



E B I T

N E W S L E T T E R

President's Message

Dear Colleagues,

For those of you who are receiving the EBIT newsletter for the very first time, welcome!

EBIT is a Special Area Group (SAG) that promotes and fosters Business and Information Technology Education in the Province of Manitoba. The 2008-2009 executive is made up of ten members, one student representative, and three Red River Liaisons. We meet once a month to bring forth and exchange mutual ideas and discuss common problems dealing with Business and Information Technology Education. If you would like to learn more about us, please visit our web site at www.myebit.org.

The executive, along with staff from Daniel McIntyre (Nancy Valenta, Carmen Graham, and John Froese) are currently busy planning the 2008 SAG: *Game for Change? Innovations, Ideas, Illustrations*. I am glad to see that so many of you have already registered.

At the AGM, we will be making changes to the constitution. An e-mail has been sent to all members with the suggested changes. If you have not received the email, please contact me so that I can send it your way. In addition, we will be voting as to whether or not our newsletters will be available in an electronic format only.

If this becomes the case, this will be the last printed newsletter you will receive. Instead, an email will notify you that our current newsletter has been posted on our web site where you can read it at your leisure.

I hope you enjoy the rest of your teaching days as you count down towards the winter holidays. I look forward to reconnecting with you all on SAG day.

Susana Hawryshko
President

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Business Programs in the North

by Leah Mitchell

Recently, I moved down from Northern Manitoba after living there for two and a half years. After receiving a Bachelor of Commerce Degree from the Asper School of Business and then graduating from Brandon University with a teaching degree, I headed North to start my teaching career. Although I was only there for a short time, I gained a great deal of knowledge through my experiences as a Business Teacher.

There are not many high schools in Northern Manitoba. In fact, there are so few that many students from smaller communities must move to larger centers just so they can complete grade twelve and receive a diploma. However, many of these larger schools do not have strong business programs. This is a real shame and because of this, businesses in many Northern communities are suffering. All over Northern Manitoba there is a shortage of workers who;

- Have knowledge of accounting
- Give proper customer service
- Are able to type up a variety of business documents
- Have experience with a variety of computer programs

This may not necessarily be from a lack of wanting to learn these skills. Many students in Northern Manitoba do not have access to a computer at home. For many of them, the only time they use a computer is when they are at school, and the only time that they learn proper business skills is by taking a business course. If no such courses are taken, or offered, then these students graduate from high school with only a faint knowledge of such skills, which can lead to trouble if they decide to further their education later on.

For many students in the North, going to university or college is not an option, either for financial or personal reasons. Because of this, it is extremely important for them to get the proper training as they are completing high school. There are many high schools in Manitoba that avail themselves to just as many courses as some college programs. Students don't necessarily need further training beyond high school if they have a program like this at their school.

Having a strong business program in Northern High Schools is great as it enables students after graduation to go directly into an entry level position with a business in their community. It allows them to work their way up in the company rather than paying to go to school with no guarantee of a job afterwards. Many Northern businesses are willing to support programs like this, as it is an opportunity to provide them with future employees. For example, this past year I set up one day accounting work practicums for my grade 12 accounting class. The businesses in my community were wonderful and were very receptive to having students come in. In just one day some students were offered jobs or longer work practicums in order to gain more experience in that field.

In closing, I would like to say that while it is important for all schools to have proper Business Programs, it is especially important for those in the North. Schools and the businesses in these communities must work together to support these programs. What is so wonderful about the North is that there are so many opportunities and experiences to be had.

If we want people to stay in the North we have to give them a reason to stay. Offering students Business Courses while they are in high school allows students an option that many would never have otherwise. It is an opportunity to learn, stay close to their family, and finally remain in their communities, which enriches those communities for everyone.



Curriculum Corner

by Angela Baraniuk

Wow! Halloween is over and we are now rounding the corner to Christmas holidays...time flies when you are having fun! I am really enjoying my maternity leave this year because of the special time I get to spend with my son Austin who is now four months old. To keep my sanity and ensure adult interaction I have decided to stay on as your Curriculum Representative (that and nobody wanted to take the vacant position J). It has been a very busy couple of months and the following is the latest news regarding Business and Technology Education:

Susana Hawryshko and I are still working on a proposal to MECY regarding a renewal of the Business Education program curriculum. We are planning to have a proposal document ready to distribute at the SAG conference. In the meantime, if you have any ideas or suggestions on changes/updates you would like to see in the program as a whole (or individual courses), please email me at abaraniuk@shaw.ca. Our focus is on the business theory courses at this point.

