities.
- Prior to beginning an activity, check all websites that students will be required to use.
- Determine and prepare material that has been modified for special needs students (refer to *Special Education* and *ESL Accommodations in Course Overview*, p. 6).
- Prepare *Readiness* and *Remedial* exercises.
- Select appropriate software for word processing, database, spreadsheet, and desktop publishing.

Teaching/Learning Strategies

Note: Strategies specific to a particular activity are given with the activity

- Brainstorming, co-operative learning, constructing/creating, researching/sharing, student/teacher consultation, assessing, oral/visual/kinesthetic, interactive, reading/comprehension, responding, writing, reflecting, discussing, presenting, and exploring.
- Keep track of assignments on an ongoing basis to ensure that students do not fall behind.
- Provide exemplars of finished products to ensure students understand what is expected of them.
- Allow students to self-pace their skill development.
- Use the overhead or board to highlight difficult concepts or vocabulary.
- Encourage students to use a word processor, spreadsheet, database, and desktop publisher, where appropriate, for document production in other courses. Internet search engines should be used when locating information for other courses.
- Request that students include products in their portfolios or personal folders that demonstrate a transference of skills from this course to other courses.

Assessment/Evaluation Techniques

- summative, formative, diagnostic
- self, group, peer, teacher, reflection, checklist, content, process, rubrics, pen and pencil, completion
- assessment and evaluation tools should be constructed to reflect the appropriate categories (*Final Course Evaluation, Course Overview*)

Resources

- resources for a specific activity have been included with the activity
- general resources are listed in the *Course Overview*
- software manuals

-
- word processor; e.g., *Corel WordPerfect*, *Microsoft Works*, *Clarisworks*, *Microsoft Word*, *Lotus WordPro*
 - spreadsheet; e.g., *Corel Quattro*, *Microsoft Works*, *Clarisworks*, *Microsoft Excel*, *Lotus 123*
 - database; e.g., *Paradox*, *Microsoft Works*, *Filemaker*, *Clarisworks*, *Microsoft Access*
 - desktop publishing; e.g., *Corel WordPerfect*, *Microsoft Works*, *Clarisworks*, *Microsoft Word*, *Lotus WordPro*, *Microsoft Publisher*

Unit #2, Activity #1: Determining Software Competencies through Readiness Exercises

Time: 12 hours

Description

Students will demonstrate their current skill level in the use of the basic functions and features of common business software that includes a word processor, spreadsheet, and database. Students will complete personalized *Software Competencies Checklists* identifying the functions and features they can use successfully based upon the completion of *Readiness Exercises*. Remedial exercises will be completed where a student does not have a specific competency.

Strand(s) and Expectations

Strands: Information Management, Software Applications, Electronic Research and Ethical Issues, Career Opportunities

Overall Expectations: IMV.01X❖, IMV.03X-.04X❖, SAV.01X-.03X❖, EEV.01X-.03X❖, COV.02X❖

Specific Expectations: IM1.01X❖, IM1.03X❖, IM3.05X❖, IM4.02X-.03X❖, SA1.01X-.03X❖, SA2.01X-.03X❖, SA3.01X-.03X❖, EE1.02X-.04X❖, EE3.04X❖, CO2.01X-.05X❖

Planning Notes

- Refer to Unit Planning Notes, Unit #2
- Have remedial exercises ready prior to student completion of the Readiness Exercises.
- Remedial exercises may address multiple functions and features.
- Each student will require copies of the Software Competencies Checklists.
- Teachers may wish to administer a pre-test to determine the students' entry skill-level for each software application.
- Teachers should review the checklists and remind students that they must add additional functions and features as they progress through the course.
- Each student will require copies of the Readiness Exercises.
- Students will update their Reference Manual of Information Technology Terminology on an ongoing basis (Unit #1, Appendix A, Activity #1, p. i-1).
- Teachers will assess student data entry skills on an ongoing basis (Unit #1, Appendix A, Activity #3, p. i-1).

Prior Knowledge Required

- Refer to Prior Knowledge Required, Unit #2, Overview, pp. 2-1, 2.

Teaching/Learning Strategies

Instructions

Part A (Word Processing Assessment)

1. As a class, students will:
 - brainstorm the meaning of word processing.
 - identify common word processors.
 - explain the purpose of using a word processor.
2. Each student receives a copy of a *Word Processing Competencies Checklist (Unit #2, Appendix A, p. ii-1)*. The checklist identifies the basic word processing functions and features that students should be able to use.
3. Each student must retain hard copy work samples, or file copies stored on disk, that demonstrate his/her word processing competencies. For each competency a student checks, there must be a work sample to support the skill. One document may support multiple functions and features.
4. Discuss the importance of proofreading documents prior to printing. Explain that electronic reference tools, such as spell check, will not identify correctly keyed words that are used inappropriately.
5. Encourage students to proofread all documents prior to printing. Any documents that are printed and discarded should be recycled. The teacher should discuss the importance of being environmentally aware and the reason for recycling.
6. Divide the class into groups of three or four students. Provide each student with a copy of a *Word Processing Readiness Exercise (Unit #2, Appendix B, p. ii-3)* that demonstrates the application of several word processing functions and features. Each group will
 - discuss what the document is.
 - use the *Competencies Checklist* to label the document with the functions and features used in preparation.
7. Each student will use a word processor to prepare this *Word Processing Readiness Exercise*. Remind students that software competencies will vary based upon prior experience. The purpose of the exercise is to determine the skill areas that students do not have. Students are encouraged to use software *Help* features.
8. All files will be stored in an appropriately named location (folder, directory).
9. Upon completion of the exercise, each student will update his/her competencies checklist by checking the functions and features that he/she can use successfully.
10. Each student will complete a second *Readiness Exercise (Unit #2, Appendix B)* that addresses the functions and features not addressed in the first exercise.
11. Upon completion of the exercise, each student will update his/her competencies checklist by checking the functions and features that he/she can use successfully.
12. Each student will identify those functions and features that he/she cannot use. The teacher should provide specific remedial exercises for the students that focus on the learning of specific functions and features.
13. Teachers may provide independent assistance, conduct whole class sessions, or use self-paced packages to address functions and features that require remediation.
14. Any exemplary work produced should be retained for inclusion with the *Competencies Checklist*. This work will be added to the student's portfolio or personal folder.
15. Students will complete *Activity #1, Unit #1, Appendix A*, with the new terms.
16. *Readiness exercises* and remedial exercises should be reviewed by the teacher to verify the student's competencies. Work should be evaluated for completion.

Part B (Spreadsheet Assessment)

1. In pairs, students will complete a pencil and paper exercise (*Unit #2, Appendix B*) that requires repeated calculations based upon a number of different scenarios in which a given element changes. There must be a sufficient number of changes so the students begin to feel the redundancy of performing the calculations.
2. In pairs, identify the “things” that were repeated in each scenario (i.e., titles, headings, calculations).
3. In pairs and using the Internet as a reference, students will
 - investigate the term spreadsheet.
 - determine the meaning of spreadsheet.
 - identify common spreadsheet software.
 - explain the purpose of using a spreadsheet.
4. Answers are to be keyed using a word processor, then printed or saved to disk.
5. Each student receives a copy of a *Spreadsheet Competencies Checklist (Unit #2, Appendix A,)*. The checklist identifies the basic spreadsheet functions and features students should be able to use. Teachers should remind students that they are to add additional functions and features as they progress through the course.
6. Each student must retain hard copies of work samples, or file copies stored on disk, that demonstrate his/her competencies. For each competency a student checks, there should be a work sample to support the skill. One document may support multiple functions and features.
7. Discuss the importance of proofreading documents prior to printing. Explain that electronic reference tools, such as spell check, will not identify correctly keyed words that are used inappropriately.
8. Encourage students to proofread all documents prior to printing. Any documents that are printed and discarded should be recycled. The teacher should discuss the importance of being environmentally aware and the reason for recycling.
9. Provide each student with a copy of a *Spreadsheet Readiness Exercise (Unit #2, Appendix B, p. ii-6)* that demonstrates the application of several spreadsheet functions and features. Working in pairs, each pair will
 - discuss what the document is.
 - label the document with the functions and features, from the competencies checklist, that were used in preparation.
10. Each student will use spreadsheet software to prepare the first *Spreadsheet Readiness Exercise*. Software competencies will vary based upon a student’s prior experience. The purpose of the exercise is to determine the skill areas that students do not have. Students are encouraged to use software *Help* features.
11. All files will be stored in an appropriately named location (folder, directory).
12. Upon completion of the exercise, each student will update his/her *Competencies Checklist* by checking the functions and features that he/she can use successfully.
13. Each student will complete a second *Readiness Exercise (Unit #2, Appendix B)* that addresses the functions and features not addressed in the first exercise.
14. Refer to *Part A*, numbers 10 - 14.

Part C (Database Assessment)

1. Introduce the concepts of *database*, *file*, *record*, and *field*. Since this is a difficult concept to visualize, teachers should use concrete examples to illustrate the relationships. One example includes using a filing cabinet, paper file folders, and sheets of paper within the folders. Describe a three-drawer filing cabinet that may be found in the school office. Drawer one contains information on students, drawer two contains information on teaching staff, and drawer three contains information on support staff. Remove a paper file folder with the words *Personal Student Information* printed on the front in large letters. Explain that the drawer contains several files related to the students in the school. From the folder, remove sheets of paper. Explain that each sheet contains information about one student. The information categories are the same for each student. Show the sheets to the class and ask them to identify the specific

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- pieces of information (e.g., first name, last name, street number, street name, street prefix, city, province, postal code, phone number, month of birth, and date of birth).
2. Review with the students that specific pieces of information are called fields; a collection of information (fields) about a single student is a *record* (sheet of paper); a collection of records about all students make a *file* (paper file folder); a collection of files is a database (filing cabinet drawer).
 3. Review the *Reference Manual of Information Technology Terminology* that students created in *Unit #1, Activity #1, Part A* and ask students to identify the file(s), record(s), and field(s) that were used to create the manual.
 4. Working in pairs, students complete a paper and pencil exercise (*Unit #2, Appendix B*) that uses text, diagrams, and examples to further emphasize the concept of a database.
 5. Each student reviews his/her copy of a *Database Competencies Checklist* from *Unit #1(Appendix B)*. The checklist identifies the basic database functions and features students should be able to use. Teachers should remind students that they are to add additional functions and features as they progress through the course.
 6. Each student must retain hard copies of work samples, or file copies stored on disk, that demonstrate his/her competencies. For each competency a student checks, there should be a work sample to support the skill. One document may support multiple functions and features.
 7. Discuss the importance of proofreading documents prior to printing. Explain that electronic reference tools, such as spell check, will not identify correctly keyed words that are used inappropriately.
 8. Encourage students to proofread all documents prior to printing. Any documents that are printed and discarded should be recycled. The teacher should discuss the importance of being environmentally aware and the reason for recycling.
 9. Provide each student with a copy of a *Database Readiness Exercise (Unit #2, Appendix B)* that demonstrates the application of several database functions and features. Working in pairs, each pair will:
 - discuss what the document is.
 - use the *Competencies Checklist* to label the document with the functions and features used in preparation.
 10. Each student will use database software to prepare the first *Database Readiness Exercise*. Software competencies will vary based upon a student's prior experience. The purpose of the exercise is to determine the skill areas that students do not have. Students are encouraged to use software *Help* features.
 11. All files will be stored in an appropriately named location (folder, directory).
 12. Upon completion of the exercise, each student will update his/her *Competencies Checklist* by checking the functions and features that he/she can use successfully.
 13. Each student will complete a second *Readiness Exercise (Unit #2, Appendix B)* that addresses the functions and features not addressed in the first exercise.
 14. Upon completion of the exercise, each student will update his/her *Competencies Checklist* by checking the functions and features that he/she can use successfully.
 15. Refer to *Part A*, numbers 10 - 14.

Assessment/Evaluation Techniques

- formative, summative, diagnostic
- *Data Entry Skills Rubric (Unit #1, Appendix A, Activity #3, p. i-1)*
- *Readiness and Remedial Exercises* - process - check for completion with anecdotal comments
- *Skills and Competencies Checklists*
- *Unit #2 Assessment Rubric (Unit #2, Appendix F, p. ii-15)*
- *Software Rubric (Unit #2, Appendix F, p. ii-16)*

Accommodations

- Refer to Special Education and ESL Accommodations in the Course Overview.
- Have students develop the software competencies list to establish a foundation of experience, and then provide remedial exercises (Readiness Exercises would be used for assessment at the end of the unit).
- Distribute Readiness Exercises with functions and features labelled.
- Establish a “buddy system” where students are paired for the purpose of assisting with difficulties.
- Provide list of new terms for the Reference Manual of Information Technology Terminology.

Resources

- software manuals; websites of specific application software packages; teacher-developed remedial exercises.

Internet Websites

Encyclopedia:

www.techweb.com/encyclopedia

Spreadsheets:

www.vu.umkc.edu/cs100/public/whatisaspreadsheet.html

www.scs.carleton.ca/~cs101/notes/shspreadsheets.html

www.algonquinc.on.ca/infosystems/qua2311/structur.htm

Information Technology News:

www.bcm.tmc.edu/crc/index.html

Database:

www.scs.carleton.ca/~cs101/notes/database.html

Appendices

- Software Competencies Checklists
- Software Readiness Exercises
- Unit #2 Assessment Rubric
- Software Rubric

Unit #2, Activity #2: The Internet Information Hunt

Time: 3 hours

Description

Through active exploration on the Internet, students will investigate the topics of Internet search engines and web-page design software. Using suggested websites, and sites discovered through self-exploration, students will develop an understanding of the function of search engines, and develop the ability to conduct simple searches using a variety of search engines. In addition, students will discover the purpose of web-page design software. The guided exploration will take place using an *Internet Information Hunt*.

