

CAREER & TECHNOLOGY STUDIES

COMMUNICATION TECHNOLOGY

GUIDE TO STANDARDS AND IMPLEMENTATION

1997

Note: This document includes the original 1997 version and all subsequent amendments.

Alberta
LEARNING

Curriculum Standards Branch

ALBERTA EDUCATION CATALOGUING IN PUBLICATION DATA

Alberta. Alberta Education. Curriculum Standards Branch.
Communication technology : guide to standards and implementation.

(Career and Technology Studies)

0-7732-5262-2

1. Visual communication—Study and teaching—Alberta.
 2. Graphic arts—Study and teaching—Alberta.
 3. Television—Production and direction—Study and teaching—Alberta.
 4. Video recordings—Production and direction—Study and teaching—Alberta.
 5. Vocational education—Alberta.
- I. Title.
II. Series: Career and Technology Studies Program.

P91.5.C2.A333 1997 001.552

This document was prepared for:

| | |
|-------------------------|---|
| <i>Administrators</i> | ✓ |
| <i>Counsellors</i> | ✓ |
| <i>General Audience</i> | |
| <i>Parents</i> | |
| <i>Students</i> | |
| <i>Teachers</i> | ✓ |

Program/Level: Career and Technology Studies/Secondary

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This document supersedes all previous versions of the *Career & Technology Studies Guide to Standards and Implementation*.

This publication is a support document. The advice and direction offered is suggestive except where it duplicates the Program of Studies. The Program of Studies—a prescriptive description of the expectations of student learning, focusing on what students are expected to know and be able to do—is issued under the authority of the Minister of Education pursuant to section 25(1) of the *School Act*, Statutes of Alberta, 1988, Chapter S-3.1 as amended, and is required for implementation. **Within this document, the Program of Studies is shaded so that the reader may readily identify all prescriptive statements or segments.**

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CAREER AND TECHNOLOGY STUDIES

A. PROGRAM RATIONALE AND PHILOSOPHY

Through Career and Technology Studies (CTS), secondary education in Alberta is responding to the many challenges of modern society, helping young people develop daily living skills and nurturing a flexible, well-qualified work force.

In Canada's information society, characterized by rapid change in the social and economic environment, students must be confident in their ability to respond to change and successfully meet the challenges they face in their own personal and work lives. In particular, they make decisions about what they will do when they finish high school. Many students will enter the work force, others will continue their education. All students face the challenges of growing independence and responsibility, and of entering post-secondary programs and/or the highly competitive workplace.

Secondary schools also face challenges. They must deliver, on a consistent basis, high quality, cost-effective programs that students, parents and the community find credible and relevant.

CTS helps schools and students meet these challenges. Schools can respond more efficiently and effectively to student and community needs and expectations by taking advantage of the opportunities in the CTS curriculum to design courses and access school, community and distance learning resources. Students can develop the confidence they need as they move into adult roles by assuming increased responsibility for their

learning; cultivating their individual talents, interests and abilities; and by defining and acting on their goals.

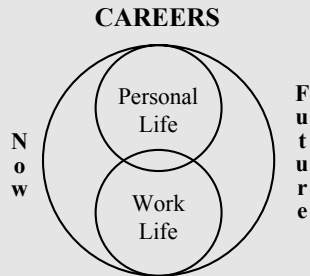
As an important component of education in Alberta secondary schools, CTS promotes student achievement by setting clear expectations and recognizing student success. Students in CTS develop competencies—the knowledge, skills and attitudes they are expected to demonstrate, that is, what they know and what they are able to do.

Acquired competencies can be applied now and in the future as students make a smooth transition into adult roles in the family, community, workplace and/or further education. To facilitate this transition, clearly stated expectations and standards have been defined in cooperation with teachers, business and industry representatives and post-secondary educators.

CTS offers all students important learning opportunities. Regardless of the particular area of study chosen, *students in CTS will:*

- develop skills that can be applied in their daily lives, now and in the future
- refine career-planning skills
- develop technology-related skills
- enhance employability skills
- apply and reinforce learnings developed in other subject areas.

In CTS, students build skills they can apply in their everyday lives. For example, in the CTS program, particularly at the introductory levels, students have the opportunity to improve their ability to make sound consumer decisions and to appreciate environmental and safety precautions.

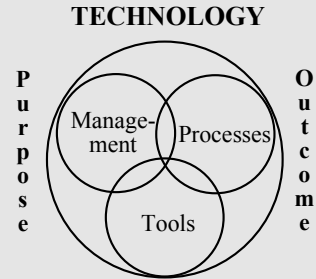


A career encompasses more than activities just related to a person's job or occupation; it involves one's personal life in both local and global contexts; e.g., as a family member, a friend, a community volunteer, a citizen of the world.

