

---

---

## KNOWLEDGE AND EMPLOYABILITY BUSINESS SERVICES GRADES 8 AND 9

---

Knowledge and Employability junior high school occupational programs of study focus on the *exploration* stage of student understanding and progress. The junior high school occupational component consists of nine strands, each with specific units. Learning begins at the students' level of understanding and ability. Students progress through the levels in each area of study and unit, as appropriate, as they demonstrate increased proficiency and capabilities. Areas of study and related units may be combined to form a course or courses during each year of the students' involvement in the Knowledge and Employability occupational component. The interests and abilities of students, and school and community resources, determine the selected units and areas of study. The provision of activities and practical applications assist students in everyday tasks and in gaining entry-level employability skills.

### **Strand: Business Services**

Unit A: Communicating with Others

Unit B: Searching for Information

Unit C: Representing Information

Knowledge and Employability junior high occupational courses are designed to develop academic and basic/employability competencies through an applied and meaningful context.

Academic competencies are to be enhanced through each area of study and include:

- literacy
- numeracy
- technology.

Basic/employability competencies are to be developed within each area of study and include:

- work skills
- organizational skills
- workplace performance
- positive workplace attitudes.

Occupational competencies are the combination of knowledge, skills and work effort needed to perform a task. These competencies relate to the unit of study and include:

- career awareness
- applied academic skills
- safety
- knowledge (concepts and skills)
- workplace performance.

The Knowledge and Employability occupational component emphasizes the interrelationships among, and the connections to, other school subjects, the home, the workplace and the community. Integrated thematic units, projects and community partnerships link other school subjects and career development within the occupational component courses and units of study to promote cross-curricular, workplace and community connections. Teachers are encouraged to pursue various opportunities through community partnerships; e.g., the use of speakers, mentors and business sites for work-study or job shadowing.

Students develop and expand their career portfolios as they progress through Knowledge and Employability courses. Career portfolios include evidence that demonstrates student competencies and abilities; e.g., workplace assessments, photographs of products made in occupational component units and acknowledgement/recognition from community members.

## UNIT A: COMMUNICATING WITH OTHERS

Students will use a variety of technologies to communicate clearly and appropriately with individuals/ groups and will organize communications using folders, files and other strategies. They will add samples, photographs and other evidence of their progress to their career portfolios.

### General Outcomes

*Students will:*

- develop academic competencies to enhance knowledge and skills when communicating with others
- develop basic/employability competencies through individual effort and interpersonal interaction while completing a variety of projects/activities
- develop occupational competencies through the combination of knowledge, skills and work effort needed to perform tasks related to communication.

## ACADEMIC COMPETENCIES

General Outcomes	Specific Outcomes
<b>Students will reinforce the development of literacy and numeracy skills related to occupational contexts.</b>	<i>Students will:</i> <ul style="list-style-type: none"><li>• demonstrate effective oral and written communication skills</li><li>• demonstrate an understanding of basic occupational terminology</li><li>• use appropriate nonverbal communication skills</li><li>• listen effectively</li><li>• read and interpret appropriate directions, ingredients, graphs, charts, manuals and/or bulletins</li><li>• read numbers up to four digits</li><li>• add, subtract, multiply and divide, using fractions, decimals and whole numbers, and apply basic computations to complete a task</li><li>• identify metric and imperial units of measurement</li><li>• count and make change for money up to \$100</li><li>• estimate the supplies, materials and equipment required for a task</li><li>• enhance literacy and numeracy skills through basic computer operations.</li></ul>

