



Information Technology 120

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Information Technology 120

Introduction and Objective

Information Technology 120 focuses on the introduction of tools and strategies to engage students in authentic learning patterns and problem solving situations provides a foundation for transforming personal learning and gaining an understanding of open source and proprietary software, and addresses the acceptable internet/copyright rules and conventions used for exchanging information. Learning in this manner enables students to address cross curricular and community orientated **real** problems rather than just practising software/tools and procedural operations.

Students are encouraged to develop new thinking and learning skills while determining effective methods of working and solving problems individually and collaboratively. In addition, students will design and create information products that demonstrate an understanding of ICT concepts and processes, solve problems, share knowledge globally, and experience the social and ethical implications of ICT. Finally, students will demonstrate their knowledge and understanding of the ICT concepts, issues, and processes necessary to create meaningful information data products.

Background

Information and communications technology (ICT) is the hardware and software that enables data to be digitally processed, stored and communicated. ICT can be used to access, process, manage and present information; model and control events; construct new understanding; and communicate with others. Using ICT, students record their decisions and actions when solving problems and clarifying thoughts. Learning activities in this course lead to a major project that students complete in teams.

This curriculum assumes 90 hours of classroom instruction and learning experiences, a semester-long course. Assuming anticipated interruptions, it is essential that teachers consider equal distribution of time for the specific learning outcomes. An integrated approach using the suggested units will allow teachers to meet all specific learning outcomes while allowing the student to stay focused on project and activity themes.

Curriculum Outcomes and Course Layout

The goals for student learning in Information Technology 120 are organized in an outcome framework. There are three essential general curriculum outcomes:

- **G.C.O. 1 - IT Perspective** - *Understands key IT function components and how they contribute to work and enterprise effectiveness.*
- **G.C.O. 2 - ICT Project Management** - *Applies formal project management knowledge, principles and practices during the project lifecycle while ensuring the effective management of scope, resources, time, cost, quality, risk, and communication.*
- **G.C.O. 3 - Essential Skill Based Applications**

Each of these is further articulated in specific curriculum outcomes. The outcome statements identify what students will know and be able to do as a result of the teaching and learning in the course. The “Know and Do” statements directly following each specific outcome will assist the teacher to assess the knowledge and skill level of the students.

Learning outcomes in this course identify sets of competencies that are best demonstrated in meaningful activities and projects, rather than as discrete and isolated “mini-skills.” Several outcomes can be assessed within one activity. Also, more reliable information on student achievement can be collected through several activities or projects.



The general (G.C.O.) and specific (S.C.O.) Information Technology 120 outcomes are embedded in each of the four units of study:

1. Word Processing/ Desktop Publishing
2. Spread sheets
3. Presentation and presenting tips
4. Database Management

The Focus on Information Technology program (FIT) and IT 120

The Information Technology 120 curriculum will develop competencies that will prepare the student to work as a business / entrepreneur, systems or information analyst, or architect. A combination of information technology competencies with technical skills to analyze business needs, and problems with proposed solutions that incorporate technology effectively, are the areas which Information Technology 120 contributes to the FIT Program.

How the FIT Program Works Follow the path to success in Information Technology

Students complete courses in two general areas and one specialized area (called a Concentration). While it's suggested the general skills courses be completed first, this is not a requirement. They can be completed in any order.

When awarded, the FIT certificate will indicate which concentration was selected.

Getting your FIT Certificate starts with taking three FIT approved courses



You + Both General Skills Courses + A course in one of the four concentrations = FIT Certificate

Beyond the Basics

The FIT experience can also be extended through the co-op program, paid work experience or through the completion of industry certifications (e.g. Java, Microsoft Office Specialist). Check the "Levels of Certification" section on the other side of this brochure.

General Skills

Part of all FIT programs

General Technical

Course: Information Technology 120

General technical competencies introduce students to the full range of ICT work and how it supports/facilitates all types of organizations in achieving their goals.



General Business

Course: Business Organization and Management 120

General business competencies help develop students' abilities to work in all types of organizations in a business-like manner.



Four Areas of Concentration

Find the FIT that's right for you

Business and Information Analysis

Course: Entrepreneurship 110

Develop competencies to work as a business, systems or information analyst or architect. You will combine enhanced business competencies with technical skills to analyze business needs and problems and propose solutions that incorporate technology effectively.



Software Design and Development

Course: Computer Science 110

Deepen your technology skills, especially in the areas of solution design, integration, programming and data base development. This concentration focuses on guiding you to use technical competencies to develop applications and systems to help solve real world problems.



Network and Systems Operations

Course: Technical Support 110

Develop skills in running the technical and communications platforms that are central to the operations of most organizations. You will operate mission-critical hardware and software, solve real time problems and develop solutions to connect people to an organization's products and services.



Interactive Media

Course: Digital Production 120

Develop competencies to work in the rapidly growing online world, including web design and development, social and mobile media, interactive games and e-commerce. Blend business, technology, and artistic skills to address the important new opportunities organizations are facing in the online world.



Guiding Principles

The Information Technology curriculum and resources must reflect 21st century skills; specifically, it will enable students to become work ready and solve real world, and unpredictable situations by:

- evaluating real world business case studies
- applying a high level of rigor and relevance
- being meaningful to the students reality
- promoting initiative and responsibility
- being current with business issues and situations
- promoting communication and collaboration
- incorporating multiple perspectives
- engaging in cross curricular activity
- promoting digital literacy skills
- promoting diverse learning and assessment strategies
- promoting critical thinking and problem solving supporting creativity and innovation

Approaches to Teaching

Information Technology 120 teachers are encouraged to evolve from the lecturer format to that of a coach and mentor. The Information Technology 120 curriculum is designed with project based learning in mind. A fundamental principle of this course is that students assume responsibility for their own learning through an inquiry-base/project based learning approach. Since these strategies may be new to many students, teachers should discuss methods of organizing and brainstorming the big questions for inquiry, and introduce resources that help students critically address problems.

Students will know and be able to use strategies and processes to think creatively, understand deeply, conduct meaningful reflection, and solve problems independently and collaboratively.

[Appendix P: New Brunswick 21st Century Competencies.](#)

Software Selection

This course is designed to function with a range of business software applications. While schools may be equipped with specific software packages, notably Microsoft Office, students should also be able to meet the course outcomes using alternative and open source options (Google Docs, Open Office, and iWork). To ensure broad and future compatibility, learning outcomes can be met using a variety of software applications.

Considering the range of devices, platforms, and operating systems students may have access to (Windows, OSX, iOS, Android, and Linux), the course is designed to be flexible in order to allow students to work on their classroom assignments and activities at school and at home.

Teachers are encouraged to view the variations between software versions as opportunities for teaching and learning.

Universal Design for Learning

The New Brunswick Department of Education and Early Childhood Development's definition of inclusion states that every child has the right to expect that ... his or her learning outcomes, instruction, assessment, interventions, accommodations, modifications, supports, adaptations, additional resources, and learning environment will be designed to respect his or her learning style, needs, and strengths.

Universal Design for Learning is a "framework for guiding educational practice that provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged. It also "...reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient." (CAST 2011).

In an effort to build on the established practice of differentiation in education, the Department of Education and Early Childhood Development supports *Universal Design for Learning* for all students. New Brunswick curricula are created with universal design for learning principles in mind. Outcomes are written so that students may access and represent their learning in a variety of ways, through a variety of modes. Three tenets of universal design inform the design of this curriculum. Teachers are encouraged to follow these principles as they plan and evaluate learning experiences for their students:

Multiple means of representation provide diverse learners options for acquiring information and knowledge

Multiple means of action and expression provide learners options for demonstrating what they know



Multiple means of engagement tap into learners' interests, offer appropriate challenges, and increase motivation

For further information on *Universal Design for Learning*, view online information at <http://www.cast.org/> and in the appendices section of this document.

Assistive Technology

Assistive technology for learning (ATL) refers to the devices, media and services used by students with physical, cognitive, sensory, speech, learning or behavioural disabilities that allow them to actively engage in improving or maintaining their ability to meet learning outcomes. ATL assists students in performing functions that would otherwise be difficult or impossible to accomplish independently. ATL requires ongoing collaboration in planning, implementing and monitoring. It is intended to assist rather than replace instruction.

There are many tools available to educators to support the diverse learning needs of students. Included in the appendix section of this document are suggested tools that may assist learning for a variety of needs. Educators are encouraged to collaborate with the Student Support Services team in their school to determine suitable supports, in addition to assistive technology, for promoting optimal learning experiences for their students. For suggested assistive technology, refer to the appendices section.

See the Assistive Technology section of the Portal for more information (<https://portal.nbed.nb.ca/tr/ss/assistt/Pages/default.aspx>).

Online Course

An online version of the Information Technology 120 course will be available to teachers and students through the New Brunswick Virtual High School website (<https://nbvhs.nbed.nb.ca>) (as of September 2014). This course will contain a variety of regularly updated learning resources classroom teachers may find useful in teaching the course. The course is maintained and updated regularly by an online teacher.

Students can enroll in the online course, taught by an online teacher, or can be enrolled face to face (F2F), taught by an onsite classroom teacher.

Teachers can access the online course, and its resources, in two ways;

- 1) Face to face – the teacher and students are enrolled in a localized version of the online course. The teacher is responsible for teaching and assessing students.
- 2) PD access – teachers are able to view the online course and use or modify its resources (activities, assessments, etc.) to meet their needs. It is recommended that teachers new to the course enroll in the PD version.

Assessment and Evaluation

Assessment, evaluation and communication of student achievement and growth are essential parts of the teaching and learning process. Information Technology 120 teachers are advised to follow assessment strategies that practice continuous, collaborative and comprehensive approaches.

Assessment is the systematic gathering of information about what students know and are able to do. Student performance is assessed using the information collected during the evaluation process. Information Technology 120 is designed with principles of Universal Design for Learning in mind. Teachers are encouraged to accept multiple means of representation and expression of student learning. Students are expected to monitor their own progress through self-assessment strategies using goal setting.



It is recognized that summative evaluation is usually required in the form of an overall mark for a course of study and rubrics are recommended for this task. Teachers should use checklists and rubrics as a teaching strategy by developing each assessment tool collaboratively with the students. Sample rubrics are included in this document as a suggested guideline. These rubrics are intended as a starting point. Because student achievement level may vary from class to class this provides an application of UDL by heightening the engagement of the students, communicating the standards of major projects and assignments.

Achievement Standards

Teachers are to assess student achievement on each General Curriculum Outcome (GCO) and each Specific Curriculum Outcome (SCO) using a variety of Achievement Indicators and rubrics. Sample rubrics have been designed based on the following achievement standards:

Outstanding Performance	95-100%	Achievement Indicators are consistently demonstrated to an outstanding level.
Very Good Performance	84-94%	Achievement Indicators are consistently demonstrated to a high level.
Good Performance	72-83%	Achievement Indicators are consistently demonstrated to a satisfactory level.
Acceptable Performance	60-71%	Achievement Indicators are consistently demonstrated to an acceptable level.
Weak Performance	Below 60%	Achievement Indicators are consistently not met.

Teachers may have to consider local school and district grading frameworks.

Units of Study

Each unit of study will progress through 3 sections:

1. The first section of each unit of study will introduce students to the fundamental knowledge and skills necessary for program operation. Teachers will model the specific skills and techniques and students will be given an opportunity to demonstrate their understanding of the skills (formative assessment).
2. The second section of each unit of study will give the students an opportunity to apply the skills learned in a number of small to medium sized activities/assignments (summative assessments). This stage will reinforce the previously learned skills, allow the teachers to identify students who require additional support, and prepare students for success in post-secondary and work settings.
3. The third section of each unit of study will provide students an opportunity to apply the skills that have been learned throughout the unit to solve problems that are important to students and are present in every day workplaces.

Curriculum Framework

The Information Technology 120 curriculum consists of the following three units:

- 1) IT Perspective



- ♦ *Students will understand key IT function components and how they contribute to enterprise effectiveness. Students will gain perspective throughout the course as they accomplish the required activities.*
- 2) ICT Project Management
 - ♦ *Students will learn about, realize the importance of, and apply project management skills throughout the hands-on unit (Word Processing, Spreadsheets, Databases, Presentations)*
 - 3) Software Applications
 - ♦ *The majority of this course explores how productivity software is essential in business and industry. Students will learn how to recognize what combination of application software could help businesses and industry accomplish goals.*

The curriculum content is based on General Curriculum Outcomes (GCO's) and further clarified by Specific Curriculum Outcomes (SCO's). These are supported by learning outcomes and achievement indicators.



GENERAL CURRICULUM OUTCOME (GCO) Timeline

GCO	Topic	Amount of Time
GCO 1	<p>IT Perspective <i>Understands key IT function components and how they contribute to enterprise effectiveness.</i></p> <ul style="list-style-type: none"> ○ S.C.O. 1.1 - Students will be able to effectively manage and manipulate both self-created and premade files. ○ S.C.O. 1.2 – Student will understand software applications and evaluate their effectiveness. ○ S.C.O. 1.3 - Students will design and manage information and databases. ○ S.C.O. 1.4 - Students will understand how the key IT functions and components contribute to enterprise effectiveness. ○ S.C.O. 1.5 - Students will understand technical and operational safeguards required to protect information. ○ S.C.O 1.6 - Students will understand their ethical responsibility when creating presentations and communicating information. 	Throughout the 18 weeks
GCO 2	<p>ICT Project Management <i>Applies formal project management knowledge, principles and practices during the project lifecycle while ensuring the effective management of scope, resources, time, cost, quality, risk, and communication.</i></p> <p>Various definitions of project management all indicate that:</p> <ul style="list-style-type: none"> ○ Project management is a method, a discipline, and a process. ○ It has a set of tools for planning, implementing, maintaining, monitoring and evaluating progress of activities. ○ In line with larger goals and objectives of the organization, it defines what has to be accomplished. <p>Timing is important in project management. To manage time, good project management practice observes the different phases of project management, which include: Planning, Implementation, Monitoring and Evaluation.</p>	Throughout the 18 weeks
GCO 3	<p>Essential Skill Based Applications</p> <ul style="list-style-type: none"> ○ S.C.O. 3.1 Word Processing and Desktop Publishing (MS Word, Google Document, MS Publisher) - Produce documents using advanced word processing features. Suggested software includes: MS Word, Google Docs, Pages, Open Office. Produce desktop publishing products such as flyers and pamphlets using skills acquired to date, in conjunction with publishing software. ○ S.C.O. 3.2 Cloud Computing – Create, save, modify and share documents on a cloud format. ○ S.C.O. 3.3 Spreadsheet (MS Excel, Pages, Spreadsheet) - Applies methods, practices and procedures to manage numbers and statistics. ○ SCO 3.4 Presentation Software (MS PowerPoint/Prezi, Google Presentation, Keynote) - Research and develop effective presentation techniques using technology applications. ○ SCO 3.5 Database and Information Design and Management (MS Access) - Understand database management and perform basic functions. 	<p>Word Processing – 20 days</p> <p>Incorporated in each component.</p> <p>Spreadsheet – 20 days</p> <p>Presentation – 16 days</p> <p>Database – 12 days</p>



General Curriculum Outcomes

G.C.O. 1.0 Demonstrate an understanding of key IT functions and components	Knowledge “Know”	Skill “Do”	Resources and Activity Suggestions
	Students will know	Students will be able to	Teachers choose from suggested resources and/or Activities
<p>S.C.O. 1.1 - Students will be able to effectively manage and manipulate both self-created and premade files.</p>	<ul style="list-style-type: none"> • How to organize digital files for easy retrieval • The importance of backing up files • Advantages and disadvantages of various file storage devices including options for sharing files with others. This would include cloud computing and collaboration 	<ul style="list-style-type: none"> • Apply strategies that protect their files from being corrupted, stolen or accidentally lost • Practice backing up files and other organizational procedures 	<ul style="list-style-type: none"> • Possible Activities Have students brainstorm ways that they can find answers to their own questions (e.g. using Help menu, asking classmate, online research) • This site describes a method for organizing files into 1 of 3 folders: @ctive, for files currently being used; @rchive, for files that are needed for an efolio or after the course is done and @junkdrawer for files that can be deleted once the course is done (http://coolcatteacher.blogspot.ca/2011/08/simple-work-flow-tips-to-make-file.html)