Strand(s) and Expectations

Strands: Information Management, Software Applications, Electronic Research and Ethical Issues, and Career Opportunities

Overall Expectations: IMV.01X ❖, SAV.01X-.03X ❖, EEV.01X ❖, EEV.03X ❖, COV.02X ❖

Specific Expectations: IM1.01X ❖, SA1.01X-.03X ❖, SA2.01X ❖, SA2.03X ❖, EE1.02X ❖, EE1.03X -.04X ❖, EE3.04X ❖, CO2.01X ❖, CO2.03X ❖

Planning Notes

- Refer to Unit Planning Notes, Unit #2.
- Students will require Internet access.
- Ensure school/district Internet Acceptable Use Policy process has been adhered to.
- Each student will require a copy of the Internet Information Hunt and suggested websites.
- The teacher should verify that the suggested sites are maintained before distributing the list to the students.
- The evaluation for the Internet Information Hunt visual should be given to the students prior to beginning the activity.
- Supplies for creating the visual should be available.
- Determine the standard format for citing information obtained from the Internet (e.g., author's last name, initials, and date of publication in parentheses. full title [capitalizing first word and any proper nouns]. title of complete work or site in italics, any version or file number in parentheses. the protocol and address. date accessed in parentheses).
Burka, L.P. (1993). A hypertext history of multi-user dimensions. *MUD history*.
<http://www.utopia.com/> (15 Mar. 1999).

Prior Knowledge Required

- Refer to Prior Knowledge Required, Unit #2.
- Students must know how to access the web browser on the computers.
- Students must know how to key in a web address.

Teaching/Learning Strategies

Instructions

1. Working independently or in pairs, students will access the Internet to locate answers to a series of questions. Suggested websites should be provided as a starting point (*Unit #2, Appendix C,*) but students should be encouraged to locate their own websites.
2. Distribute the *Internet Information Hunt* and the suggested websites (*Unit #2, Appendix C,*).
3. Solicit three additional questions from the class. Although the teacher-provided questions are based on web-page design software and Internet search engines, teachers should work with the students to identify three additional questions for which students will search for answers. These questions may be related to the topic, but may also be questions of interest to the students. All students should record the additional questions.

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4. Explain the format for citing websites. Samples are located on-line at the *University of Alberta Libraries* (www.library.ualberta.ca/library_html/help/pathfinders/style/). Students must identify their answers to the questions and the websites where the information was located. Teachers may request a hard copy version of the information or may create a log sheet that will include the address of a website and the information obtained. The teacher will view the site on the student's screen and will sign to indicate verification, on the log sheet.
 5. Upon completion of the *Internet Information Hunt*, each person or pair will submit a visual display that summarizes the results of the hunt. The answers to the bolded questions must be included in the visual. Students should be encouraged to design their own style of visual (e.g., poster, mobile, board game).
 6. The teacher will share the evaluation criteria for the *Internet Information Hunt* and the visual display with the students prior to the activity. Upon completion of the visual, the students will complete and attach a *Visual Display Evaluation (Unit #2, Appendix C,)* to the finished product..
 7. Students will complete *Activity #1, Unit #1, Appendix A, p. i-1* with the new terms.
 8. Each student may update his/her *Software Competencies Checklists* and portfolio or personal folder, depending upon the software tools used to prepare the visual.

Assessment/Evaluation Techniques

- summative, formative, diagnostic
- *Internet Information Hunt* checked for completion but not assessed
- *Visual Display* evaluated by student according to marking scheme (*Unit #2, Appendix C*)
- *Visual Display* evaluated by teacher according to marking scheme (*Unit #2, Appendix C*)
- *Reference Manual of Information Technology Terminology* evaluated on an ongoing basis
- self-evaluation on process (if working in pairs) (*Appendix - Generic Forms*)
- *Data Entry Skills Rubric (Unit #1, Appendix A, Activity #3)*
- *Unit #2 Assessment Rubric (Unit #2, Appendix F)*

Accommodations

- Refer to Special Education and ESL Accommodations in Course Overview.
- Modify number of Internet sites from which information can be gathered.
- Provide list of new terms for the Reference Manual of Information Technology Terminology.
- Modify time lines.
- Increase size of text (less text on a page).
- Transfer software skills to produce a web page as the visual display.

Resources

Internet Websites

Search Engines:

http://ccp.hollandc.pe.ca/html/search_engines.html

www.nt.sympatico.ca/help/Learn/FAQ/engines.html

<http://library.usask.ca/ustudy/searching/srcengine.html>

www.canada.com

www.mbnet.mb.ca/~mstimson/

Netiquette:

www.fav.edu/netiquette/net/ten.htm

Terms:

www.matisse.net/files/glossary.html

Internet:

www.worldvillage.com/tourbus.htm

www.careerlinx,.regina.sk.ca/nettips/index.html

www.niagara.com/~dlindey/history.html

University of Alberta Libraries:

www.library.ualberta.ca/library_html/help/pathfinders/style/

Appendices

- The Internet Information Hunt, Visual, and suggested websites
- Unit #2 Assessment Rubric

Unit #2, Activity #3: Unlocking the Mysteries of Desktop Publishing

Time: 4 hours

Description

Through observation and group interaction, students will identify the characteristics of desktop-published documents. In small groups and as a class, students will develop and prepare a list of desktop publishing competencies. Through the preparation of a desktop publishing *Readiness Exercise*, students will assess their desktop publishing skill level. Remedial exercises will be completed to address the skill areas students do not possess. Students will gain an introductory understanding of desktop publishing as they read the content of the *Readiness Exercise* and use the Internet to define specific desktop publishing terminology.

Strand(s) and Expectations

Strands: Information Management, Software Applications, Electronic Research and Ethical Issues, Career Opportunities

Overall Expectations: IMV.01X❖, IMV.04X❖, SAV.01X-.03X❖, EEV.01X❖, COV.02X❖

Specific Expectations: IM1.01X❖, IM4.02X❖, SA1.01X-.03X❖, SA2.01X-.03X❖
EE1.03X-.04.X❖, CO2.01X-05X❖

Planning Notes

- Refer to Unit Planning Notes, Unit #2.
- Classroom arrangement should facilitate working in groups.
- Three or four samples of desktop-published material for each group.
- A list of desktop publishing competencies to top-up the class generated list (Unit #2, Appendix A).

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- One copy of a Desktop Publishing Readiness Exercise (Unit #2, Appendix D) for each student.
 - The Clip Art students use in the creation of the Readiness Exercise may be different from the sample as a result of the software used.
 - Students should be encouraged to use automated wizards, templates, and models.

Prior Knowledge Required

- Refer to Prior Knowledge Required, Unit #2.
- ability to input data
- ability to access the Internet and use search engines
- knowledge of brainstorming, word processing, file management (Unit #1, Activity #4)

Teaching/Learning Strategies

Instructions

1. The class will be divided into small groups of three or four students per group, and will then sit as a group.
2. The teacher will provide each group with copies of documents (e.g., prior student work, magazine articles, paper advertisements, newspapers, menus, business cards, and invitations) that have been produced using desktop publishing.
3. Students will review and discuss the sample documents at their table. As a class, brainstorm the meaning of desktop publishing.
4. The teacher will explain that a variety of desktop publishing functions and features were used to create the document samples, and that, in the past, people used dedicated, desktop-publishing software. Emphasize that today many word processors are capable of producing quality, desktop-published documents for small businesses.
5. Distribute a desktop-published document that used a variety of functions and features in its creation (*Unit #2, Appendix D*).
6. Using the distributed documents, each group will generate a list of desktop publishing competencies that were used in the creation. Once complete, the class will generate a common list of desktop publishing competencies. The teacher may discuss and add any functions and features not generated by the class (*Unit #2, Appendix A*).
7. Using the format for previously maintained *Software Competencies Checklists (Unit #2, Appendix A)*, students will use a word processor to create a *Desktop Publishing Competencies Checklist*.
8. Each student will create the document (from #5 above) used to generate the list of competencies. This is the *Desktop Publishing Readiness Exercise*. The purpose of this exercise is to determine the skill areas that students do not have. Students are encouraged to use software *Help* features.
9. Since this is an introductory approach to desktop publishing, desktop publishing theory will not be addressed in a formal manner. In addition, where software features provide templates, wizards, or models for desktop-published items, students should be encouraged to use the automated features.
10. The file will be stored in an appropriately named location (folder, directory).
11. Upon completion of the exercise, each student will update his/her *Competencies Checklist* by checking the functions and features that he/she can use successfully.
12. Each student will identify those functions and features that he/she cannot use. The teacher should provide specific remedial exercises for the students that focus on the learning of specific functions and features.

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13. Teachers may provide independent assistance, conduct whole class sessions, or use self-paced packages to address functions and features that require remediation.
 14. Any exemplary work produced will be retained for inclusion with the *Competencies Checklist*. This work will be added to the student's portfolio, personal folder, or in a file on disk (*Unit #1, Activity #1, Part E*).
 15. Students will complete *Activity #1, Unit #1, Appendix A*, with the new terms.
 16. *Readiness* exercises and remedial exercises should be reviewed by the teacher to verify the student's competencies. Work should be evaluated for completion.

Assessment/Evaluation Techniques

- summative, formative, diagnostic
- *Readiness* and Remedial Exercises
- *Group Process Evaluation (Appendix - Generic Forms)*
- *Reference Manual of Information Technology Terminology (Unit #1, Appendix A, Activity #1)*
- Portfolio or personal folder with *Competencies Checklist (Unit #1, Appendix A, Activity #2)*
- *Data Entry Skills Rubric (Unit #1, Appendix A, Activity #3)*
- *Unit #2 Assessment Rubric (Unit #2, Appendix F)*
- *Software Applications Rubric (Unit #2, Appendix F)*.

Accommodations

- Refer to Special Education and ESL Accommodations in Course Overview.
- Distribute the Readiness Exercise labelled with the functions and features used.
- Provide list of new terms for the Reference Manual of Information Technology Terminology.

Resources

- examples of desktop-published documents
- TV Ontario, Independent Learning Centre videos on desktop publishing

Internet Websites

PC Magazine Information Technology Encyclopedia:

www.webopedia.com

Western Connecticut State University:

www.wcsu.ctstateu.edu/~BURRITT001/desktop.htm

Beechmont Press:

www.beechmontpress.com

Jones Telecommunications and Multimedia Encyclopedia:

www.digitalcentury.com/encyclo/update/desktop.html

Southam Newspapers:

www.southam.com/nmc/guide/computips/dtp.html

DTP:

www.brookeline.com/editors/dtpwhat.htm

Appendices

- Readiness Exercise
- Unit #2 Assessment Rubric
- Unit #2 Software Applications Rubric

Unit #2, Activity #4: Using Information Technology to Plan an Upcoming Event

Time: 8 hours

Description

Students will plan an upcoming event where they will apply their skills in the use of basic functions and features of common business software that includes using a word processor, spreadsheet or table/chart, and desktop publisher. Students will be required to use correct formats for a variety of business documents, and to interact with groups either within the school or community.

Strand(s) and Expectations

Strands: Information Management, Software Applications, Electronic Research and Ethical Issues, Career Opportunities

Overall Expectations: IMV.01X❖, IMV.03X-.04X, SAV.01X-.03X❖, EEV.01X❖, COV.02X❖

Specific Expectations: IM1.01X❖, IM1.03X❖, IM3.05X❖, IM4.02X-.03X❖, SA1.01X-.03X❖, SA2.01X-.03X❖, SA3.01X-.03X❖, EE1.04X, CO2.01X-.05X❖

Planning Notes

- Refer to Unit Planning Notes, Unit #2.
- This activity should be conducted over a period of weeks with students working on it one or two days per week.
- Students should complete a portion of the work for this activity outside of class time.
- Book the computer lab for days when students will require computers.
- Refer to Conflict Management Strategies in Course Overview.
- Teach for what purpose and when a business letter is used, what components make up a business letter, and the importance of accuracy, language, courtesy, etc.
- Bring to class (or have students collect) samples of business cards, tickets, letterhead paper, advertisements, flyers, and brochures to help students with their designs.
- Obtain sample report formats such as annual reports, proposals, or research results.
- Prepare all handouts and evaluation criteria prior to beginning activity.