The integration of careers throughout the CTS program helps students to make effective career decisions and to target their efforts. CTS students will have the opportunity to expand their knowledge about careers, occupations and job opportunities, as well as the education and/or training requirements involved. Also, students come to recognize the need for lifelong learning.

Students in CTS have the opportunity to use and apply technology and systems effectively and efficiently. This involves:

- a decision regarding which processes and procedures best suit the task at hand
- the appropriate selection and skilled use of the tools and/or resources available
- an assessment of and management of the impact the use of the technology may have on themselves, on others and on the environment.



Integrated throughout CTS are employability skills, those basic competencies that help students develop their personal management and social skills. Personal management skills are improved as students take increased responsibility for their learning, design innovative solutions to problems and challenges, and manage resources effectively and efficiently. Social skills improve through learning experiences that require students to work effectively with others, demonstrate teamwork and leadership, and maintain high standards in safety and accountability.

As well as honing employability skills, CTS reinforces and enhances learnings developed in core and other optional courses. The curriculum emphasizes, as appropriate, the effective application of communication and numeracy skills.

In addition to the common outcomes described above, students focusing on a particular area of study will develop career-specific competencies that support entry into the workplace and/or related post-secondary programs. Career-specific competencies can involve understanding and applying appropriate terminology, processes and technologies related to a specific career, occupation or job.

PROGRAM OUTCOMES

The program outcomes describe the basic competencies integrated throughout the CTS program.

Within an applied context relevant to personal goals, aptitudes and abilities; *the student* in CTS will:

- demonstrate the basic knowledge, skills and attitudes necessary for achievement and fulfillment in personal life
- develop an action plan that relates personal interests, abilities and aptitudes to career opportunities and requirements
- use technology effectively to link and apply appropriate tools, management and processes to produce a desired outcome
- develop basic competencies (employability skills), by:
 - selecting relevant, goal-related activities, ranking them in order of importance, allocating necessary time, and preparing and following schedules (managing learning)
 - linking theory and practice, using resources, tools, technology and processes responsibly and efficiently (managing resources)
 - applying effective and innovative decision-making and problem-solving strategies in the design, production, marketing and consumption of goods and services (problem solving and innovation)
 - demonstrating appropriate written and verbal skills, such as composition, summarization and presentation (communicating effectively)
 - participating as a team member by working cooperatively with others and contributing to the group with ideas, suggestions and effort (working with others)

- maintaining high standards of ethics, diligence, attendance and punctuality, following safe procedures consistently, and recognizing and eliminating potential hazards (demonstrating responsibility).

PROGRAM ORGANIZATION

CURRICULUM STRUCTURE

Career and Technology Studies is organized into **strands** and **courses**.

Strands in CTS define competencies that help students:

- build daily living skills
- investigate career options
- use technology (managing, processes, tools) effectively and efficiently
- prepare for entry into the workplace and/or related post-secondary programs.

In general, strands relate to selected industry sectors offering positive occupational opportunities for students. Some occupational opportunities require further education after high school, and some allow direct entry into the workplace. Industry sectors encompass goods-producing industries, such as agriculture, manufacturing and construction; and service-producing industries, such as business, health, finance and insurance.

Courses are the building blocks for each strand. They define what a student is expected to know and be able to do (exit-level *competencies*). Courses also specify prerequisites. Recommendations for course parameters, such as instructional qualifications, facilities and equipment can be found in the guides to implementation.

The competencies a student must demonstrate to achieve success in a course are defined through *general outcomes*. Senior high school students who can demonstrate the general outcomes defined for a CTS course; i.e., who have the designated competencies, will qualify for 1 credit toward their high school diploma.

Specific outcomes provide a more detailed framework for instruction. Within the context of the general outcomes, the specific outcomes further define the knowledge, skills and attitudes the student should acquire.

