



## Ontario eSecondary School Course Outline 2024-2025

<b>Ministry of Education Course Title: Communications Technology and the Skill Trades</b>	
<b>Ministry Course Code: TGJ20</b>	
<b>Course Type: Open</b>	
<b>Grade: 10</b>	
<b>Credit Value: 1.0</b>	
<b>Prerequisite(s): None</b>	
<b>Department: Technological Education</b>	
<b>Course developed by: Brad Strassburger</b>	<b>Date: September 1st, 2024</b>
<b>Length:</b> One Semester	<b>Hours:</b> 110
This course has been developed based on the following Ministry documents: <ol style="list-style-type: none"> <li>1. <a href="#"><i>Technological Education (2009)</i></a></li> <li>2. <a href="#"><i>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)</i></a></li> <li>3. <a href="#"><i>Learning for All (2013)</i></a></li> </ol>	

## COURSE DESCRIPTION/RATIONALE

This course introduces students to communications technology from a media perspective. Students will work in the areas of TV/video and movie production, radio and audio production, print and graphic communications, photography, and interactive new media and animation. Student projects may include computer-based activities such as creating videos, editing photos, working with audio, cartooning, developing 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 post-secondary education and training pathways and career opportunities in the various communications technology fields.

## OVERALL CURRICULUM EXPECTATIONS

### A. Communication Technology Fundamentals

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 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 necessary to work effectively in a team setting.

### B. Communications Technology Skills

By the end of this course, students will:

- 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;
- C3. create products or productions that demonstrate competence in the application of creative and technical skills.

### C. Technology, the Environment, and Society

By the end of this course, students will:

- C1. describe the impact of communications media technologies and activities on the environment and identify ways of reducing their harmful effects;
- C2. demonstrate an understanding of social effects and issues arising from the use of communications media technologies and the importance of representing cultural and social diversity in media productions.

### D. Professional Practice and Career Opportunities

By the end of this course, students will:

- 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.

## COURSE CONTENT

<i>Unit</i>	<i>Length</i>
Unit 0: Welcome and Intro	1 hours
Unit 1: History, Ethics, Careers, and Education	10 hours
Unit 2: Introduction to Graphic Design	15 hours
Unit 3: Applied Graphic Design	15 hours
Unit 4: Photography	15 hours
Unit 5: Basics of Video Production	20 hours
Unit 6: Full Video Production	20 hours
Unit 7: Cumulative Assessments (Final Project and Portfolio)	14 hours
<b>Total</b>	<b>110 Hours</b>

## UNIT DESCRIPTIONS

### **Unit 0 - Welcome and Introduction**

Students will learn about what the course is about, what they can expect from each unit, and an overview of the major assignments in the course.

### **Unit 1 - History, Ethics, Careers, and Education**

Students will learn about the history of the technology used in the creation of media, ethical challenges around the creation of media, as well as educational paths and career options available to students who are interested in the various areas of communications technology.

### **Unit 2 - Introduction to Graphic Design**

Students will learn about the principles of graphic design as well as how to use basic graphic design software. Students will then apply their knowledge of design to develop their own production company logo.

### **Unit 3- Applied Graphic Design**

Students will learn how to use software to apply the principles of graphic design to photographs. They will then have the opportunity to analyze examples of graphic design in magazines. Finally they will create their own magazine cover for the type of magazine that interests them..

### **Unit 4 - Photography**

Students will learn about the elements of photography as well as the techniques involved in capturing pictures to convey meaning and purpose. This will lead to a final project where they will have several options for how to demonstrate their skills.

### **Unit 5 - Basics of Video Production**

Students will learn about the basics of video production focussing specifically on video editing. This will lead to a project creating a stop-motion music video.

### **Unit 6 - Full Video Production**

Students will learn about the components of video production from the very beginning of the process through the selection of scenes and the composition of them to create a story. Students will learn the importance of shot selection and how to write a short script. For a final project students will create a short commercial for a product of their choosing.

### **Unit 7 - Culminating Activities**

Students will use everything they have learned in the course to create a public service announcement, an accompanying poster, and submit a portfolio demonstrating course learning and development throughout the course.

## TEACHING AND LEARNING STRATEGIES

**In this course, students will experience the following activities.**

**Presentations with embedded videos** are utilized to outline concepts, explain theory with the use of examples and practice questions, and incorporate multi-media opportunities for students to learn more (e.g. online simulations, quizzes, etc.).

**Reflection** is an opportunity for students to look back at concepts and theories with new eyes, to relate theory to practice, and to align learning with their own values and beliefs.

**Discussions with the instructor** are facilitated through video conferencing, discussing the concepts and skills being studied. This enables two-way communication between the student and the instructor, to share ideas and ask questions in dialogue. This also helps to build a relationship between the student and instructor.