## BASIC/EMPLOYABILITY COMPETENCIES

General Outcomes	Specific Outcomes
<p><b>Students will develop work skills related to the completion of general and specific work tasks.</b></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• follow safety procedures when working with tools, equipment and materials</li> <li>• work safely in school laboratories, shops and classrooms, and at off-campus work sites, with a variety of tools, equipment and materials</li> <li>• use correct measurement and layout procedures in the planning and completion of a task</li> <li>• demonstrate proficiency in the handling of tools, equipment and materials in a variety of activities</li> <li>• use machinery safely and proficiently to accomplish a specific task</li> <li>• demonstrate proper maintenance procedures for tools, equipment and machinery</li> <li>• demonstrate appropriate clean-up and sanitation of the work environment.</li> </ul>
<p><b>Students will develop organizational skills to enhance their ability to complete work tasks.</b></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• plan and prepare effectively to ensure the completion of tasks or activities</li> <li>• demonstrate critical thinking before making decisions</li> <li>• demonstrate creative thinking to complete a task</li> <li>• make decisions regarding selected aspects of a project or task</li> <li>• solve problems associated with the completion of a task</li> <li>• demonstrate the ability to design and draw plans for a project</li> <li>• make accurate estimations and calculations as necessary for the completion of tasks.</li> </ul>
<p><b>Students will demonstrate workplace performance by using knowledge to apply work and organizational skills.</b></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• follow instructions to complete all tasks</li> <li>• clarify task requirements to ensure completion</li> <li>• demonstrate attention to detail to accurately complete tasks</li> <li>• work independently and as members of a team</li> <li>• use initiative wisely when completing tasks and working with others</li> <li>• meet the standards set for task completion</li> <li>• demonstrate dependability by arriving on time and completing tasks on schedule</li> <li>• minimize waste when using various materials to complete a task</li> <li>• demonstrate a willingness to learn.</li> </ul>
<p><b>Students will develop positive workplace attitudes to enhance their knowledge and skills.</b></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• demonstrate safety consciousness in the work environment</li> <li>• demonstrate self-discipline</li> <li>• demonstrate integrity while working with others</li> <li>• demonstrate adaptability while working on a task</li> <li>• demonstrate perseverance to ensure task completion</li> </ul>

General Outcomes	Specific Outcomes
	<ul style="list-style-type: none"><li>• demonstrate cooperation, selflessness and concern for others while working as members of a team</li><li>• demonstrate responsibility by meeting deadlines and completing tasks</li><li>• demonstrate enthusiasm and a willingness to try when attempting a task</li><li>• demonstrate their commitment to improvement by accepting advice and constructive criticism</li><li>• demonstrate a regard for the environment by following proper procedures for the clean-up and disposal of materials.</li></ul>

## OCCUPATIONAL COMPETENCIES

General Outcomes	Specific Outcomes	
	Level 1	Level 2
<p><b>Students will understand the employability characteristics of a successful worker.</b></p>	<p><b>Career Awareness</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify the use of interpersonal skills and communication technologies in a variety of workplace environments</li> <li>• identify the technologies used for communication in everyday life; e.g., telephone, computer, fax, cell phone, voice-mail messaging systems</li> <li>• identify the personal knowledge, skills and abilities required in communications occupations.</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify career opportunities that apply competencies developed in this unit</li> <li>• identify personal competencies related to communication</li> <li>• document their interests, aspirations and appropriate career choices in their career portfolio.</li> </ul>
<p><b>Students will relate academic skills to occupational requirements.</b></p>	<p><b>Applied Academic Skills</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify terms and vocabulary related to communication technology</li> <li>• recognize the importance of effective communication by correcting grammar and spelling errors; e.g., spell check</li> <li>• use a computer keyboard to enter text or data and demonstrate accurate keyboarding when producing documents and opening and naming files; e.g., letters, memos, fax cover sheets, calculators, envelopes and labels.</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• proofread and edit messages for accuracy and effectiveness</li> <li>• use editing tools; e.g., spell checkers; thesauruses; grammar checkers; cut, copy and paste operations</li> <li>• summarize the key points from large documents in memo format for e-mail purposes</li> <li>• select and use technology appropriate to a given communication situation</li> <li>• comprehend and interpret information for effective communication.</li> </ul>

General Outcomes	Specific Outcomes	
	Level 1	Level 2
<p><b>Students will understand the function and safe application of tools, equipment and materials.</b></p>	<p><b>Safety</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• demonstrate proper posture when using a computer; e.g., ergonomics</li> <li>• identify personal information that should and should not be communicated in daily communications</li> <li>• demonstrate the proper procedures for operating and using technological equipment; e.g., start-up and shut-down</li> <li>• recognize the importance of a clean and organized work station.</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• practise ergonomics concepts when using technology</li> <li>• identify risks related to communications; e.g., e-mail, chat rooms, passwords</li> <li>• identify hardware security options and antivirus protection software for the computer.</li> </ul>
<p><b>Students will understand concepts and skills.</b></p>	<p><b>Knowledge (Concepts and Skills)</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• recognize the importance of effective communication; e.g., grammar and punctuation</li> <li>• identify editing procedures; e.g., proofreading for spelling, punctuation and spacing errors</li> <li>• recognize verbal and nonverbal forms of communication</li> <li>• identify the use and importance of calendars, lists, daybooks and agendas for managing communications and correspondence</li> <li>• identify techniques and tools for communicating, storing, retrieving and selecting information; e.g., creating files, storing information to different drives, naming and opening files</li> <li>• identify the procedures for printing and sending document attachments.</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify file-management procedures</li> <li>• identify important information needed for correspondence; e.g., name, date, attention and subject lines</li> <li>• identify the message management procedures related to the use of an e-mail account; e.g., saving, creating files, deleting, sending, sending group e-mails</li> <li>• identify the procedures for using and installing software.</li> </ul>

