

Good job!!

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Information Technology 9

**BAA ----- Information Technology 9**

**District Name: Abbotsford School District #34**

**District Number: 034**

**Developed by: Jon Ivan Vargek**

**Date Developed: January 15, 2004**

**School Name: Rick Hansen Secondary School**

**Principal's Name: Mr Jinder Sarowa**

**Board/Authority Approval Date: APR - 5 2004**

**Board/Authority Signature:**

**Course Name: Information Technology 9**

**Grade Level of Course: 09**

**Number of Course Credits: 4**

**Number of Hours of Instruction: 120 hours**

**Prerequisite(s): none**

**Special Training, Facilities or Equipment Required: Computer Lab**

**Course Synopsis:** This course is intended for both beginner and experienced computer users. Students will acquire skills that will benefit them in producing projects and reports for this, and other courses. Our society is marked by constant change, so be ready for it, develop your computer skills. Learn about the significant advances technology has developed for the global business world. Traditional jobs, in various firms are disappearing while new areas of economic activity such as technology are growing rapidly. This is a course that is designed to help the beginner grasp how to use, handle and work a computer. Discussion will involve topics such as using Internet, basic programming, desktop publishing, AppleWorks, Graphics Software, and Microsoft Office. Many of these applications will be applicable to both the Macintosh and PC platforms.

Course will include:

Creating a basic Web-site and internet searching Digital Camera and audio Introduction to programming – HTML  
Multimedia productions, HyperStudio and Slide shows, AppleWorks 6.2, Microsoft Word 2001, spreadsheets, database and word processing  
Desktop publishing- Adobe Illustrator 9.0 and AppleWorks 6.2

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**Rationale:** Today, new and exciting careers are being pioneered by those with the knowledge and skills to use information technology creatively. Whole industries are emerging around the information technology revolution. To meet career challenges, student must be self-reliant as well as good communicators and problem solvers. They require interpersonal, academic, and technical skills, and must demonstrate an ability to work independently and as part of a team. They also need to develop an ethical approach to the use of information. Employers in British Columbia are looking for workers who are adaptable, are committed to lifelong learning, and show strong leadership qualities. This curriculum builds these skills while ensuring that students acquire a sound knowledge of these skills.

### Organizational Structure:

Unit/Topic	Title	Time
<b>Unit 1</b> Creating a basic Web-site and internet searching Digital Camera and audio, and Introduction to programming – HTML	Internet	40 hours
<b>Unit 2</b> Multimedia productions, HyperStudio and Slide shows, AppleWorks 6.2, Microsoft Word 2001, spreadsheets, database and word processing	Multimedia	30 hours
<b>Unit 3</b> Desktop publishing- Adobe Illustrator 9.0 and AppleWorks 6.2	Desktop publishing	30 hours
<b>Unit 4</b> Network Learning Outcomes	Computer Theory	20 hours
	<b>Total Hours</b>	<b>120</b>

### Unit/Topic/Module Descriptions:

#### Unit 1: Internet Learning Outcomes

It is expected that students will:

- acquire the basic skills to apply a structured process for solving simple problems including:
  - a) create a webpage
  - b) digital camera
  - c) publish webpage
- identify the career opportunities and roles of individuals employed in environments that utilize webpages
- describe the variety of electronic communication tools available for accessing electronic information
- use a WWW browser application to:
  - a) search for & locate information on the Internet.
  - b) organize research material in a suitable way on the workstation hard drive.

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### **Unit 2: Module 1 Multimedia Learning Outcomes**

It is expected that students will:

- use a variety of applications (word processor, database, spreadsheet, graphics, and multimedia authoring tool) to create a multimedia presentation that has a defined structure
- demonstrate the appropriate use of multimedia terminology

### **Module 2: Word Processing**

It is expected that the students will:

- Create a document
- Search and replace text
- Perform block operations on text
- Manipulate text
- Present information and documents in an appropriate manner

### **Module 3: Spreadsheet**

It is expected that students will:

- Design and create a spreadsheet to solve business problems
- Input and edit data
- Use appropriate formulae to solve problems
- Enhance reports with various formatting methods
- Move/copy information from one program file to another
- Define and create templates
- Explain and use spreadsheet integration

### **Module 4: Database**

It is expected that students will:

- Define database and database terminology
- List advantages and disadvantages of a database management system
- Define hierarchical, network, and relational databases
- Design and create a database file to solve a business problem
- Input and edit data
- Solve problems using appropriate data manipulation procedures (search, sort, selection, etc.)
- Manipulate numerical information using a database file

### **Unit 3: Desktop publishing Outcomes**

It is expected that students will:

- Review document cycle
- Format (using appropriate business formats), reformat, use graphics, and presentation to enhance desktop publishing
- Modify display and page setup for desired output
- Prepare appropriate graphs and explain their use

### **Unit 4: Network Learning Outcomes**

It is expected that students will:

- differentiate between the concepts of a stand-alone, printer spooling, disk sharing and file sharing using appropriate terminology

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- identify and analyze legal, social and security issues related to network systems and stand-alone systems
- identify the career opportunities and roles of individuals employed in environments that utilize information technology
- practice the appropriate use of the terminology of network

**Instructional Component:** All units will have a instructional component as outlined in the **Organizational Structure Section** above.

### **Assessment Component:**

In Accordance to Ministry Requirements

Project Quality

Daily assignments

Work Habits and attitude

Tests and Quizzes

### **Course Evaluation:**

Computer Assignments	50%
Theory, Quizzes & Tests	40%
Participation and other assignments	10%
TOTAL	100%

**Learning Resources:** Various- from textbooks, to Ministry Websites and Resources, and ILO's.