



Glendale Secondary School
Technological Studies Course Outline 2015/2016
Transportation Technology, Grade 11, Open, TTJ3C



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 11 and 12 (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: \$100.00**

COURSE DESCRIPTION: This course enables students to develop technical knowledge and skills as they study, test, service and repair engine, electrical, suspension, brake and steering systems on vehicles. Students will develop communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will develop an awareness of environment and societal issues related to transportation, and will learn about apprenticeship and college programs 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:

- demonstrate an understanding of the fundamental principles of engines and their service, repair and maintenance;
- demonstrate an understanding of basic electrical and electronic circuits and their components;
- identify the function and explain the operation of the major systems and components of vehicles;
- demonstrate accurate and appropriate use of technical and mathematical knowledge and skills in the study of transportation technology.

Transportation Technology Skills

Overall Curriculum Expectations:

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

- demonstrate an understanding of engine operation and repair by performing a variety of service operations;
- demonstrate the ability to test and repair basic electrical circuits safely and correctly;
- demonstrate the ability to service and repair steering/control, suspension, brake and body systems;
- develop appropriate solutions to transportation technology challenges and/or repair problems.

Technology, the Environment and Society

Overall Curriculum Expectations:

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

- demonstrate an understanding of environmental issues related to the use of materials and procedures in the service, repair and recycling of vehicles;
- demonstrate an understanding of the relationship between society, vehicle ownership and various aspects of transportation technology.

Professional Practice and Career Opportunities

Overall Curriculum Expectations:

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

- demonstrate the use of professional work practices and procedures and compliance with occupational health and safety regulations and standards;
- describe 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: _____
