***Oakwood Collegiate Institute***

*991 St. Clair Ave, West. Toronto, Ontario M6E 1A3 416-393-1780*

*Website:* [*http://schools.tdsb.on.ca/oakwoodci/*](http://schools.tdsb.on.ca/oakwoodci/)

***Course Outline: Exploring Technologies***

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| ***Academic Year 2017-2018*** | | ***Teacher Name: J. Flynn*** | |
| ***Department: Experiential Learning Tech*** | | ***CL / ACL: M. Abdelmassih*** | |
| **Course Title** | Exploring Technology | **Course Code** | TIJ1O |
| **Prerequisite** | none | **Grade** | 9 |
| **Level** | Open | **Credit Value** | 1.0 |

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| **Course Description** |
| **Ontario Ministry of Education Document: 2009 Revised The Ontario Curriculum Grades 9 and 10 Technological Education** |
| This course enables students to further explore and develop technological knowledge and skills introduced in the elementary science and technology program. Students will be given the opportunity to design and create products and/or provide services related to the various technological areas or industries, working with a variety of tools, equipment, and software commonly used in industry. Students will develop an awareness of environmental and societal issues, and will begin to explore secondary and postsecondary education and training pathways leading to careers in technology-related fields. |
| **Textbook and Other Resources:** No Text |
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| **Course Overview: Instructional Strands/Units** | | | |
| ***Unit Titles*** | ***Approximate***  ***Timeline*** | ***Unit Description*** | ***Assessment & Evaluation Tasks*** |
| AutoCAD | 15 hours | demonstrate the ability to use a variety of appropriate methods to communicate ideas and solutions; | Assgt’s, quizzes, projects |
| SketchUP | 15 hours | demonstrate the ability to use a variety of appropriate methods to communicate ideas and solutions; | Assgt’s, quizzes, projects |
| Yoyo Project  Intro to Flash | 15 hours | demonstrate an understanding of the fundamental concepts and skills required in the planning and development of a product or service, including the use of a design process and/or other  problem-solving processes and techniques; follow safe practices and procedures when using materials, tools, and equipment; | Assgt’s, quizzes, projects |
| Cardboard Chair Project | 20 | use problem-solving processes and project-management strategies in the planning and fabrication  of a product or delivery of a service;  fabricate products or deliver services, using a variety of resources. | Assgt’s, quizzes, projects |
| Photoshop | 20 | demonstrate the ability to use a variety of appropriate methods to communicate ideas and solutions; | Assgt’s, quizzes, projects |

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| **Learning Supports for Students** |
| Supports for Students with Individual Education Plans (IEP’s)  Subject teachers provide accommodations and modifications as outlined on student IEP’s. Supports may include: organizational support, additional time, graphic organizers, reduced work load, chunking of information, note-taking assistance, assistive technology (computer), preferential seating. |
| Extra Help   * Teachers post the time that they are available for extra help in their classrooms. Students are encouraged to speak with their teachers to arrange other times as required. * Students can also see their Guidance Counselor for information on other academic supports available. |

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| **Student Evaluation Criteria** | | | |
| **Term Work** | | **Culminating Activities** | |
| **Curricular Strands** | |
| Knowledge/Understanding | 15% | Final Project | 30% |
| Inquiry/Thinking | 10% |  |  |
| Communication | 10% |  |  |
| Application | 35% |  |  |
| *Term Work 70%* | | *Culminating Activity Total 30%* | |

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| **Report Card Schedule** | | | | |
|  | **1st Report Card** | **Interim Report Card** | **2nd Report Card** | **Final**  **Report Card** |
| **Report Cards** | Nov. 23, 2018 | Feb. 12, 2019 | April 18, 2019 | June 27, 2019 |
| **Parent-Teacher Interviews** | Nov. 29, 2018 | Feb. 14, 2019 |  |  |

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| **Assessment of Learning Skills** |
| **Independent Work** – Uses class time appropriately to complete tasks |
| **Collaboration** – Accepts various roles and an equitable share of work in a group |
| **Organization** - Arrives to class prepared and on time, meets deadlines with quality work and maintains a complete notebook |
| **Responsibility** – Fulfils responsibilities and commitments within the learning environment |
| **Initiative** – Looks for and acts on new ideas and opportunities for learning |
| **Self-Regulation** – Sets own individual goals and monitors progress towards achieving them |

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| **Department Expectations, Policies and Procedures** |
| Student safety is the number one concern while working in the shop. All general safety rules and machine specific rules are to be followed at all times. Never use any equipment without having received and understood safe operating procedures from the qualified tech teacher. A clean workspace enables safe habits. Students are expected to maintain the shop/lab. This includes the daily cleaning of the shop and proper storage of materials and tools. Report any broken or missing tools.  Daily attendance is vital for success in Tech courses. Students are expected to arrive on time for every class and be prepared to work.  **PUNCTUALITY** – When the bell rings, students are expected to be at their desks / benches, with notebooks and materials out, ready to begin. If you do arrive late enter the shop without disturbing the rest of the class.  **ATTENDANCE** – If students are absent, they are expected to bring a note explaining the absence and to complete missed work.  **ACADEMIC HONESTY / PLAGIARISM**: pages 15-16 of your agenda detail policies regarding academic honesty.  **FOLLOW THE BEHAVIOUR EXPECTATIONS** – Please see the school handbook and code of conduct. Pp.8-10 |