



Glendale Secondary School

Department of Technology Course Outline 2015/2016 Exploring Technologies, Grade 9 Open TIJ 10



TEACHER: **PREREQUISITE:** None **HOURS:** 110 **CREDIT VALUE:** 1

DEPARTMENT HEAD: Ms. Ciprietti

REQUIRED MATERIALS: Binder & Pencil

GUIDELINE: 2009 The Ontario Curriculum Grades 9 and 10 Technological Education

COURSE DESCRIPTION:

TIJ101 Exploring Technologies, Grade 9, Open –

This course enables students to further explore and develop technological knowledge and skills introduced in the elementary science and technology program. Students will be given the opportunity to design and create products and/or provide services related to the various technological areas or industries, working with a variety of tools, equipment, and software commonly used in industry. Students will develop an awareness of environmental and societal issues, and will begin to explore secondary and postsecondary education and training pathways leading to careers in technology-related fields.<http://www.hwdsb.on.ca/students/coursecalendar/>

STRANDS and OVERALL EXPECTATIONS:

A. Technological Fundamentals

- A1. demonstrate an understanding of the fundamental concepts and skills required in the planning and development of a product or service, including the use of a design process and/or other problem-solving processes and techniques;
- A2. demonstrate the ability to use a variety of appropriate methods to communicate ideas and solutions;
- A3. evaluate products or services in relation to specifications, user requirements, and operating conditions.

B. Technological Skills

- B1. use problem-solving processes and project-management strategies in the planning and fabrication of a product or delivery of a service;
- B2. fabricate products or deliver services, using a variety of resources.

C. Technology and the Environment

- C1. demonstrate an awareness of the effects of various technologies on the environment;
- C2. demonstrate an awareness of how various technologies affect society, as well as how society influences technological developments.

D. Professional Practice and Career Opportunities

- D1. follow safe practices and procedures when using materials, tools, and equipment;
- D2. identify careers in various technological fields, and describe the educational requirements for them.

(Curriculum documents, with all overall and specific expectations are available at:

<http://www.edu.gov.on.ca/eng/curriculum/secondary/>)

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, works independently, collaboration, initiative, 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: _____

Email: _____

Principal's Name: Ms. Lawrie Cook

Contact Number: 905-560-7343 ext. 226

Parent/ Guardian Signature: _____

Date: _____

Student Signature: _____

Date: _____