G.C.O. 1.0 Demonstrate an understanding of key IT functions and components	Knowledge “Know”	Skill “Do”	Resources and Activity Suggestions
	Students will know	Students will be able to	Teachers choose from suggested resources and/or Activities
S.C.O. 1.2 - Students understand software applications and evaluate their effectiveness.	<ol style="list-style-type: none"> 1. Describes the essential functions and other features of operating systems and platforms, plus common platforms <ul style="list-style-type: none"> • Functions: management of resources, files, storage, processes and applications, management, operation, scheduling, support and maintenance of the infrastructure • Features: services, usability, performance, system applications web browser, media player • Platforms – servers, hardware and software, peripherals, networking software compatibility and solutions 2. Testing and documentation concepts <ul style="list-style-type: none"> • Testing formulas, finding errors and eliminating those errors so tasks run properly 3. The appropriate technology applications to choose for specific tasks 4. The benefits of cloud based computing and when/how it may be used 	<ul style="list-style-type: none"> • Identify and select specific software applications to address IT situations and solve problems such as lost files or slow processing • Conduct simple tests (such as filters, queries, formulas etc.) to ensure an application works efficiently • Evaluate and select hardware and software appropriate to the application • Provide software training or coaching to groups of other students/workers 	<ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> • Appendix B • Divide students into groups to initiate research, inputting information onto a data sheet. Discuss results as a class. • Introduction to Computer Storage and Memory • http://www.itnewb.com/tutorial/Introduction-to-Computer-Storage-and-Memory • Simulation – Students create a small document in Google Docs. Have the students then export the document as a Microsoft Word compatible document. 2. Testing spreadsheet formulas and database filters. 3. Provide students with a real-life situation that can be solved using multiple applications. Students would then be able to choose one and indicate how the situation can be solved using their selected software. 4. 5 Things You Should Know About Cloud Computing <ul style="list-style-type: none"> • www.truckinginfo.com/channel/fleet-management/article/story/2012/11/5-things-you-should-know-about-cloud-computing.aspx



G.C.O. 1.0 Demonstrate an understanding of key IT functions and components	Knowledge “Know”	Skill “Do”	Resources and Activity Suggestions
	Students will know	Students will be able to	Teachers choose from suggested resources and/or Activities
S.C.O. 1.3 - Students design and manage information and databases.	<ul style="list-style-type: none"> How to use data to create and organize information 	<ul style="list-style-type: none"> Manipulate an existing data base performing introductory tasks Demonstrate a basic understanding of databases and database management Research IT labour market information in Canada and forecast a potential career Identify corrective actions to address problems Provide examples of how each type of IT work contributes to business analysis, software design & development Work with users to design or adapt information technology for specific contexts and applications 	<ul style="list-style-type: none"> Provide students with information that would require them think about how the information would best be designed in order to be most effective. Have students organize specific information into a spreadsheet application, using sort, filter, and charting options. Organizing information in excel. http://office.microsoft.com/en-ca/excel-help/demo-organize-your-data-by-using-an-excel-table-HA010237617.aspx Have students use a database program to modify, add, or remove content. As well, students can create forms, and reports from created database tables.



G.C.O. 1.0 Demonstrate an understanding of key IT functions and components	Knowledge “Know”	Skill “Do”	Resources and Activity Suggestions
	Students will know	Students will be able to	Teachers choose from suggested resources and/or Activities
S.C.O. 1.4 - Students understand how the key IT functions and components contribute to enterprise effectiveness	<ol style="list-style-type: none"> 1. Types of ICT work/jobs and how they contribute to enterprise effectiveness 2. A variety IT occupations available in Canada and globally 3. Where and how different parts of the IT function interact with different parts of the enterprise 4. Describes the internal components of a computer <ul style="list-style-type: none"> • CPU, Motherboard, drives, RAM, Video and Audio Card, BIOS, Bus, etc. 5. Describes the function, operation, and management of various storage technologies <ul style="list-style-type: none"> • Flash Drives, Hard Drives, Solid State Drives vs. Mechanical Drive 6. Describes various methods for connecting components <ul style="list-style-type: none"> • Parallel Port, Serial Ports, USB, Firewire, VGA, HDMI 7. Identifies a variety of peripheral devices and explains the connection and operation of each: <ul style="list-style-type: none"> • Input/output devices, storage and display, Bluetooth and WIFI 	<ul style="list-style-type: none"> • Explain how IT functions interact with and serve the needs of customers/clients, suppliers, third parties and other organizations • Effectively conduct Oral presentations, explaining the functions of internal computer parts and how components are connected to the computer 	<ol style="list-style-type: none"> 1. Appendix L – ICT Career Graph 2. Have students research possible IT occupations on careercruising.com 3. <ul style="list-style-type: none"> • Refer to graph in Appendix L • 11 Great ways to Use Digital Technology www.econsultancy.com/blog/63087-11-great-ways-to-use-digital-technology-in-retail-stores • www.teach-ict.com/gcse_new/work_employment/employment_ict/miniweb/index.htm 4-7. Groups are assigned the topics 4-7 to research and present to the class.



G.C.O. 1.0 Demonstrate an understanding of key IT functions and components	Knowledge “Know”	Skill “Do”	Resources and Activity Suggestions
	Students will know	Students will be able to	Teachers choose from suggested resources and/or Activities
S.C.O. 1.5 - Students understand technical and operational safeguards required to protect information.	<ol style="list-style-type: none"> 1. Technical and operational safeguards required to protect information 2. Laws that pertain to the ethical and legal use of personal data 3. Sharing and Securing Content 	<ul style="list-style-type: none"> • Evaluate and compare technical and operational safeguards used to provide security in IT work • Use operational safeguards to protect information through use of passwords and backup • Implement ICT security and privacy principles, methods, practices, policies and tools. • Research provincial and federal privacy laws, identifying organizational responsibilities for protecting client data. • Prepare documents for sharing. • Control document access. 	<p>Activities could include:</p> <ul style="list-style-type: none"> - Group Discussions - Individual/Group Presentation - Research of “data breach” incidents <p>Ex: Target stores data breach Wikileaks Anonymous LG Admits to Smart TV Spying</p> <p>http://www.ibtimes.com/lg-admits-smart-tv-spying-will-release-update-allowing-customers-opt-out-data-collection-1484670</p> <ol style="list-style-type: none"> 1. What are firewalls? http://whatismyipaddress.com/firewall http://computer.howstuffworks.com/firewall/4.htm 2. How to find out your IP address http://whatismyipaddress.com/ip-basics 3. How to password protect and/or encrypt files? http://www.howtogeek.com/170352/how-to-password-protect-files-and-folders-with-encryption/ 4. Implementing a data backup strategy http://www.pcworld.com/article/170688/7_backup_strategies.html <p>Video resources available at: http://www.extension.harvard.edu/open-learning-initiative/bits</p>



G.C.O. 1.0 Demonstrate an understanding of key IT functions and components	Knowledge “Know”	Skill “Do”	Resources and Activity Suggestions
	Students will know	Students will be able to	Teachers choose from suggested resources and/or Activities
			5. Legal information related to the Personal Information Protection and Electronic Documents Act https://www.priv.gc.ca/leg_c/legislation/02_06_07_e.asp https://www.priv.gc.ca/leg_c/framework_e.asp (video) 6. The Safeguarding of Canadians’ Personal Information Act http://www.ic.gc.ca/eic/site/ecic-ceac.nsf/eng/gv00571.html 7. Demonstrate the benefits of cloud computing, including how to share documents for selected users https://education.alberta.ca/media/6884876/final%20cloud%20computing%20tech%20briefing.pdf http://www.google.com/drive/about.html Google Apps Assignment (available online)
S.C.O 1.6 - Students understand their ethical responsibility when creating presentations and communicating information.	1. Acceptable images and content 2. Appropriate language that is used in presentations 3. Ethical use of information provided, that the information is accurate and true	<ul style="list-style-type: none"> • Contrast the use of “shock value” with the rights and feelings of others • Properly utilize copyrighted materials, by citation of works 	<ul style="list-style-type: none"> • Appendix C The Power of Social Media– People Magazine Article • Copyright Matters booklet <ul style="list-style-type: none"> • http://cmec.ca/Publications/Lists/Publications/Attachments/291/Copyright_Matters.pdf • The Non Designers Design Guide by Robin Williams

G.C.O.2.0 ICT Project Management	Knowledge "Know"	Skill "Do"	Resources and Activity Suggestions
	Students will know	Students will be able to	Teachers choose from suggested resources and/or Activities
<p>S.C.O. 2.1 - Students will apply formal project management knowledge, principles and practices during the project lifecycle while ensuring the effective management of scope, resources, time, cost, quality, risk, and communication.</p>	<ul style="list-style-type: none"> • What a project is and what project management consists of • Why project management is an important skill to acquire in any business or industry • How projects are planned and executed • Basic project management concepts and team members' responsibilities • The goals of project management and the key constraints involved • The steps involved in each stage of the project life cycle • How to determine a successful project • Identifies and uses the steps in the troubleshooting process 	<ul style="list-style-type: none"> • Explain and demonstrate how and why project management skills are important to develop • Develop a project scope statement and schedule of activities for their final project • Estimate and revise the costs involved in executing a project • Apply project management knowledge, principles and practices • Apply the stages of a project life cycle 	<ul style="list-style-type: none"> • Gantt Charts and Project Planning <ul style="list-style-type: none"> • http://chandoo.org/wp/project-management/#gantts-charts • Study Guides and Strategies <ul style="list-style-type: none"> • http://www.studygs.net/orgstr1.htm • The Principles of project management could be treated as a portion of the final project proposal. Students follow the principles of project management and applying those principles to their final project in the course.



G.C.O. 3.0 Software Applications	Knowledge "Know"	Skill "Do"	Resources and Activity Suggestions
	Students will know	Students will be able to	Teachers choose from suggested resources and/or Activities
S.C.O. 3.1 Word Processing – students will produce documents using advanced word processing features (MS Word)	<ul style="list-style-type: none"> • Creating and Customizing Documents 	<ul style="list-style-type: none"> • Create and format documents • Make documents and content easier to find • Personalize Office Word 2007 • Creating Fillable forms • Creating and modifying mail merges 	<ul style="list-style-type: none"> • Appendix A – Skills Checklist <ul style="list-style-type: none"> • Office Suite Skills Pretest • Word Processor Skills Checklist • www.gcflearnfree.org/word <ul style="list-style-type: none"> • free lesson and activities • Information Technology 120 - Word 05 – Mail Merge • Information Tech 120 – Processing Assignment 06 - Fillable Forms • Information Technology 120 – WORD PROCESSING 01 • Information Technology 120 – Word Processing Assignment 02 – Creating tables • Information Technology 120 Word Assignment 3
	<ul style="list-style-type: none"> • Formatting Content 	<ul style="list-style-type: none"> • Format text and paragraphs • Manipulate text • Format text graphically • Control pagination • Insert, modify, and delete comments • Modify tables • Use tables and lists to organize content 	
	<ul style="list-style-type: none"> • Working with Visual Content 	<ul style="list-style-type: none"> • Insert illustrations • Format illustrations • Insert and modify text boxes 	
	<ul style="list-style-type: none"> • Organizing Content 	<ul style="list-style-type: none"> • Structure content by using Quick Parts • Insert and format references and captions • Navigate documents • Compare and merge document versions • Manage tracked changes 	



G.C.O. 3.0 Software Applications	Knowledge "Know"	Skill "Do"	Resources and Activity Suggestions
	Students will know	Students will be able to	Teachers choose from suggested resources and/or Activities
S.C.O. 3.2 Cloud Computing – Students will produce and share a variety of document type using a cloud format.	<ul style="list-style-type: none"> • What cloud computing is and how cloud computing works? • What are examples of cloud computing? • What is shared storage? • The benefits of cloud computing 	<ul style="list-style-type: none"> • Create and format documents • Edit and share documents created on the cloud. • Export cloud documents to your local computer device. • Import documents from a computer to a cloud office suite and modify the document. • Share a cloud file with selected individuals. • Set different credentials for individuals on files (e.g. to view, to edit) 	<ul style="list-style-type: none"> • Appendix F – Cloud Computing Assignment Sample - This assignment uses Google Docs. It could be adjusted to another cloud based platform (e.g. SkyDrive and /or Google Drive).



G.C.O. 3.0 Software Applications	Knowledge “Know”	Skill “Do”	Resources and Activity Suggestions
	Students will know	Students will be able to	Teachers choose from suggested resources and/or Activities
S.C.O. 3.3 Spreadsheet – students will apply methods, practices and procedures to manage numbers and statistics (MS Excel)	<ul style="list-style-type: none"> • Creating and Manipulating Data 	<ul style="list-style-type: none"> • Insert data by using AutoFill • Ensure data integrity • Modify cell contents and formats • Change Worksheet Views • Manage worksheets 	<ul style="list-style-type: none"> • Appendix A – Skills Checklist <ul style="list-style-type: none"> • Office Suite Spreadsheet Skills Checklist. • www.gcflearnfree.org/excel <ul style="list-style-type: none"> • free lesson and activities • Appendix J - Excel Assignments <ul style="list-style-type: none"> • Excel Introductory Activity 1 • Excel Assignment 1 – Wilson’s Better Gardening • Excel Assignment 2 – Utunes.com • Excel Assignment 3 – Utunes.com VLOOKUP/ Dropdown • Excel Assignment 4 – Mayan Palace Payroll • Excel Assignment 5
	<ul style="list-style-type: none"> • Formatting Data and Content 	<ul style="list-style-type: none"> • Format worksheets • Insert and modify rows and columns • Format cells and cell content 	
	<ul style="list-style-type: none"> • Creating and Modifying Formulas 	<ul style="list-style-type: none"> • Reference data in formulas • Summarize data using a formula • Summarize data using subtotals • Conditionally summarize data by using a formula • Look up data by using a formula • Use conditional logic in a formula • Format or modify text by using formulas • Display and print formulas 	
	<ul style="list-style-type: none"> • Presenting Data Visually 	<ul style="list-style-type: none"> • Create and format charts • Modify charts • Apply conditional formatting • Insert and modify illustrations • Outline data • Sort and filter data • Create and modify pivot tables 	
	<ul style="list-style-type: none"> • Collaborating and Securing Data 	<ul style="list-style-type: none"> • Manage changes to workbooks • Protect and share workbooks • Prepare workbooks for distribution • Save workbooks • Set print options for printing data, worksheets, and workbooks 	



G.C.O. 3.0 Software Applications	Knowledge "Know"	Skill "Do"	Resources and Activity Suggestions
	Students will know	Students will be able to	Teachers choose from suggested resources and/or Activities
3.4 Presentation Software – students research and develop effective presentation techniques using technology applications (MS PowerPoint)	<ul style="list-style-type: none"> • Creating and Formatting Presentations 	<ul style="list-style-type: none"> • Create new presentations • Customize slide masters • Add elements to slide masters • Create and change presentation elements • Arrange slides 	<ul style="list-style-type: none"> • Appendix A – Skills Checklist <ul style="list-style-type: none"> • Word Processor/Presentation Skills Checklist • Presentation Suite Skills Post Checklist • Presentation Suite Post Formative Checklist. • Appendix G – MS PowerPoint Presentation Assignments <ul style="list-style-type: none"> • Presentation 1 - Travel Agent • Presentation 2 - Action Buttons/Slide Master • Presentation 3 - Custom Design Template • Appendix H – Creating Effective Presentations • Appendix I – Delivering Effective Presentations
	<ul style="list-style-type: none"> • Creating and Formatting Slide Content 	<ul style="list-style-type: none"> • Insert and format text boxes • Manipulate text • Add, and link, existing content to presentations. (i.e. Hyperlink, video, sound) • Apply, customize, modify, and remove animations • Utilize the notes section of the presentation • Use various print formats 	
	<ul style="list-style-type: none"> • Working With Visual Content 	<ul style="list-style-type: none"> • Create SmartArt diagrams • Modify SmartArt diagrams • Insert illustrations and shapes • Modify illustrations • Arrange illustrations and other content • Insert and modify charts • Insert and modify tables • work with the various slide layouts (inserts excel graphs, spreadsheets, linking to websites, other documents/graphs) 	



	<ul style="list-style-type: none">• Collaborating on and Delivering Presentations	<ul style="list-style-type: none">• Review presentations• Protect presentations• Secure and Share Presentations• Prepare printed materials• Prepare for, and rehearse, presentation delivery• Save and share your presentation in different formats (ex: google presentations, slideshare, voicethread)	
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G.C.O. 3.0 Software Applications	Knowledge “Know”	Skill “Do”	Resources and Activity Suggestions
	Students will know	Students will be able to	Teachers choose from suggested resources and/or Activities
3.5 Database and Information Design and Management – students understand database management and perform basic functions (MS Access)	<ul style="list-style-type: none"> • Structuring a Database • Understands how databases are structured, designed for access and performance, secured, manipulated, and maintained • Creates a data structure for a database project, identifying fields, range of values, logical structure • Creates a simple data base using structured information • Inputs data and produces simple data lists; checks data accuracy and corrects • Uses a data base to create reports and graphs that provide insights into the data • Combines the data in the database with externally obtained information to create useful information 	<ul style="list-style-type: none"> • Define data needs and types • Define and print table relationships • Add, set, change, or remove primary keys • Split databases 	<ul style="list-style-type: none"> • Appendix A – Skills Checklist <ul style="list-style-type: none"> • Database and Information Design Skills Checklist. • www.gcflearnfree.org/access
	<ul style="list-style-type: none"> • Creating and Formatting. Database Elements 	<ul style="list-style-type: none"> • Create databases • Create tables • Modify tables • Create fields and modify field properties • Create forms • Create reports • Modify the design of reports and forms 	