Prior Knowledge Required

- brainstorming, word processing, spreadsheet, desktop publishing, conflict management strategies
- business report and letter formats

Teaching/Learning Strategies

- Have students access community websites, local organizations (e.g., Kiwanis, Rotary, Chamber of Commerce), and town/city hall or township offices for a list of upcoming events
- Have students check school calendars, meet with student council, yearbook committee, school spirit club, athletic association, etc. to find out about upcoming school events
- Provide exemplars of finished products to ensure students understand what is expected of them
- Provide copies of all handouts and evaluation criteria prior to beginning activities

Instructions

Part A - Overview

1. As a class, brainstorm a list of upcoming events within the school or community.
2. Form groups of three. From the list generated in #1, each group will select a different upcoming event that will be the focus of their project.
3. For the event chosen, students will obtain pertinent details about the event such as date, location, time, activities involved, target audience, exciting features (e.g., celebrity attending, parade, video dance), cost, where tickets can be purchased, planning committee members, telephone number where interested people can get information, sponsors, and, depending on the event, any specialized information. An *Event Details Checklist (Unit #2, Appendix D)* will be provided to assist the group with their data gathering.
4. After all of the information is collected, each group will prepare, electronically, a visual with text (flyer, brochure, banner, or poster) advertising the event. Groups will be given the *Visual Evaluation Form (Unit #2, Appendix E)* prior to beginning this activity.
5. Each group will design a business card that can be used when contacting people outside of their classroom. Each member of the group will be responsible for one of the following: text content; business card design; or electronic business card creation. Among themselves, students will decide where their strengths can be best used. One copy of the business card will be attached to the *Business Card Group Self-Evaluation Form (Unit #2, Appendix E)*.
6. As a class, brainstorm the information that is usually found on event tickets. From that list, develop criteria that can be used to evaluate an “excellent” ticket design. Post the ticket evaluation criteria in the classroom. A ticket for each groups’ event will be created following the instructions below:
 - The group will decide on the content to be included on a ticket for their event and a deadline for its creation.
 - Using the agreed-upon content, each member of the group will individually design a ticket for their groups’ event (*Unit #2, Appendix E*).
 - Using the evaluation criteria developed by the class, the group members will evaluate each others’ ticket, then select the best one to represent their group. The group will post the selected ticket in a designated place in the classroom. The teacher will put a number on each ticket after it is posted.
 - Hold a class ticket judging competition. Each student will vote, anonymously, on the tickets based on the class-developed evaluation criteria (*Unit #2, Appendix E*). Ballots are collected by the teacher.
 - Teacher will calculate the results and announce the winner(s).
7. Group members will work co-operatively to design a letterhead that will be used for all their correspondence. Students will be provided with the *Letterhead Evaluation* sheet prior to beginning this activity (*Unit #2, Appendix E*).
8. Follow the instructions below to create and format a business letter inviting a special guest to attend the upcoming event chosen by the group.

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- Using the criteria for content (*Unit #2, Appendix E*) provided by the teacher, each student will draft a handwritten copy of the text of the letter. Submit a completed draft for progress marks (*Unit #2, Appendix E*).
 - Within their groups, students will become reviewers, reading each other's letters and marking them with suggestions for improvement on content, spelling, punctuation, and grammar. Before returning the marked copy to the owner, the reviewer will sign it. The signed copy will be submitted for progress marks.
 - From their handwritten work, students will format (*Unit #2, Appendix E*) a draft copy of their letter and submit it to receive teacher's suggestions for improvement and for progress marks.
 - From the revised copy, format the final copy of the business letter.
 - Each student will use the self-evaluation part of the *Letter Evaluation Sheet (Unit #2, Appendix E)* to evaluate the format.
 - Each student will submit to the teacher the final copy of the letter attached to the *Letter Evaluation (Unit #2, Appendix E)* sheet.
9. Individually, students prepare a final report on this activity. The report will include:
- a cover page with a picture or graphic
 - text with main title, subheadings, chart/table/spreadsheet (e.g., group members' tasks, work schedule, completion date checklist)
 - text content with the following:
 - an explanation of the chosen event
 - the process the group used to complete the task
 - good things that happened and difficulties encountered
 - information technology skills and competencies used to achieve finished product
 - what was learned from this experience
 - additional information such as business card, letterhead, sample of their business letter, and other visual/charts the student wishes to include
10. Students will use the *Report Process Marks Sheet (Unit #2, Appendix E)* to guide them in the preparation of their report.

Part B

1. Students will complete Activity #1, Unit #1, Appendix A.
2. Students will complete Activity #2, Unit #1, Appendix A

Assessment/Evaluation Techniques

- formative, summative, diagnostic
- self, peer, small group, whole class, teacher
- process marks for each piece of the activity
- formative evaluation of individually-created business reports
- *Visual Evaluation Form (Unit #2, Appendix E)*
- *Business Card Group Self-Evaluation (Unit #2, Appendix E)*
- whole class evaluation, *Ticket Voting Ballot, (Unit #2, Appendix E)*
- *Letterhead Teacher/Group Evaluation (Unit #2, Appendix E)*
- *Business Letter Progress Marks (Unit #2, Appendix E)*
- *Business Letter Evaluation (Unit #2, Appendix E)*
- *Report Process Mark Sheet (Unit #2, Appendix E)*
- *Unit #2 Assessment Rubric (Unit #2, Appendix F)*
- *Unit #2 Software Applications Rubric (Unit #2, Appendix F)*

Accommodations

- Refer to Special Education and ESL Accommodations in the *Course Overview*.
- Provide checklists to help with progress.
- Offer peer and teacher help in revising work.
- Process marks so students who complete work can be successful despite a weak final product.
- Use group marks.
- Form groups formed with a variety of strengths among the group members.
- Provide class-brainstormed lists from which to choose topics, criteria, etc.
- Provide opportunities to redo exercises.

Resources

- samples of business cards, tickets, flyers, advertisements, brochures, letterhead, business letters, formatted reports in the classroom
- checklists to assist in remembering tasks and content
- groups within the school (e.g., student council, athletic association, yearbook committee)
- community associations

Internet Websites

Rensselaer Polytechnic Institute:

www.rpi.edu/dept/llc/writecenter/web/text/

Purdue University Online Writing Lab:

www.owl.english.purdue.edu/Files/99.html

Canberra Institute of Technology:

www.student.cit.act.edu.au/support2.htm

RMIT University:

www.tafe.lib.rmit.edu.au/bizman/courses/traineeship3/courses/

7ASU Writing Center:

www.asu.edu/duas/wcenter/business.html

Colorado State University Writing Center:

www.colostate.edu/Depts/WritingCenter/

Centre for Technical Communication (excerpt):

www.smartbiz.com/sbs/arts/bly48.htm

Appendices

- *Event Details Checklist*
- *Visual Evaluation Form*
- *Business Card Group Self-Evaluation*
- *Ticket Evaluation Criteria, Ticket Voting Ballot, and Winning Ticket Ribbons*
- *Letterhead Teacher/Group Evaluation*
- *Business Letter Progress Marks*
- *Report Process Marks Sheet*
- *Unit #2 Assessment Rubric*
- *Unit #2 Software Applications Rubric*

Unit #1, Appendix A

1. Reference manual of Information Technology Terminology

- At the end of each activity, students will update their *Reference Manual of Information Technology Terminology*
- Students will, where applicable, keep hard copy of samples of their work, or maintain a hard copy on disk. These samples will be given a number that will also be entered on the database. The hard copy, or file copy on disk, of the samples will receive the same number as recorded on the database, and then be file in the student's portfolio or a personal folder for future reference. Students will be able to use these samples to study at home to help them commit the terms and the meanings to memory.

2. Information Technology Skills and Competencies

- As a class, develop a list of all the skills that have been applied in completing this activity. From that list, and with student/teacher consultation, each student will determine the skills he/she has developed in completing this activity.
- At the end of each activity, students will summarize, electronically, their information skills and competencies to date, and organize samples of their work that demonstrate these skills and competencies.
- Students will file samples of their work form this activity in their portfolio or personal folder
- Students will use a Self-Reflection Sheet (Appendix - Generic Forms) to reflect on their information technology skills and competencies to date to determine their strengths and weaknesses.
- From their list of weaknesses, students will develop a plan on how to improve those particular skills and competencies. (Appendix - Generic Forms)

3. Developing/Enhancing Data Entry Skills

- Throughout the course, teachers will be evaluating the data entry skills of the students. This will be done using the Data Entry Skills Rubric (Unit #1, Appendix A)
- Teachers will share the rubric with students at the beginning of the course, and will explain the nature of the ongoing evaluation.
- Teachers will ensure that students understand the meaning of key works such as limited, proofread, edit, correct, eyes on copy, correct fingering, correct wrist position.
- Where students display a limited ability to input data effectively and/or accurately, teachers will provide suitable remedial material.
- Assessment of technique will be based upon eyes on copy, fingering and wrist position.

Data Entry Skills Rubric

Categories	50-59% (Level 1)	60-69% (Level 2)	70-79% (Level 3)	80-100% (Level 4)
<u>Knowledge/understanding</u> <ul style="list-style-type: none"> understands the importance of proofreading, editing, and correcting keyed data applies the elements of proper keying technique 	<ul style="list-style-type: none"> limited attempts to proofread, edit, and correct keyed data limited attempt to maintain eyes on copy limited use of correct fingering limited attempt to maintain correct wrist position 	<ul style="list-style-type: none"> some attempts to proofread, edit, and correct keyed data some attempt to maintain eyes on copy some use of correct fingering some attempt to maintain correct wrist positioning 	<ul style="list-style-type: none"> considerable attempts to proofread, edit, and correct keyed data considerable attempt to maintain eyes on copy considerable use of correct fingering considerable attempt to maintain correct 	<ul style="list-style-type: none"> thorough and detailed attempts to proofread, edit and correct keyed data. maintains eyes on copy ongoing use of correct fingering maintains correct wrist position
<u>Application</u> <ul style="list-style-type: none"> applies data entry (speed and accuracy skills) 	<ul style="list-style-type: none"> applies data entry skills with limited effectiveness 	<ul style="list-style-type: none"> applies data entry skills with moderate effectiveness 	<ul style="list-style-type: none"> applies data entry skills with considerable effectiveness 	<ul style="list-style-type: none"> applies data entry skills with a high degree of effectiveness.
Date	Observations/Strategies for Improvement/Levels			

Unit #1, Appendix B

<i>Computer Hardware Station Hardware Devices</i>	<i>Hardware Pictures and Terms Product Evaluation</i>	
A. Printer	Accuracy of matching	/12
B. Monitor	Accuracy of Explanation of Terms	/24
C. Keyboard	Language/Spelling/Grammar	/5
D. Modem	Creativity	/4
F. Scanner	Overall Impression	/5
G. Floppy Disk Drive		
H. Hard Disk Drive		
I. CD-ROM Drive		
J. Mouse		
K. Microprocessor		
L. Digital Camera		
	Total	/50

Database Competencies Checklist

- | | |
|--|--|
| <input type="checkbox"/> Alignment - left | <input type="checkbox"/> Record - delete |
| <input type="checkbox"/> Alignment- right | <input type="checkbox"/> Save As |
| <input type="checkbox"/> Alignment - centre | <input type="checkbox"/> Save |
| <input type="checkbox"/> Close | <input type="checkbox"/> Sort - simple |
| <input type="checkbox"/> Copy | <input type="checkbox"/> Spell Check |
| <input type="checkbox"/> Cut | <input type="checkbox"/> Structure - record |
| <input type="checkbox"/> Exit | <input type="checkbox"/> Structure - file |
| <input type="checkbox"/> Field - type | <input type="checkbox"/> Structure - field |
| <input type="checkbox"/> Field - size | <input type="checkbox"/> Text formatting - underline |
| <input type="checkbox"/> Field - delete | <input type="checkbox"/> Text formatting -bold |
| <input type="checkbox"/> Field - insert | <input type="checkbox"/> Text formatting - italics |
| <input type="checkbox"/> Font - size | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Font - style | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Footer -date and page number | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Header - date and page number | <input type="checkbox"/> _____ |
| <input type="checkbox"/> New | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Open | |
| <input type="checkbox"/> Paste | |
| <input type="checkbox"/> Print - record | Troubleshooting Features |
| <input type="checkbox"/> Query - multiple field match | <input type="checkbox"/> Customized Help Features |
| <input type="checkbox"/> Query - single field match | <input type="checkbox"/> Help Men u/Wizard |
| <input type="checkbox"/> Record - insert | <input type="checkbox"/> Print Preview |
| <input type="checkbox"/> Record - height | <input type="checkbox"/> Undo/Redo |
| | <input type="checkbox"/> _____ |

Note:

For each database feature or functions that you can successfully use, check the corresponding box. Samples of work that demonstrate the application of the feature or function must follow each checklist.

Additional features and functions that you can apply should be added to the checklist.

Unit #1, Appendix C

Case Studies for information Technology Environments

Case Study: The New Business

Annie Brown and Jake Japoli were both former students of the same secondary school. Several years after graduation, Jake and Annie met at a small business conference. After drafting a business plan and successfully applying for a business loan, they opened, *AJ Web Searching Online*. Their business provides an Internet, web-search service to companies, students, or anyone requiring fast search results. They employ four on-line searchers. Their employees all work in the same building where each workstation has Internet access. After the researchers access sites of interest, they print the reference material for the customer. One printer is utilized for this purpose.

Case Study: The Doctor's Office

Dr. Billie Khan recently renovated her office and was deciding on the best way to implement information technology in order to improve operation. She decided that the receptionist should use a database to keep track of patient appointment information because each day the receptionist will need to print the appointment list and patient information. Also, the receptionist will have to maintain the information on prescriptions written and any charges billed to the customers. This information will be printed and kept in the patient's file.

Case Study: TU International

TU (Technology is Us) is a global company with offices across the globe. They have a website that is located at www.TU.com. The employees at *TU* are always working from distant locations on joint projects. They use electronic communication tools such as email to communicate. *TU* employees each have personal IDs and passwords that must be entered before they can access their computer workstations.

Case Study: Pringle Secondary School

Pringle Secondary School has 1200 students attending grades nine through twelve. Currently, there are several rooms at Pringle that students can use to access computers. Room 112 has 22 computers. This room does not have Internet access, students must save their work on floppy disk, and each cluster of four machines prints to one printer. The Information Technology Resource Centre has 15 machines that have Internet access. Students can also use the software on the machines. When the students print, all material prints on the one printer at the back of the room. In the main office there are four secretaries and three administrators. They use their computer systems to access information about the students. This information is stored at the Education Centre. The Education Centre is a 55-minute drive from the school. They also use their systems to share files and communicate electronically.

