

Forest Hill Collegiate Institute
Course of Study and Evaluation Statement

Grade 12 Interdisciplinary Studies: Film (University level) – IDC 4U1

Note 1: All Ontario Ministry of Education curriculum documents with full course content information can be located at <http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>

Note 2: Detailed information on Ministry of Education assessment, evaluation, and reporting policy is provided in *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000*, located at <http://www.edu.gov.on.ca/eng/curriculum/secondary/progplan912curr.pdf>

1. Course Details

- Program Area: English Curriculum Leader: Lisa Rodopoulos
- Course title: Interdisciplinary Studies, Grade 12, University (IDC 4U1 Film). Credit Value 1.0
- Prerequisite(s) and co-requisite(s): Any University or University/College preparation course
- Texts and resource materials that are essential to the course include: **Online and print texts** (eg. on the history of cinema, on film theory, on movie production); **Film and video texts** (eg. clips or full length features by the Lumière brothers, Chaplin, Eisenstein, Hitchcock, Kubrick, Scorsese, the Coen brothers, Pawlikowski, etc.); **Online sources** (eg. course material can be accessed via Google Classroom).

2. Overall Goals Course Description:

*This course introduces students to a diversity of essential elements in film theory and production. Students will develop **skills** and a **knowledge** base in the following areas: film history and the evolution of film as media; shot log, storyboard, and screenplay writing; cinematography and the use of camera (and lighting) techniques; video editing tricks such as the use of green screens using iMovie and Adobe Premiere. Students also develop the following skills through film production: interpersonal skills, time-management, organization, and responsibility. Moreover, students learn the **value** of film as a powerful tool for artistic and political transgression.*

• Overall Expectations in **Theory and Foundation**.

By the end of this course, students will:

- demonstrate an understanding of the key ideas and issues related to each of the subjects or disciplines studied;
- demonstrate an understanding of the different structures and organization of each of the subjects or disciplines studied;
- demonstrate an understanding of the different perspectives and approaches used in each of the subjects or disciplines studied;
- demonstrate the skills and strategies used to develop interdisciplinary products and activities.

• Overall Expectations in **Processes and Methods of Research**

By the end of this course, students will:

- be able to plan for research, using a variety of strategies and technologies;
- be able to access appropriate resources, using a variety of research strategies and technologies;
- be able to process information, using a variety of research strategies and technologies;
- be able to assess and extend their research skills to present their findings and solve problems.

• Overall Expectations in **Implementation, Evaluation, Impacts, and Consequences**.

By the end of this course, students will:

- implement and communicate information about interdisciplinary endeavours, using a variety of methods and strategies;
- evaluate the quality of interdisciplinary endeavours, using a variety of strategies;
- analyse and describe the impact on society of interdisciplinary approaches and solutions to real-life situations;
- analyse and describe how interdisciplinary skills relate to personal development and careers.

- Specific Curriculum Expectations
Please refer to Ontario Ministry of Education curriculum document for details of Overall and Specific Expectations, found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/interdisciplinary1112curr.pdf>
- **Course content:** *the following units of study and their timelines are subject to change:*

Unit 1:	Video Diary	(3 weeks)
Unit 2:	Narrative Short	(3 weeks)
Unit 3:	Narrative Movement	(3 weeks)
Unit 4:	Documentary Short	(3 weeks)
Unit 5:	Short Cuts	(5 weeks)

3. 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.
- *Career Education:* Expectations in the English program include many opportunities for students to apply their language skills to work-related situations, to explore educational and career options, and to become self-directed learners. Regardless of their post secondary destination, all students need to realize that literacy skills are employability skills.
- *Cooperative Education and Other Workplace Experiences:* The knowledge and skills students acquire in this courses will assist them in their senior level cooperative-education and work-experience placements related to this course. General information about cooperative education courses can be found at <http://www.edu.gov.on.ca/eng/document/curricul/secondary/coop/cooped.pdf>

4. Learning Skills

Learning Skills are skills and habits are essential to success in school and in the workplace. The Learning Skills evaluated are: Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-regulation. Teachers report achievement on the six Learning Skills using letter symbols: E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement.

Learning Skills clearly affect levels of achievement, but they are *not* part of the evaluation of achievement and are not included in the midterm mark or final course mark.

5. Academic Honesty: Cheating and Plagiarism

Students are expected to submit only their own original work on evaluations done in class or out of class. Plagiarism is the submission of the ideas and writings of another as if they were one's own. Cases of academic dishonesty (cheating and/or plagiarism) will be dealt with on a case-by-case basis, but each case will involve an investigation, communication with the student and his/her parent/guardian, and a mark of zero for the plagiarized work. Whether the student has an opportunity to demonstrate his/her learning in another assignment will be at the discretion of the teacher and/or Principal.

6. Teaching Strategies

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

- *Direct Instruction* is highly teacher-directed. This strategy includes methods such as lecture, didactic questioning, explicit teaching, practice and drill, and demonstrations.
- *Indirect Instruction* is mainly student-centered. Indirect Instruction includes inquiry, induction, problem solving, decision-making, and discovery.
- *Interactive Instruction* relies heavily on discussion and sharing among participants. Interactive instruction may include total class discussions, small group discussions or projects, or student pairs or triads working on assignments together.
- *Experiential Learning* is inductive, learner centered, and activity oriented. In Experiential Learning, students participate in an activity; critically look back on the activity to clarify learnings and feelings; draw useful insights from such analysis; and/or put learnings to work in new situations..
- *Independent Study* refers to the range of instructional methods, which are purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. The focus is on planned independent study by students under the guidance or supervision of a classroom teacher.

