



TECHNOLOGY DEPARTMENT Course Outline 2025-26

Course: Communications Technology and the Skilled Trades (TV, Video & Movie Production)

Course Code: TGJ2O0 **Grade:** 10 **Credit Value:** 1

Course Type: Open **Prerequisite:** None

Curriculum Document: [Ontario Curriculum, Gr. 10: Technological Education, 2024](#)

Department: Technology **Teacher(s):** Mr. Elsie

Course Description: This hands-on course enables students to apply the engineering design process and other technological knowledge and skills introduced in earlier grades. Students will design and safely create prototypes, products, and/or services, working with tools and resources from various industries. As students develop their projects to address real-life problems, they will apply technological concepts such as quality control, and health and safety standards. Students explore opportunities for job skills programs and education and training pathways, including skilled trades, that can lead to a variety of careers.

Strands in the Technological Education Curriculum for Grade 10

The overall and specific expectations for each course in the technological education curriculum for Grade 10 are organized in two distinct but related strands. As students move up through the grades, the expectations within these strands will increase in complexity and depth. These strands are as follows:

- **Strand A: Design Processes and Related Skills** focuses on hands-on and project-based learning to build foundational skills, including: the acquisition and application of fundamental technological skills; various design processes, including the engineering design process; the creation of prototypes for products or services; and health and safety practices.

Overall Expectations

- A1. Initiating and Planning
 - A2. Designing and Performing
 - A3. Analyzing and Refining
 - A4. Applying Health and Safety Principles
- **Strand B: Technological Development, Impacts, and Careers** focuses on foundational learning related to the nature of technology and innovation, including: transferable skills; cross-curricular STEM connections; the impact of

technology; contributions to technological innovations made by members of diverse groups and communities in Canada; and opportunities and careers, including skilled trades.

Overall Expectations

- B1. Fundamentals of Technological Development
- B2. Impacts of Technology
- B3. Careers and Pathways in Technology and the Skilled Trades

Outline Of Course Content:

Content may be taught in varying orders. Students will explore and apply industry standard terminology, key concepts, skills, techniques and processes.

- Introduction to Show Production
 - Pre-production
 - Production
 - Post-production
- Introduction to Audio-Video Editing
- Introduction to Television Graphics
- Introduction to Special Effects
- Technology, The Environment, and Society
- Careers Exploration
- Student Website Portfolio

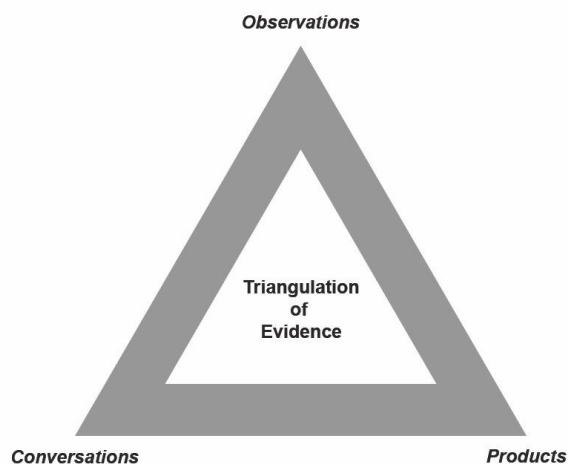
Teaching Strategies:

- Theoretical lectures/lessons (small and large groups)
- Application style demonstrations (small and large groups)
- The design/production process
- Audio visual tutorials and demonstrations (small and large groups)
- Collaborative team work and activities
- Independent work and activities
- Computer and technological equipment assisted learning
- Activity and assignment check point breakdowns

Assessment and Evaluation:

The primary purpose of assessment and evaluation at Castlebrooke Secondary School is to improve student learning. Student performance is measured in two ways. First, they are measured against the content standards in the Ontario curriculum and second, against the performance standards in the provincial achievement chart. Overall, teachers use a **balanced approach** to assessment and evaluation by considering and integrating all four achievement categories when they assess and evaluate student work (over the stretch of a semester). Evidence of learning refers to anything that **students do, say or create** that demonstrates deep conceptual understanding of Ontario curriculum expectations based on established learning goals for a course.