	<ul style="list-style-type: none"> • Entering and Modifying Data 	<ul style="list-style-type: none"> • Enter, edit, and delete records • Navigate among records • Find and replace data • Attach documents to and detach from records • Import data 	
	<ul style="list-style-type: none"> • Creating and modifying queries 	<ul style="list-style-type: none"> • Create queries • Modify queries 	
	<ul style="list-style-type: none"> • Presenting and Sharing Data 	<ul style="list-style-type: none"> • Sort data • Filter data • Create and modify charts • Export data • Save database objects as other file types • Print database objects 	
	<ul style="list-style-type: none"> • Managing and Maintaining Databases 	<ul style="list-style-type: none"> • Perform routine database. Operations • Manage Databases 	

Resources

Description	Item	Website
Microsoft Excel		http://office.microsoft.com/en-us/excel-help/excel-help-and-how-to-FX101814052.aspx?CTT=97
Microsoft Learning	Videos	http://www.microsoft.com/learning/en/us/community/videos-webcasts.aspx
Microsoft Office Training Roadmaps		http://office.microsoft.com/en-us/training/microsoft-office-training-roadmaps-HA010229580.aspx
Microsoft PowerPoint		http://office.microsoft.com/en-us/powerpoint-help/powerpoint-help-and-how-to-FX101816832.aspx?CTT=97
Microsoft Word		http://office.microsoft.com/en-us/word-help/word-help-and-how-to-FX101818070.aspx?CTT=97
TechTutor.TV	Videos	http://www.techtutor.tv/



Description	Item	Website
GCF LearnFree	<i>Microsoft Office Activities and videos</i>	http://www.gcflearnfree.org/

Appendix A –Pre and Post Skills Checklists

Windows/Office Suite Skills Pretest

Information: Demonstrate your ability to accomplish each of the tasks in the checklist below.

I am able to:	Very Able	Able	Not Able
Windows			
Change the size of a window.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
View 2 programs at once by resizing their windows on the desktop.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create a folder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Copy files from one location to another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Search for solutions from the help menu.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Change the view of a list of files in a folder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create shortcuts file from the desktop.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Navigate through the hard drive using windows explorer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delete files and restore them from the recycle bin.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use the tools found on the toolbar of a folder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personalize the look of my desktop.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Set a screen saver.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Set the hard drive to go to sleep after 20 minutes of non-use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Set the monitor to turn off after 10 minutes of non-use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Change the date and time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Configure the start menu.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adjust the task bar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access the command prompt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use any of the windows utilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Play a media file.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Defragment a disk.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scan a disk for errors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
View how much hard drive space is free.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Office Word Processor			
Create a new document.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use a template.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Copy and paste assets (text, pictures, tables) maintaining original formatting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Save a document in a specific folder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Find and replace information within a document.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Align text in a document, presentation, and spreadsheet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create a table in a document.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Change the size, colour and style of font.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bullet text with symbols or number/letter bullets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Set line spacing in a document.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Insert Header/Footers and Page numbers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Change the size and layout of a document.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Change the margins on a page.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Change the working view on the screen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Office Presentation Software			
Create a new document.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Open an existing presentation from a specific folder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Copy and paste assets (text, pictures, tables) maintaining original formatting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Add text to a new presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Save a presentation in a specific folder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Insert hyperlinks into a presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Align text in a presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Change the layout of a slide.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Change the size, colour and style of font.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bullet text with symbols or number/letter bullets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Change the working view on the screen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Insert Header/Footers and Page numbers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Add a textbox to a slide.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use a template design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Add transitions to the slideshow.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Add animations to each feature of a slide.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create speaker notes to use within a presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Print different assets (slides, notes pages, handout pages).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Word Processor/Presentation Skills Checklist

Information: Demonstrate your ability to accomplish each of the tasks in the checklist below.

I am able to:	Very Able	Able	Not Able
Office Word Processor (after using Microsoft word)			
Create a new document.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use a template.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Copy and paste assets (text, pictures, tables) maintaining original formatting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Save a document in a specific folder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Find and replace information within a document.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Align text in a document, presentation, and spreadsheet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create a table in a document.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Change the size, colour and style of font.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bullet text with symbols or number/letter bullets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Set line spacing in a document.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Insert Header/Footers and Page numbers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create different headers and footers throughout a document based on section.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Change the size and layout of a document.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Change the margins on a page.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Change the working view on the screen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create a template.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create a mail merge document from the beginning (starting with creating recipient list, and creating letters and labels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create a fillable form in MS Word.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lock a file for editing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create columns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Insert and manipulate sidebars.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create a computer generated table of contents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use a preset template for font, document and table settings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Office Presentation Software Pre checklist			
Create a new document.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Open an existing presentation from a specific folder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Copy and paste assets (text, pictures, tables) maintaining original formatting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Add text to a new presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Save a presentation in a specific folder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Insert hyperlinks into a presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Align text in a presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Change the layout of a slide.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Change the size, colour and style of font.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bullet text with symbols or number/letter bullets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Change the working view on the screen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Insert Header/Footers and Page numbers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Add a textbox to a slide.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use a template design.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Add transitions to the slideshow.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Add animations to each feature of a slide.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create speaker notes to use within a presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Print different assets (slides, notes pages, handout pages)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Presentation Suite Skills Post Checklist

Information: Demonstrate your ability to accomplish each of the tasks in the checklist below.

NAME: _____

Technical Objectives	Very Able	Able	Not Able
Office Presentation Software(after Microsoft PowerPoint)			
Open an existing presentation from a specific folder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Copy and paste assets (text, pictures, tables) maintaining original formatting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Add text to a new presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Save a presentation in a specific folder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Align text in a presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Change the layout of a slide.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Change the size, colour and style of font.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bullet text with symbols or number/letter bullets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Change the working view on the screen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Insert Header/Footers and Page numbers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Add a textbox to a slide.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use a template design.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Add and modify transitions to the slideshow.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create and modify animations to each feature of a slide.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create speaker notes to use within a presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Change the different views on the screen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Configure the Quick Access Toolbar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Add specific types of slides, with specific layouts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Construct and Edit a photo Album.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use Slide Master options.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create and modify WordArt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create and modify SmartArt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Construct and modify a table.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manipulate chart layouts (change the types of chart).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manipulate chart elements (labels, colours, fills).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create and remove comments in a presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Share a presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Print different assets (slides, notes pages, handout pages).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Protect a presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
View presentation in presenter view layout.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Set up a slideshow to loop, or to hide slides.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Record a presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Insert hyperlinks into a presentation and edit the text on the hyperlink.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create multiple types of Action Buttons and edit the text on the button. (Go to a specific slide, run a program, go to a URL etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Not able= needs guidance or significant time to complete the process.

Able = Needs little assistance or time to complete the process.

Very Able = no assistance at all is needed.



Presentation Suite Skills Post Formative Assessment

Information: Demonstrate your ability to accomplish each of the tasks in the checklist below.

NAME: _____

Technical Objectives	Student Name											
Office Presentation Software(after Microsoft PowerPoint)												
Open an existing presentation from a specific folder.	<input type="checkbox"/>											
Copy and paste assets (text, pictures, tables) maintaining original formatting.	<input type="checkbox"/>											
Add text to a new presentation.	<input type="checkbox"/>											
Save a presentation in a specific folder.	<input type="checkbox"/>											
Align text in a presentation.	<input type="checkbox"/>											
Change the layout of a slide.	<input type="checkbox"/>											
Change the background colour of a slide.	<input type="checkbox"/>											
Change the size, colour and style of font.	<input type="checkbox"/>											
Bullet text with symbols or number/letter bullets.	<input type="checkbox"/>											
Change the working view on the screen.	<input type="checkbox"/>											
Insert Header/Footers and Page numbers.	<input type="checkbox"/>											
Add a textbox to a slide.	<input type="checkbox"/>											
Use a template design.	<input type="checkbox"/>											
Add and modify transitions to the slideshow.	<input type="checkbox"/>											
Create and modify animations to each feature of a slide.	<input type="checkbox"/>											
Create speaker notes to use within a presentation.	<input type="checkbox"/>											
Configure the Quick Access Toolbar.	<input type="checkbox"/>											
Add specific types of slides, with specific layouts.	<input type="checkbox"/>											
Use Slide Master (add picture to every slide, text to every slide).	<input type="checkbox"/>											
Create and modify WordArt.	<input type="checkbox"/>											



Technical Objectives	Student Name											
Create and modify SmartArt.	<input type="checkbox"/>											
Construct and modify a table.	<input type="checkbox"/>											
Manipulate chart layouts (change the types of chart).	<input type="checkbox"/>											
Manipulate chart elements (labels, colours, fills).	<input type="checkbox"/>											
Create and remove comments in a presentation.	<input type="checkbox"/>											
Share a presentation.	<input type="checkbox"/>											
Print different assets (slides, notes pages, handout pages).	<input type="checkbox"/>											
View presentation in presenter view layout.	<input type="checkbox"/>											
Set up a slideshow to loop, or to hide slides.	<input type="checkbox"/>											
Record a presentation.	<input type="checkbox"/>											
Insert hyperlinks into a presentation and edit the text on the hyperlink.	<input type="checkbox"/>											
Create multiple types of Action Buttons and edit the text on the button. (Go to a specific slide, run a program, go to a URL etc.)	<input type="checkbox"/>											
NA = Not able (needs guidance or significant time to complete the process.) A = Able (Needs little assistance or time to complete the process) ✓ = Very Able (No assistance at all is needed.)												

To address the diversity of learners, students receive accommodation through extended time and prompting with access to resources.

Office Suite Spreadsheet Skills Checklist

Information: Demonstrate your ability to accomplish each of the tasks in the checklist below.

NAME: _____

I am able to:	Very Able	Able	Not Able
Office Spreadsheet Software			
Create a new spreadsheet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use a template.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Copy and paste assets (text, pictures, tables) maintaining original formatting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Save a spreadsheet in a specific folder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Align text in a cell.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Change the size, colour and style of font.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Insert a row or column.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Add a header or footer in a spreadsheet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Change the margins on a page.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Change the working view on the screen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Merge and Unmerge cells.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enable text Wrapping.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Filter Data in selected cells	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sort Data in selected cells.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create a variety of charts and graphs from data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Input basic formulas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Autofit Data to cells.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Format data as a specific type. (Currency, date, percent etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Change the fill in a cell.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Format a table with a quick style.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Add a new worksheet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Freeze Panes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create multiple types of charts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Insert descriptive labels on the chart.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apply borders to cells and groups of cells	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Print with gridlines and without.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rearrange worksheets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Insert formulas using the Function Library.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Database & Information Design Skills Checklist

Information: Demonstrate your ability to accomplish each of the tasks in the checklist below.

NAME: _____

I am able to:	Very Able	Able	Not Able
Microsoft Access Software			
Create a new database.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Change the location where the database is saved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Name the database.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modify information in a database (add and remove information and fields)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sort and filter the information in a database.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create a table in 'design' view.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create a table by using 'wizard.'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create a table by entering data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create a new field.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Define each field's name, format, description, and information type.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Define various properties of each field.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Change the appearance and properties of data fields.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand a 'primary key' field and its limitations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand and utilize the purpose of the data type arrow.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand the function, purpose and usage of the 'text format'.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand the function, purpose and usage of the 'memo format.'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand the function, purpose and usage of the 'number format.'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand the function, purpose and usage of the 'auto number format.'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create a customer table.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create a form.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modify the design of forms in design view.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Add records in the forms view.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create a report.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modify the layout and design of reports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Navigate between design view and data sheet view.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create relationships between tables.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Define print and table relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Import data from Microsoft Excel into Microsoft Access.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do a mail merge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Share data by linking to an excel spreadsheet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand and define queries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create a query.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



APPENDIX B

Functions: processes and applications, management, operation, support and maintenance of the infrastructure.

Features: services, usability, performance, system applications (web browser, media player)

Storage Device	Storage Capacity	Access from any device	Access from any location with Internet	Access even if offline	Can be shared with others at a distance	Can collaborate with others	Ways data can be lost
School network/ personal drive							
Computer hard drive							
Thumb drive							
icloud							
Sky drive							
Google docs							
External hard drive							
My Site (Portal)							
Email							
Disk Defragment / Disk Cleanup							
P.C. Tools (CCleaner, Malwarebytes)							
DVD							



THE POWER OF SOCIAL MEDIA

Outcome:

SCO 1.6 - Students understand their ethical responsibility when creating presentations and communicating information.

Rehtaeh Parsons: Shamed into Suicide

Case Study: Rehtaeh Parsons committed suicide after months of cyberbullying. Following her case, the government of Nova Scotia has put forth new legislation in relation to cyberbullying. Read the article from People magazine attached to the link below and respond to the following questions in the form of a discussion forum. You are required to post your responses to the questions below and respond to at least three other students' posts.

1. Is cyberbullying a real issue? Explain your thoughts in at least three to five sentences, using the Parson's case or your own experience.
2. How could you advocate for someone who may be the target of cyber bullying?

Article available at - <http://www.people.com/people/archive/article/0,,20715306,00.html>

Copyright Matters!



Some Key
Questions & Answers
for Teachers

3rd
Edition



cmec

Wanda Noel & Jordan Snel,
Barristers and Solicitors

Appendix E – WORD PROCESSING Assignments

Information Technology 120 – WORD PROCESSING 01

1. Open the word processing software. Set your page layout to landscape and increase the margins as far as possible.
2. Add a page border and page color similar to the ones in the included sample in the Design Tab.
3. Go Into the O: Drive and find the pictures of each of the items on the page below. The pictures are not matching pictures. They should be resized to fit and be spaced appropriately. To move the pictures around you will need to change the horizontal alignment option in the picture layout tab. You may need to crop a few of the images to fit properly.
4. Include textboxes centered over each picture and a page title centered on the page.
5. Save document as “Hello from London.doc”
6. Now open your snipping tool in windows and capture what you have created.
7. Save it as “Hello From London.png”
8. Open a new Microsoft Word Doc.
9. Create a header with your name, date and assignment name.
10. Type the title **VISITING LONDON** in bold and Tempus Sans ITC in 14 points and apply the “Title” style to it.
11. Type the outline below in Garamond 11 pts
(Home, Paragraph, Multilevel List)
12. Change the line spacing of the outline to 1.5 lines
13. Make the following sites hyperlinked to the location:
 - a. Gatwick Inn
 - b. The National Gallery
 - c. The National Portrait Gallery
 - d. The Museum of London
14. Insert your “Hello from London.png”
15. Save a copy of your assignment as “Word 01.doc.”

