TGJ2O
Course Outline: Fall 2014
Leaside H.S.: T.D.S.B.

Developed with: The Ontario Curriculum, Grades 9 and 10: Technological Education, 2009

For: Leaside H.S. Technological Studies Dept.
Curriculum Leader: Vincent Lu

By: David Jones

All materials for this course may be found at:

www.jonesjdavid.com/TGJ2O

Course Description:

This course introduces students to communications technology from a media perspective.
Students will work in the areas of print and graphic communications, photography, and interactive new media and animation. Student projects may include computer-based activities such as creating print layouts , editing photos, creating 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 postsecondary education and training pathways and career opportunities in the various communications technology fields.

Prerequisite: none
Credit Value: 1 Credit

Overall Expectations:

Technological Design Fundamentals:

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 necessaryto work effectively in a team setting.

Communications Technology Skills:

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.

Technology, The Environment and Society:

C1. demonstrate an understanding of environmentally responsible practices, and apply them throughout
the technological design process;
C2. describe how society influences technological innovation and how technology affects society.

Professional Practices and Career Opportunities

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.

Unit or Course Component Number	Description and Approximate Time Allotted	Evaluation Items (Tests, Assignments, Presentations etc.)		Approximate Times For Completion of Evaluation Items
Intro	**The Design Process:** An introduction to the design process used to develop projects thorough the course.	3 Days		
		Group Presentation		3 Days

Cycle 1	**Graphic Software Elements:** whole class development of learning materials that support core concepts used in most graphic software, and *Adobe Photoshop* in particular. Explanatory material will be developed using screen shots and page layout software.	4-5 Weeks		
		Design Report (individual)		3 Days
		Group Presentation		3 Days
		Group Explanation (Page Layout)		2-3 Weeks
Cycle 2	**Website:** students develop a small website that supports a hobby or club they are interested in using Adobe Dreamweaver and Adobe Illustrator.	4 Weeks		
		Design Report		2 Days
		Design Meeting		1 Day
		Website		3 Weeks
Cycle 3	**Digital Photography and Choice (Page Layout, Web, or Graphic software):** Students develop instructional material that illustrates a practical process for another class or organization (e.g. handwashing, the "sleeve sneeze," a phys. Ed. or cooking "how to," etc.)	4 Weeks		
		Design Report		2 Days
		Design Meeting		1 Day
		Final Product		3 Weeks
		Evaluation Meeting		1 day

	Video/Animation: Students develop a video/animated product that responds to a "real world" communications marketing problem. The material developed will incorporate elements that take advantage at least two other technologies developed in class.	3 Weeks	
Cycle 4 Culminating Activity		Career Research Design Report	2 Days
		Design Meeting	1 Day
		Final Product	2 Weeks
		Evaluation Meeting	1 Day

Timings shown are approximations. Timings and the order in which different groups of students complete particular projects will vary in order to accommodate the nature of the particular projects individual students take on as well as the availability of equipment, and software.

Learning Skills:
Learning skills and habits are essential to success in school and the workplace. Learning Skills evaluated for all courses at Leaside include :*Working Independently, Teamwork, Organization, Work Habits,* and *Initiative*. These skills will be evaluated, and recorded on the final report using the following categories: (E)xcellent, (G)ood, (S)atisfactory, and (N)eeds improvement.

Academic Honesty:
The following supplements Leaside Plagiarism Policy *as found on pp. 17-18 of the student planner.*

 Students are expected to submit only their own original work on assignments completed in or out of class. Plagiarism—falsely representing others' work as your own—and academic dishonesty will be dealt with on a case-by-case basis, but will be investigated, and a mark of zero will be assigned for plagiarized work. **Whether a student is provided with another opportunity to demonstrate his/her learning on another assignment will be at the discretion of the teacher in consultation with the principal and vice-principals. .**

Assessment and Evaluation Strategies:
The following supplements the explanation of Effective, Appropriate Assessment and Evaluation *found on pp. 18-19 of the student planner.*

The primary purpose of assessment and evaluation is to improve student learning. **Assessment** is the process of gathering information from assignments, demonstrations, projects, performances, and tests that reflects how well a student is achieving the curriculum expectations in a course, for the purpose of providing meaningful feedback.
Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. In Ontario secondary schools, the final value assigned will take the form of a percentage grade.

Assessment Strategies:

Ongoing formative assessment and feedback will occur to guide student success. Expectations will be evaluated according to the four categories of the achievement chart.– refer to pages 16, 18, 19 in the student agenda.

Formative feedback in Mr. Jones' TGJ2O class will take the form of meetings with students as they develop and plan each cyclical project. Toward this end it is extremely important that students use the design process (developing design reports ahead of time) and meeting with Mr. Jones before developing projects. Following the design process used in class ensures that all project developed are doable, meet the project specifications, use time, tools and skills effectively, and have the best possible chance of success.