Questions for each case:

1. What is (are) the most suitable information technology environment(s)?
2. Provide a rationale for your choice(s) above (be specific).
3. What are the advantages and disadvantages of this type of business environment. Why?
4. Identify a local business that would use this type of business environment. Why?

Evaluation

- group process marks (Appendix - Generic Forms)
- case study evaluation below

<i>Case Study Evaluation</i>	
<input type="checkbox"/>	Four answers for each case.
<input type="checkbox"/>	Logical rationale
<input type="checkbox"/>	Identifies advantages of environment.
<input type="checkbox"/>	Identifies disadvantages of environment
<input type="checkbox"/>	Appropriate local business selected (with rationale)
Teacher to provide written feedback.	

Unit #1, Appendix D

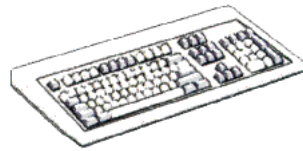
Reference Manual of Information Technology Terminology Quiz

Part I - Matching picture with terms (5 marks)

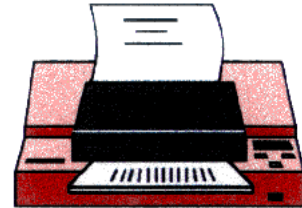
In the space below each picture write in the information technology term that relates to the picture.



a) _____



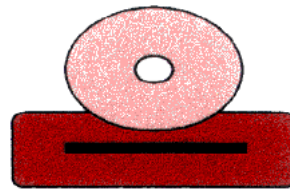
b) _____



c) _____



d) _____



e) _____

Part 2- Match each of the information technology terms below with its meaning. In the box beside *Meaning*, write in the corresponding number from the *Term* column (5)

Term	
1.	information technology
2.	desktop
3.	Intranet
4.	WAN
5.	LAN
6.	Search Engine
7.	Extranet
8.	discussion groups
9.	networked environment
10.	Internet

Meaning	
o	a program that enables users to search the WWW for documents contained in websites, buy using a keyword.
o	refers to the electronic accessing, processing, managing, and communicating of information
o	a computer network that connects computers over a large geographical area
o	network that is similar in design to the Internet but that is only accessible to individuals within an organization or with authorization
o	system that connects computers to allow the sharing of software, data, and peripheral devices

Unit #1, Appendix D

Part 3 - Fill-in-the-blanks (5 marks)

For each statement below, fill in the blank space with the appropriate information technology term(s).

1. A computer network that connects computers in a small area, usually a single building, is know as a _____.
2. An _____ manages the operations of a computer and peripheral devices.
3. A keyboard, printer, CD-ROM drive, mouse, and modem are known as _____ devices
4. A specific set of rules and conditions governing the appropriate use of technology while accessing the Internet is called an _____
5. A _____ contains a collection of information that is organized in such a way that a computer program quickly select the desired pieces of data. It also sometimes referred to as an electronic filing system.

Part 4 - Definitions/Usage (10 marks)

From the information technology terms below, select any FIVE, for which you will explain the term and use it correctly in a sentence(s).

Term

infrastructure
scanner
microprocessor
fax machine
website
URL
bulletin boards
voice mail

Term: _____	Usage: _____
Term: _____	Usage: _____
Term: _____	Usage: _____
Term: _____	Usage: _____
Term: _____	Usage: _____

Part 5- On a separate piece of paper, answer each of the questions below. (10 marks)

1. Explain when it would be more appropriate to send a fax instead of an e-mail message. Be sure to use examples (2 marks)
2. List three common computer operating systems in use today. Which system would you prefer to use and why? (5 marks)
3. Explain, with examples, the difference between a skill and a competency. (3 marks)

Unit #1, Appendix E

Worksheet for Ethics Reading

Part A - To be completed in class prior to homework reading assignment

- Using the Think/Pair Square co-operative learning strategy, work with a partner to determine the meaning of the following words. Share your answers with another set of partners. Reach a consensus about the meaning of each word.
- A dictionary may be used
- After you have agreed on the correct meaning for each word, write the meaning, (in your own words) beside the word below.

subjective _____

unique _____

framework _____

beliefs _____

Part B: To be completed after reading the article on Ethics (Unit #1).

1. List below any additional words from the article that you did not understand. When you get to class, your teacher will have a designated place in the room where you can record these words.
Words that were difficult for me:

2. Explain the meaning of the word *ethics*.

3. Honesty and the idea that stealing is wrong are examples of ethical beliefs. Everyone has some ethical beliefs. List two that apply to you.

- a)

- b)

4. For each of the ethical beliefs you listed in #3 above, give an example of how either your family or your friends helped to shape that belief in you.

- a)

- b)

5. *Deontology* and *Utilitarianism* are difficult words. Using the information given in the article, write the meaning of each word in the space below:

Deontology means

Utilitarianism means

6. An example of *deontology* is

7. An example of *utilitarianism* is

8. In the next class, the *Discussion Questions* at the end of the article will be assigned. List below anything that concerns you relating these questions. There will be time for clarification of these concerns before the activities begin.

Unit #1, Appendix E

LEGAL-ETHICAL TREASURE CHEST MATERIALS

Treasure Chest #1: Copyright and Intellectual Property

Zoe set up a website about a topic she has spent a lot of time researching. She compiled all of her research, which took hundreds of hours to perform into a 40-page essay that she titled *Using the Internet to Effectively Market Consumer Goods*. She posted the essay on her website so that other people who are interested in the topic could learn more. She may choose at a later date to sell this, as an article, to a magazine, and does not want other people to “steal” her work.

Adam was assigned an essay for his marketing class on the topic of marketing over the Internet. He found Zoe’s website and discovered that it contained all of the information that he needed to write his essay. By downloading the essay onto his computer in text format, Adam can edit Zoe’s work, change a few words, print it, and

hand it in. He thinks that this would easily earn him an A. Adam spoke to a friend, Evgeny, who is studying law, about this situation. Evgeny told Adam that Canada has a law called The Copyright Act that protects the work of authors. Adam researched the law himself, and found out that any time a Canadian writes something (even a school assignment), it automatically is protected by the Copyright Act until 50 years after the author’s death. This means that no person can re-print the work without permission from the author even if a few words are changed. Adam figured out that, by using Zoe’s work for his essay, he would be breaking the law. He also found out that he can quote Zoe’s work, and as long as he give her credit for that work, and it is legal.

Treasure Chest #2: Personal Privacy (Passwords, Hacking)

Scenario #1: Hanan works at a manufacturing company in the engineering offices where she designs molds for the plastic parts that they produce. All the employees in her department decided to give each other their computer passwords, so that if one is sick, the others can access the sick person’s work. Because it was each person’s choice to share passwords, there is now law that protects them. Returning to work after a week off due to illness, Hanan discovered that one of her coworkers went into her file, change the work that she had done and made it unusable. She now has to spend three days re-doing the work correctly.

Scenario #2: Jamie works at a manufacturing company where the workers are paid based on the number of hours they work. Each day, the “punch in” and “punch out” on a computer. The computer keeps track of hours worked, and pays them based on that information. This week, Jamie is short of money to pay for her daughter’s ear medication and

decides to “break into” her employer’s computer to increase the number of hours for which she will be paid. Jamie checks out what laws apply to this, and realizes that breaking into her employer’s computer is “hacking,” and she could be charged under the Criminal Code.

Scenario #3: Nijole and Egle, who work in two different offices for the same company, often use e-mail to exchange information while working on a project together. Nijole read all about the dangers of sending private information through e-mail, as sometimes hackers can access it without the sender knowing. She suggested that she and Egle “encrypt” their e-mail messages to ensure the information doesn’t get into the wrong hands. Nijole explained that encryption is a type of “scrambling up” of the information being sent, so that if anyone else gets the e-mails the typed information will be unreadable to them. Egle agreed that this would be helpful.

Treasure Chest #3: Privacy in the Workplace (Employee E-mail Monitoring)

Virgilius manages an office for a large company. He is worried that the workers in the office sometimes waste time on personal business. This means that employees are not doing their work while being paid. He decided to install some e-mail monitoring software that would allow him to read all of the mail his workers send. Using this software, he could catch workers sending personal mail, speak to them, and have them stop doing this. Even if the workers delete their e-mail,

Virgilius can still check it. One of the workers, Hoai-chi, found out that this was being done. He visited the Government of Canada website, and discovered that Canada does not have any laws to stop this. Also, she found out that there is software that will allow her boss to monitor what websites she visits at work, and even how fast she is inputting data!

Treasure Chest #4: Privacy in E-Commerce (Cookies, Use and Distribution of Customer Information)

Danielle is 10 years old, and enjoys playing on the Internet. She finds a website called *AwesomeKid*, that allows her to play some great video games as long as she fills in her name, address, parents’ names, type of computer she uses, and examples of the products her parents buy. Danielle does not know that *AwesomeKid* will sell this information to other companies, who will contact her parents to try to sell them other products. When Danielle’s parents find out they are upset with *AwesomeKid*. They feel

that the information *AwesomeKid* requested is private, and they don’t want it sold to other companies. They look up The Privacy Act and Bill C-54, and find out that requesting the information is legal in Canada. Danielle did not have to give that information out, but without it, she would not have access to the games she wanted. The same is true of information that websites gather when they give out “cookies” to visitors.

Unit #1, Appendix F

Worksheet for Ergonomics Reading

Part A - To be completed in class prior to homework reading assignment

- Using the Think/Pair/Square co-operative learning strategy, work with a partner to determine the meaning of the following words. Share your answers with another set of partners. Reach a consensus about the meaning of each word.
- A dictionary may be used
- After you have agreed on the correct meaning for each word, write the meaning (in your own words) beside the word below.

ergonomics

circulation

neutral

Part B- To be completed after reading the article on Ergonomics (Unit #1)

1. List below any additional words from the article that you did not understand. When you get to class, your teacher will have a designated place where you can record these words.
Words that were difficult for me:

2. Explain the meaning of the term *ergonomically correct*.

3. a) What is a musculoskeletal injury (MSI)? _____
b) Give an example of an MSI. _____

4. Explain two ways in which a work environment can be ergonomically improved.

- a) _____
b) _____

5. In order to be ergonomic, chairs should _____
In order to be ergonomic, tables and desks should _____

6. Monitors should have _____ to reduce eye strain. They should be placed _____ cm to _____ cm from the face to reduce stress on the eyes and neck. They should be frequently _____ to avoid allergies.

7. Keyboards should be placed at _____ height _____ can occur when the keyboard is not properly adjusted.

8. In the next class, the *Discussion Questions* at the end of the article will be assigned. List below anything that concerns you relating to these questions. There will be time for clarification of these concerns before the activities begin.

Unit #1, Appendix F

Ergonomics Workplace Worksheet Name _____ a) Which section of the school did you evaluate? b) What was the average score your section earned? What does this number mean to you? c) Lighting, air quality, colour, and temperature contribute to the overall work environment. How would you describe your section with respect to ergonomics of the overall work environment? Be specific in your answer. d) What do you recommend could be done to improve the overall work environment? e) Furniture is very important to an ergonomically correct workplace. Describe what improvements you observed in your section f) In the modern workplace, people spend a great deal of time working at a computer. What, if any, improvements need to be made? Describe the degree to which the computer hardware you observed was ergonomically correct. g) What reasons might you give to support the argument that money should be set aside to improve the ergonomic correctness of the workspace you observed.	Ergonomics Workplace Checklist Using the checklist below, assess your assigned section of the school. Give very specific descriptions of the improvements that you recommend to make the space more ergonomically correct. Consult your <i>Introduction to Ergonomics</i> hand out for definitions and details. Section of School Surveyed: _____ Names of Group Members: _____ <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 25%;">ITEM</th> <th style="width: 50%;">RATING (circle a number for each item that describes the location where 1 is not ergonomic and 10 is ergonomic)</th> <th style="width: 25%;">IMPROVEMENTS NECESSARY (be very specific in your description)</th> </tr> </thead> <tbody> <tr><td>Lighting</td><td>1 2 3 4 5 6 7 8 9 10</td><td></td></tr> <tr><td>Air Quality</td><td>1 2 3 4 5 6 7 8 9 10</td><td></td></tr> <tr><td>Temperature</td><td>1 2 3 4 5 6 7 8 9 10</td><td></td></tr> <tr><td>Chairs</td><td>1 2 3 4 5 6 7 8 9 10</td><td></td></tr> <tr><td>Desks/Tables</td><td>1 2 3 4 5 6 7 8 9 10</td><td></td></tr> <tr><td>Keyboard Height</td><td>1 2 3 4 5 6 7 8 9 10</td><td></td></tr> <tr><td>Noise</td><td>1 2 3 4 5 6 7 8 9 10</td><td></td></tr> <tr><td>Monitors</td><td>1 2 3 4 5 6 7 8 9 10</td><td></td></tr> <tr><td>Keyboards</td><td>1 2 3 4 5 6 7 8 9 10</td><td></td></tr> <tr><td>Mice</td><td>1 2 3 4 5 6 7 8 9 10</td><td></td></tr> </tbody> </table> Calculate the average score for the space you surveyed by adding up the numbers and dividing by 10.	ITEM	RATING (circle a number for each item that describes the location where 1 is not ergonomic and 10 is ergonomic)	IMPROVEMENTS NECESSARY (be very specific in your description)	Lighting	1 2 3 4 5 6 7 8 9 10		Air Quality	1 2 3 4 5 6 7 8 9 10		Temperature	1 2 3 4 5 6 7 8 9 10		Chairs	1 2 3 4 5 6 7 8 9 10		Desks/Tables	1 2 3 4 5 6 7 8 9 10		Keyboard Height	1 2 3 4 5 6 7 8 9 10		Noise	1 2 3 4 5 6 7 8 9 10		Monitors	1 2 3 4 5 6 7 8 9 10		Keyboards	1 2 3 4 5 6 7 8 9 10		Mice	1 2 3 4 5 6 7 8 9 10	
ITEM	RATING (circle a number for each item that describes the location where 1 is not ergonomic and 10 is ergonomic)	IMPROVEMENTS NECESSARY (be very specific in your description)																																
Lighting	1 2 3 4 5 6 7 8 9 10																																	
Air Quality	1 2 3 4 5 6 7 8 9 10																																	
Temperature	1 2 3 4 5 6 7 8 9 10																																	
Chairs	1 2 3 4 5 6 7 8 9 10																																	
Desks/Tables	1 2 3 4 5 6 7 8 9 10																																	
Keyboard Height	1 2 3 4 5 6 7 8 9 10																																	
Noise	1 2 3 4 5 6 7 8 9 10																																	
Monitors	1 2 3 4 5 6 7 8 9 10																																	
Keyboards	1 2 3 4 5 6 7 8 9 10																																	
Mice	1 2 3 4 5 6 7 8 9 10																																	