VISITING LONDON

- 1) WHERE TO STAY
 - a) Near the airport
 - i) Gatwick Inn
 - (1) Indoor pool, restaurant, squash court, billiards room
 - (2) Covered walkway to airport terminal
 - ii) Forte Benson
 - (1) Classic façade of brick and sculpted, honey coloured stone
 - (2) Gym, pool, sauna, glamorous lobby, famous restaurants
 - (3) Free airport shuttle
 - b) Near attractions
 - i) Holiday Times Dock 265
 - (1) Opposite side of River Thames from Canary Wharf
 - (2) Museum and dry-moored vessel alongside
 - (3) Riverboat service to north bank
 - (4) Bistro, restaurant, fitness center with small pool, sauna
 - ii) Royal Kentwood Hotel
 - (1) A budget hotel near Madame Tussaud’s
 - (2) A quiet, residential area
 - (3) Near London Zoo and Regent’s Park
- 2) SIGHTSEEING
 - a) Historic sites
 - i) Buckingham Palace: 18 rooms available to view
 - ii) Piccadilly Circus: theatre, cinema and Soho
 - iii) The Tower of London: exhibition of the crowns and diamonds
 - b) Art museums
 - i) The National Gallery: the U.K.’s major collection of paintings
 - ii) The National Portrait Gallery: five floors of famous faces such as William Shakespeare and Mick Jagger
 - iii) The Museum of London: comprehensive city museum



INFORMATION TECH 120 RUBRIC — WORD PROCESSING 01

Objective	Value	Mark
Head is included with your name, date, and assignment name.	2	
“Visiting London” has the “Title” style applied to it.	2	
Line spacing has been changed to 1.5 lines.	2	
Pictures were inserted properly. They are resized to all match in size and are perfectly aligned with each other.	4	
Text boxes are included and aligned with each picture.	4	
Proper formatting on the outline has been applied.	4	
Working hyperlinks have been added to the four locations.	4	
The Visiting London photo has been inserted to the main document and has a border and background colour added.	4	
TOTAL	26	

Information Technology 120 – Word Processing Assignment 02

1. Create footer with your name, date and assignment name.
 2. Recreate the table below and save a copy of your assignment as Word 02.doc
 3. Sort the information in the table in descending order by Gross Sales using the sort option.
 4. Auto fit the columns.
 5. Type the title and subtitle in Arial 14 pts., center and bold.
 6. Change the page orientation to landscape.
 7. Apply Contemporary Table Style to the table which is in the Table Design options.
 8. Left align the contents of column 1, 2 and 3.
 9. Right align column 4.
 10. Center the table in the middle of the page.
 11. Center and bold the column headings in the first row.
 - Artist/Event, City/State, Event Date and Gross Sales, Attend/Capacity
 12. Save in your Word folder as *Word 02*.
-

BILLBOARD BOXSCORE™ Concert Grosses Date Issued Sept 1, 2013

Artist/ Event	City/State	Event Dates	Gross Sales	Attend/ Capacity
Kenny Chesney, Eric Church, Eli Young Band, Kacey Musgraves	Foxboro, Mass.	Aug. 23-24, 2013	\$9,465,256	109,207 / 109,207
Bruno Mars	Hato Rey, Puerto Rico	Sept. 1, 2013	\$1,033,100	15,669 / 15,669
Taylor Swift, Ed Sheeran, Casey James	Los Angeles, Calif.	Aug. 19-24, 2013	\$4,734,463	55,829 / 55,829
Emmanuel and Mijares	Mexico City, Mexico	Aug. 21-22, 2013	\$1,211,930	18,473 / 19,176
Eminem, Kendrick Lamar, EarlWolf, The Creator and Earl Sweatshirt, Slaughterhouse, Chance The Rapper	Paris, France	Aug. 22, 2013	\$6,138,550	71,542 / 71,542
Taylor Swift, Ed Sheeran, Casey James	Sacramento, Calif.	Aug. 27, 2013	\$1,138,103	12,795 / 12,795
Phish	San Francisco, Calif.	Aug. 2-4, 2013	\$1,577,280	26,288 / 26,288
Bruno Mars, Ellie Goulding	San Jose, Calif.	July 25, 2013	\$1,252,328	14,163 / 14,163
Phish	Stateline, Nev.	July 30-31, 2013	\$1,058,935	17,644 / 17,644
Bruno Mars, Ellie Goulding	Toronto, Ontario	July 3-6, 2013	\$2,134,130	31,709 / 31,709

The finished table should appear as such:

BILLBOARD BOXSCORE™ Concert Grosses
Date Issued Sept 1, 2013

Artist/ Event	City/State	Event Dates	Gross Sales	Attend/ Capacity
Kenny Chesney, Eric Church, Eli Young Band, Kacey Musgraves	Foxboro, Mass.	Aug. 23-24, 2013	\$9,465,256	109,207 / 109,207
Eminem, Kendrick Lamar, EarlWolf, The Creator and Earl Sweatshirt, Slaughterhouse, Chance The Rapper	Paris, France	Aug. 22, 2013	\$6,138,550	71,542 / 71,542
Taylor Swift, Ed Sheeran, Casey James	Los Angeles, Calif.	Aug. 19-24, 2013	\$4,734,463	55,829 / 55,829
Bruno Mars, Ellie Goulding	Toronto, Ontario	July 3-6, 2013	\$2,134,130	31,709 / 31,709
Phish	San Francisco, Calif.	Aug. 2-4, 2013	\$1,577,280	26,288 / 26,288
Bruno Mars, Ellie Goulding	San Jose, Calif.	July 25, 2013	\$1,252,328	14,163 / 14,163
Emmanuel and Mijares	Mexico City, Mexico	Aug. 21-22, 2013	\$1,211,930	18,473 / 19,176
Taylor Swift, Ed Sheeran, Casey James	Sacramento, Calif.	Aug. 27, 2013	\$1,138,103	12,795 / 12,795
Phish	Stateline, Nev.	July 30-31, 2013	\$1,058,935	17,644 / 17,644
Bruno Mars	Hato Rey, Puerto Rico	Sept. 1, 2013	\$1,033,100	15,669 / 15,669

INFORMATION TECH 120 RUBRIC — WORD PROCESSING 02

Objective	Value	Mark
A footer is included with name, date and assignment name.	2	
The title and subtitle have been formatted properly.	2	
A style has been applied to the table which has shaded cells.	2	
Columns 1,2, and 3 have been left aligned. Column 4 has been right aligned.	2	
The Table has been centre on the page.	2	
The data has been sorted from highest grossing to lowest grossing concert.	4	
All of the headings have been centered and bolded in the table.	4	
TOTAL	18	

Information Technology 120 Word Processing Assignment 3

1. Create a table that contains 5 columns and 6 rows. The table will represent your school schedule this semester. You must fill in the table with the correct information according to the following guidelines:
 - a) The first row in the table will contain the headings for each of the columns. The headings you are to use are as follows: Period #, Subject, Teacher, Room #, and Expected Mark. (1)
 - b) Bold the text in the first row using a black coloured font of your choice. (1)
 - c) The headings in the first row must be centre aligned in the cells. (1)
 - d) The background colour of the cells in the first row must be yellow. (1)
 - e) The remaining information must be aligned to the left in each cell. (1)
 - f) The background colour of the remaining cells must be green. (1)
 - g) The table must be centre aligned on the page. (1)
 - h) All the information in the table must be vertically aligned in the centre. (1)
 - i) All the borders on the table must be 1½ point. (1)
 - j) The borders must be white in colour. (1)

Period #	Subject	Teacher	Room #	Expected Mark
1	Cdn. History 120	Mr. Ogilvie	2008	81
2	Calculus 122	Mr. Brubacher	2028	66
3	DigitalTech 120	Mr. Spencer	2011	79
4	Music 120	Mr. Legge	1005	92
5	English 121	Ms. Corey	1106	89

2. Next step is to insert a separate table below your first.
 - a) The table should include 7 rows and 3 columns.
 - b) The first row should be shaded with a colour of your choice.
 - c) The first row headings should read “LAST NAME”, “FIRST NAME” and “AVERAGE.”
 - d) In the first two columns come up with 5 random names. The cells with the names should be filled in a different colour.
 - e) In row 7 type “TOTAL.”
 - f) In the third column fill in overall averages for the 5 names you chose. And leave the cells unshaded.
 - g) Shade the last row a different colour.
 - h) Sort your students based on Average.
 - i) Using the layout option on the table, use a formula to automatically input the overall class **average** of the 5 students. You may need to search for the formula to use.
 - j) Change the border to a double line border.
 - k) You should format your table similar to the one below.

LAST NAME	FIRST NAME	AVERAGE
Smith	Adam	81
Bennett	Jason	66
Henderson	Katelyn	79
Estevez	Sergio	92
Connors	Sara	89
TOTAL		81.4

3. Save this in *User Drive/Info Tech 120/Word*.
4. Save this document as *My Schedule*.

INFORMATION TECH 120 RUBRIC - WORD 03 - TABLES

Objective	Value	Mark
Table 1		
The table is centred on the page	2	
The table border is set to 1.5 width on all borders both externally and internally.	2	
The table border is set to white.	2	
Headings were all bolded and centred both horizontally and vertically with the cells.	3	
Background colour within the table is set and the first row is different than the background colour in the remaining cells.	3	
Table 2		
Table headings are all included and centered within the cells.	2	
Students have been sorted based on overall averages.	2	
The heading cells, name cells, and average cells have all been shaded, and shaded a different colour.	3	
Students used a formula to have the overall average calculated by MS Word.	3	
The border has been set to a double line border both internally and externally.	4	
TOTAL	26	

Information Technology 120 Word Processing 04 – Using Templates

1. Create a newsletter on three current events. Each article should be at least 200 words. You need to make sure you focus on writing well-structured articles as you will be marked on content, voice, mechanics, and organization.
2. Save the document as Word 04.doc.

Items to include:

- ✓ Select a Newsletter Template. You can download one from the Microsoft site if you see one you like. If you are unable to, there are 6 downloaded to the course folder under “Newsletter Templates”



([New, Templates, Newsletters, Select a Template, Download](#))

- ✓ Create a catchy newsletter title
([Insert, Header](#))
- ✓ Document must be at least two pages in length
- ✓ Include at least two advertisements from the Internet
- ✓ Apply styles to newsletter ([Home, Styles](#))
- ✓ Insert at least two pictures within the text
- ✓ Insert SmartArt in a way that would fit with your newsletter (either with an article or on the same theme ([Insert, SmartArt](#)))
- ✓ Insert a Chart in a way that would fit with your newsletter (either with an article or on the same theme ([Insert, Chart](#)))

Proofread and spell check your newsletter for proper spelling and grammar

INFORMATION TECH 120 RUBRIC - WORD 04 - NEWSLETTER

Name: _____

Technical Objectives	Value	Mark
A newsletter template was applied to the document.	2	
A catchy newsletter title was applied as a header.	2	
Document was a minimum of 2 pages in length.	2	
At least two advertisements were included.	2	
Heading and Title styles were applied throughout the newsletter.	2	
At least two images were included in the document.	2	
Three articles at least 200 words in length were created for the newsletter.	3	
A SmartArt diagram was included within the newsletter to help enhance a topic.	4	
A clearly defined and labeled chart or graph was included in the document.	4	
Literacy Mark		
Article #1 (Detail is two marks) <ul style="list-style-type: none"> <input type="checkbox"/> Strong detail was used in each news story. <input type="checkbox"/> Proper grammar and spelling were used throughout the article. <input type="checkbox"/> An intro and conclusion were including in the article. <input type="checkbox"/> Strong author voice was used throughout the writing piece. 	5	
Article #2 (Detail is two marks) <ul style="list-style-type: none"> <input type="checkbox"/> Strong detail was used in each news story. <input type="checkbox"/> Proper grammar and spelling were used throughout the article. <input type="checkbox"/> An intro and conclusion were including in the article. <input type="checkbox"/> Strong author voice was used throughout the writing piece. 	5	
Article #3 (Detail is two marks) <ul style="list-style-type: none"> <input type="checkbox"/> Strong detail was used in each news story. <input type="checkbox"/> Proper grammar and spelling were used throughout the article. <input type="checkbox"/> An intro and conclusion were including in the article. <input type="checkbox"/> Strong author voice was used throughout the writing piece. 	5	
TOTAL	38	

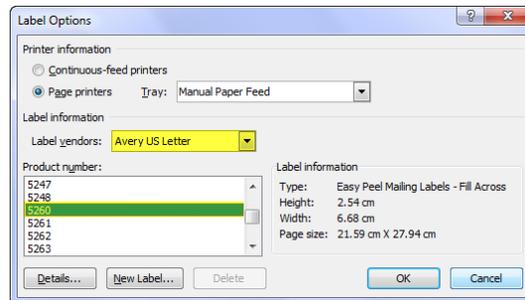
Information Technology 120 –Word Processing 05

Part 1 - Mail Merge Data

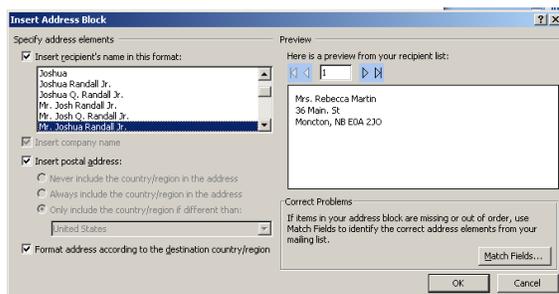
1. Open Word
2. Create the table below and save the document as *Resort Data*

Title	First Name	Last Name	Street Address	City	Province	Postal Code	Reservation Number	Reservation Date
Mrs.	Rebecca	Martin	36 Main St.	Moncton	NB	E0A 2J0	20131245	January 8-15, 2014
Mr.	Sam	McPhail	345 Barrington St.	Halifax	NS	A8I J91	20138751	March 1-8, 2014
Miss	Marsha	Carter	87 Maple St.	Summerside	PE	A1S P1J	20134165	July 4-11, 2014
Mr.	Brad	Smith	100 West Street	Winnipeg	MB	R3F P5W	20137595	March 22-29, 2014
Ms.	Jen	MacKenzie	545 Broadview St.	Moncton	NB	E1E 3W9	20136501	November 9-16, 2014

3. Close *Resort Data.doc*
4. Open a blank document in Word
5. Start Mail Merge using the **Step by Step Mail Merge Wizard**
6. Select **Labels**
7. Select label size **Avery US Letter, Product Number - 5260**



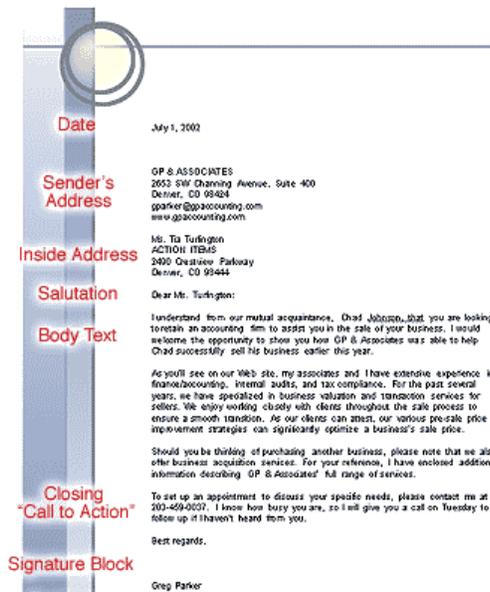
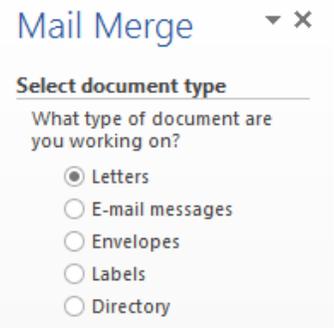
8. Use an existing list
9. Insert Merge Fields like the screen shot below



10. Select **Next: Arrange your labels**
11. If you are missing any information from your labels then select “Match Fields” and make sure the appropriate information is in the proper field. (Should not say “not matched” in the required field)
12. Select **Update All Labels**
13. Select **Next: Preview your labels, Next: Complete the merge**
14. Select Save the merged labels as Word 07

Part 2 - Mail Merge Brochure

1. Open a new Word document
2. Start Mail Merge using the [Step by Step Mail Merge Wizard](#) and select **Letter**
3. Create a business letter from a real resort of your choosing, congratulating the specific people in *resort data.doc* file for winning a free week at the resort
4. A description of the resort should be included in the letter
5. Make sure to create letterhead with the name of the Resort and the logo
6. The letter should have the address of the resort at the top
7. At the bottom of the letter sign your name as the manager of the resort



8. Include a Sidebar on the right hand side highlighting the amenities of the resort (You can find a list of amenities on the resort website)
9. Insert footer with the resort phone number left justified and the resort website hyperlinked to the right
10. Once the letter is created using the mail merge wizard have the following automatically inserted into the letter: (You may need to select the "More Items" option)
 - a. The winners' address
 - b. The Winners' title and last name for the salutation
 - c. The date of the week they will be at the resort
 - d. The reservation number
11. Merge the document with the *Resort Data* source file
12. Make sure to preview your finished letter to ensure all of the required info is properly input in five letters
13. Save your letter as ***Resort Letter Main.doc***

INFORMATION TECH 120 RUBRIC - MAIL MERGE

Name: _____

Technical Objectives	Value	Mark
A document was created with the resort data addresses. (Resort Data.doc)	2	
Properly formatted labels were automatically generated.	2	
The address of the chosen resort has been included.	2	
A footer with the resort phone number left justified and the resort website hyperlinked to the right.	2	
A well-written letter has been included with the mail merge assignment.	2	
The letterhead and logo of chosen resort has been included in the letter.	3	
A sidebar on the right hand side highlighting the amenities of the resort.	4	
After completing the mail merge, the following items have been automatically inserted into the letter from the source file: <ul style="list-style-type: none"> <input type="checkbox"/> The winners' address <input type="checkbox"/> The Winners' title and last name for the salutation. <input type="checkbox"/> The date of the week they will be at the resort. <input type="checkbox"/> The reservation number. 	5	
Literacy Mark		
LETTER (Detail is two marks) <ul style="list-style-type: none"> <input type="checkbox"/> Strong detail was used in each news story. <input type="checkbox"/> Proper grammar and spelling were used throughout the article. <input type="checkbox"/> An intro and conclusion were including in the article. <input type="checkbox"/> Strong author voice was used throughout the writing piece. 	5	
TOTAL	27	

Information Tech 120 – Word Processing Assignment 06 - Fillable Forms

Parking Permit Assignment

You are in charge of administering the parking permits to the students at your school; any student who wants to park in the parking lot must purchase a parking permit. You decide to create a Word form that students complete to apply to purchase a permit. You create the form saved as a word template.

