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

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

GUIDELINE: *The Ontario Curriculum Grades 11 and 12, Technological Education, 2009 Revised*

This course examines communications technology from a media perspective. Students
will develop knowledge and skills as they design and produce media projects in the
areas of live, recorded, and graphic communications. These areas may include TV, video,
and movie production; radio and audio production; print and graphic communications;
photography; digital imaging; broadcast journalism; and interactive new media. Students
will also develop an awareness of related environmental and societal issues, and will explore
college and university programs 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 and services;
A2. demonstrate an understanding of different types of equipment and software and how they are used
to perform a range of communications technology operations and tasks;
A3. demonstrate an understanding of technical terminology, scientific concepts, and mathematical
concepts used in communications technology and apply them to the creation of media products;
A4. demonstrate an understanding of and apply the interpersonal and communication skills necessary
to work in a team environment.

B. COMMUNICATIONS TECHNOLOGY SKILLS

OVERALL EXPECTATIONS:
By the end of this course, students will:
B1. apply project management techniques to develop communications technology products effectively
in a team environment;
B2. apply a design process or other problem-solving processes or strategies to meet a range of challenges
in communications technology;
B3. create productions that demonstrate competence in the application of creative and technical skills
and incorporate current standards, processes, formats, and technologies.

C. TECHNOLOGY, THE ENVIRONMENT, AND SOCIETY

OVERALL EXPECTATIONS:
By the end of this course, students will:
C1. describe the impact of current communications media technologies and activities on the environment
and identify ways of reducing harmful effects;
C2. demonstrate an understanding of the social effects of current communications media technologies
and the importance of respecting cultural and societal diversity in the production of media projects.

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 when performing communications
technology tasks;
D2. demonstrate an understanding of and adhere to legal requirements and ethical standards relating to
the communications technology industry;
D3. identify careers in communications technology for which postsecondary education is required or
advantageous, and describe college and university programs that prepare students for entry into
these occupations.

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 Inui;
- 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:

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:

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

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.

<u>CONTACT INFORMATION</u>:

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Extra Help Sessions: anytime they are needed