Unit #1, Appendix F

Ergonomics Written Report Evaluation Sheet

Name:

Item	Criteria	Mark
Organization	<ul style="list-style-type: none">• written report is neatly organized• includes title page (Students name, date, and title)• report is keyed• report is stapled or bound	/5
Background Information	<ul style="list-style-type: none">• detailed description of the section of the school assessed• copy of the checklist used included as an appendix or in the text/body of the report.	/10
Research Results	<ul style="list-style-type: none">• inclusion of the average score calculated (based on checklist)• explanation of how the group arrived at each item score on the checklist with concrete examples of things observed in the work space that led the group to make that judgment• explanation of the potential hazards posed by each problem area on the check list.	/20
Recommendations	<ul style="list-style-type: none">• at least one specific recommendation for improvement for each item on the list that did not receive a perfect score• explanation of the potential benefits of each improvement (This can include benefits to individuals using the lab or the entire school district.)	/20

Poster Evaluation Sheet

Names of Group Members:

Item	Criteria	Mark
Organization	<ul style="list-style-type: none">• title is appropriate and visible• poster is neatly organized• all items are glued onto the poster• general organization of the poster is logical	/10
Creativity	<ul style="list-style-type: none">• poster is visually attractive• items on the poster are arranged in a pleasing manner	/5
Content	<ul style="list-style-type: none">• at least 5 photographs are included• each photograph is an example of an ergonomically designed item• each item has a keyed description to describe it and a title or heading explaining what it is• each photograph description explains what features of the design of that item make it ergonomic• descriptions use appropriate language and are accurate	/20

Unit #1, Appendix G

Getting Personal with your computer

Names of group members:

1. Learning station: Folder Activity (15 marks)

- Attach the feedback sheet from the Folder Activity that your group created to this sheet after other groups have had the opportunity to complete it. Also, include the folder with your activity in it when you hand in the package.
- Read the Feedback Sheet over carefully, and complete the Did Well/Do Better chart below, focusing on what you think was done well in creating the activity, and what you could improve based on the comments of other members of the class.

Did Well	Do Better

2. Learning Station #2: Icons, Toolbars, and Menus Activity (15 marks)

- Attach to this sheet the feedback sheet from the Icons, Toolbars, and Menus Activity that your group created after the other groups have had the opportunity to complete it. Also include the folder with your activity in it when you hand in the package.
- Read the Feedback Sheet over carefully, and complete the Did Well/Do Better chart below, focusing on what you think was done well in creating the activity, and what you could improve based on the comments of other members of the class.

Did Well	Do Better

3. Learning Station: Password and Encryption Activity (10 marks)

Attach the worksheet form this learning station to this package.

Task/area requiring password	Reason for password

4. Learning Station: Getting Personal With Your Computer Activity (10 marks)

Attach the worksheet form this learning station to this package.

Getting Personal With Your Computer Learning Station	
Names of Group Members:	
<i>Instructions: Explore your computer to locate the information needed to answer the questions below. Browse all icons and applications in search for answers.</i>	
1. Total space available on your computer. How did you determine this?	
2. Free space available on your computer: Why would a person want to know the amount of free space?	
3. What is the name of the printer installed on this computer?	
4. Describe the function of the <i>Control Panel</i> .	
5. Complete a table similar to one below on which you will list all software or other applications that you find installed on the computer.	
Computer Software and Applications List	
Name of Application	Function or Purpose of Software

Unit #1, Appendix H

Information Technology Terminology Checklists

Each of the following terms are to be added to your *Reference Manual of Information Technology Terminology*. Check off the terms as you input them.

<p style="text-align: center;">INFORMATION TECHNOLOGY REFERENCE MANUAL AND INFRASTRUCTURE</p> <ul style="list-style-type: none"><input type="checkbox"/> information technology<input type="checkbox"/> database<input type="checkbox"/> database fields<input type="checkbox"/> query<input type="checkbox"/> Internet Acceptable Use Agreement<input type="checkbox"/> the Internet<input type="checkbox"/> search engine<input type="checkbox"/> hard coy<input type="checkbox"/> infrastructure<input type="checkbox"/> hardware devices<input type="checkbox"/> printer<input type="checkbox"/> monitor<input type="checkbox"/> keyboard<input type="checkbox"/> modem<input type="checkbox"/> scanner<input type="checkbox"/> floppy disk drive<input type="checkbox"/> CD-ROM Drive<input type="checkbox"/> mouse<input type="checkbox"/> concept<input type="checkbox"/> desktop<input type="checkbox"/> microprocessor<input type="checkbox"/> fax<input type="checkbox"/> e-mail<input type="checkbox"/> voice mail<input type="checkbox"/> bulletin boards<input type="checkbox"/> discussion groups<input type="checkbox"/> Intranet<input type="checkbox"/> Extranet<input type="checkbox"/> work station<input type="checkbox"/> electronic Communication tools<input type="checkbox"/> website<input type="checkbox"/> URL<input type="checkbox"/> stand -alone<input type="checkbox"/> LAN<input type="checkbox"/> WAN<input type="checkbox"/> operating system<input type="checkbox"/> information technology skills<input type="checkbox"/> information technology competencies<input type="checkbox"/> networked environments<input type="checkbox"/> peripheral	<p style="text-align: center;">EXPLORING LEGAL AND ETHICAL ISSUES IN TECHNOLOGY</p> <ul style="list-style-type: none"><input type="checkbox"/> cookies<input type="checkbox"/> copyright<input type="checkbox"/> dilemma<input type="checkbox"/> deontology<input type="checkbox"/> e-commerce<input type="checkbox"/> encryption<input type="checkbox"/> ethics<input type="checkbox"/> hacking<input type="checkbox"/> intellectual property<input type="checkbox"/> utilitarianism <p style="text-align: center;">THE ERGONOMICALLY CORRECT WORKPLACE</p> <ul style="list-style-type: none"><input type="checkbox"/> carpal tunnel syndrome (CTS)<input type="checkbox"/> ergonomics<input type="checkbox"/> fatigue<input type="checkbox"/> musculoskeletal injuries (MSI) <p style="text-align: center;">NAVIGATING THROUGH THE DESKTOP</p> <ul style="list-style-type: none"><input type="checkbox"/> button<input type="checkbox"/> control panel<input type="checkbox"/> desktop icon<input type="checkbox"/> file<input type="checkbox"/> folder<input type="checkbox"/> icon<input type="checkbox"/> menu<input type="checkbox"/> toolbar
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Unit #1, Appendix I

Skills and Competencies Checklists

<p>Information Technology Reference Manual and Infrastructure</p> <ul style="list-style-type: none"><input type="checkbox"/> define key information technology terminology<input type="checkbox"/> apply information technology terminology appropriately<input type="checkbox"/> create database with titles and fields<input type="checkbox"/> use database in an interactive manner<input type="checkbox"/> understand the concept of information technology<input type="checkbox"/> explain the hardware components of a computer workstation<input type="checkbox"/> explain a variety of operating systems<input type="checkbox"/> explain a variety of peripheral devices<input type="checkbox"/> differentiate between stand-alone and networked environment<input type="checkbox"/> describe environments to which stand-alone and networked environments are best suited<input type="checkbox"/> demonstrate the ability to input data effectively<input type="checkbox"/> determine personal Information Technology Skills	<p>Exploring Legal and Ethical Issues in Technology</p> <ul style="list-style-type: none"><input type="checkbox"/> define ethics<input type="checkbox"/> differentiate between legal and ethical actions<input type="checkbox"/> define deontology<input type="checkbox"/> apply deontology to an ethical problem<input type="checkbox"/> define utilitarianism<input type="checkbox"/> apply utilitarianism to an ethical problem<input type="checkbox"/> explain the legal and ethical issues of copyrights and intellectual property<input type="checkbox"/> explain the legal and ethical issues that pertain to the use of passwords and the process of hacking<input type="checkbox"/> explain the legal and ethical issues surrounding privacy of employees and customers when dealing with information technology
<p>The Ergonomically Correct Workplace</p> <ul style="list-style-type: none"><input type="checkbox"/> define Ergonomics<input type="checkbox"/> identify benefits of an ergonomically correct workplace as they pertain to both employers and employees<input type="checkbox"/> identify the types of injuries that can occur from poor ergonomic design<input type="checkbox"/> define <i>musculoskeletal injuries</i> (MSI)<input type="checkbox"/> describe how ideally the components of the work environments (temperature, air circulation should be maintained in order to be ergonomically correct.)<input type="checkbox"/> identify the features of ergonomically-correct computer hardware<input type="checkbox"/> describe the features of ergonomically-correct computer hardware<input type="checkbox"/> identify the features of ergonomically-correct office furniture and fixtures<input type="checkbox"/> describe the features of ergonomically-correct office furniture and fixtures<input type="checkbox"/> make suggestions for ergonomic improvements for specific work space	<p>Navigating Throughout the desktop</p> <ul style="list-style-type: none"><input type="checkbox"/> understand the importance of logically naming and sequencing electronic folders and files<input type="checkbox"/> set up a folder system<input type="checkbox"/> identify all icons on the desktop<input type="checkbox"/> understand the functions of all the icons on the desktop<input type="checkbox"/> identify common buttons on the toolbar<input type="checkbox"/> understand the functions of the common buttons on the toolbar<input type="checkbox"/> identify common menu selections (e.g., file, edit, view, insert, format, table)<input type="checkbox"/> understand the functions of common menu selections<input type="checkbox"/> locate various functions of the computer that require a password<input type="checkbox"/> find names of all drives on the desktop<input type="checkbox"/> discover the total capacity of the computer<input type="checkbox"/> discover the amount of free space on the computer<input type="checkbox"/> understand functions of the control panel<input type="checkbox"/> discover the default setting of the computer software (e.g., printer, font, margins)

Unit #1, Appendix J

Unit 1 Assessment Rubric

Categories	Level 1	Level 2	Level 3	Level 4
<p><u>Knowledge/Understanding</u></p> <ul style="list-style-type: none"> • knowledge of terminology • understands laws relating to information technology • applies laws relating to information technology • understands ethical frameworks • applies ethical frameworks • identifies ergonomic features of components • makes recommendations for ergonomic improvement • describes functions of icons, menus, toolbars 	<ul style="list-style-type: none"> • limited knowledge of terminology • unable to understand laws relating to information technology • unable to apply laws relating to information technology • limited understanding of ethical frameworks • unable to apply ethical frameworks • identifies limited ergonomic features • makes limited recommendations • describes a few functions of icons, menus, toolbars 	<ul style="list-style-type: none"> • adequate knowledge of terminology • understands some laws relating to information technology • adequate understanding of ethical frameworks • applies some ethical frameworks • identifies some ergonomic features • makes adequate recommendations • describes some functions of icons, menus, toolbars 	<ul style="list-style-type: none"> • good knowledge of all terms • understands most laws relating to information technology • applies most laws relating to information technology • good understanding of ethical frameworks • applies most ethical frameworks • identifies most ergonomic features • makes appropriate recommendations • describes most functions of icons, menus, toolbars 	<ul style="list-style-type: none"> • thorough knowledge of all terms • understands all laws relating to information technology • thoroughly applies all laws relating to information technology • thorough understanding of ethical frameworks • applies all ethical frameworks • identifies all ergonomic features • makes all possible recommendations • describes all functions of icons, menus, toolbars
<p><u>Thinking/Inquiry</u></p> <ul style="list-style-type: none"> • differentiates between ethical and legal actions • researches a topic • analyses ethical problems • objectively assesses the ergonomic correctness of a workspace • creates file sequences that are logical to others • applies concepts to create puzzles/activities for classmates to assist their learning • explores the computer to locate information 	<ul style="list-style-type: none"> • limited level of differentiation between ethical and legal actions • researches with minimal results • incomplete analysis of ethical problems • limited ability to objectively assess ergonomic correctness • file sequences are not logical to others • puzzles do not show evidence of application of concepts • limited exploration of the computer to locate information 	<ul style="list-style-type: none"> • moderate level of differentiation between ethical and legal actions • researches with moderate results • adequate analysis of ethical problems • adequate ability to objectively assess ergonomic correctness • file sequences are somewhat logical to others • puzzles show moderate evidence of application of concepts • adequate exploration of the computer to locate information 	<ul style="list-style-type: none"> • good level of differentiation between ethical and legal actions • researches with good results • adequate analysis of ethical problems • assesses ergonomic correctness objectively • file sequences are logical to others • puzzles show good application of concepts • good exploration of the computer to locate information 	<ul style="list-style-type: none"> • thorough level of differentiation between ethical and legal actions • researches with excellent results • thorough analysis of ethical problems • assesses ergonomic correctness with extreme objectivity • file sequences are logical to others • puzzles show good application of concepts • good exploration of the computer to locate information
<p><u>Communication</u></p> <ul style="list-style-type: none"> • communicates ideas clearly within groups • communicates ideas through small group presentations with clarity • demonstrates knowledge of many concepts in written assignments • provides classmates with meaningful feedback on their work. 	<ul style="list-style-type: none"> • communicates ideas with limited clarity within groups • communicates ideas through small group presentations with limited clarity • demonstrates limited knowledge of key concepts in written assignments • provides classmates with key concepts in written assignments 	<ul style="list-style-type: none"> • communicates ideas moderate clarity within groups • communicates ideas through small group presentations with moderate clarity • demonstrates adequate knowledge of key concepts and assignments • provides classmates with appropriate feedback on their work 	<ul style="list-style-type: none"> • communicates ideas with good clarity within groups • communicates ideas through small group presentations with clarity • demonstrates good knowledge of key concepts in written work • provides classmates with appropriate feedback on their work 	<ul style="list-style-type: none"> • communicates ideas with exceptional clarity within groups • communicates ideas through small group presentations with exceptional clarity • demonstrates exceptional knowledge of key concepts in written work • provides classmates with meaningful feedback on their work

