



Ancaster High School
Course Outline 2013/2014
Communications Technology
Grade 10 TGJ20
Technological Education



TEACHER: Ms. A. Sanders **PREREQUISITE:** None **HOURS:** 110 **CREDIT VALUE:** 1

DEPARTMENT HEAD: Mr. K. Lemieux **TEXTBOOK:**

GUIDELINE: **The Ontario Curriculum, Grades 9 and 10: Technological Education, 2009 (revised)**

This course introduces students to communications technology from a media perspective. Students will work in the areas of TV/video and movie production, radio and audio production, print and graphic communications, photography, and interactive new media and animation. Student projects may include computer-based activities such as creating videos, editing photos, working with audio, cartooning, developing animations, and designing web pages. Students will also develop an awareness of environmental and societal issues related to communications technology, and will explore secondary and post-secondary education and training pathways and career opportunities in the various communications technology fields.

A. COMMUNICATIONS TECHNOLOGY FUNDAMENTALS

OVERALL EXPECTATIONS:

By the end of this course, students will:

- A1. Demonstrate an understanding of the core concepts, techniques, and skills required to produce a range of communications media products or services;
- A2. Demonstrate an understanding of technical terminology, basic scientific concepts, and mathematical concepts used in communications technology and apply them to the creation of media products;
- A3. Demonstrate an understanding of and apply the interpersonal and communication skills necessary to work effectively in a team setting.

B. COMMUNICATIONS TECHNOLOGY SKILLS

OVERALL EXPECTATIONS:

By the end of this course, students will:

- B1. Apply project management techniques to the planning and development of communications media products;
- B2. Apply a design process or other problem-solving processes to meet a range of challenges in communications technology;
- B3. Create products or productions that demonstrate competence in the application of creative and technical skills.

C. TECHNOLOGY, THE ENVIRONMENT, AND SOCIETY

OVERALL EXPECTATIONS:

By the end of this course, students will:

C1. Describe the impact of communications media technologies and activities on the environment and identify ways of reducing their harmful effects;

C2. Demonstrate an understanding of social effects and issues arising from the use of communications media technologies and the importance of representing cultural and social diversity in media productions

D. PROFESSIONAL PRACTICE AND CAREER OPPORTUNITIES

OVERALL EXPECTATIONS:

By the end of this course, students will:

D1. Demonstrate an understanding of and apply safe work practices in communications technology activities;

D2. Identify career opportunities in communications technology and demonstrate an understanding of the skills, work habits, education, and training required for entry into postsecondary programs or employment in these fields.

TEACHING STRATEGIES (include, but not limited to):

- Providing appropriate accommodation for students on IEP's and for English Language Learners and for those who are First Nations, Metis or Inuij;
- Utilizing Student Support and Student Alternative Support Programs;
- Contacting parents for support and assistance;
- Using diagnostic assessment and check-in points to monitor student progress;
- Providing differentiation of instruction and assessment to meet the needs of diverse learners;
- Providing ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved student learning;
- Creating lessons, and assessment and evaluations, that are carefully planned to relate to the curriculum expectations and learning goals, and as much as possible to the interests, learning styles and preferences of all students;
- Developing students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

ASSESSMENT AND EVALUATION OF WORK:

Strand	Weighting
A. COMMUNICATIONS TECHNOLOGY FUNDAMENTALS	25
B. COMMUNICATIONS TECHNOLOGY SKILLS	25
C. TECHNOLOGY, THE ENVIRONMENT, AND SOCIETY	10
D. PROFESSIONAL PRACTICE AND CAREER OPPORTUNITIES	10

Assessment and evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in the curriculum policy document. Students will be given numerous and varied opportunities to demonstrate their achievement of the expectations across the four categories of knowledge and skills. Midterm and final marks will be calculated using the prescribed learning strands with the following weighting:

Evidence of achievement can be determined from a variety of sources, including but not limited to: in-class assignments, class presentation, open-ended questions, observations, quizzes, unit tests, investigations, projects, conversations, portfolios, anecdotal records, self-assessments, etc. Not every assessment will count towards a student's final grade. The primary purpose of assessment and evaluation is to improve student learning.

CULMINATING ACTIVITY

Culminating activities occur at or near the end of a course. They form part of the final 30% of a student's mark. If a student is absent from a culminating activity, they must provide a doctor's note. The culminating activity will not normally be re-scheduled.

For this course, the culminating activity will occur: *(Mid December to End of January)*

And will consist of the following: *(practical assignment and exam)*

LEARNING SKILLS:

The report card provides a record of the learning skills demonstrated by the student in every course, in the following six categories. However, learning skills are not directly considered in the determination of percentage grades.

Independent Work

These skills will be assessed using the following key:

Collaboration

E = Excellent

Organization

G = Good

Initiative

S= Satisfactory

Responsibility

N = Needs Improvement

Self-Regulation

MARK CALCULATION:

Interim: A report will be given to reflect how well the student is progressing with suggestions for improvement.

Term Work: 70% of the overall grade (from all term evaluations)

Final Evaluation(s) : 30% of the overall grade (may include culminating activity, final exam or a combination of the two – say what your course includes)

Teachers will take various considerations into account before making a decision about the grade to enter on the report card. Determining a report card grade will involve teacher's professional judgement and interpretation of the evidence and should reflect the student's most consistent level of achievement with special considerations given to the more recent evidence. Marks are not merely a calculation of averages, but an evaluation of the consistent achievement of the student.

CONTACT INFORMATION:

Teacher's Name: Ms. A. Sanders

Phone Number: 905 648-4468 ext. 329

Email: *antonietta.sanders@hwdsb.on.ca*

Extra Help Sessions: