

**Canada World Education Centre
Course Outline**

Course: Communication Technology			
Grade: 12	Type: University/College	Credit Value: 1	Course Code: TGJ4M
Teacher: J.F. Michaud		Development Date: 04/15/2019	
Course Reviser: Vizarat Shaikh		Prerequisite: TGJ3M	
Date:			
Ministry Curr. Doc: The Ontario Curriculum Grades 9 to 12, Course Descriptions and Prerequisites, 2018			
Course Description			
<p>This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of TV, video, and movie production; radio and audio production; print and graphic communications; digital imaging; broadcasting journalism; and interactive WEB site design and new media. Students will also expand their awareness of environmental and societal issues related to communications technology, and will investigate career opportunities and challenges in a rapidly changing technological environment.</p>			
Overall Expectations for Student Learning			

COMMUNICATION FUNDAMENTALS

- A1. Demonstrate an understanding of advanced concepts, techniques, and skills required to produce a range of communications media products and services;
- A2. Describe different types of equipment and software and explain how they are used in creating communications media products;
- A3. Demonstrate an understanding of technical terminology, scientific concepts, and mathematical concepts used in communications technology, and apply them to the creation of media products;
- A4. Demonstrate an understanding of and apply the interpersonal and communications skills necessary to work in a team environment.

COMMUNICATION SKILLS

- B1. apply project management techniques to the planning and development of communications media projects;
- B2. apply a design process or other problem-solving processes or strategies 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 and incorporate current and evolving standards, processes, formats, and technologies.

ENVIRONMENT AND SOCIETY

- C1. analyze the environmental impact of recent advances in communications technology, and describe ways of reducing harmful effects;
- C2. Demonstrate an understanding of the effects of communications technology and media activities on society and cultural diversity.

CAREER OPPORTUNITIES

- D1. demonstrate an understanding of and apply safe work practices when performing communications technology tasks;
- D2. demonstrate an understanding of and adhere to legal requirements and ethical practices relating to the communications technology industry;
- D3. Demonstrate an understanding of career opportunities and career development in a rapidly changing technological environment, and maintain a portfolio of their work as evidence of their qualifications for future education and employment.

Outline of Course Content
Unit:

Hours:

Unit 1. Technology, Career & Design
Unit 2. Computer Graphics
Unit 3. Website design
Unit 4. Movie Production
Unit 5. Communication Production

30
20
20
10
30

Teaching and Learning Strategies

Teachers use a variety of teaching strategies to maximize student learning. The following teaching strategies will be used in this course:

Helping students become self-directed.

In order to address the unique learning styles of students in this course, a variety of activities and learning experiences should be offered, including, but not restricted to: questioning, demonstrations, role-plays, simulations, co-operative group learning, brainstorming, discussion, peer coaching, interviewing, reflective writing, reflective thinking exercises, concept mapping, reading, tutoring, direct instruction, one-on-one teaching, and experimental learning.

Teachers will find ways throughout the course for students to make authentic learning connections with their other courses, the school, local community and the world at large.

Assessment & Evaluation of Student Performance

Assessment & Evaluation

The primary purpose of assessment and evaluation is to improve student learning and to help students assume responsibility for their learning.

Mid-semester and final marks are determined through evaluations or Assessments of Learning, which typically occur towards the end of a unit and end of semester. During the learning process, information about a student's learning is gathered and used by the teacher and student to inform decisions that affect goal setting and teaching in the classroom. The data gathered as Assessment as Learning and Assessment for Learning do not carry a mark weight, but do play a crucial role in student success as they help inform the teacher about each student's progress. All types of assessments allow teachers to provide descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement.

Learning Skills and Work Habits (responsibility, organization, independent work, collaboration, initiative, self-regulation) will be reported by a letter (E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement). These skills and habits support a high level of success in meeting the course expectations in addition to contributing to the development of positive life and work skills for the future.

Considerations for Program Planning

Program Planning Considerations

- Individual Education Plan: Accommodations to meet the needs of exceptional students as set out in their Individual Education Plan will be implemented within the classroom program. Additional assistance is available through the Special Education program.
- The Role of Technology in the Curriculum. Using information technology will assist students in the achievement of many of the expectations in the curriculum regarding research, written work, analysis of information, and visual presentations.

- English As a Second Language (ESL): Appropriate accommodations in teaching, learning, and evaluation strategies will be made to help ESL students gain proficiency in English, since students taking ESL at the secondary level have limited time in which to develop this proficiency.

Resources

Technological Devices:

CWEC supports the use of technology to enhance learning, but the use of such electronic technology in the classroom is at the discretion of the teacher. Working together we can ensure the appropriate use of technology by all members of our school community