General Outcomes	Specific Outcomes	
<p><b>Students will apply concepts and skills in practical situations.</b></p>	Level 1	Level 2
	<p><b>Workplace Performance</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• demonstrate the ability to work with people</li> <li>• use computer applications to compile and organize information</li> <li>• use appropriate communication language and etiquette</li> <li>• demonstrate a moral and ethical approach to the use of technology</li> <li>• demonstrate the ability to work independently or as part of a team</li> <li>• demonstrate the ability to access, use and communicate information from a variety of technologies; e.g., fax machine, computer</li> <li>• demonstrate appropriate care of technological equipment.</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• work collaboratively to share limited resources</li> <li>• share information collected from electronic sources to add to a group task</li> <li>• respond to messages and e-mails in a timely and effective manner</li> <li>• demonstrate good organizational and time-management skills</li> <li>• practise good oral and written communication skills</li> <li>• apply terminology appropriate to the technologies used</li> <li>• manage personal e-mail accounts</li> <li>• demonstrate the use of different formats for different messages; e.g., letter, memo, e-mail</li> <li>• troubleshoot basic computer problems; e.g., printing issues, software applications.</li> </ul>

## UNIT B: SEARCHING FOR INFORMATION

Students will use a variety of technologies and applications to research, organize, interpret and analyze information. They will add samples, photographs and other evidence of their progress to their career portfolios.

### General Outcomes

*Students will:*

- develop academic competencies to enhance knowledge and skills when working with computers to search for information
- develop basic/employability competencies through individual effort and interpersonal interaction while completing a variety of projects/activities
- develop occupational competencies through the combination of knowledge, skills and work effort needed to perform tasks related to the search for information.

## ACADEMIC COMPETENCIES

General Outcomes	Specific Outcomes
<b>Students will reinforce the development of literacy and numeracy skills related to occupational contexts.</b>	<i>Students will:</i> <ul style="list-style-type: none"><li>• demonstrate effective oral and written communication skills</li><li>• demonstrate an understanding of basic occupational terminology</li><li>• use appropriate nonverbal communication skills</li><li>• listen effectively</li><li>• read and interpret appropriate directions, ingredients, graphs, charts, manuals and/or bulletins</li><li>• read numbers up to four digits</li><li>• add, subtract, multiply and divide, using fractions, decimals and whole numbers, and apply basic computations to complete a task</li><li>• identify metric and imperial units of measurement</li><li>• count and make change for money up to \$100</li><li>• estimate the supplies, materials and equipment required for a task</li><li>• enhance literacy and numeracy skills through basic computer operations.</li></ul>



## BASIC/EMPLOYABILITY COMPETENCIES

General Outcomes	Specific Outcomes
<p><b>Students will develop work skills related to the completion of general and specific work tasks.</b></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• follow safety procedures when working with tools, equipment and materials</li> <li>• work safely in school laboratories, shops and classrooms, and at off-campus work sites, with a variety of tools, equipment and materials</li> <li>• use correct measurement and layout procedures in the planning and completion of a task</li> <li>• demonstrate proficiency in the handling of tools, equipment and materials in a variety of activities</li> <li>• use machinery safely and proficiently to accomplish a specific task</li> <li>• demonstrate proper maintenance procedures for tools, equipment and machinery</li> <li>• demonstrate appropriate clean-up and sanitation of the work environment.</li> </ul>
<p><b>Students will develop organizational skills to enhance their ability to complete work tasks.</b></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• plan and prepare effectively to ensure the completion of tasks or activities</li> <li>• demonstrate critical thinking before making decisions</li> <li>• demonstrate creative thinking to complete a task</li> <li>• make decisions regarding selected aspects of a project or task</li> <li>• solve problems associated with the completion of a task</li> <li>• demonstrate the ability to design and draw plans for a project</li> <li>• make accurate estimations and calculations as necessary for the completion of tasks.</li> </ul>
<p><b>Students will demonstrate workplace performance by using knowledge to apply work and organizational skills.</b></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• follow instructions to complete all tasks</li> <li>• clarify task requirements to ensure completion</li> <li>• demonstrate attention to detail to accurately complete tasks</li> <li>• work independently and as members of a team</li> <li>• use initiative wisely when completing tasks and working with others</li> <li>• meet the standards set for task completion</li> <li>• demonstrate dependability by arriving on time and completing tasks on schedule</li> <li>• minimize waste when using various materials to complete a task</li> <li>• demonstrate a willingness to learn.</li> </ul>
<p><b>Students will develop positive workplace attitudes to enhance their knowledge and skills.</b></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• demonstrate safety consciousness in the work environment</li> <li>• demonstrate self-discipline</li> <li>• demonstrate integrity while working with others</li> <li>• demonstrate adaptability while working on a task</li> <li>• demonstrate perseverance to ensure task completion</li> <li>• demonstrate cooperation, selflessness and concern for others while working as members of a team</li> </ul>