Unit #2, Appendix A

Word Processing Competencies Checklist

- | | | |
|---|---|--|
| <input type="checkbox"/> Bullets | <input type="checkbox"/> Margins -Top | <input type="checkbox"/> Text formatting - underline |
| <input type="checkbox"/> Change Case | <input type="checkbox"/> New | <input type="checkbox"/> Text -formatting - italics |
| <input type="checkbox"/> Close | <input type="checkbox"/> Open | <input type="checkbox"/> Thesaurus |
| <input type="checkbox"/> Copy | <input type="checkbox"/> Page Break | <input type="checkbox"/> Word Art |
| <input type="checkbox"/> Cut | <input type="checkbox"/> Paste | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Data Entry | <input type="checkbox"/> Print | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Exit | <input type="checkbox"/> Save as | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Font Type | <input type="checkbox"/> Save | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Font Size | <input type="checkbox"/> Search and Replace | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Footers - date and page number | <input type="checkbox"/> Spell Check | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Grammar Check | <input type="checkbox"/> Tabs - centre | |
| <input type="checkbox"/> Graphics/Clip Art/ Objects | <input type="checkbox"/> Tabs - decimal | |
| <input type="checkbox"/> Header - date and page number | <input type="checkbox"/> Tabs - left | |
| <input type="checkbox"/> Indent- double | <input type="checkbox"/> Tabs - right | |
| <input type="checkbox"/> Indent - hanging | <input type="checkbox"/> Tabs with dot leaders | |
| <input type="checkbox"/> Indent - left | <input type="checkbox"/> Text alignment - centre | |
| <input type="checkbox"/> Indent - right | <input type="checkbox"/> Text alignment - left | |
| <input type="checkbox"/> Margins - bottom | <input type="checkbox"/> Text alignment - justify | |
| <input type="checkbox"/> Margins - left | <input type="checkbox"/> Text alignment - fight | |
| <input type="checkbox"/> Margins - right | <input type="checkbox"/> Text formatting - bold | |

Troubleshooting Features

- Customized Help Feature
- Help Menu/Wizard
- Print Preview
- Undo/Redo
- _____
- _____

Spreadsheet Competencies Checklist

- | | | |
|---|---|--|
| <input type="checkbox"/> Cell Alignment - centre | <input type="checkbox"/> Formulae - automatic average | <input type="checkbox"/> Rows - adding |
| <input type="checkbox"/> Cell Alignment - left | <input type="checkbox"/> Formulae - automatic count | <input type="checkbox"/> Rows - deleting |
| <input type="checkbox"/> Cell Alignment - right | <input type="checkbox"/> Formulae - manual add | <input type="checkbox"/> Save |
| <input type="checkbox"/> Cell Format -font size | <input type="checkbox"/> Formulae - manual divide | <input type="checkbox"/> Save As |
| <input type="checkbox"/> Cell Format - font type | <input type="checkbox"/> Formulae - manual multiply | <input type="checkbox"/> Sort - simple |
| <input type="checkbox"/> Cell Height | <input type="checkbox"/> Formulae - manual subtract | <input type="checkbox"/> Spell Check |
| <input type="checkbox"/> Cell width | <input type="checkbox"/> Graph - bar | <input type="checkbox"/> Text formatting - bold |
| <input type="checkbox"/> Cells - select | <input type="checkbox"/> Graph - line | <input type="checkbox"/> Text formatting - underline |
| <input type="checkbox"/> Close | <input type="checkbox"/> Graph - pie | <input type="checkbox"/> Text formatting - italics |
| <input type="checkbox"/> Columns - add | <input type="checkbox"/> Gridlines | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Columns - delete | <input type="checkbox"/> Headers - date and page number | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Copy | <input type="checkbox"/> Margins bottom | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Cut | <input type="checkbox"/> Margins - left | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Data Entry - formulae | <input type="checkbox"/> Margins - right | |
| <input type="checkbox"/> Data Entry - numbers | <input type="checkbox"/> Margins - top | |
| <input type="checkbox"/> Data Entry - text | <input type="checkbox"/> New | |
| <input type="checkbox"/> Exit | <input type="checkbox"/> Open | |
| <input type="checkbox"/> Fill | <input type="checkbox"/> Print | |
| <input type="checkbox"/> Footers - date and page number | <input type="checkbox"/> Print with formulae displayed | |
| <input type="checkbox"/> Formulae - automatic add | | |

Troubleshooting Features

- Customized Help Feature
- Help Menu/Wizard
- Print Preview
- Undo/Redo

Unit #2, Appendix A

Database Competencies Checklist

- | | | |
|--|---|--|
| <input type="checkbox"/> Cell Alignment - centre | <input type="checkbox"/> New | <input type="checkbox"/> Structure - field |
| <input type="checkbox"/> Cell Alignment - left | <input type="checkbox"/> Open | <input type="checkbox"/> Text formatting - bold |
| <input type="checkbox"/> Cell Alignment - right | <input type="checkbox"/> Paste | <input type="checkbox"/> Text formatting - underline |
| <input type="checkbox"/> Close | <input type="checkbox"/> Print - file | <input type="checkbox"/> Text formatting - italics |
| <input type="checkbox"/> Copy | <input type="checkbox"/> Print record | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Cut | <input type="checkbox"/> Query - multiple field match | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Exit | <input type="checkbox"/> Query - single field match | |
| <input type="checkbox"/> Field - type | <input type="checkbox"/> Record - insert | <u>Troubleshooting Features</u> |
| <input type="checkbox"/> Field - size | <input type="checkbox"/> Record - height | <input type="checkbox"/> Customized Help Feature |
| <input type="checkbox"/> Field - delete | <input type="checkbox"/> Record - delete | <input type="checkbox"/> Help Menu/Wizard |
| <input type="checkbox"/> Field - insert | <input type="checkbox"/> Save As | <input type="checkbox"/> Print Preview |
| <input type="checkbox"/> Font - size | <input type="checkbox"/> Save | <input type="checkbox"/> Undo/Redo |
| <input type="checkbox"/> Font - style | <input type="checkbox"/> Sort - simple | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Footer - date and page number | <input type="checkbox"/> Spell Check | |
| <input type="checkbox"/> Header - date and page number | <input type="checkbox"/> Structure - record | |
| | <input type="checkbox"/> Structure - file | |

Desktop Publishing Competencies Checklist

- | | | |
|--|--|--|
| <input type="checkbox"/> Background | <input type="checkbox"/> Margin - right | <input type="checkbox"/> Text formatting - italics |
| <input type="checkbox"/> Borders | <input type="checkbox"/> Margin - top | <input type="checkbox"/> Text Box |
| <input type="checkbox"/> Charts | <input type="checkbox"/> New | <input type="checkbox"/> Wizards |
| <input type="checkbox"/> Clip Art | <input type="checkbox"/> Objects | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Close | <input type="checkbox"/> Open Page Setup | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Colour | <input type="checkbox"/> Paste | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Columns | <input type="checkbox"/> Print | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Copy | <input type="checkbox"/> Save As | |
| <input type="checkbox"/> Cut | <input type="checkbox"/> Save | <u>Trouble shooting Features</u> |
| <input type="checkbox"/> Drawing Tools | <input type="checkbox"/> Select | <input type="checkbox"/> Customized Help Feature |
| <input type="checkbox"/> Exit | <input type="checkbox"/> Shading | <input type="checkbox"/> Help Menu/Wizard |
| <input type="checkbox"/> Font - size | <input type="checkbox"/> Spell Check | <input type="checkbox"/> Print Preview |
| <input type="checkbox"/> Font - style | <input type="checkbox"/> Text Alignment - Centre | <input type="checkbox"/> Undo/Redo |
| <input type="checkbox"/> Footer - date and page number | <input type="checkbox"/> Text Alignment - left | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Graphics | <input type="checkbox"/> Text Alignment - right | |
| <input type="checkbox"/> Header - date and page number | <input type="checkbox"/> Text Formatting - bold | |
| <input type="checkbox"/> Margin bottom | <input type="checkbox"/> Text Formatting - underline | |
| <input type="checkbox"/> Margin left | | |

Note:

For each software feature or functions that you can successfully use, check the corresponding box. Samples of work that demonstrate the application of the feature or function must follow each checklist. Additional features and functions that you can apply should be added to the checklist.

Unit #2, Appendix B

WAT

WEB AUTHORING FOR TODAY

Today's Date

Mr. J. Bondolin
123 Anystreet Road
Anytown, ON
LXP 2X5

Dear Mr. Bondolin

As per our recent telephone conversation, we would like to forward the enclosed material on web page authoring. Many organizations now have a presence on the World Wide Web. As a company interested in entering into the Virtual Market, we would have the following advice.

- ***Plan your site before you begin***
- *Consider the objective or goal of your site*
- *What information will your site contain*
- *Who is your target audience*
- *Consider graphics and sound*
- *Consider the ease of navigation*

Prior to creating your site, you may wish to access a variety of sites available on the Internet. Many of these sites provide general information, however, many also explain the key to HTML coding, which is the backbone of web-page construction. You must also keep in mind that Internet addresses are only valid as long as the site is maintained. It is not uncommon to enter an address and discover the site no longer exists. You may, however, wish to access these websites.

Topic	Company	Internet Address
Web Publishing	Information Technology	www. teleducatn.ca/
IT Terms	PC Encyclopedia	www.webopedia.com
Web Page Tutorial	Shoolnet	www. schoolnet. ca.

Your company is ready to embark on a very exciting project. A presence on the web can not only facilitate your business operations, but can also allow prospective customers to determine where you are and what you do.

The consultants at Web Authoring for Today are available 24-hours a day, 7 days a week, to assist with the production of your site. We look forward to the opportunity to work with you.

Sincerely

Your signature here

Your name here
President
Enclosure

Web Authoring for Today
246 Webster Road
Anycity, On.
M4R 5T7
(905) 777- 1234
e-mail: wauthor@website.on.ca

Unit #2, Appendix B

Editing “Web Authoring For Today” Word Processing Readiness #2

General Instructions:

1. Retrieve your original letter
2. Make the following changes:
 - o Change the bulleted items to UPPER CASE.
 - o Double indent paragraph one
 - o Right indent paragraph two (Prior to creating...)
 - o Change the margins: top 2”, bottom 2”, left 1.5”, right 1.5 “.
 - o Use the thesaurus to find a word that means the same as “today”.
 - o Use search and replace to replace the word today with a word chosen from the thesaurus.
 - o Check the grammar and spelling.
 - o Show your teacher a print preview of the document.
3. Save, using an appropriate name, in an appropriate location
4. Print a copy

The Running Shoes

You are interested in purchasing running shoes. The information on the shoes are as follows:

Price: \$59.00

Goods and Services tax Rate (GST) 7% (.07)

Provincial Sales tax Rate (PST) 8% (.08)

GST Amount = Price * GST Rate

PST Amount = Price * PST Rate

Total Due = Price + GST Amount + PST Amount

You have a savings account that has a balance of \$10.00 and a part-time job that pays \$6.00 per hour. For each scenario, complete the blank information.

