

FOREST HILL C.I.

AVI101 - GRADE 9 VISUAL ART: COURSE OUTLINE



Resources

Teacher: Mrs. Neumann & Mr. Conley

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Course Description

This course is exploratory in nature, offering an overview of the visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive quality of various materials by using a range of media, processes, techniques and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context.

Overall Course Expectations

Specific expectations can be found at the Ministry of Educations' Website:

<http://www.edu.gov.on.ca/eng/curriculum/secondary/arts.html>

• **In Creating & Presenting:**

A1. **The Creative Process:** apply the creative process to create a variety of art works, individually and/or collaboratively;

A2. **The Elements and Principles of Design:** apply elements and principles of design to create art works for the purpose of self-expression and to communicate ideas, information, and/or messages;

A3. **Production and Presentation:** produce art works, using a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and demonstrate an understanding of a variety of ways of presenting their works and the works of others.

• **In Reflecting, Responding and Analyzing:**

B1. **The Critical Analysis Process:** demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works;

B2. **Art, Society, and Values:** demonstrate an understanding of how art works reflect the society in which they were created, and of how they can affect personal values;

B3. **Connections beyond the Classroom:** demonstrate an understanding of the types of knowledge and skills developed in visual arts, and identify various opportunities related to visual arts.

• **In Foundations:**

C1. **Terminology:** demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components related to visual arts;

C2. **Conventions and Techniques:** demonstrate an understanding of conventions and techniques used in the creation of visual art works;

C3. **Responsible Practices:** demonstrate an understanding of responsible practices related to visual arts.

Units of Study

Pencil Crayon	<ul style="list-style-type: none">Elements and Principles of Design Grid and Analysis
Oil Pastel	<ul style="list-style-type: none">Technique ExercisesProject PlanFinal Drawing
Pen and Ink	<ul style="list-style-type: none">Technique ExercisesProject PlanFinal Drawing and Artist Statement
Painting	<ul style="list-style-type: none">Research Based Artist Trading CardTechnique ExercisesProject PlanFinal Painting
Sculpture	<ul style="list-style-type: none">Expression Exercises3D expression drawings

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

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Assessment and Evaluation

The primary purpose of assessment and evaluation is to improve student learning. Assessment can take on one of three forms (described below). See page 31 of *Growing Success* for a detailed description of assessment.

Diagnostic / Formative	<p>Assessment FOR and AS learning: Determines how learning should proceed at the beginning of a unit and then provides feedback for student to determine where improvement is needed, IE:</p> <p>Group work and technique exercises: Student practices project related techniques. Teacher checks for completion and then provides student with feedback.</p>
Summative Evaluation	<p>Assessment OF learning evaluates what student has learned during and at the conclusion of a unit, IE:</p> <p>Project Plan: Student meets with teacher to discuss and revise plan for final project creation. This is part of final project mark on rubric.</p> <p>Final Project Creation: Student submits project to be evaluated. Teacher provides written feedback along with final mark on rubric.</p>

Note: Please keep all technique exercises and project plans in the Process Work Folder provided. Do not lose this folder. Your project planning is a part of your final project mark.

Evaluation of student achievement will be defined by four broad **Achievement Categories** (described below). The category weighting for semester work is shown below:

Knowledge & Understanding	Specific content acquired in the course and the comprehension of its meaning and significance.	20%
Thinking	The use of critical and creative thinking skills and inquiry, research, and problem-solving skills.	20%
Communication	The conveying of meaning through various forms.	30%
Application	The use of knowledge and skills to make connections within and between various contexts.	30%

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 passing off the ideas or writings of another as 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 investigation, communication with the student and his/her parent/guardian, and a mark of zero for 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.

Academic Integrity - Missed Classes, Evaluations and Assignments:

It is the responsibility of the student to notify all appropriate parties (teachers, office, coach, etc) in advance (where appropriate) and in compliance with school policies and procedures as per student agenda if the student will be absent. This allows for both the student and teacher to make alternative arrangements regarding missed assignments or evaluations. In the event that advance notice is not possible, students should seek out the teacher first thing (before school) with the appropriate documentation (e.g. Doctor's note, photocopied note from the office) in order to ensure that they have the opportunity to make-up the evaluation, assignment and/or course work from class missed.