General Outcomes	Specific Outcomes
	<ul style="list-style-type: none"><li>• demonstrate responsibility by meeting deadlines and completing tasks</li><li>• demonstrate enthusiasm and a willingness to try when attempting a task</li><li>• demonstrate their commitment to improvement by accepting advice and constructive criticism</li><li>• demonstrate a regard for the environment by following proper procedures for the clean-up and disposal of materials.</li></ul>

## OCCUPATIONAL COMPETENCIES

General Outcomes	Specific Outcomes	
	Level 1	Level 2
<p><b>Students will understand the employability characteristics of a successful worker.</b></p>	<p><b>Career Awareness</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>recognize the role that the Internet plays in the workplace</li> <li>identify the use of research technology in a variety of workplace environments</li> <li>identify the personal knowledge, skills and attitudes required in information and research occupations.</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>identify jobs that require research and the organization, interpretation and analysis of information</li> <li>identify research skills needed in senior high school.</li> </ul>
<p><b>Students will relate academic skills to occupational requirements.</b></p>	<p><b>Applied Academic Skills</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>access and retrieve information through the electronic network</li> <li>perform routine data maintenance and management of personal files</li> <li>read information from a prepared database</li> <li>demonstrate creative thinking to organize information; e.g., files, folders, spreadsheets.</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>summarize data by picking key words from gathered information and by using note-taking strategies; e.g., jottings, point form or retelling</li> <li>assess information accessed through the use of a variety of technologies.</li> </ul>
<p><b>Students will understand the function and safe application of tools, equipment and materials.</b></p>	<p><b>Safety</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>identify risks to their physical health and safety that result from the improper use of technology; e.g., ergonomics</li> <li>identify risks associated with using the Internet as a research tool; e.g., viruses, Freedom of Information and Protection of Privacy (FOIP)</li> <li>recognize the credibility of Internet sources.</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>identify the risks associated with using the Internet as a research tool; e.g., viruses, FOIP</li> <li>recognize the credibility of Internet sources.</li> </ul>

General Outcomes	Specific Outcomes	
	Level 1	Level 2
<p><b>Students will understand concepts and skills.</b></p>	<p><b>Knowledge (Concepts and Skills)</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify the navigational procedures used on the Internet; e.g., key words in searches, search engines</li> <li>• understand the effective organization of files and directories</li> <li>• identify the procedures used to access hyperlinked sites on an intranet or the Internet</li> <li>• select information from the Internet for a purpose; e.g., search for businesses, products.</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify the procedures used to access and retrieve appropriate information from electronic sources for a specific inquiry</li> <li>• organize information from more than one source</li> <li>• summarize and organize information into key findings</li> <li>• organize information, using such tools as a database, spreadsheet or electronic webbing</li> <li>• identify the procedures used to cite sources when using material under copyright and/or in the public domain.</li> </ul>
<p><b>Students will apply concepts and skills in practical situations.</b></p>	<p><b>Workplace Performance</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• work collaboratively to share limited resources</li> <li>• proofread and edit for mistakes</li> <li>• use technology to investigate and/or solve problems</li> <li>• demonstrate good organizational and time-management skills</li> <li>• demonstrate the ability to work independently or as part of a team</li> <li>• use and organize files and directories</li> <li>• access hyperlinked sites on an intranet or the Internet</li> <li>• use a variety of search strategies to find effective Web sites; e.g., search engines</li> <li>• troubleshoot navigation problems.</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• use electronic networks in an ethical manner; e.g., avoid inappropriate material, use virus protection</li> <li>• share information collected from electronic sources to add to a group task</li> <li>• plan and conduct a search, e.g., locations, people, business addresses, using a wide variety of electronic sources</li> <li>• refine searches to limit sources to a manageable number</li> <li>• troubleshoot navigation problems</li> <li>• cite sources when using material under copyright and/or in the public domain.</li> </ul>

