



# BLESSED MOTHER TERESA TECHNOLOGY DEPARTMENT

## Course Information Sheet

Name of Teacher: Ms. J. DiCarlo

Room: 223

Department Head: Mrs. B. Weinkauf

Course Title:	Course Code	Prerequisite:
Communication Technology, Grade 9 & 10	TGJ 10/ TGJ20	None

### COURSE DESCRIPTION

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.

### CONNECTION TO OUR CATHOLIC FAITH

Students will incorporate Catholic social teachings, as they become critical and innovative problem-solvers who question the use of the human and physical resources as well as understanding the implications of computers and related innovations. An emphasis on problem solving models helps students create solutions that recognize our God-given responsibility to respect the dignity and value of the individual, the protection of the environment and ethical and moral use of the world's resources.

Strands	Overall Expectations
<b>COMMUNICATIONS TECHNOLOGY FUNDAMENTALS</b>	<p><b>A1.</b> demonstrate an understanding of the core concepts, techniques, and skills required to produce a range of communications media products and services;</p> <p><b>A2.</b> 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;</p> <p><b>A3.</b> demonstrate an understanding of technical terminology, scientific concepts, and mathematical concepts used in communications technology and apply them to the creation of media products;</p> <p><b>A4.</b> demonstrate an understanding of and apply the interpersonal and communication skills necessary to work in a team environment.</p>
<b>COMMUNICATIONS TECHNOLOGY SKILLS</b>	<p><b>B1.</b> apply project management techniques to develop communications technology products effectively in a team environment;</p> <p><b>B2.</b> apply a design process or other problem-solving processes or strategies to meet a range of challenges in communications technology;</p> <p><b>B3.</b> create productions that demonstrate competence in the application of creative and technical skills and incorporate current standards, processes, formats, and technologies</p>
<b>TECHNOLOGY, THE ENVIRONMENT, AND SOCIETY</b>	<p><b>C1.</b> describe the impact of current communications media technologies and activities on the environment and identify ways of reducing harmful effects;</p> <p><b>C2.</b> 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.</p>
<b>PROFESSIONAL PRACTICE AND CAREER OPPORTUNITIES</b>	<p><b>D1.</b> demonstrate an understanding of and apply safe work practices when performing communications technology tasks;</p> <p><b>D2.</b> demonstrate an understanding of and adhere to legal requirements and ethical standards relating to the communications technology industry;</p> <p><b>D3.</b> 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.</p>

Unites and Timelines	
Unit Title	Approximate Time
Unit 1: Introduction, Safety, Website and Career Options	15hrs
Unit 2: Graphic Design	20hrs
Unit 3: Photography	20hrs
Unit 4: Animation	15hrs
Unit 5: Audio/Video	20hrs
FINAL ISU	20hrs
<b>TOTAL</b>	<b>110hrs</b>

Instructional strategies: modeled, shared and guided instructions, cooperative group learning, accountable talk, independent application and consolidation, experiential learning, inquiry-based learning, robust thinking (critical analysis and reflection).

Assessment and Evaluation Breakdown				
CATEGORIES 100%		TERM 70%	FINAL 30%	
Knowledge/Understanding	20%			ISU 20%
Thinking	15%			
Communication	15%			
Application	20%			

**Assessment and Evaluation Strategies:** classroom presentations, conferences, essays, response journals, demonstrations, interviews, learning logs, quizzes, tests, and exams, observations, performance tasks, portfolios, question and answers, self-assessment. **Assessment and Evaluation Tools:** Checklists, exemplars, rating scales, rubrics, metacognition, self and peer assessment, anecdotal notes.

### Focus on Learning Skills

Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-Regulation
-Fulfils responsibilities and commitments within the learning environment. -Completes and submits class work, homework, and assignments according to agreed-upon timelines -Takes responsibility for and manages own behavior.	-Devises and follows a plan and process for completing work and tasks. -Establishes priorities and manages time to complete tasks and achieve goals -Identifies gathers, evaluates, and uses information, technology, and resources to complete tasks.	-Independently monitors, assesses, and revises plans to complete tasks and meet goals. -Uses class time appropriately to complete tasks -Follows instructions with minimal supervision	-Accepts various roles and an equitable share of work in a group -responds positively to the ideas, opinions, values, and traditions of others. - Builds healthy peer-to-peer relationships through personal and media-assisted interactions. -Works with others to resolve conflicts and build consensus to achieve group goals.	-Looks for and acts on new ideas and opportunities for learning. -Demonstrates the capacity for innovation and a willingness to take risks. -Demonstrates curiosity and interest in learning. -Approaches new tasks with a positive attitude. -Recognizes and advocates appropriately for the rights of self and others.	-Sets own individual goals and monitors progress towards achieving them. -Seeks clarification or assistance with needed. -Assesses and reflects critically on own strengths, needs, and interests. -Identifies, learning opportunities, choices, and strategies to meet personal needs and achieve goals.

Academic Standards	
It is your responsibility to provide evidence of your learning within established timelines. Due dates for assignments and the scheduling of tests will be communicated well in advance to allow you to schedule your time. If you aren't going to be able to follow an agreed upon timeline you should demonstrate your responsibility and organizational skills by discussing with your teacher the challenges you're facing as far in advance of the deadline as possible. It is your responsibility to be academically honest in all aspects of your schoolwork so that the marks you receive are a true reflection of your achievement. Plagiarism is using the words, ideas or work of someone else without giving appropriate credit to the original creator. This is a form of cheating.	Consequences for not meeting these academic standards may include: <ul style="list-style-type: none"> <li>• Reporting the issue to your parents;</li> <li>• Requiring you to complete the original or alternative work after school or during your lunch hour;</li> <li>• Requiring you to complete an alternative assignment;</li> <li>• Suspension;</li> <li>• Assigning a "zero" for an assignment not completed prior to an agreed upon closure date;</li> <li>• Mark deduction of 5% / day.</li> </ul>