Tools for Success/Learning Skills

Responsibility	<p>Understand and follow this course outline and the policies outlined in the Student Agenda</p> <p>Arrive on time and come prepared to work with all necessary tools</p>
Organization	<p>Keep an organized notebook including file naming and storage</p> <p>Keep an organized calendar of important dates</p>
Independent Work	<p>Stay on task and avoid disrupting the learning of others</p> <p>Do homework regularly and complete all assigned work</p>
Collaboration	<p>Be a responsible group member</p> <p>Help your peers succeed by sharing ideas, tutoring and studying together</p>
Initiative	<p>Be active participants in the classroom</p> <p>Ask questions when unsure of the material & seek extra help when needed</p> <p>Ensure that you get any missed handouts and catch up on missed work</p>
Self-Regulation	<p>Set goals and make good choices regarding academic success.</p> <p>Respect yourself, classmates and teachers</p>

FOREST HILL C.I.

AVI201 - GRADE 10 VISUAL ART: COURSE OUTLINE



responsible practices related to visual arts.

Resources

Teacher: Mrs. Neumann & Mr. Conley

Phone: 416.393.1860 x20101

Email: Leanne.neumann@tdsb.on.ca

Steven.conley@tdsb.on.ca

Course Description

• **Course Description:**

This course emphasizes learning through practice; building on what students know; and introducing them to new ideas, materials, and processes for artistic thinking and experimentation. Student learning will include the refined application of the elements and principles of design, incorporating the creative and design processes, and the relationship between form and content. Students will also learn about the connections between works of art and their historical contexts. Course objectives may be achieved either through a comprehensive program or through a program focused on a particular art form (e.g., drawing, painting).

Overall Course Expectations

Specific expectations can be found at the Ministry of Educations' Website:

<http://www.edu.gov.on.ca/eng/curriculum/secondary/arts.html>

• **In Creating & Presenting:**

A1. **The Creative Process:** apply the creative process to create a variety of art works, individually and/or collaboratively;

A2. **The Elements and Principles of Design:** apply elements and principles of design to create art works for the purpose of self-expression and to communicate ideas, information, and/or messages;

A3. **Production and Presentation:** produce art works, using a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and demonstrate an understanding of a variety of ways of presenting their works and the works of others.

• **In Reflecting, Responding and Analyzing:**

B1. **The Critical Analysis Process:** demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works;

B2. **Art, Society, and Values:** demonstrate an understanding of how art works reflect the society in which they were created, and of how they can affect personal values;

B3. **Connections beyond the Classroom:** demonstrate an understanding of the types of knowledge and skills developed in visual arts, and identify various opportunities related to visual arts.

• **In Foundations:**

C1. **Terminology:** demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components related to visual arts;

C2. **Conventions and Techniques:** demonstrate an understanding of conventions and techniques used in the creation of visual art works;

C3. **Responsible Practices:** demonstrate an understanding of

Units of Study

Pencil Crayon	<ul style="list-style-type: none"> • Technique Exercises • Name in One point Perspective • Ornamental Plate experimentation • Final Plate
Watercolours	<ul style="list-style-type: none"> • Technique Exercises • Project Plan • Final Painting
Sculpture	<ul style="list-style-type: none"> • 3D Tonal drawings in Pencil • 3D Final Drawing in Pencil Crayon
Printmaking	<ul style="list-style-type: none"> • Softtoleum self portraits • Selfies processed in Photoshop • Transferred to Softtoleum • Printmaking techniques
Culminating Project	<ul style="list-style-type: none"> • Final Project student choice • Artist Statment

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

FOREST HILL C.I.

AVI201 - GRADE 10 VISUAL ART: COURSE OUTLINE



Assessment and Evaluation

The primary purpose of assessment and evaluation is to improve student learning. Assessment can take on one of three forms (described below). See page 31 of *Growing Success* for a detailed description of assessment.