The following chart shows the 22 strands that comprise the CTS program and the number of 1-credit courses available in each strand.

| Strand | No. of Courses |
|-------------------------------|----------------|
| 1. Agriculture | 33 |
| 2. Career Transitions | 30 |
| 3. Communication Technology | 33 |
| 4. Community Health | 31 |
| 5. Construction Technologies | 46 |
| 6. Cosmetology Studies | 58 |
| 7. Design Studies | 31 |
| 8. Electro-Technologies | 47 |
| 9. Energy and Mines | 26 |
| 10. Enterprise and Innovation | 8 |
| 11. Fabrication Studies | 44 |
| 12. Fashion Studies | 29 |
| 13. Financial Management | 16 |
| 14. Foods | 37 |
| 15. Forestry | 21 |
| 16. Information Processing | 53 |
| 17. Legal Studies | 13 |
| 18. Logistics | 12 |
| 19. Management and Marketing | 23 |
| 20. Mechanics | 54 |
| 21. Tourism Studies | 24 |
| 22. Wildlife | 17 |

LEVELS OF ACHIEVEMENT

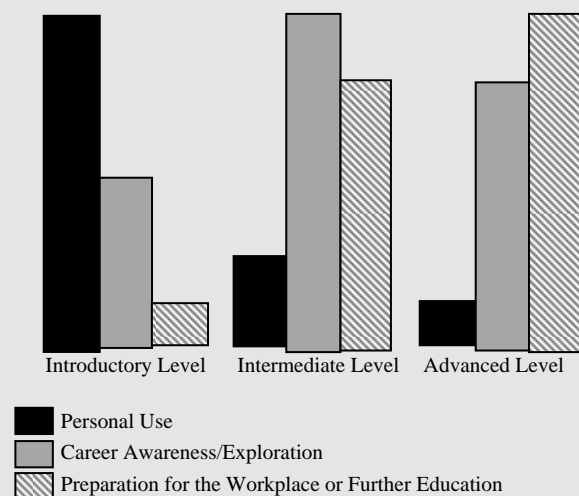
Courses are organized into three levels of achievement: **introductory**, **intermediate** and **advanced**. As students progress through the levels, they will be expected to meet higher standards and demonstrate an increased degree of competence, in both the program outcomes and the general outcomes defined for individual courses.

Introductory level courses help students build daily living skills and form the basis for further learning. Introductory courses are for students who have no previous experience in the strand.

Intermediate level courses build on the competencies developed at the introductory level. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

Advanced level courses refine expertise and help prepare students for entry into the workplace or a related post-secondary program.

The graph below illustrates the relative emphasis on the aspects of career planning at each of the levels.



CURRICULUM AND ASSESSMENT STANDARDS

Curriculum standards in CTS define what students must know and be able to do. Curriculum standards are expressed through the program outcomes for CTS, and through general and specific outcomes defined for individual courses within each strand.

Assessment standards define how student performance is to be judged. In CTS, each assessment standard defines the conditions and criteria to be used for assessing the competencies associated with each general outcome. To receive credit for a course, students must demonstrate competency at the level specified by the conditions and criteria defined for each general outcome.

Students throughout the province receive a fair and reliable assessment as they use the standards to guide their efforts, thus ensuring they participate more effectively and successfully in the learning and assessment process. Standards at advanced levels are, as much as possible, linked to workplace and post-secondary entry-level requirements.

TYPES OF COMPETENCIES

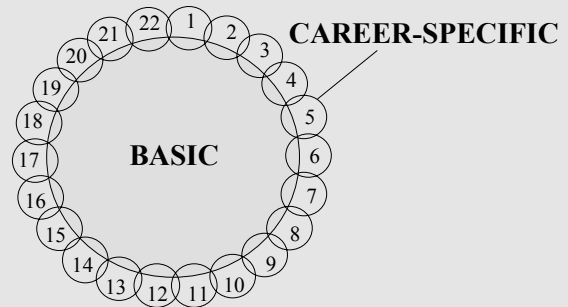
Two types of competencies are defined within the CTS program: basic and career-specific.

Basic competencies are generic to any career area and are developed within each course. Basic competencies include:

- personal management; e.g., managing learning, being innovative, ethics, managing resources
- social; e.g., communication, teamwork, leadership and service, demonstrating responsibility (safety and accountability).

Career-specific competencies relate to a particular strand. These competencies build daily living skills at the introductory levels and support the smooth transition to the workplace and/or post-secondary programs at the intermediate and advanced levels.

The model below shows the relationship of the two types of competencies within the 22 strands of the CTS program.



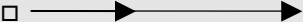








BASIC COMPETENCIES REFERENCE GUIDE

The chart below outlines basic competencies that students endeavour to develop and enhance in each of the CTS strands and courses. Students' basic competencies should be assessed through observations involving the student, teacher(s), peers and others as they complete the requirements for each course. In general, there is a progression of task complexity and student initiative as outlined in the Developmental Framework★. **As students progress through Stages 1, 2, 3 and 4 of this reference guide, they build on the competencies gained in earlier stages.** Students leaving high school should set themselves a goal of being able to demonstrate Stage 3 performance.

