

# T L KENNEDY SECONDARY SCHOOL

## Course Outline

The organization and evaluation of this course has been designed to conform to the requirements of Ontario Secondary Schools, Education Policy and Program Update, and Provincial Curriculum Policy.

<b>Department/ Grade</b>	<b>Business and Technology Grade 11, Open</b>	<b>Ministry Course Code &amp; Title</b>	<b>IDC307 Fundamentals of Business and Technology for ELD Students</b>	<b>Prerequisite</b>	<b>None</b>
<b>Ministry Course Description</b>	This locally developed course introduces ELD students to the world of business and technology. Students will develop an understanding of basic business and technology skills and concepts while further developing their English language skills.				
<b>The Overarching Learning Goal</b>	This course helps students develop English language skills and the basic business and technological knowledge and skills they will need in their everyday lives.				

**ASSESSMENT AND EVALUATION GUIDELINES:** *The primary purpose of assessment is to improve student learning.* Assessment and evaluation are based on the curriculum expectations and levels of achievement outlined in the provincial curriculum document. Evidence of student achievement for evaluation is collected over time from three different sources: **teacher observations, conversations with the student and student products.**

**Overall Expectations –** According to Growing Success students must demonstrate their learning of all curriculum overall expectation during the term and again in the final evaluation. Please visit <http://www.edu.gov.on.ca/eng/> for all curriculum documents.

### ASSESSMENT OF LEARNING SKILLS AND WORK HABITS

The following learning skills and work habits will be fostered throughout this course and assessed on the report card.

Learning Skills and Work Habits	Sample Behaviours		
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>➤ completes/submits homework, and assignments according to agreed upon timelines</li> <li>➤ takes responsibility for and manages own behaviour</li> </ul>		
<b>Organization</b>	<ul style="list-style-type: none"> <li>➤ develops a plan for completing work</li> <li>➤ establishes priorities and manages time to complete tasks and achieve goals</li> <li>➤ identifies, gathers, evaluates, and uses information, technology, and resources to complete task</li> </ul>		
<b>Independent Work</b>	<ul style="list-style-type: none"> <li>➤ uses class time appropriately to complete tasks</li> <li>➤ follows instruction with minimal supervision</li> </ul>		
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>➤ accepts various roles and an equitable share of work in a group</li> <li>➤ responds positively to the ideas, opinions, values and traditions of others</li> </ul>		
<b>Initiative</b>	<ul style="list-style-type: none"> <li>➤ looks for and acts on new ideas and opportunities for learning</li> <li>➤ demonstrates curiosity and interest in learning</li> </ul>		
<b>Self-Regulation</b>	<ul style="list-style-type: none"> <li>➤ sets individual goals and monitors progress towards achieving them</li> <li>➤ perseveres through challenges, and seeks clarification or assistance when needed</li> </ul>		
<b>E - Excellent</b>	<b>G - Good</b>	<b>S - Satisfactory</b>	<b>N - Needs Improvement</b>

**The final grade (percentage mark) will be determined as follows:**

70% Term Work	30% Final Evaluation
Over the semester, students will demonstrate their level of understanding of course skills and content through the evaluation products listed under "Term Assessment Projects".	This will take place in the last 4-6 weeks for the semester. Based on ministry documents, it is the expectation that students be present for all parts of the final evaluation in order to demonstrate their learning.

The final mark will be determined using the following achievement chart categories:

Knowledge/ Understanding	Thinking	Communication	Application
25%	25%	25%	25%

Course Units of Study	Term Assessment Projects (70% of the Final Mark)
<b>Business Unit One:</b>	<b>Business Fundamentals</b> <i>Approx. 3 - 4 weeks of course</i> <ul style="list-style-type: none"> <li>topics may include introductions, work and leisure, business problems, travel, food and entertaining, buying and/or selling</li> <li>major assessments include presentations, role plays, reports, projects, assignments and/or tests</li> </ul>
<b>Business Unit Two:</b>	<b>Business Communication</b> <i>Approx. 3 - 4 weeks of course</i> <ul style="list-style-type: none"> <li>topics may include people, advertising, companies, communication, cultures and/or jobs</li> <li>major assessments include presentations, role plays, reports, projects, assignments and/or tests</li> </ul>
<b>Technology Unit One:</b>	<b>Communications Technology</b> <i>Approx. 3 weeks of course</i> <ul style="list-style-type: none"> <li>topics may include introductory Photoshop (layers, masks, selection, etc.), Audacity (record, import and edit sound files) and/or Audio Tool (music and loops)</li> <li>major assessments include daily work log, quiz, projects, presentations, observation and conversations</li> </ul>
<b>Technology Unit Two:</b>	<b>Computer Hardware</b> <i>Approx. 3 weeks of course</i> <ul style="list-style-type: none"> <li>topics may include parts and function of a desktop computer, file management, software, online safety</li> <li>major assessments include presentations, role plays, reports, projects, assignments, observation and conversations and/or tests</li> </ul>
<b>Technology Unit Three:</b>	<b>Design Challenge</b> <i>Approx. 2 weeks of course</i> <ul style="list-style-type: none"> <li>students will use the design process to meet a given challenge</li> <li>major assessments include daily work log, report, presentations, observation and conversations</li> </ul>
<b>Final Evaluation</b>	Students will have the final 2 - 3 weeks of the term to complete a final evaluation that demonstrates all the overall expectations in the course. Students' attendance is mandatory. According to Growing Success, students must complete a final evaluation. If a final evaluation is not complete, a credit will not be granted. As per Ministry Policy, teachers will use observations, conversations and product as well as their professional judgment to determine a grade.

<b>Types of Assessment: <i>Students are responsible for demonstrating their learning</i></b>
<b>Assessment <u>as</u> learning:</b> Students are actively engaged in this assessment process: that is, they monitor their own learning; use assessment feedback from teacher, self, and peers to determine next steps; and set individual learning goals. Assessment as learning requires students to have a clear understanding of the learning goals and the success criteria. Assessment as learning focuses on the role of the student as the critical connector between assessment and learning.
<b>Assessment <u>for</u> learning:</b> The ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by teachers to provide feedback and adjust instruction and by students to focus their learning. Assessment for learning is a high-yield instructional strategy that takes place while the student is still learning and serves to promote learning.
<b>Assessment <u>of</u> learning:</b> The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgments about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. The information gathered may be used to communicate the student's achievement to parents, other teachers, students themselves, and others. It occurs at or near the end of a cycle of learning.

You must keep this course outline in the front of your course binder/notebook.

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Print student name

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Student Signature

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Parent/Guardian Signature

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Teacher Signature