OTTAWA CATHOLIC SCHOOL BOARD	**Grade 9 Exploring Construction Technology and the Skilled Trades TCJ1O**	Inspired Education. Inspiring Students.

Teacher: **Teacher Name**

Prerequisite Course: None

Special Note: This sector-specific course delivers the core expectations of the Ontario TAS curriculum, offering hands-on experiences, safe practices, and pathways exploration tailored to this discipline.

Description and Overall Expectations: This hands-on course enables students to further explore the engineering design process and develop other technological knowledge and skills introduced in earlier grades. Students will design and safely create prototypes, products, and/or services, working with tools and technologies from various industries. As students develop their projects to address real-life problems, they will apply technological concepts such as precision measurement, as well as health and safety standards. Students will begin to explore job skills programs and education and training pathways, including skilled trades, that can lead to a variety of careers.
https://www.dcp.edu.gov.on.ca/en/curriculum/technological-education/courses/tas1o/strands

Design Processes and Related Skills: demonstrate an understanding of fundamental technological concepts and related skills by initiating and planning projects; develop projects that involve creating products and/or services, using a variety of resources and techniques, and record the development of their projects; evaluate and refine processes, products, and/or services; apply an understanding of health and safety practices and procedures when using materials, tools, and equipment.

Technological Development, Impacts, and Careers: demonstrate an understanding of how various needs and underlying social, economic, and environmental factors drive the evolution of technology; analyze impacts of various technologies on individuals, society, the economy, and the environment; explore and describe careers in technological fields and the skilled trades, and pathways for entering them.

Course Resources: Key resource(s) along with supplementary resources / digital tools and sites / passwords; include replacement cost for resources if lost/damaged.

Catholic Graduate Expectations: Our goal for all students is to experience an education based on our Catholic Graduate Expectations. **(**http://www.iceont.ca) We work in community to develop graduates that are:

- Discerning Believers Formed in the Catholic Faith Community
- Effective Communicators
- Reflective and Creative Thinkers
- Self-Directed, Responsible, Life-Long Learners
- Collaborative Contributors
- Caring Family Members
- Responsible Citizens

Assessment, Evaluation and Reporting: The primary purpose of assessment and evaluation is to improve student learning. Students will understand what is expected of them, using learning goals, and success criteria, based on the overall expectations. Feedback (self, peer, teacher) supports learning, and plays a critical role in academic achievement and success.

The development of learning skills and work habits is a key indicator of future success. The following learning skills and work habits will be developed, assessed, and reported during this course:

1.	Responsibility	fulfills responsibilities and commitments *(e.g. accepts and acts on feedback)*
2.	Organization	manages time to complete tasks and achieve goals *(e.g. meets goals, on time)*
3.	Independent work	uses class time appropriately to complete tasks *(e.g. monitors own learning)*
4.	Collaboration	works with others, promotes critical thinking *(e.g. provides feedback to peers)*
5.	Initiative	demonstrates curiosity and an interest in learning *(e.g. sets high goals)*
6.	Self-Regulation	sets goals, monitors progress towards achieving goals *(e.g. sets, reflects goals)*

Group work supports collaboration, an important 21st century skill. This will be assessed only as a learning skill. Homework may also be assessed as a learning skill. Evaluation completed in class will be based only on individual student work. Regular attendance is important to support group work, various forms of feedback, and to allow students to demonstrate evidence of their learning. Students are responsible for providing evidence of their own learning (with references where required), in class, within given timelines. Next steps in response to academic integrity issues, such as lack of work completion, plagiarism, or other forms of cheating, range from providing alternate opportunities, to a deduction of marks.

The achievement chart identifies four levels, based on achievement of the overall expectations:

Level 1	achievement falls below the provincial standard	(50-59%)
Level 2	achievement approaches the provincial standard	(60-69%)
Level 3	achievement is at the provincial standard	(70-79%)
Level 4	achievement surpasses the provincial standard	(80-100%)

The report card grade will be based on evidence of student performance, including observations, conversations and student products. Consideration will be given to more recent evidence (skill development) and the most consistent level of achievement.

Mark Breakdown:

Term Work (65%) will include a variety of assessment tasks designed to demonstrate students' development in their knowledge and understanding, thinking and inquiry, communication and application, of all overall expectations.

Attendance and Participation (15%) - see more information here

Final Evaluation (20%) takes place towards the end of the semester, is completed in class, and provides the final opportunity for students to demonstrate what they know and the skills they have learned, based on the overall expectations. In TCJ1O, the summative evaluation will consist of a culminating task (10%) and a final written exam (10%).

Awarding of Course Credit: Students who demonstrate evidence of achievement of overall expectations, ***and*** earn a mark of 50% or greater, will earn one credit for the course with the following exception:

Students who do not attempt the summative evaluation (exam and/or culminating task) will not earn their credit regardless of their mark.