7. Assessment and Evaluation Strategies

Assessment and Evaluation of Student Achievement

The primary purpose of assessment and evaluation is to improve student learning. Assessment is the process of gathering information from assignments, demonstrations, projects, performances, and tests that accurately reflects how well a student is achieving the curriculum expectations in a course. As part of assessment, teachers provide students with feedback that guides their efforts towards improvement.

Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade.

- In this course, the following evaluation strategies will be used:
 - ***Theory and Foundation strategies include:*** unit test on history, theory, and production; ISP presentation on non-verbal techniques; critique of transgression; application of various experimental techniques (lighting, green screen, stop-motion)
 - ***Processes and Methods of Research strategies include:*** interviews on production ideas, the scripting process (eg. storyboard, shot log, production planner, screenplay)
 - ***Implementation, Evaluation, Impacts, and Consequences strategies include:*** a series of video projects, editing using video software, a movie poster and trailer, written reflections on the production process

8. Achievement Chart

The achievement chart provides a standard, province-wide method for teachers to use in assessing and evaluating their students' achievement. Students are evaluated according to the major categories or strands in each course. Ministry curriculum documents provide detailed description of student achievement levels.

In this course, students are evaluated in three strands:

Theory and Foundation	Processes and Methods of Research	Implementation, Evaluation, Impacts, and Consequences
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9. 70% Mark on Course Work

- Students need to demonstrate achievement of all the overall expectations of the course. 70% of the final mark in the course will be based on work done prior to the culminating activities. Evaluations that are late, missing, and/or incomplete will affect a student’s 70% grade. See FHCI Evaluation Policy as printed in the Student Agenda Book for information about late, missed, and/or incomplete assignments.

Theory (25%)	Unit test, In-class critiques, Presentation, Application of technique
Processes (15%)	Planning work for Video projects 1 – 4
Implementation (30%)	Final products for Video projects 1 – 4

10. 30% Mark on Final Project

- All students must take part in the culminating activities for each course at every grade and level of study. The steps to follow when a student is absent from one or more culminating activities are included in the FHCI evaluation policy as printed in the Student Agenda Book.
- Culminating activities that occur in class are held within the last three weeks of classes. Culminating activities that are formal examinations occur within the last nine days of the semester

Culminating Activity (30%)	<i>Short Cuts: Variations on a Theme</i>
	Process I (interview, storyboard, etc.) – 3%
	Process II (interview, screenplay, etc.) – 6%
	Product I (promotional trailer and poster) – 6%
	Product II (short video) – 15%

11. Determining Marks for the Midterm Provincial Reports

This grade will be based on the evaluations that have been conducted to the midterm point in the course. Some of the Overall Expectations, categories/strands, and units will not have been addressed by the midterm, and the students’ grades will most likely change when the students’ entire work is evaluated by the end of the course.

12. Determining the Mark for the Final Report Card

The mark for the final will report card will be the sum of the 70% mark and the 30% mark.

13. Teacher-Specific Information

- Mr. Lee is available for extra help upon request.
- Parents can contact Mr. Lee via the main office at (416) 393-1860

COURSE EVALUATION PLAN
IDC Film Grade 12 University (**IDC 4U1 Film**)

30% Final Evaluations

Task	Achievement Chart Focus	Overall Expectations
Video project 5 (planning work, movie poster, trailer, final video)	Theory and Foundation Processes Implementation	TF. 1, 3 P. 1, 2, 3 I. 1, 2

70% Course Work

Unit 1: Video Diary

Task	Achievement Chart Focus	Overall Expectations
VP 1 Planning work	Processes	P. 1, 2, 3,4
VP 1 Product	Implementation	I. 1, 2, 4

Unit 2: Narrative

Task	Achievement Chart Focus	Overall Expectations
VP 2 Planning	Processes	P. 1, 2, 3, 4
VP 2 Product	Implementation	I. 1, 2, 4
Midterm test	Theory and Foundation	TF. 1, 3

Unit 3: Movement

Task	Achievement Chart Focus	Overall Expectations
VP 3 Planning	Processes	P. 1, 2, 3, 4
VP 3 Product	Implementation	I. 1, 2, 3, 4
Film technique presentation	Theory and Foundation	TF. 4

Unit 4: Documentary

Task	Achievement Chart Focus	Overall Expectations
VP 4 Planning	Processes	P. 1, 2, 3, 4
VP 4 Product	Implementation	I. 1, 2, 3, 4
Transgression critique; experimental techniques	Theory and Foundation	TF. 1, 2, 3, 4

GLOSSARY OF CURRICULUM EXPECTATIONS

A) Theory and Foundation

- TF. 1 > Demonstrate an understanding of the **key ideas** and issues related to each of the subjects or disciplines studied
- TF. 2 > Demonstrate an understanding of the different **structures and organization** of each of the subjects or disciplines studied
- TF. 3 > Demonstrate an understanding of the **different perspectives** and approaches used in each of the subjects or disciplines studied
- TF. 4 > Demonstrate the **skills and strategies** used to develop interdisciplinary products and activities

B) Processes and Methods of Research

- P. 1 > Be able to **plan for research**, using a variety of strategies and technologies
- P. 2 > Be able to access **appropriate resources**, using a variety of research strategies and technologies
- P. 3 > Be able to **process information**, using a variety of research strategies and technologies
- P. 4 > Be able to **assess and extend** their research skills to present their findings and solve problems

C) Implementation, Evaluation, Impacts, and Consequences

- I. 1 > **Implement and communicate** information about interdisciplinary endeavours, using a variety of methods and strategies
- I. 2 > **Evaluate** the quality of interdisciplinary endeavours, using a variety of strategies
- I. 3 > Analyse and describe the **impact on society** of interdisciplinary approaches and solutions to real-life situations
- I. 4 > Analyse and describe how interdisciplinary skills relate to **personal development** and careers