1. Start a new blank document, and then set up the document so it appears similar to the form shown below. Note that you need to type your school name where it says “School Name” Parking Permit and apply the Title style to the title. Apply Heading 1 to “Parking Requisition.”



2. You will need to create a table that consists of four columns and ten rows (recreate the table below). You need to merge two cells for the “Car Info” heading. Apply a bolded “subtle emphasis” style to “Date”, “Name” and “Address” “Homeroom Teacher” and “Payment”, “Grade”, “Car Info”, “Make”, “Colour”, “License”, “Comments” headings.

<i>Date</i>			Grade 10
<i>Name</i>		<i>Grade</i>	Grade 11
<i>Address</i>			Grade 12
<i>Phone Number</i>		<i>Car Information</i>	
<i>Homeroom Teacher</i>		<i>Make</i>	
		<i>Colour</i>	
		<i>License</i>	
		<i>Comments</i>	
<i>Payment</i>	Cash	Credit	

3. Save your document as a **word template** file named “Parking Permit” in your Word folder on your drive
4. Enter design mode and insert a date picker control in the date box. Set the font size to 14. In the properties menu set the label and tag as “Date”. Lock the content so it cannot be deleted. Finally, have the date displayed as “October 1st, 2013”
5. Enter a rich text control in to the name box at font size 14; set the label and tag to read “Full Name”
6. Insert the plain text control in the Address box; set the label and tag names as “Address”
7. Insert the plain text control in the phone number box; set the label and tag name as “phone”

8. You are to insert a drop down list control in the homeroom teacher box. Include the following names:
 - a. Bernard 2015
 - b. Campbell 1024
 - c. Macdonald 1001
 - d. Smith 1054
 - e. Wilson 2011

9. Make a drop down list in the cell beside "Make". The drop down list should include:

a. Acura	f. Dodge	k. Kia
b. Audi	g. Ford	l. Mazda
c. BMW	h. GMC	m. Nissan
d. Chevrolet	i. Honda	n. Toyota
e. Chrysler	j. Hyundai	o. Volkswagen

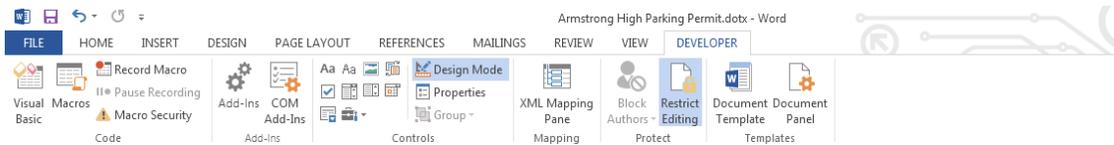
10. Merge the cells below homeroom teacher and insert a picture control box (In the Label and Tags section on the properties menu type "School Crest")

11. Merge the cells in row eight and nine column four

12. Insert check box controls in the cells with each grade and with the Cash or credit option

13. Shade in the heading cells so they appear different than the fillable cells

14. Once you finish, you need to leave design mode and restrict the editing in the form so people can only fill in the form



Your finished form in design mode should look like this:

Your finished form out of design mode should look like this:

ARMSTRONG HIGH PARKING PERMIT

Parking Requisition

Date	Click here to enter a date. <input type="text"/>	Grade	Grade 10 <input type="checkbox"/>
Name	Click here to enter text. <input type="text"/>		Grade 11 <input type="checkbox"/>
Address	Click here to enter text. <input type="text"/>		Grade 12 <input type="checkbox"/>
Phone Number	Click here to enter text. <input type="text"/>	Car Information	
Homeroom Teacher	Choose an item. <input type="text"/>	Make	Choose an item. <input type="text"/>
		Colour	Click here to enter text. <input type="text"/>
		License	Click here to enter text. <input type="text"/>
		Comments	Click here to enter text. <input type="text"/>
Payment	Cash <input type="checkbox"/>	Credit <input type="checkbox"/>	

ARMSTRONG HIGH PARKING PERMIT

Parking Requisition

Date	Click here to enter a date. <input type="text"/>	Grade	Grade 10 <input type="checkbox"/>
Name	Click here to enter text. <input type="text"/>		Grade 11 <input type="checkbox"/>
Address	Click here to enter text. <input type="text"/>		Grade 12 <input type="checkbox"/>
Phone Number	Click here to enter text. <input type="text"/>	Car Information	
Homeroom Teacher	Choose an item. <input type="text"/>	Make	Choose an item. <input type="text"/>
		Colour	Click here to enter text. <input type="text"/>
		License	Click here to enter text. <input type="text"/>
		Comments	Click here to enter text. <input type="text"/>
Payment	Cash <input type="checkbox"/>	Credit <input type="checkbox"/>	

INFORMATION TECH 120 RUBRIC – FILLABLE FORMS

Name: _____

Technical Objectives

	Value	Mark
School Name Parking Permit was created the title with “title” style.	2	
Labels were bolded with an applied style.	2	
Document was saved as a template file.	2	
Labels and tags are all set according to the instructions.	2	
Check box controls were added for payment options and grades.	2	
Required cells were shaded.	3	
All required cells were merged.	3	
A calendar option appears for the date picker and the date is properly formatted.	3	
Form editing was restricted, so as a user could only modify the fillable cells, not the labels.	3	
Drop down lists were created for homeroom teacher as well as car model.	4	
TOTAL	26	

Google Apps Assignments

Assignment 1: Google Document (word processing) Assignment 1

- Use Google Docs and create a document called “Google Documents Assignment 01–yourname”
- Text for the document is to include your name, your school, the date and one of your favorite quotations

Assignment 2: Google Document (word processing) Assignment 2

- Use Google Docs and create a document called “Google Documents Assignment 02 – yourname”
- Again, include your name, your school, and the date and apply a bit of formatting to your text. Manipulating colours, fonts, font sizes and other attributes is encouraged.

Assignment 3: Google Spreadsheet Assignment

- Create the spreadsheet below and name it “College Budget - yourname”.

	A	B	C	D	E
1	College Budget				
2		Date			
3	Chequing Account Balance	September 1	\$2,000.00		
4					
5	Expenses				
6	Groceries	September 4	\$150.00		
7	Fuel	September 6	\$70.00		
8	Textbooks	September 12	\$200.00		
9	Entertainment	September 15	\$150.00		
10	Groceries	September 20	\$175.00		
11	Fuel	September 25	\$75.00		
12	Rent	September 30	\$800.00		
13	Total Expenses		\$1620		
14					
15	Chequing Account Balance	September 30	\$380		
16					
17					

- Notice that the values in cells C13 and C15 are calculations. Cells C3 to C12 are displayed with the currency symbols and 2 decimal points, while C13 and C15 do not display the decimals. Feel free to standardize the values in this whole column to either a) currency without decimal points or b) currency with two decimal points
- The entries for cells B3 to B15 are dates. Your entry may display the dates in their default mode: 9/1/2016 (M/D/YYYY) (you are free to leave it as is or change the formatting)

Assignment 4: Google Presentation Assignment

- Using Google Presentation, create a presentation called “Computer Peripherals – yourname”
The presentation should include four slides, in addition to a title slide. Each of the four content slides should include at least one image of a peripheral, as well as a very brief description of each, and a link to a webpage (such as Wikipedia) that provides a more comprehensive description of each peripheral.

Assignment 5: Organizing with Google Drive • Assignment 1

- Create a folder for IT120 in your My Drive. Name the course using the course name and your first and last name (IT120 Peter Griffin). Use the colour red as the folder’s colour. You will put some of your class-related documents into this folder. This “drive” will be referred to as your “Google Drive Folder.”
- Share the course folder with your IT120 teacher (he/she should be allowed to edit the contents, not only view them). Have Google Drive send him/her an email notification to his/her gmail account (even if he/she cannot access the message on a school-issued computer)
 - Note: Do not share individual files! Rather, share the folder and the contents of the folder will be shared.

Assignment 6: Organizing with Google Drive • Assignment 2

- Use Microsoft Word and create two documents
 - one named “My Current Courses - yourname”
and
 - one named “Today’s Weather Forecast – date – yourname”
- Create a list of your current courses in the first document and then copy and paste the text forecast for your location in the second document. Don’t forget to save these where you will be able to find them.
- Once both of the Word documents are saved on your computer, upload them to your shared Google Drive folder (the one that is shared your teacher). Do not convert the documents to the Google Documents format.
 - Note: In Google Drive, you may need to do this before uploading:
 - Click the Settings button 
 - Choose “Upload Settings”
 - Be sure to put a checkmark beside “Confirm settings before each upload”
 - Then you can do the uploads as follows:
 - In Google Drive, click the folder where the files are to be uploaded
 - Click the red upload button 
 - Find the files you want to upload. You should now have the option of converting the files
- Create a folder within your Google Drive course folder and call this new folder “Pictures of

Microphones". Using Flickr, find at least two pictures of computer microphones that are not copyright protected and upload them into your "Pictures of Microphones" folder

- Rename your "Pictures of Microphones" folder to "Computer Peripheral Photos"
- Download the document "Today's Weather Forecast – date – yourname" to your computer as a PDF document
- If you are taking this course online, upload the PDF version of "Today's Weather Forecast – date – yourname" to the appropriate dropbox.

Assignment 7: Google Forms Assignment

- Create an online form with at least five questions. Invite your teacher (by notifying him/her through his/her Gmail account) to complete the form. Use a variety of questions, including at least one from each question type (multiple choice, checkbox, text field, etc.). Make at least one of the questions a "required question."
- Move the form and the form responses to your Google Drive course folder. Edit the form to add at least one more question.

Assignment 8: Google Calendar Assignment

- Create the following three events in your Google Calendar and share them with your teacher through his/her Gmail account.
 - An all-day event called "First Day of Exams" (for either the first or second semester). Choose green for the event colour. It is up to you to find out what day that is. Set it up so that you will enable a pop-up that will activate 1 day before the event.
 - A two-hour event called "Training at the Gym" for the second Saturday of January. Have it start at 9am and end at 11am, with a reminder that happens one hour before. Set it up so that it is a repeating event that happens every two Saturdays from that point forward. Do it for at least 5 "events." The event colour should be red.
 - Set up March Break on your calendar. It usually occurs on the first week of March. It should be one event that has a beginning and end date. Use any colour for this event.

Appendix G – MS PowerPoint Presentation Assignments

Information Technology 120 - Presentation 01 – Travel Agent

You are acting as a travel agent. You are trying to promote a location for individuals to visit. Use your imagination to create an appealing visual project of a city or country you would like to visit in PowerPoint. Enhance your PowerPoint presentation by utilizing pictures, clip art, drawing tools, maps, video clips and music.

Illustrating the culture of the city or country and why would like to visit. . If you decide to use outside sources, please remember to correctly cite your work on the final slide.

How to Reference a Source

If you are unsure how to correctly cite the sources that you may be working with for this or any other assignment, please use the following website:

<http://www.wisc.edu/writing/Handbook/Documentation.html>

Features to use in presentation:

Technical Objective	Value	Mark
Add the appropriate graphics to capture your interests of the town or country.	5	
<i>Animation</i> <ul style="list-style-type: none">All the slides and animation should go automatically, without having to click the mouse.Rehearse Timings (the audience must be able to read the text before the slide changes.	5	
<i>Create a chart or graph on your topic</i>	3	
<i>Insert SmartArt for your topic (perhaps that will give an overview of your topic)</i>	3	
<i>Insert a video on your topic into the slideshow.</i>	2	
<i>Create a Title Slide</i> <ul style="list-style-type: none">The title is city or country you would like to visit. Add a picture of the destination either in the background or as an image on the slide.	2	
<i>Insert a footer on the bottom of each slide.</i>	2	
<i>Transitions</i> <ul style="list-style-type: none">Add different transitions to each slide.	2	
<i>Apply a Design Template or create one</i>	2	
<i>Change the following items in the Slide Master</i> <ul style="list-style-type: none">Change Font (only use 2 to 3 fonts in your presentation or the audience will be distracted.Edit Bullets.	2	
Alternate Slide Layouts	2	
TOTAL	30	30

Save the assignment as PowerPoint 01 in the PowerPoint folder on your user drive.

Info Tech 120 - Presentation 02 - Action Buttons, Slide Master

Open your PowerPoint assignment 1 file.

Your Task:

- Sort your presentation into topic sections.
- Put a section title slide at the beginning of each section
 - (i.e. Attractions, Accommodations, etc.)
- Add a table of Contents slide after the main title slide.
- Create an Action Button on the Table of Contents to each topic section of your presentation.
- On each slide create an action button to take you back to the Title and Contents slide.
- Through the slide master option, create an action button that will end the slide show and have it input on every slide.
- Move your chart/graph and your smart art graphic to a section called “Appendix”
- Add an Action button to the former slides they were on to take you to Appendix A and Appendix B.

Rubric for presentation assignment 2:

Technical Objective	Value	Mark
Presentation is organized into sections with clearly labeled section title slides.	5	
A clearly labeled Table of Contents slide has been created with each section indicated.	5	
Appendices are created for graphs and charts with action button links within the slideshow.	3	
Action Buttons were created on the table of contents slide to take the viewer to each section of the slideshow.	4	
Action Buttons were created to take you back to the table of contents slide.	4	
Action Buttons were created and placed on each slide to end the slideshow (END IT, not take you to the last slide).	4	
TOTAL	25	25

Save the assignment as PowerPoint 02 in the PowerPoint folder on your user drive.

Info Tech 120 - Presentation 03 – Custom Template Design

Background: During this assignment activity, you will be taking the skills you practiced during the “Creating a Custom Template” video and applying it to a real-life scenario.

You will be designing and creating a PowerPoint Template for JMA Armstrong/SMS presentations. These will be passed on to Administration to select to use for future presentations, so be creative, be formal and be contemporary.

Your Task:

- Open up PowerPoint to a new blank presentation
- Go to Slide Master View
- Create a template for Title Slides, Section Header slides, and Table and Content slides.
- Use a variety of shapes, lines, and curves your creating and designing
- Keep in mind you want your slide to be pleasing to an audience, so you should avoid large areas of bright colours that could be hard on the eyes
- There is a JMA logo in the O drive that should be added to your slide template in a pleasing spot
- Save the assignment as PowerPoint 03 in the PowerPoint folder on your user drive

Rubric for presentation assignment 3:

Technical Objective	Value	Mark
Creativity used in the design process.	5	
Multiple shapes and objects are used throughout the templates.	5	
Similar colour scheme is continued throughout all template slides.	5	
Shapes and Picture included in an appropriate spot so as not to interfere with content on slides.	5	
Level of Difficulty.	5	
TOTAL	25	25

Appendix H – EFFECTIVE PRESENTATIONS

Creating an Effective Presentation

TIP	DETAILS
Use a minimal number of slides.	<ul style="list-style-type: none">• Maintain a clear message to keep your audience attentive and interested; in addition, keep the number of slides in your presentation to a minimum.
Choose a font style, and font size, that your audience can read from a distance.	<ul style="list-style-type: none">• Choose the right font style, such as Helvetica or Arial, and the right font size, it helps to get your message across. Avoid narrow fonts and avoid fonts that include fancy edges.
Keep your text simple by using bullet points or short sentences.	<ul style="list-style-type: none">• Use bullets or short sentences, and try to keep each to one line• You want your audience to listen to you present your information, NOT read the screen• Remove articles such as "a" and "the" to help reduce the word count on a line
Use art, and images to help reinforce your message.	<ul style="list-style-type: none">• Use graphics to help tell your story; do not overwhelm your audience by adding too many graphics to a slide
Clearly label charts and graphs	<ul style="list-style-type: none">• Use enough text to make labels in a chart or graph easily readable and understandable
Make slide backgrounds subtle and keep them consistent.	<ul style="list-style-type: none">• Choose an attractive, engaging, template or background. Be careful that the background does not detract from your message
Use high contrast between background color and text color.	<ul style="list-style-type: none">• Preset themes automatically set the contrast between a light background with dark colored text, or dark background with light colored text. If you create your own background, make sure the text and background colours contrast.
Check the spelling and grammar.	<ul style="list-style-type: none">• Always check the spelling and grammar in your presentation to make sure it does not detract from the presentation's message.