Diagnostic / Formative	<p>Assessment FOR and AS learning: Determines how learning should proceed at the beginning of a unit and then provides feedback for student to determine where improvement is needed, IE:</p> <p>Group work and technique exercises: Student practices project related techniques. Teacher checks for completion and then provides student with feedback.</p>
Summative Evaluation	<p>Assessment OF learning evaluates what student has learned during and at the conclusion of a unit, IE:</p> <p>Project Plan: Student meets with teacher to discuss and revise plan for final project creation. This is part of final project mark on rubric.</p> <p>Final Project Creation: Student submits project to be evaluated. Teacher provides written feedback along with final mark on rubric.</p>

Note: Please keep all technique exercises and project plans in the Process Work Folder provided. Do not lose this folder. Your project planning is a part of your final project mark.

Evaluation of student achievement will be defined by four broad **Achievement Categories** (described below). The category weighting for semester work is shown below:

Knowledge & Understanding	Specific content acquired in the course and the comprehension of its meaning and significance.	20%
Thinking	The use of critical and creative thinking skills and inquiry, research, and problem-solving skills.	20%
Communication	The conveying of meaning through various forms.	30%
Application	The use of knowledge and skills to make connections within and between various contexts.	30%

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 passing off the ideas or writings of another as 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 investigation, communication with the student and his/her parent/guardian, and a mark of zero for 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.

Academic Integrity - Missed Classes, Evaluations and Assignments:

It is the responsibility of the student to notify all appropriate parties (teachers, office, coach, etc) in advance (where appropriate) and in compliance with school policies and procedures as per student agenda if the student will be absent. This allows for both the student and teacher to make alternative arrangements regarding missed assignments or evaluations. In the event that advance notice is not possible, students should seek out the teacher first thing (before school) with the appropriate documentation (e.g. Doctor's note, photocopied note from the office) in order to ensure that they have the opportunity to make-up the evaluation, assignment and/or course work from class missed.

Tools for Success/Learning Skills

Responsibility	<p>Understand and follow this course outline and the policies outlined in the Student Agenda</p> <p>Arrive on time and come prepared to work with all necessary tools</p>
Organization	<p>Keep an organized notebook including file naming and storage</p> <p>Keep an organized calendar of important dates</p>
Independent Work	<p>Stay on task and avoid disrupting the learning of others</p> <p>Do homework regularly and complete all assigned work</p>
Collaboration	<p>Be a responsible group member</p> <p>Help your peers succeed by sharing ideas, tutoring and studying together</p>
Initiative	<p>Be active participants in the classroom</p> <p>Ask questions when unsure of the material & seek extra help when needed</p> <p>Ensure that you get any missed handouts and catch up on missed work</p>
Self-Regulation	<p>Set goals and make good choices regarding academic success.</p> <p>Respect yourself, classmates and teachers</p>

FOREST HILL C.I.

AVI3M1 - GRADE 11 VISUAL ART: COURSE OUTLINE



Resources

Teacher: Mrs. Neumann & Mr. Conley
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Email: Leanne.neumann@tdsb.on.ca
Steven.conley@tdsb.on.ca

Course Description

This course provides students with opportunities to further develop their skills and knowledge in visual arts. Students will explore a range of subject matter through studio activities, and will consolidate their practical skills. They will gain knowledge in the art of portraiture.

Overall Course Expectations

Specific expectations can be found at the Ministry of Educations' Website:
<http://www.edu.gov.on.ca/eng/curriculum/secondary/arts.html>

• **In Creating & Presenting:**

- A1. **The Creative Process:** apply the creative process to create a variety of art works, individually and/or collaboratively;
- A2. **The Elements and Principles of Design:** apply elements and principles of design to create art works for the purpose of self-expression and to communicate ideas, information, and/or messages;
- A3. **Production and Presentation:** produce art works, using a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and demonstrate an understanding of a variety of ways of presenting their works and the works of others.

• **In Reflecting, Responding and Analyzing:**

- B1. **The Critical Analysis Process:** demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works;
- B2. **Art, Society, and Values:** demonstrate an understanding of how art works reflect the society in which they were created, and of how they can affect personal values;
- B3. **Connections beyond the Classroom:** demonstrate an understanding of the types of knowledge and skills developed in visual arts, and identify various opportunities related to visual arts.

• **In Foundations:**

- C1. **Terminology:** demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components related to visual arts;
- C2. **Conventions and Techniques:** demonstrate an understanding of conventions and techniques used in the creation of visual art works;
- C3. **Responsible Practices:** demonstrate an understanding of responsible practices related to visual arts.