September 2008 marked the full implementation of the Senior Years ICT Curriculum. Although there are schools that have been implementing these new courses for several years, many schools have just recently made the change. In order to support the implementation of this new framework of outcomes, you may remember that EBIT distributed a CD of resources for the Applying ICT 1 & 2 courses at our SAG Conference in 2006...if you still have not received your copy, please send me an email. This August, we also held a workshop (facilitated by Susana Hawryshko) where participants had an opportunity to discuss the Applying ICT 1 & 2 course and get their hands on more resources and ideas. So far our focus has been on Applying ICT 1 & 2; however, if you would be interested in sharing/receiving resources or attending a workshop on another ICT course, please email me and let me know. I have already had several requests for information on Digital Filmmaking and Interactive Media so it looks like this may be our area of focus for this year.

On October 22, I attended a Senior Years ICT Implementation Roundtable which was organized by Debra Parker (the MECY Curriculum Consultant now in charge of this curriculum). The meeting included members

from various organizations including: MECY (Manitoba Education, Citizenship and Youth), CECM (Computer Education Coordinators of Manitoba), ManACE (Manitoba Association of Computer Educators) and EBIT (both Susana and I attended as your representatives). The roundtable focused on the challenges and solutions of implementing the new curriculum under the three available models:

1. Stand-Alone (half-credit ICT options that are timetabled independently or combined for a full-credit course)
2. Complementary (two or more implementing teachers co-plan inquiry and project-based learning experiences for individual learners or small groups of common learners OR a teacher responsible for half credit option(s) and other content area curricula, plans for learning experiences which combine outcomes and expectations from both ICT and non-ICT curricula)
3. Integrated (students and teachers target and achieve ICT learning outcomes in the context of other content area curricula)

Most of my experience has been with the stand-alone implementation model but it was interesting to hear about how the complementary model is working well for some rural schools (for example one teacher reported on teaching the Digital Pictures half-credit with an EAL course; another is teaching Applying ICT 1 with an online World Issues course where students earn 1 1/2 credits upon completion). We did not hear of anyone implementing the integrated model yet.

As you can imagine, there are different challenges that arise with each implementation model and I will not repeat all of them in this article; however, if you are interested in getting more information about one of these implementation models OR you have an experience to share, please send me a quick email.

At the end of the day, the ICT courses are still option courses. Each individual school can make choices as to what courses to offer and which implementation method they use to offer them.

My own personal bias would lean towards continuing to offer specialized ICT courses at my school; however, I can see how the complementary model would be beneficial to smaller schools looking for ways to ensure students are exposed to technology during their high school years. Maybe one day we'll be ready for the integrated model, but I don't think we are there yet in terms of resources, teacher skill level, etc. (One of the action items out of the meeting was to dialogue about what pre-service teachers need to best prepare them for this model.)

I'd like to end my report with a question...something to think about for next month: How are ICT teachers honouring the inquiry based process? If you've got an experience to share regarding inquiry-based learning, send me a quick note. I'll tackle this topic in the next EBIT newsletter so stay tuned!

Notes:

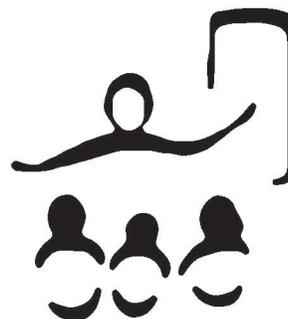
The Senior Years ICT Framework is available online at:
www.edu.gov.mb.ca/k12/cur/ict/framework.html

Beginning September 2008, the Senior Years ICT Curriculum replaced the following courses:

- Introductory Keyboarding 15G
- Advanced Keyboarding 25G
- Computer Applications and Technology 20S
- Software Applications 30S
- Word Processing 30G
- Advanced Word Processing 45S

*Unfortunately, not all of the new ICT courses are eligible for the Business Education or Marketing Education clusters. For full details on course eligibility, please visit:

www.edu.gov.mb.ca/k12/cur/teched/bus_ed.html



Classroom Projects and Assignments

THE HISTORICAL ROOTS OF LAW - by Angela Baraniuk

Law is the study of people, how they behave, what they value and how they solve their problems.