Source: Microsoft Corporation Online

<http://office.microsoft.com/en-ca/powerpoint-help/tips-for-creating-and-delivering-an-effective-presentation-HA010207864.aspx>

Appendix I – Delivering Effect Presentations

Delivering an Effective Presentation

TIP	DETAILS
Show up early and verify that your equipment and your presentation works properly.	<ul style="list-style-type: none">• Make sure that all equipment is connected and running and that your presentation will work correctly on the computer on which you will be presenting
All assets are present.	<ul style="list-style-type: none">• Ensure all files are accounted for when you copy your presentation and carry them to your presentation location (images, movies etc.)
Turn any screen saver off and remove any inappropriate desktop material.	<ul style="list-style-type: none">• Keep your audience focused on the content of your presentation
Present yourself seriously.	<ul style="list-style-type: none">• If you are not taking the presentation seriously, your audience certainly will not
Have your audience hold questions until the end.	<ul style="list-style-type: none">• Questions are an excellent indicator that people are engaged; saving questions until the end of the presentation will allow you to get through your material uninterrupted (early questions are often answered by ensuing slides and commentary)
Expand on the images.	<ul style="list-style-type: none">• Discuss the images that have been included within the presentation; images should have a purpose and be explained to the audience
Do not read the presentation.	<ul style="list-style-type: none">• Practice the presentation so that you can speak from bullet points; text should be a cue for the presenter rather than the full message for the audience
Connect	<ul style="list-style-type: none">• Be conversational, ask questions, and look at your audience frequently
Monitor your audience's behavior.	<ul style="list-style-type: none">• Each time that you deliver a presentation, monitor your audience's behavior (If you observe people focusing on your slides, the slides may contain too much data or be confusing or distracting in some other way. Use the information you learn each time to improve your future presentations)
Deliver with confidence.	<ul style="list-style-type: none">• Make sure you know your presentation well enough that you feel comfortable delivering your presentation; talk slowly and clearly

Source: Microsoft Corporation Online

<http://office.microsoft.com/en-ca/powerpoint-help/tips-for-creating-and-delivering-an-effective-presentation-HA010207864.aspx>

Appendix J – Excel Assignments

Excel Introductory Activity 1

1. Have the students open the File “Excel Activity 1 2013.xlsx”
2. It should look as such:

	A	B	C	D	E	F	G	H	I	J
1	Mayan Palace Riviera Maya Payroll									
2										
3	Last Name	First Name	Department	Years Worked	Hours Worked	O/T Hour	Hourly Rate	Regular Pay	O/T Pay	Gross Pay
4	Smith	Emily	Housekeeper	7	40		15			
5	Henderso	Jessica	Front Desk	6	35		10			
6	MacPhee	Jordie	Banquet	6	40		12.5			
7	Lane	Josh	Housekeeper	5	29		13.5			
8	Hart	Josh	Front Desk	6	37		11.5			
9	Sharpe	Martina	Banquet	9	39		17.5			
10	Donaldson	Olivia	Banquet	9	40		17.5			
11	Crone	Brittney	Front Desk	11	40		19			
12	Peters	Simon	Banquet	3	40		11.5			
13	Jean	Tamara	Maintenance	2	38		11			
14	Forman	Brad	Maintenance	5	49		13.5			
15	Vincent	Jayme	Front Desk	8	45		16			
16	Trent	Alex	Banquet	9	51		17			

3. Have the students complete the following formatting tasks with you:
 - a. Autofit the data.
 - b. Merge Cells and center the title.
 - c. Apply a title style to the title. (Under cell styles)
 - d. Have student sort the data based on the last name.
 - e. Have students Apply a heading style to the headings.
 - f. Wrap heading text.
 - g. Make cell alignment in the headings (45 degrees) then vertical.
4. Have students start creating the following formulas:
 - a. Formula for determining overtime hours worked. What would we use? (= E4-40)
 - i. IF Statement - =If E4>40, (E4-40), 0
 - b. Formula for determining Overtime pay. What would we use? =F4*(G4*1.5)
 - c. Formula for determining Regular pay. What would we use? =E4*G4
 - d. Formula for Gross Pay = H4+I4
5. Have students add the following:
 - a. Filter on Department, O/T hours
 - b. Sheet 2
 - c. VLOOKUP table for Years worked and Hourly Rate
 - d. Income Tax section in Column K at 17% for over \$300
 - e. Net Pay (Take home)

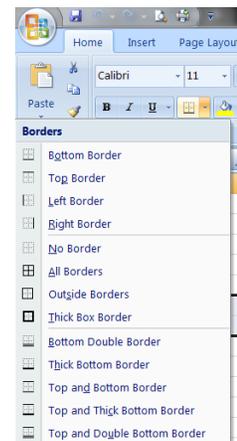
Excel Assignment 1 – Wilson’s Better Gardening

- 1) Open Microsoft Excel spreadsheet titled Wilson’s Better Gardening

	A	B	C	D	E	F	G
1	Wilson's Better Gardening Service						
2	Income Statement						
3							
4		January	February	March	April	May	June
5	REVENUE						
6	Service	4342.87	5367.87	4632.87	5032.87	5133.86	5283.86
7	Sales	18536.23	19561.23	18826.23	19226.23	19327.22	19477.22
8	Consultati	1964.98	2989.98	2254.98	2654.998	2755.97	2905.97
9	Total Income						
10							
11	EXPENSES						
12	Advertisir	4116.61	4117.6	4118.59	4119.58	4120.57	4121.56
13	Salaries	5488.82	5488.82	5488.82	5488.82	5488.82	5488.82
14	Supplies	1372.2	1422.45	1472.7	1522.95	1573.2	1623.45
15	Truck Mail	548.88	546.89	544.9	542.91	540.92	538.93
16	Phone	1372.2	1372.2	1372.2	1372.2	1372.2	1372.2
17	Hydro	2744.41	2744.41	2744.41	2744.41	2744.41	2744.41
18	Internet	1372.2	1372.2	1372.2	1372.2	1372.2	1372.2
19	Equipmen	6861.02	7086.02	7311.02	7536.02	7761.02	7986.02
20	Total Expenses						
21	Maximum Expense						
22	Minimum Expense						
23							
24	NET INCOME						

Technical Components

- 2) Merge the cell in row 1 from columns A → G. Do the same to row 2.
- 3) Bold and center  the column heading in Row 4 as well as in A5, A9, A11, A20, A21, A22, A24.
- 4) Apply “total” style to row 9 and row 20 starting in column B.
- 5) Auto fit the data in each column.
- 6) Place a top and double bottom border on cells B24 to G24
(Select cells B24 to G24, Home, Font,  Top and Double Bottom Border)
- 7) Center the spreadsheet horizontally on your page
(Page Layout, Page Setup, Margins, Horizontally, OK)
- 8) Ensure the spreadsheet fits on one page
(Page Layout, Page Setup, Page, Fit to 1 page(s) wide by 1 page tall, OK)
- 9) Create a footer with your name, date and assignment name.
(Page Layout, Page Setup, Header/Footer, Custom Footer)
- 10) Format the numbers in Rows 6, 9, 20 and 24 as currency with two places after the decimal
- 11) Format the other numbers in the spreadsheet in Comma Style ()
- 12) Sort the information under the Revenue heading so it is displayed alphabetically.
- 13) Sort the information under the Expenses heading so it is displayed alphabetically.
- 14) Create a footer with your name, date and assignment name



Formulas

- 15) Auto Sum the Total income for January. Continue this for the remaining months.
- 16) In column H, Add a Heading with similar heading formatting called, “Average”.

- 17) Use a formula to determine the average amount of income from Service, Sales, and Consultations per month in cells H6→H8.
- 18) Using a formula, calculate the Total Expenses for January.
Copy and paste the formula into each month.
- 19) Calculate the Net Income = Total Income – Total Expenses
Input the formula into cell B24 and paste it from C24→G24
- 20) In row 21, use a formula to determine the maximum expense for each month.
- 21) In row 22, use a formula to determine the minimum expense for each month.
- 22) Save the assignment as Excel 01 in your **Excel** folder.

The finished product should look like such:

	A	B	C	D	E	F	G	H
1	Wilson's Better Gardening Service							
2	Income Statement							
3								
4		January	February	March	April	May	June	Averages
5	REVENUE							
6	Service	\$4,342.87	\$5,367.87	\$4,632.87	\$5,032.87	\$5,133.86	\$5,283.86	\$ 4,965.70
7	Consultation	1964.98	2989.98	2254.98	2654.998	2755.97	2905.97	\$ 2,587.81
8	Sales	18536.23	19561.23	18826.23	19226.23	19327.22	19477.22	\$19,159.06
9	Total Income	\$24,844.08	\$27,919.08	\$25,714.08	\$26,914.10	\$27,217.05	\$27,667.05	
10								
11	EXPENSES							
12	Advertising	4116.61	4117.6	4118.59	4119.58	4120.57	4121.56	
13	Equipment	6861.02	7086.02	7311.02	7536.02	7761.02	7986.02	
14	Hydro	2744.41	2744.41	2744.41	2744.41	2744.41	2744.41	
15	Internet	1372.2	1372.2	1372.2	1372.2	1372.2	1372.2	
16	Phone	1372.2	1372.2	1372.2	1372.2	1372.2	1372.2	
17	Salaries	5488.82	5488.82	5488.82	5488.82	5488.82	5488.82	
18	Supplies	1372.2	1422.45	1472.7	1522.95	1573.2	1623.45	
19	Truck Maintenance	548.88	546.89	544.9	542.91	540.92	538.93	
20	Total Expenses	\$ 23,876.34	\$ 24,150.59	\$ 24,424.84	\$ 24,699.09	\$ 24,973.34	\$ 25,247.59	
21	Maximum Expense	\$ 6,861.02	\$ 7,086.02	\$ 7,311.02	\$ 7,536.02	\$ 7,761.02	\$ 7,986.02	
22	Minimum Expense	\$ 548.88	\$ 546.89	\$ 544.90	\$ 542.91	\$ 540.92	\$ 538.93	
23								
24	NET INCOME	\$967.74	\$3,768.49	\$1,289.24	\$2,215.01	\$2,243.71	\$2,419.46	

Information Technology 120 - Excel Assignment 2 – Uitunes.com

1. Open the spreadsheet titled “Assignment 2 2013 Uitunes Order Details from the O drive.
2. Fill in the spreadsheet in the following manner:
 - a) Each customer has purchased a selection of downloadable songs or movies from uTunes.com.
 - b) Recreate the following spreadsheet

	A	B	C	D	E	F	G	H	I	J
1	Utunes.com November Customer Orders									
2	Week Nov. 17th -24th									
3										
4	Download Number	Last Name	First Name	Country	Item	Price	Quantity	Price Before Tax	Tax	Total
5	111334	Smith	Joseph	Canada	N R video		1			
6	111335	McKenna	Jessica	Canada	Ind. Video		3			
7	111336	Bernard	Michael	US	music		15			
8	111337	Sinclair	Winter	US	music		9			
9	111338	Mayne	Ethan	US	N R video		2			
10	111339	Gautier	France	Canada	music		8			
11	111340	McPhee	Spencer	US	music		4			
12	111341	Naslund	Caroline	US	Vin. Video		1			
13	111342	Savard	Frank	US	music		45			
14	111343	Beeler	Roy	Canada	Int. music		2			
15	111344	Reade	Nadine	Canada	N R video		3			
16	111345	Wilson	Jaime	Canada	Int. music		2			
17	111346	Arsenault	Malcolm	Canada	N R video		5			
18	111347	Kirby	Roland	Canada	N R video		1			
19	111348	Swyers	MacKenzie	US	Ind. Video		1			

- c) In the “Quantity” column enter the data provided above.
- d) In the “Price” column enter the prices based on the following chart:

Price Guide	
Music	\$0.99
Int Music	\$1.99
Ind. Video	\$9.99
Vin. Video	\$7.99
N R Video	\$19.99

- e) In the “Price before Tax” column, use a formula that uses cell references to calculate the total cost before taxes are applied. The formula will look similar to this:
Total = Unit Price x Number Ordered. (Use cell addresses and proper mathematical symbols to make the formula. Remember, all formulas must start with an “=” sign.)
- f) In column I, create a formula that will determine the amount of tax that will be added to each order. (Make sure that you use proper cell addresses and mathematical symbols in the formula.) (3)
- g) In Column J, “Total”, create a formula that will calculate the total with tax.
- h) Format the spreadsheet so it looks attractive. All columns are given head styles, the main title is clearly marked and centered across the order spreadsheet, the information in each cell fits.
- i) Rename the sheet “Orders”

CREATING A CHART

3. Insert a second worksheet. Name it (Overall Totals)
4. Based on the information in column E and column H of the “Orders” worksheet, create a table that will clearly indicate the totals for that period for all N R Videos, Ind. Videos, Vin Videos, Music, and Ind. Music purchased
5. Based on the information from your new chart on the Overall Totals worksheet, create a clearly labeled pie chart showing the percentage of revenue from each category
6. Save this in *User Drive/Info Tech 120/Excel*
7. Save this document as *Utunes.xlsx Spreadsheet*

Information Technology 120 – Spreadsheet Assignment 3 - Utunes.com

VLOOKUP/Dropdown

1. Open the spreadsheet for assignment 2 Utunes Order Details from your U drive
2. In Cell A 23 add “Canada”, in A 24 add “US”. In B 24 input “8%”

22	Tax Rate	
23	Canada	13%
24	US	8%

3. Sort the price guide based on the item to look like such:

Price Guide	
Ind Video	\$9.99
Int. Music	\$1.99
Music	\$0.99
N R video	\$19.99
Vin. Video	\$7.99

4. Using the VLOOKUP function, have the price automatically input into column F
5. Create a VLOOKUP table and function to automatically determine the amount of tax that will be added to the item based on location of Canada or U.S.
6. Create a dropdown list for the item column so for EACH cell in the column you will get an option to choose from one of the following options:

Item	Pri
N R video	
Ind Video	
Int. Music	
Music	
N R video	
Vin. Video	

7. Save the finished assignment as Assignment 3 – Utunes vlookup.xlsx

Information Technology 120 - Spreadsheet Assignment 4 – Mayan Palace Payroll

- 1) Have the students open the File you saved from “Excel Activity 1 2013.xlsx”
- 2) It should look as such:

Mayan Palace Riviera Maya Payroll												
Last Name	First Name	Department	Years Worked	Hours Worked	O/T Hour	Hourly Rate	Regular Pay	O/T Pay	Gross Pay	Tax	Net Pay	
Henderson	Jessica	Front Desk	6	35	0	\$10.00	\$350.00	\$0.00	\$350.00	\$0.00	\$350.00	
Forman	Brad	Maintenance	5	49	9	\$13.50	\$661.50	\$182.25	\$843.75	\$143.44	\$700.31	
MacPhee	Jordie	Banquet	6	54	14	\$12.50	\$675.00	\$262.50	\$937.50	\$159.38	\$778.13	
Jean	Tamara	Maintenance	2	48	8	\$11.00	\$528.00	\$132.00	\$660.00	\$112.20	\$547.80	
Smith	Emily	Housekeeping	7	44	4	\$15.00	\$660.00	\$90.00	\$750.00	\$127.50	\$622.50	
Crone	Brittney	Front Desk	11	40	0	\$19.00	\$760.00	\$0.00	\$760.00	\$129.20	\$630.80	
Lane	Josh	Housekeeping	5	34	0	\$13.50	\$459.00	\$0.00	\$459.00	\$0.00	\$459.00	
Sharpe	Martina	Banquet	9	42	2	\$17.50	\$735.00	\$52.50	\$787.50	\$133.88	\$653.63	
Trent	Alex	Banquet	9	51	11	\$17.00	\$867.00	\$280.50	\$1,147.50	\$195.08	\$952.43	
Peters	Simon	Banquet	3	40	0	\$11.50	\$460.00	\$0.00	\$460.00	\$0.00	\$460.00	
Hart	Josh	Front Desk	6	66	26	\$11.50	\$759.00	\$448.50	\$1,207.50	\$205.28	\$1,002.23	
Vincent	Jayme	Front Desk	8	45	5	\$16.00	\$720.00	\$120.00	\$840.00	\$142.80	\$697.20	
Donaldson	Olivia	Banquet	9	40	0	\$17.50	\$700.00	\$0.00	\$700.00	\$119.00	\$581.00	

