



Glendale Secondary School
Technological Studies Course Outline 2015/2016
Transportation Technology, Grade 10, Open, TTJ20



TEACHER: Mr. S. Lees

PREREQUISITE: Open

HOURS: 110

CREDIT VALUE: 1

DEPARTMENT HEAD: Ms. K. Ciprietti

TEXTBOOK: Class sets

REQUIRED MATERIALS: Notebook and Pen

GUIDELINE: The Ontario Curriculum Grade 9 and 10 (Revised 2009)
Technological Education

The text will be provided without charge. The student is responsible for returning the book in reasonable condition. The student will be charged for lost or damaged books. **Textbook replacement cost: \$35 - \$100**

COURSE DESCRIPTION: This course introduces students to the service and maintenance of vehicles. Students will develop knowledge and skills related to the construction and operation of vehicle systems and learn maintenance and repair techniques. Student projects may include the construction of a self-propelled vehicle, engine service, tire/wheel service, electrical/battery and proper body care. Students will develop an awareness of related environmental and societal issues and will explore secondary and post secondary pathways leading to careers in the transportation industry.

STRANDS and OVERALL EXPECTATIONS:

Transportation Technology Fundamentals

Overall Curriculum Expectations:

By the end of this course, students will be able to:

- explain how engines work to produce power and identify the function and explain the maintenance requirements of the cooling, lubrication and fuel systems;
- identify the major components and describe the function and operation of various types of drive trains;
- identify and describe the major systems and components of vehicles;
- demonstrate an understanding of the technical and mathematical knowledge and skills required to properly maintain and repair vehicles.

Transportation Technology Skills

Overall Curriculum Expectations:

By the end of this course, students will be able to:

- use problem-solving processes to design and fabricate a project that converts and uses energy, and to address various problems or challenges related to vehicles;
- demonstrate the safe and correct use of a variety of maintenance and repair techniques for servicing power train components;
- perform basic service on various vehicle components;
- follow correct procedures for the preventive maintenance and care of vehicles.

Technology, the Environment and Society

Overall Curriculum Expectations:

By the end of this course, students will be able to:

- demonstrate an understanding of ways in which various aspects of the transportation industry affect the environment and ways in which harmful effects can be remedied or reduced;
- demonstrate an understanding of the relationship between various aspects of the transportation industry and society.

Professional Practice and Career Opportunities

Overall Curriculum Expectations:

By the end of this course, students will be able to:

- demonstrate an understanding of and compliance with occupational health and safety regulations and standards in transportation technology;
- identify career opportunities in the transportation industry and the education and training required for them.

The primary purpose of assessment and evaluation is to improve student learning

ASSESSMENT

The process of assessing student learning is continuous and on-going. Teachers use information gathered through assessments to provide feedback for students, to guide instruction and develop individual learning goals for students. This is assessment *for* learning. Students use this feedback to continuously improve their achievement and set individual learning goals. This is assessment *as* learning. Information from assessments informs the teacher's professional judgment, but is not used in determining the student's level of achievement.

EVALUATION

Evaluation is the process of determining a level of student achievement of the Overall Expectations for a course, which is recorded as a mid-term or final grade on a report card.

Students will be given numerous and varied opportunities to demonstrate their achievement of the Overall Expectations across the four categories of achievement (Knowledge & Understanding, Thinking, Communication and Application). Evidence of student achievement of the Overall Expectations is collected over time from three different sources – observations, conversations and student products.

To be successful students **must demonstrate achievement of EACH of the Overall Expectations** for the course. If a student is missing evidence of achievement of one or more of the Overall Expectations then a lower limit will be determined by the teacher.

In determining a report card grade teachers use their professional judgment to interpret the evidence of student achievement which reflects the student's most consistent level of achievement with special considerations given to the more recent evidence.

The final grade is determined by the following breakdown:

70 % - evaluations made at the end of units throughout the semester.

30% - final demonstrations of learning (culminating activities and/or final examinations)

REPORT CARDS

Student progress is reported at 3 times during the semester.

Interim Report – October and March. Reports on student Learning Skills and Work Habits with next steps for improvement.

Mid-term Report Card – November and April. Reports on student achievement of the Overall Expectations to date. **Incomplete achievement** is reflected on Mid-term Report Cards, but replaced when learning has been demonstrated.

Final Report Card – February and July. Reports on student achievement of all of the Overall Expectations.

ACADEMIC HONESTY

Students are responsible for being academically honest in all aspects of their schoolwork. Academic dishonesty includes a variety of behaviours including cheating, plagiarism, facilitating or aiding academic dishonesty, and the unauthorized access or manipulating of student records, work and computer programs. Such behaviours impede the learning process and threaten the educational environment for all students. Intentional academic dishonesty will result in disciplinary consequences. Teachers and parents should support students in striving for excellence and producing work with integrity.

ATTENDANCE AND LEARNING SKILLS

There is a direct link between good attendance and success at school. Students are expected to attend classes regularly and on time. Evidence of student achievement is gathered during classes through observations and learning conversations.

Learning Skills play an important role in a student's level of achievement. Students will be assessed on the following learning skills: responsibility, independent work, collaboration, initiative, organization and self-regulation.

CELL PHONES/PERSONAL ELECTRONIC DEVICES

Teachers will determine when personal electronic devices, including cell phones, will be used as instructional tools/supports. At other times these devices (with the exception of electronic translators) are not to be used and must be turned off and be stored away. Consequences for inappropriate use of these devices may include removal of the device from the learning environment.

SCHOOL WIDE SUPPORTS

- ☺ Student Support Team (formerly know as Learning Resource)
 - In-class help
 - Test and exam support
 - Alternate learning environment
- ☺ English Language Learner Support Team
 - Lunch-time help
 - Test and exam support
- ☺ Math lunch-time help
- ☺ Math Homework Help – on-line support
- ☺ Information via school website @ <http://schools.hwdsb.on.ca/glendale/>
- ☺ School wide access to password protected wireless network
 - Access to on-line resources
- ☺ Literacy Coaching
- ☺ Literacy @ Lunch
- ☺ Learning Commons @ Lunch
- ☺ Paper and electronic calendars
- ☺ Teacher/department Lunch-time/before/after school help

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I am aware of the course expectations and the policies and supports put in place for the student to be successful.

Student's Name: _____

Teacher's Name: Mr. S. Lees

Contact Number: 905-560-7343 ext. 538

Department Head Name: Ms. K. Ciprietti

Contact Number: 905-560-7343 ext. 259

Parent/ Guardian Signature: _____

Date: _____

Student Signature: _____

Date: _____