TASK: Prepare a presentation which explores the laws of the society your group was assigned. Use the following as a guideline for the kinds of information you will want to add to your display:

- When and how was the law codified?
- What type of law was it concerned with? (criminal, civil or both?)
- Provide a description of the type of laws that were codified and if possible, how the process worked. (Who influenced these laws and how were they developed?)
- What was the basis of their laws? (retribution or restitution?)
- What do their laws tell us about the society at the time? (Provide examples to support your conclusions.)
*A minimum of four observations must be made.
- What significance does this historic law have for present day? (What have we learned from it? What are we still using? What have we developed?)
- Include any images, pictures, quotes, maps, etc. that will make your visual display more appealing and educational. Also, feel free to include any interesting facts or comparisons you can make between your historic society/legal system and Canada and our legal system.

*It is a requirement that you document all of your sources in a Works Consulted page.

SOCIETIES

*Babylonian Law (The Code of Hammurabi)

*Mosaic Law (The Ten Commandments)

*Greek Law

*Roman Law

*Byzantine Law (Justinian's Code)

*French Law (Napoleonic Code)



Law 40S: Historical Roots of Law Presentation

PROJECT CHECKLIST

- | | |
|--|---|
| <input type="checkbox"/> When/How were the laws codified?
<input type="checkbox"/> What type of law was it concerned with?
<input type="checkbox"/> Description of the laws.
<input type="checkbox"/> What was the basis of their laws? | <input type="checkbox"/> What do their laws tell us about that society (minimum four observation)?
<input type="checkbox"/> What significance does this historic law have for present day?
<input type="checkbox"/> Visuals? Maps?
<input type="checkbox"/> Five quiz questions! |
|--|---|

Group Members

Date of Presentation

Teacher

Civilization Category

		Criteria		Points
	1	2	3	
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because group jumps around.	Group presents information in logical sequence which audience can follow.	
Content Knowledge	Group does not have grasp of information; group cannot answer questions about subject	Group is uncomfortable with information and is able to answer only rudimentary questions.	Group is at ease with content and can provide explanation where necessary.	
Visuals	Group used no visuals.	Group occasionally used visuals that rarely support text and presentation.	Group used visuals to reinforce screen text and presentation.	
Mechanics	Group presentation had many spelling errors and/or grammatical errors.	Presentation had some misspellings and/or grammatical errors.	Presentation has no misspellings and/or grammatical errors.	
			Total	
Delivery	} <div style="display: none;"> A large right-facing curly brace grouping the Delivery row and the criteria columns. </div>	<input type="checkbox"/> Body Language <input type="checkbox"/> Eye Contact <input type="checkbox"/> Introduction/Closure <input type="checkbox"/> Pacing <input type="checkbox"/> Poise <input type="checkbox"/> Voice	<input type="checkbox"/> Body Language <input type="checkbox"/> Eye Contact <input type="checkbox"/> Introduction/Closure <input type="checkbox"/> Pacing <input type="checkbox"/> Poise <input type="checkbox"/> Voice	<input type="checkbox"/> Body Language <input type="checkbox"/> Eye Contact <input type="checkbox"/> Introduction/Closure <input type="checkbox"/> Pacing <input type="checkbox"/> Poise <input type="checkbox"/> Voice

Teacher Comments:

Classroom Projects and Assignments

EXCEL BUDGETING PROJECT - by Nicole Belanger

Your task is to make a monthly budget for when you are old enough to move out of the house. In order to do this, answer the questions below. Keep in mind all answers must be realistic to get full marks. You may use the Internet to research your answers.

1. Your Job
 - a. What job do you think you will have?
 - b. How much will it pay per hour?
 - c. How many hours a week will you work?
 - d. Calculate how much money you will bring in each month.
2. Post-Secondary Education
 - a. If you are going , will you attend university or college?
 - b. What will you be studying?
 - c. How much is your tuition for the year?
 - d. Calculate per month.
3. Your Living Arrangements
 - a. Where are you going to live: a house, condo or apartment?
 - b. In which area of the city are you going to live?
 - c. How much rent/mortgage/condo fees will you be paying a month?
4. Groceries
 - a. How much will you spend on food in a month?
5. Bills (complete how much you think it will cost for each utility per month)
 - a. Telephone
 - b. Cable
 - c. Internet
 - d. Hydro
 - e. Water
6. Transportation
 - a. How will you get around: bus, car, or bike?
 - b. How much will it cost you to get around each month?
7. Going Out and Shopping
 - a. Set yourself a limit as to how much money you can spend each month on having fun.