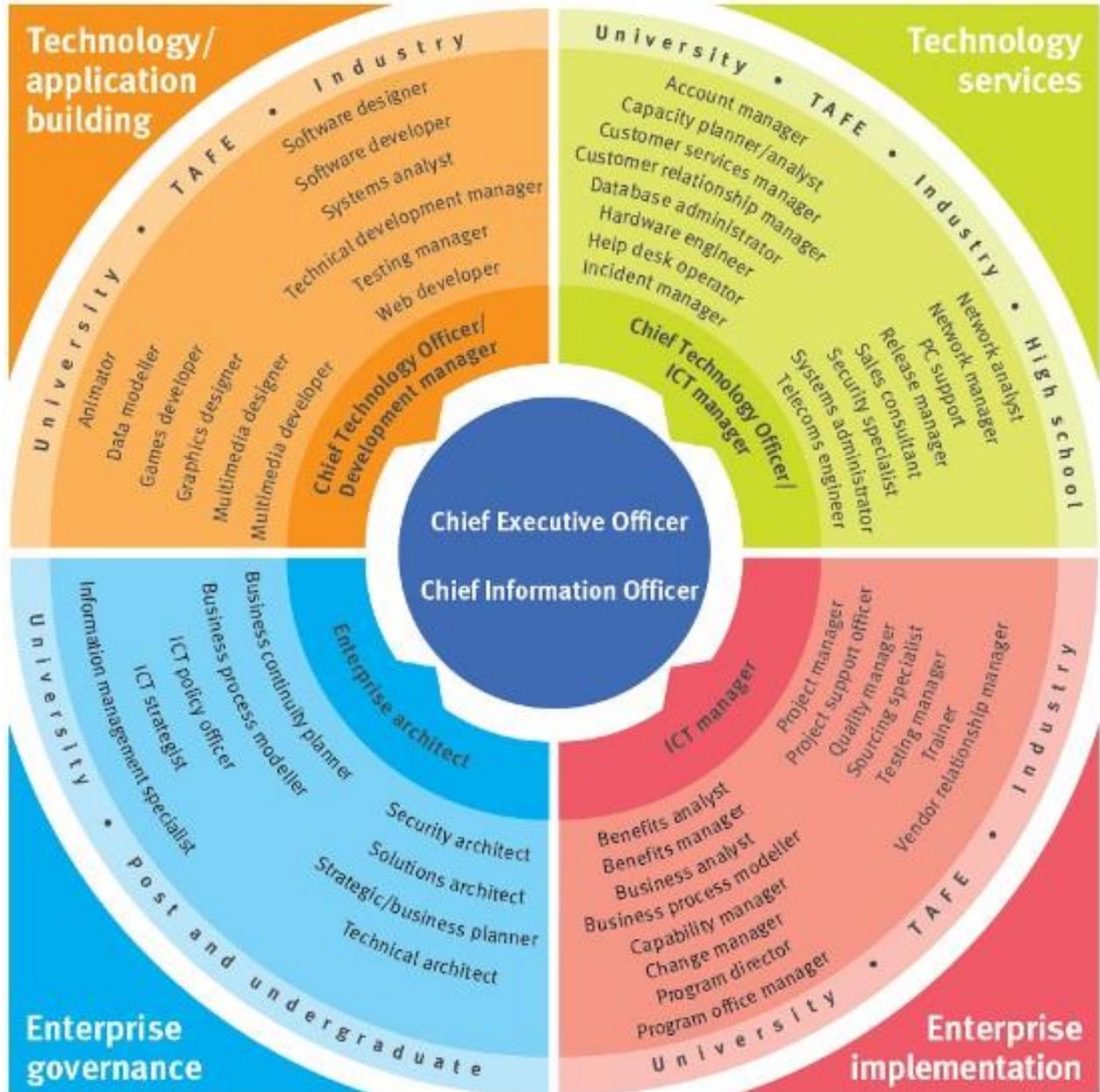
- 3) Resave this file using the “save As” function naming it – Assignment 4 Mayan Palace
- 4) Remove all information from the department column as well as the “Hourly Rate” column.
- 5) Create a dropdown list in Column C from C4:C16 and have the following items included in the list:
 - a) Banquet
 - b) Front Desk
 - c) Housekeeping
 - d) Maintenance
- 6) Create a VLOOKUP table based on the years worked to input a set Hourly Rate similar to the one below:

Years Worked	Hourly Rate
0	10.5
1	11
2	11.5
3	12
4	12.5
5	13
6	13.5
7	14
8	14.5
9	15
10	15.5
11	16
12	16.5
13	17
14	17.5
15	18

- 7) Insert a column between column C and D and label it Status
- 8) Create a dropdown list in the new Column indicating whether the employee is:
 - a) Fulltime (choose 9)
 - b) Part-time (choose 4)
- 9) Insert 3 columns between K “Gross Pay” and L “Tax” labelled as Pension Deduction, Health Benefits, and Union Fees
- 10) In the pension deduction make an if statement for so if an employee is fulltime they have 8% of their pay put towards pension
- 11) In the Health Benefits create have \$80 subtracted from pay to go towards health benefits
- 12) In the Union fees column have \$33.50 deducted from all Fulltime employees
- 13) Make sure your Net Pays are updated with the new columns added
- 14) Save your new file as Assignment 4 Mayan Palace

Appendix K – Database Activity and Assignment Samples

Appendix L - ICT Career graph



Appendix M - Final Project Individual Options

Project management should be incorporated and evaluated throughout the process of these assignments.

Information Technology 120

Individual Final Project: Wedding Planner

The following items must be included in your project:

Value	Item	Description
10	1. Engaged Couple Profile	This should be written in paragraph form about one page long. Include short description of the bride and the groom, how they met (her version and his version), the proposal (how they got engaged), the plans for the wedding and the honeymoon. This should be the first item in your project. It can be written as a personal letter or a magazine article.
10	2. Engagement Announcement	<ul style="list-style-type: none">• Prepare copy for a newspaper (brief and justified).• Picture of the couple from digital camera/scanned picture or from Internet (give credit).• Include names of bride, groom (education/job) and parents (home towns) and reference to the wedding e.g. "a fall wedding is planned".
10	3. Guest List	Using table wizard_in MS Access create a guest list. The database must have a least 25 entries and be printed in "Report" style.
10	4. Invitations	2-panel or 4-panel page created in MS Word or using a Publisher template. Decorative cover and wedding information inside. (who, where, when, etc.)
5	5. RSVP Cards	<ul style="list-style-type: none">• Business card size that will be included with the invitations.• Where and when. (Reception)• Ask how many people will be attending• How do they contact you? Mail, Phone, e-mail, etc.
10	6. Thank You Cards	<ul style="list-style-type: none">• Same set up as Invitations• Poem inside• Leave space for the hand-written message which etiquette demands
5	7. Table Place Cards	Place cards with guests' names – enough for a table of six

Value	Item	Description
20	8. Marriage Ceremony Program (menu style)	<p>This part should have front and back covers and inside pages and will contain:</p> <ul style="list-style-type: none"> • Wedding ceremony • Detailed list of the activities associated with the wedding ceremony • Wedding Party • Names and “position” of the people in the wedding party. Should include the Bride, Groom, Maid of Honour, Best Man, Bride’s Maids, Ushers, Flower Girl and Ring Bearer. May also include parents, grandparents, soloists, musicians • Poem, Song, or Reading • Include the lyrics/words to any poem, song or reading (credit author) during the ceremony.(you may make up your own) • Map to the Reception (from ceremony) – another option: put map in your web site. • On the back of the pamphlet. You may use Mapquest or Google Earth.
10	9. Wedding Certificate	<ul style="list-style-type: none"> • May use ideas from the internet, but you must make your own • Enter names of people involved (bride, groom, clergy, witnesses)
20	10. Dresses and Tuxedos	<ul style="list-style-type: none"> • Pictures with prices and description (cite sources) • Include everybody in the wedding party. (Parents also) • Can also include rings and flowers in this section
15	11. Budget for Wedding	<ul style="list-style-type: none"> • Include all expenses. <ul style="list-style-type: none"> ○ <i>Ceremony</i> – Honorariums for clergy, musicians, church fees, flowers, decorations ○ <i>Reception</i> – rental, music, food, decorations, etc. ○ <i>Create charts</i> (pie, columns, bar, area, etc.)
15	12. Honeymoon Budget and Chart	Include expenses during honeymoon (air travel, hotel, entertainment, meals etc.)
10	13. 12 month budget for 1 st Year of Marriage (Excel spreadsheet and chart)	Include monthly expenses: Rent, Car, Insurance, Food, Phone, Cable, Entertainment, Clothing, Tuition, Holiday, Other

Value	Item	Description
10	14. Create a Cake Decorating Company	<ul style="list-style-type: none"> • Company Name • Logo (original graphic) drawn in Paint Shop Pro or MS Paint or using manipulated ClipArt • Picture of cake • Description and price • Can include Groom's cake and Shower cake
10	15. Cake Company Invoice	Using the invoice template in Excel, enable macros and create an invoice with the Cake company name and logo (on the invoice create a fictitious order with prices, taxes and delivery charges that total themselves)
20	16. Web Site	Create a wedding web site using a Publisher template (you may include maps to ceremony and reception, list or wedding registries, news about the bride and groom etc.
10	17. References	<i>Remember</i> to include references for templates, pictures, cost information etc.
200	TOTAL	

Information Technology 120

Individual Final Project: Concert Planner

The following items must be included in your project:

Value	Item	Description
10	18. Band(s) Profile	This should be written in paragraph form about one page long. Include short description of the bands performing, how the band members met and started up the band, the plans for the concert and after. This should be the first item in your project. It can be written as a personal letter or a magazine article.
10	19. Concert Announcement	<ul style="list-style-type: none"> • Prepare copy for a newspaper (brief and justified) • Picture of the band from digital camera/scanned picture or from Internet (give credit) • Include names of band(s) and band members
15	20. VIP List	Using table wizard_in MS Access create a guest list. The database must have a least 25 entries and be printed in "Report" style.
15	21. Information Packets	2-panel or 4-panel page created in MS Word or using a Publisher template Decorative cover and band information inside. (who, where, when, etc...)
10	22. Concert Shirts	<ul style="list-style-type: none"> • Design the front and back of concert t-shirt <ul style="list-style-type: none"> ○ Try http://www.customink.com/ to design a t-shirt online
10	23. Tickets	The tickets must contain: <ul style="list-style-type: none"> • Band name • Concert logo • Date, time and location of concert • Seat Number • Ticket price

Value	Item	Description
25	24. Concert Program (menu style)	<p>This part should have front and back covers and inside pages and will contain:</p> <ul style="list-style-type: none"> • Concert set list • Detailed list of the activities associated with the concert • Band(s) • Names and “position” of the people in the band. Should include the Lead Singer, Base, Guitar, Drums etc. • Include the lyrics/words to your favourite song (credit writer)
25	25. Costumes	<ul style="list-style-type: none"> • Pictures with prices and description (cite sources) • Include everybody in the band • Can also include instruments and jewelry
25	26. Budget for Concert	<ul style="list-style-type: none"> • Include all expenses: <ul style="list-style-type: none"> ○ <i>Set up</i> – costs associated with setting up the instruments, lights, sound etc. ○ <i>Event</i> – costs associated with running the venue. Security, concession stands, people working the gates, stage crew etc. ○ <i>Tear Down</i> - costs associated with dismantling the show and cleanup of the concert site
10	27. Create a Concert Promotion Company	<ul style="list-style-type: none"> • Company Name • Logo (original graphic) drawn in Paint Shop Pro or MS Paint or using manipulated ClipArt
10	28. Concert Promotion Invoice	Using the invoice template in Excel, enable macros and create an invoice with the company name and logo (on the invoice create a fictitious order with prices, taxes and total)
25	29. Web Site	<p>Create a concert web site using a Publisher template. You may include:</p> <ul style="list-style-type: none"> • maps to venue • concert itinerary • biography on bands • date, time and price of concert
10	30. References	<i>Remember</i> to include references for templates, pictures, cost information etc.
200	TOTAL	

Appendix N - Final Project Group Options

Project management should be incorporated and evaluated in this section.

Information Technology 120

Final Project: Business Plan

Instructions:

As a team of 4, you and your team are opening up a new members only business in your area. It could have a physical store, or be an internet based store, however, all of your documentation will need to be consistent with whatever you decide.

The following items must be included in your project:

Value	Item	Description
10	31. Business Profile	<ul style="list-style-type: none"> This should be one of the first items in your project; it should include all ideas and expectations you have for the business. It should be written in paragraph form approximately one typed page in length. This plan should include a general company description (What business will you be in? What will you do?), product/service description (What advantages does your company have? What will your price/fee structure be for the membership and services?), product, customers, competition, proposed location, sales forecast and operational plan. Think of how you would present your ideas to a bank, if you were seeking financing for a new company.
15	32. Membership table and forms	<ul style="list-style-type: none"> Using table options in Word, Excel or Access create a guest list; database must have at least 20 entries and be printed in "Report" style <ul style="list-style-type: none"> Table should have the following headings: <ul style="list-style-type: none"> First Name, Last Name, Street Address, City, Province, Phone number, Member ID, the hotel where the registrant will be staying, and a check option box marking whether registration fee was paid by cash, credit card or debit Information should be sorted in alphabetical order A visually attractive registration form
20	33. Mail Merge Letter and Letterhead	<ul style="list-style-type: none"> A mail merge letter going out to members welcoming them to the company, and explaining all of the services provided by your company Names and addresses should be automatically input into the greeting <ol style="list-style-type: none"> The member contacts from #2 should be the address book used A sidebar should be included with details about the company Company letterhead should be created with the following information: <ul style="list-style-type: none"> Your business name, logo/Slogan, The address, telephone and fax numbers
20	34. Three-panel brochure business advertisement.	Create a three-panel pamphlet (both sides) that has at least three imported graphics (must be copyright free). It should be creative – something that will draw the attention of prospective customers - and give pertinent information (location, contact information, type of business etc.) concerning your business.
15	35. Payroll Spreadsheet	Using Excel create a payroll sheet that has: <ul style="list-style-type: none"> Five employee names Hours worked for that pay period Per hour wage for each employee Formulas to calculate total wages for that pay period both before and after deductions. Deductions for any income over \$400 in that period. Drop down list indicating if the employee is full or part-time A formula to calculate the total wages paid by the company for that pay period proper borders and at least one shaded area

Value	Item	Description
20	36. Detailed Budget - Sheet 1 - Startup cost - Sheet 2 - 1 Month Cashflow Forecast - Sheet 3 – 2 Charts identifying the breakdown of costs for startup costs and 1 month expenses.	You will probably need to do some research to come up with realistic figures. This should show all major sources of income and expenses for each of twelve months including such things as: <ul style="list-style-type: none"> • Rent • Electricity (NB Power) • Utilities (Phones, water, internet service etc.) • Property taxes • Payroll • Advertising/marketing • Transportation/delivery/gas • Technology and equipment upgrades
20	37. Presentation	<ul style="list-style-type: none"> • An effective and well planned presentation will be created, and delivered discussing the whole event • Make sure there are a number of visuals based on the conference events • Incorporate portions of the other documents and spreadsheet tables into the presentation. Pictures of speakers/performers • The presentation will be delivered by all members of the group
20	38. Peer Evaluation	<ul style="list-style-type: none"> • Students will be peer evaluating the other members within their group based on how well each member worked and contributed
140	TOTAL	

Information Technology 120

Final Project: 2 Day Event Conference Plan

Instructions:

As a team of 4, you and your team are setting up a 2 day Conference in your area, to be held at a local conference centre or hotel. The conference can be on a topic of your choosing (ie. career conference, music association conference [ECMAs, Junos], Travel Show, Wedding Expo).