## UNIT C: REPRESENTING INFORMATION

Students will use a variety of technologies and applications to represent information. They will add samples, photographs and other evidence of their progress to their career portfolios.

### General Outcomes

*Students will:*

- develop academic competencies to enhance knowledge and skills when working with software and equipment to represent information
- develop basic/employability competencies through individual effort and interpersonal interaction while completing a variety of projects/activities
- develop occupational competencies through the combination of knowledge, skills and work effort needed to perform tasks related to the representation of information.

## ACADEMIC COMPETENCIES

General Outcomes	Specific Outcomes
<b>Students will reinforce the development of literacy and numeracy skills related to occupational contexts.</b>	<i>Students will:</i> <ul style="list-style-type: none"><li>• demonstrate effective oral and written communication skills</li><li>• demonstrate an understanding of basic occupational terminology</li><li>• use appropriate nonverbal communication skills</li><li>• listen effectively</li><li>• read and interpret appropriate directions, ingredients, graphs, charts, manuals and/or bulletins</li><li>• read numbers up to four digits</li><li>• add, subtract, multiply and divide, using fractions, decimals and whole numbers, and apply basic computations to complete a task</li><li>• identify metric and imperial units of measurement</li><li>• count and make change for money up to \$100</li><li>• estimate the supplies, materials and equipment required for a task</li><li>• enhance literacy and numeracy skills through basic computer operations.</li></ul>

## BASIC/EMPLOYABILITY COMPETENCIES

General Outcomes	Specific Outcomes
<p><b>Students will develop work skills related to the completion of general and specific work tasks.</b></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• follow safety procedures when working with tools, equipment and materials</li> <li>• work safely in school laboratories, shops and classrooms, and at off-campus work sites, with a variety of tools, equipment and materials</li> <li>• use correct measurement and layout procedures in the planning and completion of a task</li> <li>• demonstrate proficiency in the handling of tools, equipment and materials in a variety of activities</li> <li>• use machinery safely and proficiently to accomplish a specific task</li> <li>• demonstrate proper maintenance procedures for tools, equipment and machinery</li> <li>• demonstrate appropriate clean-up and sanitation of the work environment.</li> </ul>
<p><b>Students will develop organizational skills to enhance their ability to complete work tasks.</b></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• plan and prepare effectively to ensure the completion of tasks or activities</li> <li>• demonstrate critical thinking before making decisions</li> <li>• demonstrate creative thinking to complete a task</li> <li>• make decisions regarding selected aspects of a project or task</li> <li>• solve problems associated with the completion of a task</li> <li>• demonstrate the ability to design and draw plans for a project</li> <li>• make accurate estimations and calculations as necessary for the completion of tasks.</li> </ul>
<p><b>Students will demonstrate workplace performance by using knowledge to apply work and organizational skills.</b></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• follow instructions to complete all tasks</li> <li>• clarify task requirements to ensure completion</li> <li>• demonstrate attention to detail to accurately complete tasks</li> <li>• work independently and as members of a team</li> <li>• use initiative wisely when completing tasks and working with others</li> <li>• meet the standards set for task completion</li> <li>• demonstrate dependability by arriving on time and completing tasks on schedule</li> <li>• minimize waste when using various materials to complete a task</li> <li>• demonstrate a willingness to learn.</li> </ul>
<p><b>Students will develop positive workplace attitudes to enhance their knowledge and skills.</b></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• demonstrate safety consciousness in the work environment</li> <li>• demonstrate self-discipline</li> <li>• demonstrate integrity while working with others</li> <li>• demonstrate adaptability while working on a task</li> <li>• demonstrate perseverance to ensure task completion</li> </ul>

General Outcomes	Specific Outcomes
	<ul style="list-style-type: none"><li>• demonstrate cooperation, selflessness and concern for others while working as members of a team</li><li>• demonstrate responsibility by meeting deadlines and completing tasks</li><li>• demonstrate enthusiasm and a willingness to try when attempting a task</li><li>• demonstrate their commitment to improvement by accepting advice and constructive criticism</li><li>• demonstrate a regard for the environment by following proper procedures for the clean-up and disposal of materials.</li></ul>