**Discussion forums** are an opportunity for students to summarize and share their ideas and perspectives with their peers, which deepens understanding through expression. It also provides an opportunity for peer-to-peer feedback.

**Practical extension and application of knowledge** are integrated throughout the course. The goal is to help students make connections between what they learn in the classroom and how they understand and relate to the world around them and their own lives. Learning becomes a dynamic opportunity for students to be more aware that their learning is all around them and enable them to create more meaning in their lives.

**Individual activities/assignments** assessments are completed individually at a student's own pace and are intended to expand and consolidate the learning in each lesson. Individual activities allow the teacher to accommodate interests and needs and to assess the progress of individual students. For this reason, students are encouraged to discuss IEPs (Individual Education Plans) with their teacher and to ask to modify assessments if they have a unique interest that they feel could be pursued in the assessment. The teacher plays an important role in supporting these activities by providing ongoing feedback to students, both orally and in writing.

**Design projects** are an opportunity for students to put their learning to the test in a real-world scenario, to address a design problem with a direct connection to people, the environment, economics, etc. Students collect information, apply problem solving, and use critical thinking to develop practical solutions that directly address their design problems.

**Portfolios** are a collection of student work that represents student learning and achievement over a period of time. It allows students to relate learning artefacts into a whole in a meaningful story.

**Reflective analysis and self-assessment** is very important in this course. Concepts and skills/techniques are modelled in examples (exemplars), which students can refer to and utilize to further develop their own work. Students are encouraged to relate their work to real life situations and their growth and learning over time.

**Graphics/images** are visual representations of ideas/concepts. Visuals are thought to promote cognitive plasticity - meaning, they can help us change our minds or help us to remember an idea.

**Creating and evaluating artefacts** (products, packaging, etc.) involves active learning with critical thinking. These artefacts/evaluations provide evidence of skill development as a basis for providing feedback to help students improve and further develop knowledge and skills.

## **ASSESSMENT, EVALUATION, AND REPORTING**

**Assessment:** The process of gathering information that accurately reflects how well a student is achieving the identified curriculum expectations. Teachers provide students with descriptive feedback that guides their efforts towards improved performance. These assessments are not for marks.

- In assessment for learning (AFL), teachers provide students with descriptive feedback and coaching for improvement.
- In assessment as learning (AAL), teachers help students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

**Evaluation:** Assessment of Learning (AOL) focuses on evaluation which is the process of making a judgement about the quality of student work on the basis of established criteria over a limited, reasonable period of time.

**Reporting:** Involves communicating student achievement of the curriculum expectations and Learning Skills and Work Habits in the form of marks and comments as determined by the teacher's use of professional judgement.

## STRATEGIES FOR ASSESSMENT

Assessments are an important part of the learning process. It is the intention that formative and summative assessments provide students with constructive feedback to help them grow in developing their skills. It is also important that students play an active role in monitoring their own learning and skills development through the use of formative activities. It is also important that students bring their own creativity to the unit summative assessments.

## ASSESSMENT ACTIVITIES

- ☐ Discussion forums
- ☐ Diagnostic tests
- ☐ Completed templates and graphic organizers
- ☐ Presentations
- ☐ Video assignment
- ☐ Quizzes
- ☐ Design projects
- ☐ End of unit conversations (Google Meets)
- ☐ Culminating Video Project
- ☐ Culminating Portfolio

## EVALUATION

The final grade will be determined as follows:

- 70% of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.
- 30% of the grade will be based on a final evaluation administered at the end of the course. This evaluation will be based on evidence from a final project. The final evaluation is an opportunity for the student to demonstrate comprehensive achievement of the overall expectations for the course.

*(Growing Success: Assessment, Evaluation and Reporting in Ontario Schools. Ontario Ministry of Education Publication, 2010 p.41)*

Weight	
<b>Course Work</b>	<b>70</b>
Knowledge/Understanding (K)	17.5
Thinking/Inquiry (T)	17.5
Communication (C)	17.5
Application (A)	17.5
<b>Final</b>	<b>30</b>
Culminating Project - Video and Poster)	20
Culminating Project - Portfolio	10