The following items must be included in your project:

Value	Item	Description
10	1. Event Description (marked with JMA writing Rubric)	<ul style="list-style-type: none"> This should be written in paragraph form about one page long. Include a description of the event, where it will be, when it will be, who will be the keynotes or performers. It can be written as a memo or a magazine article.
10	2. Schedule	<ul style="list-style-type: none"> A formatted table clearly laying out the schedule and timeline of the events for the two day event (there can be a couple repeat events)
15	3. Registration table and forms	<ul style="list-style-type: none"> Using table options in Word, Excel or Access create a guest list. The database must have a least 20 entries and be printed in "Report" style. <ul style="list-style-type: none"> Table should have the following headings: First Name, Last Name, Street Address, City, Province, Phone number, Member ID, the hotel where the registrant will be staying, and a check option box marking whether registration fee was paid by cash, credit card or debit. Information should be sorted in alphabetical order A visually attractive registration form, created
15	4. Mail Merge Letter	<ul style="list-style-type: none"> A mail merge letter going out to participants explaining all of the events of the 2 day conference: <ul style="list-style-type: none"> Names and addresses should be automatically input into the greeting. The hotel where the specific participant will be staying will be input into the letter. The registrants from #3 should be the address book used. A sidebar should be included with details about the conference. Letterhead and a logo should be included
15	5. Budget and graph	<ul style="list-style-type: none"> The budget for the event with a chart showing the breakdown of expenses. Your budget will need to include costs for room rental, dinner, speakers, transportation for any special guests, sound crew, awards/prizes, etc.) <ul style="list-style-type: none"> Base your budget on the idea that there are 400 people registered for the conference at a cost of \$150 each. Based on the cost, of the meals, you will determine whether or not the meals are included in the registration fee. If the \$60 000 from registration fees is not enough, then perhaps add meals as separate price. This will determine your income or revenue for the event. Next figure out all of the expenses.
15	6. Brochure	<ul style="list-style-type: none"> A neatly formatted brochure highlighting the conference, guest speakers/performers, schedule, etc.
20	7. Presentation	<ul style="list-style-type: none"> An effective and well planned presentation will be created, and delivered discussing the whole event Make sure there are a number of visuals based on the conference events Incorporate portions of the other documents and spreadsheet tables into the presentation. Pictures of speakers/performers The presentation will be delivered by all members of the group
20	8. Peer Evaluation	<ul style="list-style-type: none"> Students will be peer evaluating the other members within their group based on how well each member worked and contributed
120	TOTAL	

Information Technology 120

Final Project: Prom and Safe Grad Plan

Instructions:

As a team of 4, you and your team are setting up the prom and safe grad for your school. For this you will need to create the following:

- Ideas as to where you will be holding the prom and prom dinner
- Plans for what students will be doing for the 6 hours of safe grad (12am -6am)

The following items must be included in your project:

Value	Item	Description
10	1. Event Profile (marked with JMA Armstrong writing Rubric)	<ul style="list-style-type: none"> • This should be written in paragraph form about one page long. Include a description of the task you were faced with as well as the plans for whole evening, including where events will take place, what activities students will be doing.
10	2. Schedule Table/Spreadsheet	<ul style="list-style-type: none"> • A formatted table clearly laying out the schedule and timeline of the events for the whole evening.
15	3. Registration table and forms	<ul style="list-style-type: none"> • Using Word, Excel, or Access create a guest list. The database must have a least 20 entries and be printed in "Report" style. • Table should have the following headings: First Name, Last Name, Street Address, City, Province, Phone number, Student ID, Name of Prom Date, Parental Contact info. and a check option box marking whether Grad fee and Date fee were paid. • Contacts should be sorted alphabetically in the table. • A visually attractive registration form, created
15	4. Mail Merge Letter.	<ul style="list-style-type: none"> • A mail merge letter going out to each student explaining all of the events or plans of the evening • Names and addresses from the address book created in #3 should be automatically input into the salutations of the letters • Graduate name and his/her date name should be input into the description of the letter
15	5. Detailed Budget and graph	<ul style="list-style-type: none"> • The budget for the event with a chart showing the breakdown of expenses (your budget will need to include costs for bus transportation, dinner, snack food during the dance and safe grad, DJ, safe grad ideas, cost of decorations) • Base your budget on the idea that there are 85 graduating students who each paid \$200 and each with a date who paid \$45 for this event (this will determine your income for the event); next figure out all of the expenses
15	6. Supervision Table/Spreadsheet	<ul style="list-style-type: none"> • A neatly formatted supervision schedule broken down into three periods of supervision (6pm – 10pm, 10pm – 2pm, 2am-6am) for all high school teachers (four teachers supervising at a time); each period of supervision should be marked with a different colour
20	7. Presentation	<ul style="list-style-type: none"> • An effective and well planned presentation will be created, and delivered discussing the whole event • Make sure there are a number of visuals based on the events • Incorporate portions of the other documents and spreadsheet tables into the presentation (i.e. pictures of banquet hall, DJ services, Safe grad places • The presentation will be delivered by all members of the group)
20	8. Peer Evaluation	<ul style="list-style-type: none"> • Students will be peer evaluating the other members within their group based on how well each member worked and contributed
120	TOTAL	

Appendix O – Sample Writing Rubric - This writing rubric can be used for any of the writing components in the course.

	STRONG PERFORMANCE		APPROPRIATE PERFORMANCE		EXPERIENCING DIFFICULTY	
	95-100	90-95	80-89	66-79	60-65	BELOW 60
	Exemplary	Strong	Proficient	Developing	Emerging	Beginning
Idea <i>Theme</i> <i>Supporting Details</i>	<ul style="list-style-type: none"> Elaborates on a main idea including details and/or examples Connects ideas with 	<ul style="list-style-type: none"> Develops a main idea, with details and/or examples Connects ideas with logical transitions 	<ul style="list-style-type: none"> Supports a main idea, with examples Maintains connections of ideas through transitions 	<ul style="list-style-type: none"> Introduces a main idea Makes some connections and transitions 	<ul style="list-style-type: none"> Hints at a main idea Has limited and inconsistent connection of ideas 	<ul style="list-style-type: none"> Flair Lacks a main idea is totally disconnected
Organization <i>Structure</i> <i>Introduction</i> <i>Conclusion</i> <i>Paragraphing</i>	<ul style="list-style-type: none"> Is well organized, with a compelling introduction and a confident ending Enhances understanding through competent organization/paragraphing 	<ul style="list-style-type: none"> Is organized, with an effective introduction or ending Shows command of writing with effective organization/paragraphing 	<ul style="list-style-type: none"> Is organized, with a reasonable introduction and ending Controls focus, with developed paragraphs 	<ul style="list-style-type: none"> Is organized, with an adequate introduction and ending Has purpose and some focus with paragraphs 	<ul style="list-style-type: none"> Poor organization lacks introduction and/or ending Grasps at purpose, focus, and paragraphing 	<ul style="list-style-type: none"> Lacks organization, introduction and/or ending Lacks purpose, focus, and paragraphing
Voice <i>Personality</i> <i>Purpose</i> <i>Audience</i>	<ul style="list-style-type: none"> Is ideally suited to purpose and audience, and explodes with feeling 	<ul style="list-style-type: none"> Is suited to purpose and audience, with strong feeling and individuality 	<ul style="list-style-type: none"> Has an understanding of purpose and audience, with evidence of strong feeling 	<ul style="list-style-type: none"> Has an awareness of purpose and audience Some evidence of feeling, may seem mechanical 	<ul style="list-style-type: none"> Has an uneven awareness of purpose, audience, and/or feeling Tends to be flat or stiff 	<ul style="list-style-type: none"> Has no awareness of purpose, audience, or feeling No hint of the writer, lifeless
Word Choice <i>Effectiveness</i> <i>Imagery</i> <i>Precision</i>	<ul style="list-style-type: none"> Exemplifies a command of language through precise word choice Strong, fresh, vivid images 	<ul style="list-style-type: none"> Demonstrates concise language and original word choice Word choice energizes writing 	<ul style="list-style-type: none"> Contains varied word choice, functional and appropriate Descriptions may be overdone at times 	<ul style="list-style-type: none"> Uses appropriate word choice Common words chosen 	<ul style="list-style-type: none"> Demonstrates inadequate choice of words Repetitious, sometimes inappropriate 	<ul style="list-style-type: none"> Uses poor choice of words Limited range of words, some vocabulary misused
Sentence Fluency <i>Rhythm</i> <i>Sentence variety</i> <i>Flow</i>	<ul style="list-style-type: none"> Shows sophistication of style through sentence development Effective variation in sentence patterns 	<ul style="list-style-type: none"> Uses an effective variety in sentence length and structure Easy flow and rhythm 	<ul style="list-style-type: none"> Has generally fluid and varied sentence structure Generally in control 	<ul style="list-style-type: none"> Uses varied sentence lengths/structures - sometimes faulty Several sentences begin the same way 	<ul style="list-style-type: none"> Includes faulty sentence structures Run on sentences, sentence fragments, choppy 	<ul style="list-style-type: none"> Shows little of no evidence of sentences Difficult to follow or read aloud; disjointed confusing, rambling
Conventions <i>Age-appropriate spelling, Grammar</i> <i>Punctuation</i>	<ul style="list-style-type: none"> Uses conventions skillfully Exceptionally strong command of writing 	<ul style="list-style-type: none"> Uses conventions effectively Strong command of conventions, errors few and minor 	<ul style="list-style-type: none"> Uses conventions with some skill Control of most writing 	<ul style="list-style-type: none"> conventions Uses grade appropriate conventions Limited control of conventions 	<ul style="list-style-type: none"> Contains distracting flaws in conventions Frequent significant errors may impede readability 	<ul style="list-style-type: none"> Contains jarring flaws in conventions Numerous errors distract the reader and making it difficult to read
	COMMAND		CONTROL		GRASP	

Appendix P: New Brunswick 21st Century Competencies

1. Critical thinking and creative problem solving

Students will know and be able to use strategies and processes to think creatively, understand deeply, conduct meaningful reflection and solve problems. Through innovative ideas, entrepreneurship, and/or artistic expression, students will demonstrate that they:

- have learned the elements and processes associated with critical thinking and problem solving.
- have a deep understanding of complex concepts and the ability to work creatively in order to generate new ideas, theories, products and knowledge.
- have learned to think logically and to solve ill-defined problems by identifying and describing the problem, framing and testing hypothesis and by formulating creative solutions.
- are exploring and developing their creative abilities and applying them in a variety of ways.
- are able to acquire, process and interpret information critically to make informed decisions.

2. Collaboration

Students will be able to interact with others in generating ideas and developing products. They will use appropriate interpersonal skills within a variety of media and social contexts. Students will demonstrate that they:

- understand how to relate to other people in varying contexts, including those in which they manage or are managed by others.
- are able to collaborate across networks, using various technologies.
- are able to effectively participate as a team member and know their own capacities for filling different team roles.
- have developed proficiency in managing personal relationships.
- are able to use various means to manage conflict.
- understand the creative process through collaboration, exchange of ideas and building upon the achievement of others.
- have been sensitized to the issues and processes associated with collaborating across cultures

3. Communication

Students will be able to communicate effectively using the arts; mathematical and scientific concepts and symbols; and the listening, viewing, speaking, reading and writing modes of language(s). They will communicate using a variety of media and technologies. Students will demonstrate that they:

- think divergently and creatively through use of analogies, metaphors and visual thinking.
- create, explore, reflect on and express their own ideas, learning, perceptions and feelings.
- understand ideas and relationships presented through words, actions, numbers, symbols, graphs, sound, movement, images and charts.
- have a level of proficiency in their second official language.
- manage, access, process, evaluate and present information clearly, logically, concisely, aesthetically and accurately for a variety of audiences.
- critically interpret and evaluate ideas presented through a variety of media.
- acknowledge, consider and respond to different points of view.

4. Personal development and self-awareness

Students will be resourceful, reliable and resilient. They will see themselves as capable learners, aware of their own potential. They will make well-informed, healthy choices that contribute to the well-being of themselves and others. Students will demonstrate that they:

- make decisions and take responsibility for those decisions.
- pursue an active, healthy lifestyle.
- have developed techniques for managing change, risk and uncertainty in a wide range of contexts.
- have persistence and determination.
- demonstrate motivation and confidence.
- acknowledge and consider different points of view.

- are able to take control of learning.
- are well positioned and prepared for post-secondary pursuits.
- have developed an awareness of cultural heritage.

5. Global citizenship

Students will be able to assess social, cultural, economic and environmental interdependence in a local, national and global context. Students will demonstrate that they:

- understand the dynamic interactions of Earth's systems, the dependence of our social and economic systems on these natural systems, our fundamental connection to all living things, and the impact of humans upon the environment.
- comprehend Canada's political, social and economic systems in a global context.
- are able to critically analyze the social, political, cultural and economic forces that have shaped the past and present and apply those understandings in planning for the future.
- understand key ideas and concepts related to democracy (for example: human rights).
- comprehend and appreciate cultural and societal diversity in local, national and global contexts.
- possess the dispositions and skills necessary for effective civic engagement.
- use creative and critical thinking to develop innovative solutions to complex societal and environmental problems.
- understand key ideas and concepts related to culture and human expression.

Appendix Q: Focus on Information Technology Brochure

Levels of Certification

When you complete the FIT Program you will earn a nationally recognized certificate issued by ICTC. Depending on which extras you complete, you can obtain one of five levels of certification.



FIT Basic

Complete all competencies contained in the three required courses.

FIT with Experience

Complete required courses plus Co-op program, paid work or volunteer experience (min. 200 hours) in a related area.

FIT with Certification

Complete required courses and obtain certification in one of IT Essentials or CompTIA A+ or Microsoft Office Specialist (MOS)

FIT with Experience and Certification

Complete required courses, and requirements for Experience and Certification (as above).

FIT Plus

Complete all requirements for FIT with Experience and Certification plus complete an additional industry standard including CCNA or Java or CompTIA Network + or MOS.

What will FIT do for me?

The FIT program is valuable in whatever career path you choose. Computers are used in every industry and profession. The work skills and experience you get through the FIT program are in every career. In fact, information technology employers say that work skills and experience are twice as important as technical skills.

In addition to work skills and experience, by the end of the FIT program, you may have the option to write industry standard certification exams such as A+, CCNA, JAVA or Microsoft Office Specialist.

What Are the Post Secondary Advantages?

With industry certifications such as A+ and 200 hours of relevant work experience gained through your co-op placements, you may qualify for or be entitled to:

- National Certification from the Information and Communications Technology Council (ICTC).
- Advanced standing in post-secondary studies*, giving you a head start on a technology diploma or degree. Advanced standing may make it easier to get into the post-secondary program you want and you will find it easier to succeed in that program.

*** Check with your guidance counsellor for up to date post secondary information.**

Information and
Communications
Technology
Council



New Brunswick
Nouveau Brunswick



What is FIT?

FIT is a Canada-wide program for high school students. It was designed to prepare students for a world that runs on computers. It provides high school graduates with technology and business/entrepreneurial skills and with essential workplace skills and experience.

The FIT program focuses on developing:

- Technical proficiency
- Multimedia development
- Network support capability
- Employability/essential skills
- Business/entrepreneurship aptitude

The Focus on Information Technology (FIT) program was developed in 2001 by the Information and Communications Technology Council (ICTC).

How Does FIT Work?

Without taking on any extra course load, you can obtain your FIT certification. The FIT program uses regular high school courses in business, technology and co-op to provide you with the skills you will need for a career in IT. As a FIT student, you will work in teams and participate in hands-on learning projects. By completing a co-op work placement, you can finish high school with real world experience in the Information Technology industry.

How the FIT Program Works Follow the path to success in Information Technology

Students complete courses in two general areas and one specialized area (called a Concentration). While it's suggested the general skills courses be completed first, this is not a requirement. They can be completed in any order.

When awarded, the FIT certificate will indicate which concentration was selected.

Getting your FIT Certificate starts with taking three FIT approved courses



You

+



Both General Skills Courses

+



A course in one of the four concentrations

=



FIT Certificate

Beyond the Basics

The FIT experience can also be extended through the co-op program, paid work experience or through the completion of industry certifications (e.g. Java, Microsoft Office Specialist). Check the "Levels of Certification" section on the other side of this brochure.

General Skills

Part of all FIT programs



General Technical

Course:

Information Technology 120

General technical competencies introduces students to the full range of ICT work and how it supports/facilitates all types of organizations in achieving their goals.



General Business

Course:

Business Organization and Management 120

General business competencies help develop students' abilities to work in all types of organizations in a business-like manner.



Four Areas of Concentration

Find the FIT that's right for you



Business and Information Analysis

Course:

Entrepreneurship 110

Develop competencies to work as a business, systems or information analyst or architect. You will combine enhanced business competencies with technical skills to analyze business needs and problems and propose solutions that incorporate technology effectively.



Software Design and Development

Course:

Computer Science 110

Deepen your technology skills, especially in the areas of solution design, integration, programming and database development. This concentration focuses on guiding you to use technical competencies to develop applications and systems to help solve realworld problems.



Network and Systems Operations

Course:

Technical Support 110

Develop skills in running the technical and communications platforms that are central to the operations of most organizations. You will operate mission-critical hardware and software, solve real time problems and develop solutions to connect people to an organization's products and services.



Interactive Media

Course:

Digital Production 120

Develop competencies to work in the rapidly growing online world, including web design and development, social and mobile media, interactive games and e-commerce. Blend business, technology, and artistic skills to address the important new opportunities organizations are facing in the online world.

