

FOREST HILL C.I.

IDC 30 – GRADE 11 INTERDISCIPLINARY STUDIES OPEN COURSE OUTLINE PREREQUISITE: NONE



Resources

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Tools for Success/Learning Skills

Responsibility	<ul style="list-style-type: none">Understand and follow this course outline and the policies outlined in the Student AgendaArrive on timeCome prepared to work with all necessary tools
Organization	<ul style="list-style-type: none">Keep an organized notebook including file naming and storageKeep an organized calendar of important dates
Independent Work	<ul style="list-style-type: none">Stay on taskAvoid disrupting the learning of othersDo homework regularly and complete all assigned workReview/study the work often
Collaboration	<ul style="list-style-type: none">Be a responsible group memberHelp your peers succeed by sharing ideas, tutoring and studying togetherPrepare for work as a team with a focus on fair workload
Initiative	<ul style="list-style-type: none">Be active participants in the classroomAsk questions when unsure of the material & seek extra help when neededEnsure that you get any missed handouts and catch up on missed work
Self-Regulation	<ul style="list-style-type: none">Set goals and make good choices regarding academic success.Respect yourself, classmates and teachers

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.

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	Assessment FOR learning determines how learning should proceed at the beginning of a unit.
Formative	Assessment AS learning provides feedback for a student to determine where improvement is needed. An example of this is homework.
Summative	Assessment OF learning evaluates what a student has learned at the conclusion of a unit/course. An example of this is a test or exam.

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

Semester Work		70%
Knowledge & Understanding	Specific content acquired in the course and the comprehension of its meaning and significance.	20-25%
Thinking	The use of critical and creative thinking skills and inquiry, research, and problem-solving skills.	20-25%
Communication	The conveying of meaning through various forms.	25-30%
Application	The use of knowledge and skills to make connections within and between various contexts.	25-30%
Culminating		30%

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 missed evaluation/assignment and course work.

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OPEN

COURSE OUTLINE

PREREQUISITE: NONE



Course Description

This course enables students to develop a deeper understanding of the theories and concepts linked to the publishing industry. Students will develop practical skills in the following areas: theoretical practices and terminology, photography and the manipulation of images, design and graphic layout techniques, research, computer skills and applications using industry-standard software/hardware, as well as marketing methods. Through team-based activities, students will develop essential interpersonal skills, including time- management, organization, and accountability. These learned skills are directly applicable to a career in graphic design or journalism.

The platform for instruction is via Google Classroom. There is an equipment and software contract to be signed by parent/guardian and the student.

Units of Study

Elements and Principles	Fundamental to Art and Design are the exploration and understanding of the Elements and Principles.
Introductory photography	A basic overview of photographic composition and exploration of how the E & Ps are expressed in photography. Students select a school event to independently attend and photograph.
Photoshop	Exploration of Photoshop through surreal scenario creations.
Illustrator	Study of Illustrator through logo design.
InDesign	Determining the correct interaction between Photoshop, Illustrator and InDesign as a final format layout program. Students will produce a variety of design projects including Forester Yearbook pages.

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>

Theory and Foundation

- 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 organizations 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.

Processes and Methods of Research

- 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 assess and extend their research skills to present their findings and solve problems;

Implementation, Evaluations, Impacts, and Consequences

- Implement and communicate information about interdisciplinary endeavors using a variety of methods and strategies;
- Evaluate the quality of interdisciplinary endeavors, using a variety of strategies;
- Analyze and describe the impact on society of interdisciplinary approaches and solutions to real-life situations;
- Analyze and describe ways in which interdisciplinary skills relate to personal development and careers.