## OCCUPATIONAL COMPETENCIES

General Outcomes	Specific Outcomes	
	Level 1	Level 2
<p><b>Students will understand the employability characteristics of a successful worker.</b></p>	<p><b>Career Awareness</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>demonstrate the ability to communicate effectively in oral and written forms</li> <li>recognize the various ways information is presented in the world of work; e.g., documents, presentations, brochures, flyers, memos, posters.</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>identify software commonly used in a variety of work environments</li> <li>identify career opportunities that apply to the competencies developed in this unit.</li> </ul>
<p><b>Students will relate academic skills to occupational requirements.</b></p>	<p><b>Applied Academic Skills</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>use appropriate terminology to describe basic protocols, processes and tools</li> <li>create original text, using word processing software, to communicate and present information; e.g., documents, charts, graphs, spreadsheets</li> <li>practise the presentation of information for business purposes; e.g., create posters, memos, letters, advertisements, presentations.</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>organize information gathered from the Internet, or another electronic source, by selecting and recording the data in logical files or categories</li> <li>communicate effectively through appropriate forms, e.g., speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes.</li> </ul>
<p><b>Students will understand the function and safe application of tools, equipment and materials.</b></p>	<p><b>Safety</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>recognize the purpose and uses of copyright legislation</li> <li>identify methods used to protect personal identity; e.g., FOIP</li> <li>identify risks to their health and safety that result from the improper use of technology; e.g., ergonomics</li> <li>recognize the hazards related to Internet use and Web page content.</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>discuss the consequences of misrepresenting information</li> <li>recognize the importance of a clean and organized work station</li> <li>identify procedures for the safe set-up and installation of electrical equipment.</li> </ul>



General Outcomes	Specific Outcomes	
<p><b>Students will understand concepts and skills.</b></p>	Level 1	Level 2
	<p><b>Knowledge (Concepts and Skills)</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• understand how to apply basic computer operations</li> <li>• identify the procedures for cutting, copying and pasting information and graphics to enhance documents and presentations</li> <li>• discuss the use of tables and charts to display information and data</li> <li>• identify the procedures for navigating within a document, CD or other software program that contains links</li> <li>• identify the procedures for accessing images, e.g., clip art, to support communication</li> <li>• describe the use of placement, font and colour to emphasize information.</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• develop computerized presentations that include text, data, graphics, sound and animation elements</li> <li>• identify what elements to include in presentation pages; e.g., text, graphics, links and anchors</li> <li>• discuss how technology can be used to create special effects and/or to manipulate intent through the use of images and sound</li> <li>• research the characteristics of an effective Web page</li> <li>• outline the key purposes of Web pages; e.g., identify the target audience</li> <li>• access information on the creation of Web pages</li> <li>• identify the procedures used to design, create and present a basic Web page</li> <li>• describe how to create hyperlinks that link to other pages in the document and to Internet pages online</li> <li>• identify potential layout improvements.</li> </ul>

General Outcomes	Specific Outcomes	
<p><b>Student will apply concepts and skills in practical situations.</b></p>	Level 1	Level 2
	<p><b>Workplace Performance</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• integrate information from a database into a text document; e.g., survey data, statistics</li> <li>• display data using a variety of media</li> <li>• create visual images, e.g., posters, advertisements, for particular audiences and purposes by using such tools as paint and draw programs</li> <li>• use placement and colour to emphasize information</li> <li>• use peripherals, including printers and scanners, to produce documents; e.g., brochures, flyers, posters</li> <li>• navigate within a document, CD or other software program that contains links.</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• organize information effectively</li> <li>• apply effective decision-making strategies when using the Internet</li> <li>• produce a short presentation by identifying the project, designing a storyboard, determining the components (e.g., text, sound, graphics, video, animation), collecting the required support resources and presenting the completed work</li> <li>• integrate a spreadsheet, or graphs generated by a spreadsheet, into a text document</li> <li>• navigate the Internet, using appropriate software</li> <li>• lay out a Web page, incorporating design elements</li> <li>• use software to create a Web page</li> <li>• navigate and create hyperlinked resources</li> <li>• connect and use audio, video and digital equipment</li> <li>• comply with copyright legislation.</li> </ul>