London District Catholic School Board
Computer Technology, Grade 10, Open
TEJ 2O Course Outline

MINISTRY GUIDELINE:　　　　　The Ontario Curriculum, Grades 9 and 10, Technological Education, 2009

CREDIT VALUE:　　　　　1.0

Course Description:
This course introduces students to computer systems, networking, and interfacing, as well as electronics and robotics. Students will assemble, repair, and configure computers with various types of operating systems and application software. Students will build small electronic circuits and write computer programs to control simple peripheral devices or robots. Students will also develop an awareness of related environmental and societal issues, and will learn about secondary and postsecondary pathways and career opportunities in computer technology. This course will enable young adults to develop and develop their ability to find solutions and develop products that benefit others in a way that models gospel values.
Ministry course expectations must be met in order for students to earn this credit. These can be referenced at
http://www.edu.gov.on.ca/eng/curriculum/secondary/teched.html

Course Resources:
Students will be provided with a variety of resources, some for in-class use and others to be taken home and brought to class on a regular basis. Resources are costly investments and as such are expected to be used in a respectful manner and returned in the same condition in which they were issued. Lack of student responsibility in this regard may result in a repair or replacement cost to the student and their parent/guardian.

Achievement:
The provincial achievement charts provide a reference point for all assessment practice and a framework within which to assess and evaluate student achievement. The charts provide a standard province-wide method for teachers to use in assessing and evaluating their students' achievement. Teachers assess student achievement in four categories. The four categories of the achievement chart can be summarized as: Knowledge& Understanding; Thinking & Investigation; Communication; and Application. Teachers will communicate student performance using the levels of achievement. Level 1 indicates performance that is severely lacking or rarely demonstrated. Level 2 indicates inconsistent performance. Level 3 indicates good, consistent performance. Level 4 indicates exceptional, consistent performance. These levels will be converted to a percentage grade for mid-term and semester-end reports.

Term Assessments	Final Course Evaluation Activities
70% of the course final grade will represent the evidence of student achievement collected from all four categories throughout the course with the following designated weighting factors applied: Knowledge & Understanding　　　20% Thinking & Investigation　　　20% Communication　　　20% Application　　　40%	**30%** of the course final grade is based on a final evaluation task suitable to course content and administered towards the end of the course. ***All students must participate in final course evaluation activities.**

*Should a student miss all or part of the scheduled final evaluation activities, the student will forfeit the portion of the thirty percent that was not completed. In extenuating circumstances (e.g., personal illness, death in the family, etc.) the principal shall determine an alternative resolution for a missed final evaluation.

Late and/or Missing Summative Assessment Assignments:
Late and/or missed assignments do impact the student's grade. The teacher will communicate to the student and parent that an assignment due date has been missed and that the student is still responsible for completing the assignment. For

more detailed information about late and missed assignments and academic misconduct (skipping, cheating, and plagiarism) refer to the Procedure for Dealing with Academic Misconduct and Late and Missing Assignments.

Learning Skills and Work Habits:
The report card provides a record of the learning skills demonstrated by the student in every course, in the following six categories: responsibility, organization, independent work, collaboration, initiative, and self-regulation. Learning Skills and Work Habits are evaluated using a four-point scale (E–Excellent, G–Good, S–Satisfactory, N–Needs Improvement). The separate evaluation and reporting of the learning skills reflects their critical role in students' achievement of the curriculum expectations.

The Broad-Based Technology Approach
Broad-Based Technology is a teaching strategy that encourages active involvement by the student in the learning process. With guidance from the teacher, students will select projects that are suitably challenging, and can be successfully completed during the course. Basic concepts will be presented through teacher lead discussions and skills will be acquired through the activities of the course. This unique program delivery model has proven to be beneficial to all students, regardless of previous experience or academic abilities. Technology courses are designed to provide students with valuable communication and organizational skills, improve technical and computer literacy and provide an introduction to areas of post-secondary education and employment that are both challenging are rewarding.

Student Safety
Students will have access to modern computer and fabrication technology during this course. Student safety in all applied technology classrooms is of paramount importance and strict policies regarding safety will be implemented. All students will adhere to the policies as outlined by the Board and the school in order to ensure the safety of all participants. Students who present themselves as a risk to the well-being of themselves or other members of the class may be unable to meet the expectations of the course and/or could be removed from the program.

Student and Parent/Guardian Responsibilities:

"Students who make the effort required and who apply themselves will soon discover there is a direct relationship between this effort and their achievement, and will therefore be more motivated to work. Successful mastery of concepts and skills requires a sincere commitment to work and study. " (The Ministry of Education, 2005) **Students are expected to:** • attend and be punctual for all classes. • bring the necessary learning tools (lined loose leaf paper, graph paper, binder, pencil, eraser, pen, math set, scientific calculator) to every class. • complete homework thoroughly and on time. • keep notebooks neat and organized. • adhere to the School Computer User Policies and the Board Student Internet Access Agreement • adhere to board policy with respect to plagiarism • adhere to the school uniform code • be present for all tests and evaluations; in the case of illness, a Doctor's note may be required • make arrangements with your teacher ahead of time when conflicts arise between school functions (sports, trips, etc.) and tests or assignments. • catch up on all notes and work missed when absent. Please get a name and phone number of a classmate who you can call when you are absent to get the notes and homework assigned. **Classmate's Name: _____ Phone #: _____**	"Parents have an important role to play in supporting student learning. Studies show that students perform better in school if their parents or guardians are involved in their education. By becoming familiar with the curriculum, parents can find out what is being taught in the courses their children are taking and what students are expected to learn." (The Ministry of Education, 2005) **Parents/Guardians are asked to:** • encourage your son/daughter to take an active part in the life of the school • request to see notebooks and school planner • encourage him/her to take advantage of opportunities for extra help • become familiar with the curriculum • attend school functions and talk to us. Teachers work best when we know the story behind the desk.

I have read and carefully considered the expectations of me as a student. I agree to adhere to these expectations.

Student Signature   _____   Date _____

I have discussed the contents of this course outline with my son/daughter and understand what is expected.

Parent/Guardian Signature   _____   Date _____

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