Evidence of learning also refers to a more holistic approach or process of appraising what students know, can do and understand in place of traditional assessment methods of teaching, quizzing and testing; it uses the process of **triangulation** of student data used in research to provide a more well-rounded and all-inclusive picture of student achievement. **Triangulation means collecting student evidence over time from three sources: observations, conversations and student products and considering all three sources in determining students' grades.**



Knowledge & Understanding (K/U)		20%	
Thinking (T)		20%	
Application (APP)		40%	
Communication (COMM)		20%	
TERM		100%	70%
FINAL PROJECT		100%	30%
TOTAL		FINAL MARK	100%

K/U (20%)	T (20%)	APP (40%)	COMM (20%)
• Research of key concepts, procedures, terms, safety issues, careers, technology in the environment and society etc. • Performance show roles in studio and/or control room • Post lesson activities • Teacher/student interviews • Unit quizzes	• Show idea development • The stages of production • Careers exploration activités and assignments • Small and large group discussions and tasks • Computer and technology activities and assignments	• Audio-video recording and editing • Graphics creation (static and motion) • Practical lesson computer activities • Unit assignments and projects • Student Website Portfolio	• Show pre-production development and planning • Brainstorming • Show script writing • Individual self assessment reflections • Teacher/student interviews • Assignment follow up reports

Learning Skills:

The following learning skills will be taught and assessed throughout the course and will be shown on report cards. Students' performance in these skill areas will not be included in the final numeric mark but it is important to note that the development and consistent practice of these skills will influence academic achievement. These skills consist of:

- *Responsibility*
- *Organization*
- *Independent Work*
- *Collaboration*
- *Initiative*
- *Self-Regulation*

Program Planning/Special Considerations:

Instructional, environmental and assessment accommodations will be taken into account for those students who have any or all of these requirements and needs (special needs, ESL, ELL etc.) Students will be able to access lesson presentations, exemplars, notes etc. both as hard copies and digitally for further reference.

1. Lessons will be delivered to the students in large and small groups using visual aids and exemplars.
2. The teacher will provide one on one assistance to those students who require it during the work period.
3. Each student will receive a detailed handout to help them through lesson activities.
4. Learning/physically disabled would be given more in class time as necessary.

Lesson Assessments

Visible: Watch/listen and offer help as student's work through the lesson

Verbal: Ask student's questions to determine their level of understanding

Provide immediate feedback: Answers students questions and provide individual instructional direction as needed

Safety Considerations

The teacher will review safety procedures when working with computer and technological equipment as required throughout the course. Students will also be given a copy of these safety rules in the lesson handout. Each student will obey to school policies regarding basic rules and safety rules of the classroom as well as for the use of computers throughout the course.

Resource Materials:

Video production facility (studio and control room), computers, monitors, internet, Keynote/Power Point presentation, LCD projector, white board, audio-video recording equipment, tablets (with teleprompter app), speakers, headphones, pencil, paper, audio and video exemplars, computer software etc.

Students' Responsibilities With Respect To Evidence For Evaluation

Students are responsible for providing evidence of their learning within established timelines, and must be aware that there are consequences for cheating, plagiarizing, not completing work, and submitting work late.

Homework Policy (Based on PDSB Policy #70)

Students will be expected to complete homework assigned in this course. Homework achieves the following goals:

- supplements and supports in-school experiences through related out-of-class activities;
- encourages the development of self-discipline and good work habits;
- helps to develop positive and enthusiastic attitudes towards independent study and lifelong learning;
- assists students in preparing for subsequent planned learning activities;
- acquaints parents with the student's in-school learning experiences and strengthens the essential links between home and school

Cheating and Plagiarism

When a student plagiarizes or cheats, the student does not provide evidence of achievement. Based on the consideration of mitigating factors, school teams and teachers will choose from a variety of possible responses. Some resolutions include assigning a zero and/or the opportunity to complete a similar evaluation.

“Plagiarism is...Copying all or part of another person's work; paying another person to write your essay or report; having another person write your essay or report ;Failing to cite another person's ideas; rewording, summarizing or paraphrasing another's ideas without giving credit; stealing another person's essay or report; copying all or part of another source, such as information found in a website, without citing the source”-

Source It

Late and Missed Assignments/Tests

If there was a legitimate reason for the assignment/test to be late or missed the teacher will decide when the assignment/test is to be completed. After clarifying that there were no legitimate reasons for the product to be late or missed, and considering mitigating factors, teachers may deduct marks for late or missed assignments. (Growing Success Document)