Scenario One

Price : \$59.00 GST Amount: _____ PST Amount: _____

Total Due: _____ Savings: \$10.00

Amount Needed (Total Due-Savings): _____ Savings: \$10.00

Rate of Pay: \$6.00/hour

Hours Needed to Work to Buy Shoes: _____

Scenario Two

You negotiate a raise of 50 cents per hour

Price : \$59.00 GST Amount: _____ PST Amount: _____

Total Due: _____ Savings: \$10.00

Amount Needed (Total Due-Savings): _____ Savings: \$10.00
 Rate of Pay: \$6.50/hour
 Hours work Needed to buy shoes: _____

Scenario Three

The shoes are on sale, \$10.00 off the price
 Price : \$59.00 GST Amount: _____ PST Amount: _____

Total Due: _____ Savings: \$10.00

Amount Needed (Total Due-Savings): _____ Savings: \$10.00
 Rate of Pay: \$6.00/hour
 Hours Needed to Work to Buy Shoes: _____

Scenario Four

You purchase lunch for \$5.00. The shoes are not on sale. Record all of the information (headings, amounts, etc.) using the format from the previous scenarios

Hours Needed to Work to Buy Shoes: _____

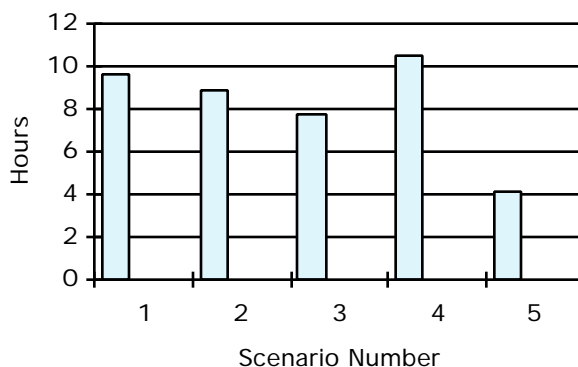
Other Running Shoe Plan Options

Edit *The Electronic Running Shoe Plan* to include the following:

- Change the column heading to Arial font style, size 14.
- Assume that the shoes will not go on sale. Discount column and adjust the formulae where required.
- Your boss has just announces a base deduction amount of \$4.00 per day. Add a column titled *Deduction* between *Hourly Wage* and *Hours to Work*. Adjust the formulae whre required..
- Add a footer that includes the date
- Ad a header that includes the page number
- Edit the formulae in the *Total Due* column to include the built- in sum function.
- delete Scenario 3
- Add a Scenario 3 that include a \$15.00 discount and a gift (that is added to savings of \$25.00).

Produce the following:

Hours to Work
Running Shoes Purchase



- Print a copy of the spreadsheet.
- Print a copy of the spreadsheet with the formulae displayed.

The Electronic Running Shoe Plan

1. Prepare a spreadsheet that includes the five-scenario shoe purchase. The column headings are included below:

Scenario	Price	Discount	GST Amount	PST Amount	Total Due	Savings	Amt Needed	Hourly Wage	Hours to Work
----------	-------	----------	------------	------------	-----------	---------	------------	-------------	---------------

2. Create the remainder of the spreadsheet. Use formulae where appropriate. Below is what the final spreadsheet should look like:

The Electronic Running Shoe Plan

Scenario	Price	Discount	GST Amount	PST Amount	Total Due	Savings	Amt Needed	Hourly Wage	Hours to Work
1.	\$59.00	\$0.00	\$4.13	\$4.72	\$67.85	\$10.00	\$57.85	\$6.00	9.64
2.	\$59.00	\$0.00	\$4.13	\$4.72	\$67.85	\$10.00	\$57.85	\$6.50	8.90
3.	\$59.00	\$10.00	\$3.43	\$3.92	\$56.35	\$10.00	\$46.35	\$6.00	7.72
4.	\$59.00	\$0.00	\$4.13	\$4.72	\$67.85	\$5.00	\$62.85	\$6.00	10.48
5.	\$59.00	\$10.00	\$3.43	\$3.92	\$56.35	\$30.00	\$26.35	\$6.50	4.05

Teacher Note:

Below is a partial copy of the spreadsheet with the formulae required to complete the calculations:

Scenario	Price	Discount	GST Amount	PST Amount	Total Due	Savings	Amt Needed	Hourly Wage	Hours to Work
1.	\$59.00	\$0.00	$(B4-C4)*0.07$	$(B4-C4)*0.08$	$B4+D4 +E4-C4$	\$10.00	$F4-G4$	\$6.00	$H4/14$
2.	\$59.00	\$0.00				\$10.00		\$6.50	
3.	\$59.00	\$10.00				\$10.00		\$6.00	

Unit #2, Appendix B

The Pencil and Paper Database

My Music Collection Title: Artist: Recording Label: Type of Music	My Music Collection Title: Artist: Recording Label: Type of Music
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Using the above information, *label fields, records, and files*.

Complete the following fill-in blanks.

A _____ is a collection of related records.

A _____ is a collection of related files.

A _____ is a collection of related fields.

Specific information is contained in _____.

List the fields you would use if you were creating an electronic address book. remember to make the files very specific and limited. The list is started for you.

1. First name
2. Last name
- 3.

The Electronic Address book

Create a database with the following characteristics.

Title: My Personal Address Book

Fields: First Name, Last Name, Street Name, Street Number, Street Prefix, City, Province, Country, Postal Code, Area Code, Phone Number, Fax Number, E-mail Address, Nationality, National Foods

- bold the field names
- centre, bold, and italicize the title
- centre the First and Last Name data
- right align the City data
- use the Arial font for all information except the title (Times New Roman)
- the title should be 16 point

Input information for seven to ten people. Students may use fictitious information.

Print one record.

Print the file on one page.

Editing the Address Book

Edit your electronic address book as follows:

- add a header that includes your name
- add a footer that includes the date and page number
- delete the Country field
- delete your third record
- insert a field (and data) entitled Birth Month
- insert a new record.
- sort the data alphabetically by last name.

Print a copy of the file.

Unit #2, Appendix C

The Internet Information Hunt

- Access the Internet according to your teacher's instructions.
- Locate the area on the screen where you key the Internet address of a website you wish to access.
- Key the address of one of the search engines identified on the next page.
- Answer the following questions:

1. What is a search engine (hint: start with **www.yahoo.ca** and click on the Help/Info Centre link)?
2. How are search engines used?
3. Identify three Canada-based search engines.
4. Select your two favourite search engines and provide a rationale for your choices.
5. What is the purpose of enclosing the search in quotation marks?
6. What is the purpose of using a + sign in a search?
7. What is the purpose of using a - sign in a search?
8. What is the purpose of using the word AND in a search?
9. Identify three brands of web-page design software.
10. What is the function of web-page design software?
11. What design characteristics should be considered when creating a web page?
12. Define the following terms:

HTML	Link
Tags	World Wide Web
Web Page	URL
Website	Search Engine

3 additional questions here:

Suggested Sites:

Search Engines

www.infoseek.com
www.lycos.com
www.411canada.com
www.altavista.com
www.csr.ists.ca
www.excite.com
www.hotbot.com

www.infoseek.com
www.lycos.com
www.maplesquare.com
www.mckinley.com
www.yahoo.ca
www.yahoo.com
www.yahooligans.com

Links for Multiple Search Engines

www.beaucoup.com/engbig.html
www.oise.utoronto.ca/search/html

Other Related Sites

teleeducation.nb.ca/it/
www.actgden.com
www.builder.com/Authoring/Newbies/?st.bl.fd.au2.feat.1561
www.corel.com
www.cyberbee.com/schoolpage/school.html
www.geocities.com/Baja/4361
www.microsoft.com
www.sausage.com
www.schoolnet.ca
www.treasure.canarie.ca/frames/startabout.html
www.webopedia.com

**Internet Information Hunt
Visual Evaluation**

Self/Pair Evaluation Communicates answers to questions		Teacher Evaluation Communicates answers to questions.	
#1	/2	#1	/2
#2	/2	#2	/2
#3	/3	#3	/3
#10	/2	#10	/2
#11	/2	#11	/2
Use of Information		Use of Information	
Technology	/5	Technology	/5
Creativity	/2	Creativity	/2
Correct format for citing Internet resources	/2	Correct format for citing Internet resources	/2
Subtotal	/20	Subtotal	/20
		Total	/40

Unlocking the Mysteries of Desktop Publishing

Desktop Publishing Today

Newsletter Date

Your Most Common Questions



What is Desktop Publishing?

Using a personal computer workstation it is possible today to produce professionally formatted documents. Once the specialty of desktop publishing software individuals are now finding it easier to create polished documents using word processors.

Desktop publishing (DTP) involves creating items with a variety of typefaces, assorted margins, multiple justifications, columns, graphics, clip art, and rotated text.

Commonly produced documents that are desktop published include newsletters, menus, invitations, advertisements, flyers, magazines, business cards, business letterhead, brochures, and calendars.



What is WYSIWYG?

An important feature of desktop publishing, whether using DTP software or a word processor, is the ability to see on your screen how the printed product will look. This is referred to as **What You See Is What You Get (WYSIWYG)**

Once produced, in order to ensure a professional-quality product, the document should be printed on a high-quality printer or saved to a PostScript file that can be printed by a professional printer.



DTP Terminology

Typeface:

Kerning:

Leading:

Font:

Point:

Note to Students: Use the Internet to find the meaning of these terms.

Unit #2 Appendix E

EVENT DETAILS CHECKLIST GROUP PROGRESS CHART

GROUP MEMBERS NAMES: _____

EVENT: _____
DATE: _____

Use check marks on the list below to indicate that the required information has been obtained., Space has been provided at the bottom where you can list additional information such as the names of planning committee members, etc.

- Date
- Location
- Time
- Activities Involved
- Target Audience
- Special Features
- Cost
- Ticket Availability
- Planning Committee Members
- Event Telephone Number
- Sponsors
- Specialized Information

Additional Information

VISUAL EVALUATION FORM TEACHER EVALUATION

GROUP MEMBERS NAMES: _____

EVENT: _____
DATE: _____
TYPE OF VISUAL: _____

EACH GROUP MEMBER WILL RECEIVE THE SAME MARK./	
	<i>Marks</i>
CONTENT: details from Part A, #3 are all incorporated	/12
APPEARANCE: colour, graphics/pictures, font, text size, creativity	/5
SUITABILITY OF ADVERTISEMENT FOR EVENT: flyer, brochure, banner, poster, etc.	/5
GRAMMAR, SPELLING, PUNCTUATION	/3

GROUP TOTAL

/25

Unit #2, Appendix E

Business Card Group Self-evaluation

Names _____ Strength: _____ Task: _____
_____ Strength: _____ Task: _____
_____ Strength: _____ Task: _____

Event: _____ Date: _____

As a group, answer "yes" or "no" to each of the following statements.
--

We discussed our strengths regarding the assigned tasks.	Yes/No
Each of us felt comfortable with the task we received.	Yes/No
We worked as a team to help each other when needed.	Yes/No
Each of us provided positive feedback to other team members.	Yes/No
Each of us offered suggestions for improvement.	Yes/No
We incorporated a visual into our design.	Yes/No
We met our deadline.	Yes/No
We are proud of what we accomplished.	Yes/No

Discussion

What software did your group use to complete the business card?

List the reasons why you answered "no" to any of the above statements.

State the information technology skills your group used to complete this activity.

Share your groups' evaluation with your teacher.

Sample Ticket Evaluation Criteria

- JAll necessary data included
- JFont easily read
- JSize (not too large or small)
- JAppearance
- JCreativity (layout/colour/graphics)

Ticket Voting Ballot

I vote for ticket.

TICKET RIBBONS**BUSINESS LETTER PROGRESS MARKS**

Marks will be given for all completed work submitted by deadline date.

Topic	Marks	Due Date
Handwritten draft of text	1	
Signed reviewer's copy of draft of text	1	
Formatted draft copy of business letter	1	
Self-evaluation of format	1	
Final copy of business letter	1	
TOTAL PROCESS MARK	/5	

**Letterhead
Teacher/Group Evaluation**

Group Member Names _____ **Mark:** _____
_____ **Mark:** _____
_____ **Mark:** _____

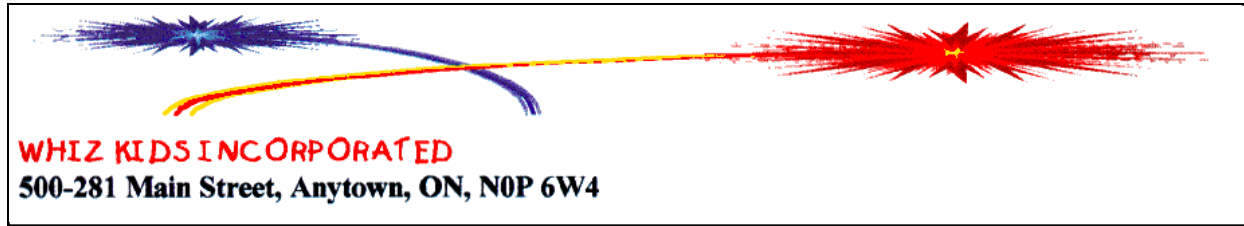
EVENT: _____ **DATE:** _____

The mark for letterhead will be determined by both the teacher and the group members.

	MARK
Event Title	/1
Return Address (including postal code)	/1
Telephone Number (including area code)	/1
Design Creativity (placement and appearance)	/2
Graphic (appearance, placement, suitability)	/3
Planning Committee (or group) Members	/1
Additional Information	/1
Fax/e-mail information (if applicable)	
Other	
MARK	/10

Multiply your group mark by the number of people in the group (e.g., 3 group members; $3 \times 10 = 30$). This is the total number of marks your group has. Decide how many of the total marks each group member should receive (e.g., one member was absent for this whole section, that member will likely receive 0/10; other 2 members feel they divided the work evenly so each will receive 15/30. Submit these marks to your teacher.

Sample Letter Format



Date (Enter 6 times)

Date line

Ms. Amy Tan, Manager
CFAR Radio Station
27 King ST E
Anytown, ON
NOP 6W4

Receiver's Address

Dear Ms. Tan (Enter 2 times)

Salutation

Paragraphs: The text of the letter is made up of paragraphs. The paragraphs are not indented and are single spaced. You do, however, enter 2 times before beginning a new paragraph. (Enter 2 times)
Formatting Punctuation: There are no punctuation marks at the end of lines in the various parts of the letter unless, of course, the word is an abbreviation such as *Ltd.* *Ltd.* is an abbreviation of *Limited.* Some companies use the abbreviated form in their company name. All sentences in the text of the letter require standard punctuation

Parts of the letter: In this sample letter, the names of the parts of the letter have been highlighted by using bold print.