Create a spreadsheet to show your monthly budget. Your spreadsheet must:

- Look visually appealing
- Use formulas
- Have formatting to make the important information stand out
- Must have at least one merge

Classroom Projects and Assignments

TABLES ASSIGNMENT - by Paula Amaral

Creating Your School Timetable

Requirements:

- Using your school timetable, create your own personalized timetable using Microsoft Word's Table feature.
- Your timetable should include
 - o a heading row indicating the Day
 - o a column for the times (put this at the far left)
 - o a column for each day of the school cycle (This means you should have 7 columns in total!)
 - o the correct class name
 - o the teacher's name
 - o the room number
- Use landscape orientationHave evenly spaced columns
- Use a font other than Times New Roman
- Enhance your table with borders and cell shading
- Enhance your table with any other fancy formatting
- Horizontally and vertically center your table on the page
- Create a heading row that is merged as the first row of your table which indicates your name
- Include a footer with your name on the right-hand side
- Print and hand in for marking

You will be marked on your creativity, presentation, and content

EBIT is looking for a school to host SAG 2009.

Hosting SAG is a rewarding experience that will allow you to use your project management skills, increase your business and technology contacts, and enhance your teaching career.

If you are interested please contact Susana Hawryshko at shawryshko@mts.net.



Classroom Projects and Assignments

COMPUTER ORIENTATION ASSIGNMENT - by Angela Baraniuk

Part A: Matching (15 Marks)

	A collection of individual software application packages that are sold together. Hint: Microsoft Office 2007 is an example of this.
	A type of software where the creator of the work has given up all rights to the work. This software is free to download and considered owned by everyone.
	Another term for unprocessed facts.
	Controls and manipulates data to produce information.
	Holds data/programs after the electrical power to the computer system is shut off.
	Permanent memory storage. This type of memory contains built in programs that cannot be changed by the end-user.
	Software programs that are designed for specific applications. Microsoft Publisher is an example of this.
	Temporary memory storage. This type of memory holds programs/data that the CPU is currently using.
	The computer uses this system to process data. It consists of two digits (0 and 1).
	The equivalent of 1 billion bytes.
	The equivalent of 1 million bytes.
	The type of system software that your computer uses. This allows application software to interact with the computer hardware.
	This houses the electronic components of the computer system.
	This is a type of hardware that falls under the classification of a "microcomputer". Hint: Palm Pilot was a pioneer in this technology.
	A communications system connecting two or more computers.

Application Software

Binary

Computer network

Data

Gigabyte (GB)

Megabyte (MB)

Microprocessor

Operating system

PDA (Personal Digital Assistant)

Public domain

RAM (Random Access Memory)

ROM (Read Only Memory)

Secondary storage

Software suite

System unit

Part B: Short Answer (4 marks)

You are interested in buying a desktop computer that is currently on sale at Best Buy for \$800.00. Choose any four items from the product details list and pretend you are explaining what this means to someone who is not aware of computer terminology. The Processor Type is completed for you in the example below.

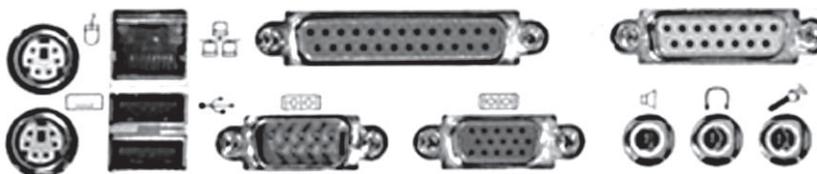
Example:

Processor Type - AMD Athlon is the brand of the CPU chip in the computer.

Web Code:	10097808
Mfr. Part Number:	GX765AA#A2L
Processor Type	AMD Athlon 64 X2 Dual Core 5000+
Processor Speed	2.6 GHz
RAM	3072MB PC2-5300 DDR2 SDRAM
Hard Drive	400 GB 7200 RPM
Optical Drives	Dual-Layer DVD Burner with LightScribe
Graphics Card	NVIDIA GeForce 6150 SE
Available Expansion Bays	1 x 3.5", 1 x 5.25"
Available Expansion Slots	1 x PCI-Ex1
Cache	512KB + 512KB L2
Disk Drive	No
Fax/Modem	56K Modem
I/O Ports	See the Feature Section
Included Software	MS Works 9, HP Photosmart Essential
Monitor Included?	No
Network Card	10/100Base-T Network Interface
Other Control Devices	Multimedia Keyboard, Optical Mouse
Preloaded Operating System	Windows Vista Home Premium
Sound Card	High Definiton Audio
Speakers	No
System Bus	2000MHz
Warranty	1 Year Limited

Part C: Port Identification (4 marks)

Label the following port types on the diagram below.



- USB
 - Ethernet
 - Serial
 - Parallel

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