Achievement chart:
The achievement chart provides a standard, province-wide method for teachers to use in assessing and evaluating student achievement, and relates student achievement to a percentage grade as follows:

Percentage Grade Range	Achievement Level	Summary Description
80–100%	Level 4	A very high to outstanding level of achievement. Achievement is *above* the provincial standard.
70–79%	Level 3	A high level of achievement. Achievement is *at* the provincial standard.
60–69%	Level 2	A moderate level of achievement. Achievement is *below, but approaching*, the provincial standard.
50–59%	Level 1	A passable level of achievement. Achievement is *below* the provincial standard.
Below 50%		Insufficient achievement of curriculum expectations. A credit will not be granted.

Level 3 (70–79%) is the provincial standard. Teachers and parents can be confident that students who are achieving at level 3 are well prepared for work in the next grade or the next course.

As this is a Technology course, students are evaluated according to the following strands and weightings:

Knowledge and Understanding	Thinking	Communication	Application
25%	20%	20%	35%

Evaluations conducted throughout a course will provide 70% of the course mark. Culminating projects and the exam will provide the remaining 30% for the final mark. The course mark will thus be determined as follows:

Academic Evaluations:

Term Evaluations		70%
Knowledge and Understanding	25%	
Thinking	20%	
Communication	20%	
Application	35%	
Course Culminating Evaluations		**30%**
Knowledge and Understanding	25%	
Thinking	20%	
Communication	20%	
Application	35%	
Final Course Grade		**100%**

Interim Grades and Provincial Reports:
Grades for each term/reporting period are based on the evaluations that have been conducted to that point in the course. Interim grades will be based on the most consistent level of achievement to that point. Some overall expectations, strands, and units may not have been addressed on an interim report, and student grades may change as the student's final ability level is evaluated at the end of the course.

Due Dates and Missed Assignments:
The following material explains how Leaside, and Ministry of Education Policy will be implemented in Mr. Jones' class. For basic information regarding these topics, please see pp. 19-20 of your school planner.

Assignments handed in late will be marked according to the following schedule:

1. Assignments handed in on time will receive a level mark, and plenty of timely commentary that will help students when completing subsequent assignments.
2. Assignments handed in up to one week late will receive a mark. Students who have handed material in within this one week period who wish to receive commentary must arrange to see me **after school** with their assignment.
3. *If seeing a marked assignment would give another student an academic advantage, then a late assignment may not be submitted after the marked work has been returned to the rest of the class.* All summative assignments must be completed at a passing level.

Absences:
All summative assignments will be posted to this class's site on the Internet. Students are expected to be responsible for material missed during class by:
1. Finding out what was missed outside of class (Mr. Jones is generally available at least four days of the week for extra help at lunch and after school in the room 209-210 area)
2. Downloading assignments as needed and,
3. If the absence was a long one, (and is adequately documented) negotiating an alternate submission schedule.

A useful mechanism here involves working with a "homework buddy"--a friend who can keep you up to date on what happened in class and any homework.

Students are expected to be responsible for absences involving school events. This means making sure that they have:

1. Provided ample warning of the absence (2-3 days)
2. Made alternate arrangements for the completion of tests and assignments as needed
3. Made arrangements for collecting assignments/keeping notes, and completing homework as needed.

Classroom Expectations for Technology Courses at Leaside:
- Dress code: Students are expected to dress appropriately – refer to page 14 in the student agenda.
- No food or drink allowed in computer labs.
- Computer Policy – refer to page 22 in the student agenda.
- Online Code of Conduct as in the school agenda, page 22, or http://www.tdsb.on.ca/communications/code_of_online_conduct/occ.htmlTDSB
- TDSB Homework Policy– Students will receive 30 minutes or less per day for each course.

Lab Hours
Mr. Jones will provide lab space in room 209 after school from Monday to Thursday if a computer is required to complete assignments.

Success at Leaside: *(strategies that will help you succeed at Leaside)*

- Organize a binder to assist with your studies
- Set and focus on realistic goals for each class
- Record daily achievements to help set and meet new challenges
- Study at home in preparation for upcoming classes in order to enrich your learning
- Take advantage of extra help and school lab time to assist in meeting goals
- Provide peer help to consolidate your learning and increase confidence
- Ask questions and look for answers

Materials:
Students should be prepared to bring their own digital camera if available.
A USB memory key, while not necessary, will help with the completion of homework assignments.
Extra Help:

If students have questions about missed work, assignments they are having difficulty with, marks, or other issues, I am available from 3:20 to 4:30 in the library Monday through Thursday, and often on Friday. It is best to seek additional help after school as I can spend as much time as needed to help clarify and resolve any problems.

I am also available via e-mail and will generally respond to reasonable, politely phrased questions within a day. My school e-mail address is:

david.jones3@tdsb.on.ca

E-mail also provides an effective means of parent contact particularly where student progress is concerned as it is easy for me to update parents by providing:
1. *Links to recent assignments (all assignments are available on the Internet)*
2. *Quick, timely updates of student progress if there have been problems*
3. *In some case copies work that has been submitted (if the assignment submitted was in digital form).*