## TERM WORK EVALUATIONS (70%)

Evaluation Item	Description	Category	Weight
Unit 1 Career Opportunities Presentation	Students will explore career opportunities in communications technology fields.	K, T, C	5
Unit 2 Create a Logo Assignment	Students will practice their knowledge of unit concepts by participating in an engaging and creative activity.	K, T, C, A	10
Unit 3 Layer Selection Assignment	Students will practice their knowledge of unit concepts by participating in an engaging and creative activity.	K, T	15
Unit 3 Magazine Cover Assignment	Students will practice their knowledge of unit concepts by participating in an engaging and creative activity.	K, T, C, A	
Unit 4 Photography Assignment	Students will practice their knowledge of unit concepts by participating in an engaging and creative activity.	K, T, C, A	10
Unit 5 Stop Motion Music Video	Students will practice their knowledge of unit concepts by participating in an engaging and creative activity.	K, T, C, A	12
Unit 6 Production Quiz	Students will be evaluated on unit concepts and terminology.	K	18
Unit 6 Commercial Assignment	Students will practice their knowledge of unit concepts by participating in an engaging and creative activity.	K, T, C, A	

## FINAL EVALUATIONS (30%)

Evaluation Item	Description	Category	Weight
Final Project	Public Service Announcement Video and Poster	K, T, C, A	20
Final Project	Portfolio	K, T, C, A	10

## AAL/AFL/AOL TRACKING SHEET

### Unit 1: History, Ethics, Careers, and Education

AAL	AFL	AOL
History Presentation Questions	Key Terms Quiz	Career Opportunities Assignment
Social Issues Discussion Post	Teacher Interview	
Ethics Discussion Post	Portfolio Preparation	
Education Pathways Questions		

### Unit 2: Introduction to Graphic Design

AAL	AFL	AOL
What is Graphic Design Notes	Pre-Unit Quiz	Create a Logo Assignment
Elements of Graphic Design Notes	Graphic Design Quiz	
Intro to Inkscape Activity	Cutting Shapes Activity	
Combining Shapes Activity	Logo Assessment	
Using Text Activity		

**Unit 3: Applied Graphic Design**

AAL	AFL	AOL
Working with Images Activity	Working with Layers Activity	Layer Selection Assignment
Selection Tools Activity	Working with Text Activity	Magazine Cover Assignment
Magazine Analysis Notes	Teacher Meeting	
Portfolio Update		

**Unit 4: Photography**

AAL	AFL	AOL
Intro to Photography Notes	Pre-Unit Quiz	Photography Assignment
Camera Shots Activity	Shot Framing Activity	
Rule of Thirds Activity	Camera Angles Activity	
Negative Space Activity	Photography Assignment Proposal	
Using Lines Activity		
Using Colour Activity		
Portfolio Update		

**Unit 5: Basics of Video Production**

AAL	AFL	AOL
Intro to HitFilm Activity	Editing Basics Activity	Stop Motion Music Video
Text Effects Activity	Sound and Sound Effects Activity	
Stop Motion Notes		

**Unit 6: Full Video Production**

AAL	AFL	AOL
Intro to Video Production Notes	Storyboarding Worksheet	Production Quiz
Pre-Production and Planning Notes	Scene Sequence Activity	Commercial Assignment
Establishing Shots Activity	Commercial Assignment Proposal	
Camera Movement Activity		
Shot List Worksheet		

**Unit 7: Cumulative Assessments**

AAL	AFL	AOL
		PSA Video and Poster
		Portfolio

**CONSIDERATION FOR PROGRAM PLANNING****PLANNING PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS**

Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Special Education Transformation: The Report of the Co-Chairs with the Recommendations of the Working Table on Special Education, 2006 endorses a set of beliefs that should guide program planning for students with special education needs in all disciplines. Those beliefs are as follows: All students can succeed. Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students. Successful instructional practices are founded on evidence-based research, tempered by experience.

**PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS**

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 percent of the students in Ontario's English language schools is a language other than

English. Ontario's linguistic heritage includes several Aboriginal languages; many African, Asian, and European languages; and some varieties of English, such as Jamaican Creole. Many English language learners were born in Canada and raised in families and communities in which languages other than English were spoken, or in which the variety of English spoken differed significantly from the English of Ontario classrooms. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited. When they start school in Ontario, many of these students are entering a new linguistic and cultural environment.

## THE ROLE OF TECHNOLOGY IN THE PROGRAM

Information and communications technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' language learning. ICT tools include multimedia resources, databases, Internet websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. Information and communications technologies can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom. Whenever appropriate, therefore, students should be encouraged to use ICT to support and communicate their learning.

## ACCOMMODATIONS

Accommodations will be based on meeting with parents, teachers, administration and external educational assessment reports. The following three types of accommodations may be provided:

- ☐ **Instructional accommodations:** such as changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- ☐ **Assessment accommodations:** such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

Other examples of modifications and aids, which may be used in this course, are:

- ☐ Provide step-by-step instructions.
- ☐ Help students create organizers for planning writing tasks.
- ☐ Allow students to report verbally to a scribe (teacher/ student) who can help in note taking.
- ☐ Permit students a range of options for reading and writing tasks.
- ☐ Where an activity requires reading, provide it in advance.
- ☐ Provide opportunities for enrichment.