Units of Study

Drawing	<ul style="list-style-type: none"> ▪ Techniques of Realism ▪ Elements of a portrait ▪ Inverted portraiture white on black ▪ Final Portrait in pastels
Watercolours	<ul style="list-style-type: none"> ▪ Technique Exercises ▪ Project Plan ▪ Final Painting
Printmaking	<ul style="list-style-type: none"> ▪ Line drawings ▪ etched onto a plexiglass plate ▪ Printing a series of Plates ▪ Artist Statement
Sculpture	<ul style="list-style-type: none"> ▪ A brief overview of the history of Sculpture ▪ Biomorph sculpture
Culminating Project	<ul style="list-style-type: none"> ▪ student driven project ▪ Artist Statement

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.
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FOREST HILL C.I.

AVI3M1 - GRADE 11 VISUAL ART: COURSE OUTLINE



Assessment and Evaluation

The primary purpose of assessment and evaluation is to improve student learning. Assessment can take on one of three forms (described below). See page 31 of *Growing Success* for a detailed description of assessment.

Diagnostic / Formative	<p>Assessment FOR and AS learning: Determines how learning should proceed at the beginning of a unit and then provides feedback for student to determine where improvement is needed, IE:</p> <p>Group work and technique exercises: Student practices project related techniques. Teacher checks for completion and then provides student with feedback.</p>
Summative Evaluation	<p>Assessment OF learning evaluates what student has learned during and at the conclusion of a unit, IE:</p> <p>Project Plan: Student meets with teacher to discuss and revise plan for final project creation. This is part of final project mark on rubric.</p> <p>Final Project Creation: Student submits project to be evaluated. Teacher provides written feedback along with final mark on rubric.</p>

Note: Please keep all technique exercises and project plans in the Process Work Folder provided. Do not lose this folder. Your project planning is a part of your final project mark.

Evaluation of student achievement will be defined by four broad **Achievement Categories** (described below). The category weighting for semester work is shown below:

Knowledge & Understanding	Specific content acquired in the course and the comprehension of its meaning and significance.	20%
Thinking	The use of critical and creative thinking skills and inquiry, research, and problem-solving skills.	20%
Communication	The conveying of meaning through various forms.	30%
Application	The use of knowledge and skills to make connections within and between various contexts.	30%

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 passing off the ideas or writings of another as 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 investigation, communication with the student and his/her parent/guardian, and a mark of zero for 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.

Academic Integrity - Missed Classes, Evaluations and Assignments:

It is the responsibility of the student to notify all appropriate parties (teachers, office, coach, etc) in advance (where appropriate) and in compliance with school policies and procedures as per student agenda if the student will be absent. This allows for both the student and teacher to make alternative arrangements regarding missed assignments or evaluations. In the event that advance notice is not possible, students should seek out the teacher first thing (before school) with the appropriate documentation (e.g. Doctor's note, photocopied note from the office) in order to ensure that they have the opportunity to make-up the evaluation, assignment and/or course work from class missed.

Tools for Success/Learning Skills

Responsibility	<p>Understand and follow this course outline and the policies outlined in the Student Agenda</p> <p>Arrive on time and come prepared to work with all necessary tools</p>
Organization	<p>Keep an organized notebook including file naming and storage</p> <p>Keep an organized calendar of important dates</p>
Independent Work	<p>Stay on task and avoid disrupting the learning of others</p> <p>Do homework regularly and complete all assigned work</p>
Collaboration	<p>Be a responsible group member</p> <p>Help your peers succeed by sharing ideas, tutoring and studying together</p>
Initiative	<p>Be active participants in the classroom</p> <p>Ask questions when unsure of the material & seek extra help when needed</p> <p>Ensure that you get any missed handouts and catch up on missed work</p>
Self-Regulation	<p>Set goals and make good choices regarding academic success.</p> <p>Respect yourself, classmates and teachers</p>

FOREST HILL C.I.

AVI4M1 - GRADE 12 VISUAL ART: COURSE OUTLINE



Resources

Teacher: Mrs. Neumann & Mr. Conley
 Phone: 416.393.1860 x20101
 Email: Leanne.neumann@tdsb.on.ca
Steven.conley@tdsb.on.ca

Course Description

• Course Description:
 This course further develops Realism and embraces a Multi Media approach. Students will further develop their use of planning and processes of Visual Arts ideas, materials, for artistic thinking and experimentation.

