

	Grade 11 Communications Technology: Photography and Digital Imaging TGP3M	Inspired Education. Inspiring Students.
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Teacher: ****Teacher Name****

Prerequisite Course: None

Description and Overall Expectations: 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. **This course has an emphasis on Photography and Digital Imaging.**

Communications Technology Fundamentals: demonstrate an understanding of the core concepts, techniques, and skills required to produce a range of communications media products and services; 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; demonstrate an understanding of technical terminology, scientific concepts, and mathematical concepts used in communications technology and apply them to the creation of media products; demonstrate an understanding of and apply the interpersonal and communication skills necessary to work in a team environment.

Communications Technological Skills: apply project management techniques to develop communications technology products effectively in a team environment; apply a design process or other problem-solving processes or strategies to meet a range of challenges in communications technology; create productions that demonstrate competence in the application of creative and technical skills and incorporate current standards, processes, formats, and technologies.

Technology, the Environment, and Society: describe the impact of current communications media technologies and activities on the environment and identify ways of reducing harmful effects; 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.

Professional Practice and Career Opportunities: demonstrate an understanding of and apply safe work practices when performing communications technology tasks; demonstrate an understanding of and adhere to legal requirements and ethical standards relating to the communications technology industry; 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.

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:

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

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 (70%) 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.

Summative evaluation (30%) 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 Communication Technology TGP3M, the summative evaluation will consist of a rich summative assessment task (30%).

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 complete their summative evaluation (exam and/or end of year summative task) will not earn their credit regardless of their mark.

Student and Parent/Guardian Acknowledgement

We have read the above course outline and are aware of the student responsibilities to attend class on a regular basis and to provide evidence of learning within the established timelines.

Student's Name (print): _____ Student's Signature: _____

Parent/Guardian Name (print): _____ Parent/Guardian Signature: _____