



Robert Bateman High School

TEJ3E – Computer Technology - Course Outline

Mr. Rivard

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Office Hours: Available Period 1, 2, 3 Work Room: 259

Available before or after school,
by appointment only.

Course Description

This course enables students to develop knowledge and skills related to computer hardware, networks, operating systems, and other software. Students will use utility and application software, and learn proper procedures for installing, maintaining, and troubleshooting computer systems and networks. Students will develop an awareness of environmental and societal issues related to the use of computers, and will learn about apprenticeships and other employment opportunities in the field of computer technology that they may choose to pursue after graduation.

Equity Statement

All courses within HDSB are taught in learning environments that promote inclusive education, and identify and eliminate discriminatory biases, systemic barriers, and power dynamics that limit the ability of students to participate, learn, grow, and succeed. All students see themselves reflected in the curriculum, their physical surroundings, and the broader environment, so that they are engaged in and empowered by their learning experiences.

Curriculum

Students final report card grade will be based on the evidence provided of these overall curriculum expectations:

A. COMPUTER TECHNOLOGY FUNDAMENTALS

- A1. describe the function and development of a variety of computer hardware;
- A2. describe the topologies and hardware of computer networks, and the advantages and disadvantages of computer networking;
- A3. describe the requirements and purpose of a variety of current software, and identify compatibility issues for this software.

B. COMPUTER TECHNOLOGY SKILLS

- B1. research and determine hardware solutions for users' computer needs;
- B2. install, update, maintain, and troubleshoot computer hardware, and back up system and user data;
- B3. plan, install, and manage a computer network;
- B4. install, use, and update operating systems, utility software, and application software.

C. TECHNOLOGY, The ENVIRONMENT, and SOCIETY

- C1. describe environmental issues related to the widespread use of computer technology;
- C2. describe societal issues related to the widespread use of computer technology.

D. PROFESSIONAL PRACTICE and CAREER OPPORTUNITIES

- D1. identify and follow computer-related safety practices;
- D2. describe ethical and security issues related to the use of computers;
- D3. describe and apply professional customer-service practices;
- D4. apply the skills required for success in the workplace;
- D5. describe opportunities for careers and training related to computer technology.

Your Report Card Grade will be determined as follows:

Term work: 70% of your grade will be based on all of the evidence you have provided. It will reflect your most consistent level of achievement with special consideration given to more recent evidence.	20% Knowledge & Understanding: Emphasizes the ability to recall factual information, recognize fundamental concepts and the foundational skills of the subject/discipline. 30% Application: Emphasizes the application and integration of knowledge, skills, processes and techniques to produce evidence of the student's understanding. 10% Thinking: Emphasizes the thinking skills used in thinking processes to demonstrate the student's understanding of information they have processed. 10% Communication: Emphasizes the clear, precise and effective use of oral, written and visual language to communicate the student's understanding of information and ideas.
Final Evaluation: 30% of your grade will be determined at the end of the course.	20% Performance Task
	10% Written Exam
Your final grade will be calculated by combining your Term (70%) grade and your Exam and Performance Task Evaluations (30%).	

It is your responsibility to provide evidence of your learning within established timelines. Due dates for assignments and the scheduling of tests will be communicated well in advance to allow you to schedule your time. If you aren't going to be able to follow an agreed upon timeline you should demonstrate your responsibility and organizational skills by discussing with your teacher the challenges you're facing as far in advance of the deadline as possible.

It is your responsibility to be academically honest in all aspects of your schoolwork so that the marks you receive are a true reflection of your achievement.

Plagiarism is using the words, ideas or work of someone else without giving appropriate credit to the original creator. This is a form of cheating.

Consequences for not meeting these academic standards may include:

- Reporting the issue to your parents;
- Requiring you to complete the original or alternative work after school or during your lunch hour;
- Requiring you to complete an alternative assignment;
- Suspension;
- Assigning a "zero" for an assignment not completed prior to an agreed upon closure date;
- Mark deduction of 5% / day.

NOTE: the complete HDSB policies and administrative procedures for "Lates and Missed Assignments" and "Cheating and Plagiarism" policies may be found at www.hdsb.ca

Learning Skills & Work Habits

These learning skills and work habits will be taught, assessed and evaluated throughout the course.

Learning Skills and Work Habits		E – Excellent G – Good S – Satisfactory N – Needs Improvement	
Responsibility		Organization	
- Fulfills responsibilities and commitments within the learning environment. - Completes and submits class work, homework, and assignments according to agreed-upon timelines. - Takes responsibility for and manages own behaviour.		- Devises and follows a plan and process for completing work and tasks. - Establishes priorities and manages time to complete tasks and achieve goals. - Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.	
Independent Work		Collaboration	
- Independently monitors, assesses, and revises plans to complete tasks and meet goals. - Uses class time appropriately to complete tasks. - Follows instructions with minimal supervision.		- Accepts various roles and an equitable share of work in a group. - Responds positively to the ideas, opinions, values, and traditions of others. - Builds healthy peer-to-peer relationships through personal and media-assisted interactions. - Works with others to resolve conflicts and build consensus to achieve group goals. - Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions.	
Initiative		Self-Regulation	
- Looks for and acts on new ideas and opportunities for learning. - Demonstrates the capacity for innovation and a willingness to take risks. - Demonstrates curiosity and interest in learning. - Approaches new tasks with a positive attitude. - Recognizes and advocates appropriately for the rights of self and others.		- Sets own individual goals and monitors progress towards achieving them. - Seeks clarification or assistance when needed. - Assesses and reflects critically on own strengths, needs, and interests. - Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals. - Perseveres and makes an effort when responding to challenges.	

Unit Outlines (In no particular order)

NOTE: Units may not be presented in full or in the order presented here. These units are for organizational purposes only.

Units	Curriculum Focus	Major Assignments / Evaluations	Key Resources
1	Electronics	Assignments, Quiz, Test	Website, handouts, notes
2	Computer Hardware	Assignments, Quiz	Website, handouts, notes
3	Networking	Quiz	Website, handouts, notes
4	Software	Quiz	Website, handouts, notes
5	Computer Programming	Assignments, Quiz, Test	Website, handouts, notes
6	Technology and the Environment/Society	Presentation	Website, handouts, notes
7	Careers in Computer Technology	Presentation	Website, handouts, notes
8	Robotics	Assignment	Website, handouts, notes