Overall Course Expectations

Specific expectations can be found at the Ministry of Educations' Website:
<http://www.edu.gov.on.ca/eng/curriculum/secondary/arts.html>

• **In Creating & Presenting:**

- A1. **The Creative Process:** apply the creative process to create a variety of art works, individually and/or collaboratively;
- A2. **The Elements and Principles of Design:** apply elements and principles of design to create art works for the purpose of self-expression and to communicate ideas, information, and/or messages;
- A3. **Production and Presentation:** produce art works, using a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and demonstrate an understanding of a variety of ways of presenting their works and the works of others.

• **In Reflecting, Responding and Analyzing:**

- B1. **The Critical Analysis Process:** demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works;
- B2. **Art, Society, and Values:** demonstrate an understanding of how art works reflect the society in which they were created, and of how they can affect personal values;
- B3. **Connections beyond the Classroom:** demonstrate an understanding of the types of knowledge and skills developed in visual arts, and identify various opportunities related to visual arts.

• **In Foundations:**

- C1. **Terminology:** demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components related to visual arts;
- C2. **Conventions and Techniques:** demonstrate an understanding of conventions and techniques used in the creation of visual art works;
- C3. **Responsible Practices:** demonstrate an understanding of responsible practices related to visual arts.

Units of Study

Drawing	<ul style="list-style-type: none"> ▪ Exercise in a Multi media approach ▪ Conception of a multi media drawing ▪ Execution of a multi media art work
Watercolours	<ul style="list-style-type: none"> ▪ Multiple Project Plans ▪ Final Painting
Sculpture	Meaning and execution of Conceptual art
Printmaking	<ul style="list-style-type: none"> ▪ Line drawings ▪ etched onto a plexiglass plate ▪ Printing a series of Plates ▪ Colouring prints ▪ Artist Statement
Culminating Project	<ul style="list-style-type: none"> ▪ Final Project student choice ▪ Artist Statement

Teaching Strategies

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

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FOREST HILL C.I.

AVI4M1 - GRADE 12 VISUAL ART: COURSE OUTLINE



Assessment and Evaluation

The primary purpose of assessment and evaluation is to improve student learning. Assessment can take on one of three forms (described below). See page 31 of *Growing Success* for a detailed description of assessment.

Diagnostic / Formative	<p>Assessment FOR and AS learning: Determines how learning should proceed at the beginning of a unit and then provides feedback for student to determine where improvement is needed, IE:</p> <p>Group work and technique exercises: Student practices project related techniques. Teacher checks for completion and then provides student with feedback.</p>
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Academic Integrity - Missed Classes, Evaluations and Assignments:

It is the responsibility of the student to notify all appropriate parties (teachers, office, coach, etc) in advance (where appropriate) and in compliance with school policies and procedures as per student agenda if the student will be absent. This allows for both the student and teacher to make alternative arrangements regarding missed assignments or evaluations. In the event that advance notice is not possible, students should seek out the teacher first thing (before school) with the appropriate documentation (e.g. Doctor's note, photocopied note from the office) in order to ensure that they have the opportunity to make-up the evaluation, assignment and/or course work from class missed.

Tools for Success/Learning Skills

Responsibility	<p>Understand and follow this course outline and the policies outlined in the Student Agenda</p> <p>Arrive on time and come prepared to work with all necessary tools</p>
Organization	<p>Keep an organized notebook including file naming and storage</p> <p>Keep an organized calendar of important dates</p>
Independent Work	<p>Stay on task and avoid disrupting the learning of others</p> <p>Do homework regularly and complete all assigned work</p>
Collaboration	<p>Be a responsible group member</p> <p>Help your peers succeed by sharing ideas, tutoring and studying together</p>
Initiative	<p>Be active participants in the classroom</p> <p>Ask questions when unsure of the material & seek extra help when needed</p> <p>Ensure that you get any missed handouts and catch up on missed work</p>
Self-Regulation	<p>Set goals and make good choices regarding academic success.</p> <p>Respect yourself, classmates and teachers</p>