Why is formatting important? The format of your letter creates an impression of you. Therefore, you want it to be a good impression.

Business letter Closings: There are several acceptable business letter closings. Two of the most common ones are Sincerely and Yours truly. It is very important that the sender input his/her name as well as using a handwritten signature.

Attachments: When additional information is attached or enclosed with a letter, the sender usually indicates this by keying the abbreviation Encl. (Enclosure) or Attach. (Attachments) at the very end of the letter. (Enter 2 times)

Sincerely (Enter 6 times)

**Complimentary
Closing**

Jamie Stephan

Handwritten Signature

Jamie Stephan, Student
Attach.

Sender's name/Title

Telephone 519-222-1111 Fax 519-222-0000 e-mail: wkids@abc.net

Business Letter Evaluation

Self-Evaluation - Format	Marks
Letterhead	/1
Date	/1
Receiver's address	/1
Salutation	/1
Text format	/1
Closing	/1
Sender's Handwritten Signature	/1
Sender's name/title - keyed	/1
Attachment (Event Advertisement)	/1
Correct Spacing	/1
Acceptable font/size	/1
Total Format Mark	/10
Teacher Evaluation - Content	Marks
Student has clearly stated	
Purpose of the letter (invitation)	/1
Reason guest is invited	/1
Event/time/date location	/4
Advertisement enclosed	/1
Date by which reply required	/1
How to contact sender	/1
Letter sounds business-like courteous	/1
Grammar, punctuation, spelling	/5
Total Content Mark	/15

Report Process Mark sheet	Marks
Cover Page with picture graphic	/2
Main Title (font/size/bold/position)	/4
Subheadings (font/size/position)	/3
Spreadsheet/Chart/Table	/4
Text Content:	
explanation of chosen event	/1
process group used	/1
good things/difficulties	/2
information technology skills used	/2
what was learned form experience	/2
samples of work	/4
Total Process mark	/25

Unit #2, Appendix F

Unit #2 Assessment Rubric

Categories	Level 1	level 2	Level 3	Level 4
<p><u>Knowledge/ Understanding</u></p> <ul style="list-style-type: none"> • knowledge of terminology • understands types of application software • identifies examples of software applications • explains the purpose of specific software application • explains the purpose of search engines • defines the concept of web-page design 	<ul style="list-style-type: none"> • demonstrates limited knowledge of terminology • limited understanding of types of software applications • limited ability to identify examples of software applications • limited ability to explain the purpose of specific software applications • limited ability to explain the purpose of search engines • limited definition of the concept of web-page design 	<ul style="list-style-type: none"> • demonstrates some knowledge of terminology • some understanding of types of software applications • some ability to identify examples of software application • some ability to explain the purpose of specific software applications • some ability to explain the purpose of search engines • some detail in the definition of the concept of web-page design. 	<ul style="list-style-type: none"> • demonstrates considerable knowledge of terminology • considerable understanding of types of software applications • considerable ability to identify examples of software applications • considerable ability to explain the purpose of specific software applications. • considerable ability to explain the purpose of search engines • considerable detail in the definition of web-page design 	<ul style="list-style-type: none"> • demonstrates thorough knowledge of terminology • thorough understanding of types of software applications • outstanding ability to identify examples of software applications • exemplary ability to explain the purpose of search engines • comprehensive detail in the definition of the concept of web-page design.
<p><u>Application</u></p> <ul style="list-style-type: none"> • uses <i>Help</i> feature to solve problems • practises file management • uses editing feature (e.g., cut, copy, paste) effectively • uses formatting functions (e.g., font style and size, justification, paragraph) effectively • uses tools (e.g., spell check, formulas thesaurus) effectively • alters page layout (e.g. margins, orientation effectively) • modifies <i>clip art</i> effectively • creates a database effectively • cites websites appropriately • locates websites to fulfill research requirements 	<ul style="list-style-type: none"> • uses <i>Help</i> features with limited effectiveness • appropriately names files with limited relevance • appropriately stores files with limited relevance • uses editing features with limited effectiveness • uses formatting functions with limited effectiveness • uses tools with limited effectiveness • alters page layout with limited effectiveness • modifies <i>clip art</i> in a limited way • limited ability to create a database • limited attempts to cite websites • meets few research objective using websites. 	<ul style="list-style-type: none"> • uses <i>Help</i> features with moderate effectiveness • appropriately name files with moderate relevance • appropriately sorts files with moderate relevance • uses editing feature with moderate effectiveness • uses formatting functions with moderate effectiveness • uses tools with moderate effectiveness • alters page layout with moderate effectiveness • modifies <i>clip art</i> in a moderately effective way • moderate ability to create database • moderate attempt to cite websites meets some research objective using websites. 	<ul style="list-style-type: none"> • uses <i>Help</i> features with considerable effectiveness • appropriately names files with considerable relevance • appropriately stores files with considerable relevance • uses editing features with considerable effectiveness • uses formatting functions with considerable effectiveness • uses tools with considerable effectiveness • alters page layout with considerable effectiveness • modifies <i>clip art</i> in a considerably effective way • considerable ability to create a database • considerable attempts to site websites meets all research objectives using websites 	<ul style="list-style-type: none"> • uses <i>Help</i> features with a high degree of effectiveness • appropriately names files with a high degree of relevance • appropriately stores files with a high degree of relevance • uses editing features with a high degree of effectiveness • uses formatting functions with a high degree of effectiveness • uses tools with a high degree of effectiveness • alters page layout with a high degree of effectiveness • modifies <i>clip art</i> in a highly effective way • exceptional ability to create a database • exceptional attempts to cite websites • exceed research objectives using websites.
<p><u>Communication</u></p> <ul style="list-style-type: none"> • able to effectively communicate information in electronic form using a variety of software 	<ul style="list-style-type: none"> • limited ability to communicate information in electronic form using some software 	<ul style="list-style-type: none"> • moderate ability to communicate information in electronic form using some software 	<ul style="list-style-type: none"> • considerable ability to communicate information in electronic form using most software 	<ul style="list-style-type: none"> • exceptional ability to communicate information in electronic form using all software.

Unit #2, Appendix F

Software Applications Rubric

Categories	Level 1	level 2	Level 3	Level 4
<u>General Knowledge and Skills</u> <ul style="list-style-type: none"> understands key terminology associated with each application identifies appropriate situations in which to use each application consistent accuracy in data entry uses <i>Help</i> features to solve individual problems 	<ul style="list-style-type: none"> limited understanding of key terms limited ability to identify situations in which to use specific applications enters data with limited accuracy infrequently uses <i>Help</i> features to solve problems 	<ul style="list-style-type: none"> some understanding of key terms some ability to identify situations in which to use specific applications enters data with some accuracy sometimes uses <i>Help</i> features to solve problems 	<ul style="list-style-type: none"> considerable understanding of key terms considerable ability to identify situations in which to use specific applications enters data with considerable accuracy usually uses <i>Help</i> features to solve problems 	<ul style="list-style-type: none"> thorough understanding of key terms excellent ability to identify situations in which to use specific applications enters data with exceptional accuracy always uses <i>Help</i> features to solve problems
<u>Word Processing</u> <ul style="list-style-type: none"> consistent application of word processing functions (e.g., formatting, changing fonts, headers/footers, objects/graphics, indents, margins, page breaks, tabs, alignment) in document creation appropriate use of word processing features in document creation 	<ul style="list-style-type: none"> limited consistency in the use of functions to create documents limited use of word processing features in document creation 	<ul style="list-style-type: none"> some consistency in the use of functions to create documents some use of word processing features in document creation 	<ul style="list-style-type: none"> consistent use of functions to create documents good use of word processing features in document creation 	<ul style="list-style-type: none"> exceptional use of functions to create documents exceptional use of word processing features in document creation
<u>Spreadsheets</u> <ul style="list-style-type: none"> changes cell features and appearance uses formulae and functions effectively creates graphs to visually present data 	<ul style="list-style-type: none"> weak ability to change cell features and appearance uses formulae and functions with limited effectiveness demonstrates limited ability to create graphs to visually present data 	<ul style="list-style-type: none"> moderate ability to change cell features and appearance uses formulae and functions with moderate effectiveness demonstrates moderate ability to create graphs to visually present data 	<ul style="list-style-type: none"> considerable ability to change cell features and appearance uses formulae and functions with considerable effectiveness demonstrates considerable ability to create graphs to visually present data 	<ul style="list-style-type: none"> exceptional ability to change cell features and appearance uses formulae and functions with high degree of effectiveness demonstrates outstanding ability to create graphs to visually present data

Appendix - Generic Forms

Group Process Evaluation The Team in Review				
As a team, complete the following:				
	Strongly agree		Strongly Disagree	
All members of the group contributed.	1	2	3	4
All members of the group listened to the ideas of other group members.	4	1	2	3
Members of the group encouraged others to share their thoughts and ideas.	1	2	3	4
Two ways in which we helped each other learn include:\				
<input type="checkbox"/>				
<input type="checkbox"/>				
Our team encountered the following problems(s):				
Our solution to the problems(s)				
Team Signatures:				

Appendix - Generic Forms

My Information Technology Growth Plan

<i>Areas of Weakness</i>	<i>What Can I do to Improve</i>	<i>Goals(s) Dates (s) to Review Plan</i>

Appendix - Generic Forms

Name: _____

Think about the things you did, the process you went through, and what new skills and competencies you have developed.

List the new skills you feel you developed throughout this activity.

In what areas do you feel you were weakest?

How do you feel you can improve in these areas?

List three short-term (four weeks) information technology skills and competency goals for yourself. Provide a timeline by which you plan to achieve these goals.

Appendix - Generic Forms

Partner Self-Evaluation Sheet

Name: _____ Partner's Name: _____

The thing I enjoyed most about working with my partner was

I helped my partner gather information for the presentation by

Things I learned about our assignment are

New skills I developed include

Record a number for this evaluation form, and record it in the *Sample #* column beside the communication tool you researched.

Signature

Appendix - Generic Forms

Self-Reflection Worksheet

Your Name _____

Members of your group _____

To be completed after you have presented your role play

Think about the level of effort each member put forth toward your presentation. You Have 10 marks to divide up among your group if you feel all members put in equal amounts of effort, allocate 2.5 marks to each of the four members. If you give 10 marks to one person, everyone else will have 0.

Name	Mark/10
_____	_____
_____	_____
_____	_____
_____	_____
Total	10

In the space below write a personal reflection on this activity. In it, describe your personal feelings about the research you did, the conclusions you found, the suggestions you offered, and the cost of making changes. Comment on how effective you feel you were in making suggestions, and what you would do differently if you were to repeat the exercise.

Appendix - Generic Forms

Peer Evaluation Sheet

Your Name _____

Name of Presenter _____

Item	Consider These Things	Mark (circle one)
Clarity of Presentation	<ul style="list-style-type: none">• appropriateness of language• preparedness of group• all members participated	Mark (circle one) 1 2 3 4 5
Description of Research	<ul style="list-style-type: none">• clear introduction• identification of area of school• description of what the group found• visuals used to back up statements	Mark (circle one) 1 2 3 4 5
Conclusion	<ul style="list-style-type: none">• conclusion made sense given the case• reasonable possibilities for solutions offered	Mark (circle one) 1 2 3 4 5
Group Mark	Add up all the numbers you circled to determine the mark.	/15

Appendix - Generic Forms

Partner Worksheet

Name:

Resources:

List the sources of information (e.g., titles of magazines, books, catalogues, website addresses, in-school contacts, outside school contacts, etc.)

Information Technology Terminology:

You will require the meaning of the term and must be able to use it correctly in a sentence.

Highlights of Our Presentation/ Assignment:

Planning Our Final Product

(e.g., what we want to say, how says what, how we will present material, samples/examples)

Audio/Visuals Needed

Appendix - Generic Forms

Oral Presentation Rubric

Categories	Level 1	Level 2	Level 3	Level 4
<u>Knowledge and Understanding</u> • includes all information required for presentation	• very little required information included in presentation	• some required information included in presentation	• most required information included in presentation	• all required information included in presentation
<u>Thinking/Skills/Inquiry</u> transfers information/concepts into new contexts for presentation	• limited ability in the transfer of information concepts into new contexts	• some ability in the transfer of information/concepts into new contexts	• good ability in the transfer of information/concepts into new contexts	• exceptional ability in the transfer of information/concepts into new contexts
<u>Communication</u> • demonstrates clarity of information presented • communicates with a sense of purpose to the presentation • uses appropriate language for presentation • demonstrates command of topic • demonstrates creativity in presenting ideas	• demonstrates limited clarity • communicates with a limited sense of purpose • uses inappropriate language for presentation • demonstrates weak command of topic • demonstrates limited creativity in presenting ideas	• demonstrates moderate clarity • communicates with some sense of purpose • uses moderately appropriate language for presentation • demonstrates moderate command of topic • demonstrates adequate creativity in presenting ideas	• demonstrates considerable clarity • communicates with clear sense of purpose • uses appropriate language for presentation • demonstrates good command of topic • demonstrates good creativity in presenting ideas	• demonstrates excellent clarity • communicates with strong sense of purpose • uses excellent language for presentation • demonstrates excellent command of topic • demonstrates excellent creativity in presenting ideas.