Suggested strategies for classroom use include:

- having students rate themselves and each other
- using in reflective conversation between teacher and student
- highlighting areas of strength
- tracking growth in various CTS strands
- highlighting areas upon which to focus
- maintaining a student portfolio.

| Stage 1— <i>The student:</i> | Stage 2— <i>The student:</i> | Stage 3— <i>The student:</i> | Stage 4— <i>The student:</i> |
|---|---|--|--|
| <p>Managing Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> comes to class prepared for learning <input type="checkbox"/> follows basic instructions, as directed <input type="checkbox"/> acquires specialized knowledge, skills and attitudes <input type="checkbox"/> identifies criteria for evaluating choices and making decisions <input type="checkbox"/> uses a variety of learning strategies | <p><input type="checkbox"/> </p> <ul style="list-style-type: none"> <input type="checkbox"/> follows instructions, with limited direction <input type="checkbox"/> sets goals and establishes steps to achieve them, with direction <input type="checkbox"/> applies specialized knowledge, skills and attitudes in practical situations <input type="checkbox"/> identifies and applies a range of effective strategies for solving problems and making decisions <input type="checkbox"/> explores and uses a variety of learning strategies, with limited direction | <p><input type="checkbox"/> </p> <ul style="list-style-type: none"> <input type="checkbox"/> follows detailed instructions on an independent basis <input type="checkbox"/> sets clear goals and establishes steps to achieve them <input type="checkbox"/> transfers and applies specialized knowledge, skills and attitudes in a variety of situations <input type="checkbox"/> uses a range of critical thinking skills to evaluate situations, solve problems and make decisions <input type="checkbox"/> selects and uses effective learning strategies <input type="checkbox"/> cooperates with others in the effective use of learning strategies | <p><input type="checkbox"/> </p> <p><input type="checkbox"/> </p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates self-direction in learning, goal setting and goal achievement <input type="checkbox"/> transfers and applies learning in new situations; demonstrates commitment to lifelong learning <input type="checkbox"/> thinks critically and acts logically to evaluate situations, solve problems and make decisions <input type="checkbox"/> <input type="checkbox"/> provides leadership in the effective use of learning strategies |
| <p>Managing Resources</p> <ul style="list-style-type: none"> <input type="checkbox"/> adheres to established timelines; uses time/schedules/planners effectively <input type="checkbox"/> uses information (material and human resources), as directed <input type="checkbox"/> uses technology (facilities, equipment, supplies), as directed, to perform a task or provide a service <input type="checkbox"/> maintains, stores and/or disposes of equipment and materials, as directed | <ul style="list-style-type: none"> <input type="checkbox"/> creates and adheres to timelines, with limited direction; uses time/schedules/planners effectively <input type="checkbox"/> accesses and uses a range of relevant information (material and human resources), with limited direction <input type="checkbox"/> uses technology (facilities, equipment, supplies), as appropriate, to perform a task or provide a service, with minimal assistance and supervision <input type="checkbox"/> maintains, stores and/or disposes of equipment and materials, with limited assistance | <ul style="list-style-type: none"> <input type="checkbox"/> creates and adheres to detailed timelines on an independent basis; prioritizes task; uses time/schedules/planners effectively <input type="checkbox"/> accesses a range of information (material and human resources), and recognizes when additional resources are required <input type="checkbox"/> selects and uses appropriate technology (facilities, equipment, supplies) to perform a task or provide a service on an independent basis <input type="checkbox"/> maintains, stores and/or disposes of equipment and materials on an independent basis | <ul style="list-style-type: none"> <input type="checkbox"/> creates and adheres to detailed timelines; uses time/schedules/planners effectively; prioritizes tasks on a consistent basis <input type="checkbox"/> uses a wide range of information (material and human resources) in order to support and enhance the basic requirement <input type="checkbox"/> recognizes the monetary and intrinsic value of managing technology (facilities, equipment, supplies) <input type="checkbox"/> demonstrates effective techniques for managing facilities, equipment and supplies |
| <p>Problem Solving and Innovation</p> <ul style="list-style-type: none"> <input type="checkbox"/> participates in problem solving as a process <input type="checkbox"/> learns a range of problem-solving skills and approaches <input type="checkbox"/> practices problem-solving skills by responding appropriately to a clearly defined problem, specified goals and constraints, by: <ul style="list-style-type: none"> – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action | <ul style="list-style-type: none"> <input type="checkbox"/> identifies the problem and selects an appropriate problem-solving approach, responding appropriately to specified goals and constraints <input type="checkbox"/> applies problem-solving skills to a directed or a self-directed activity, by: <ul style="list-style-type: none"> – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action | <ul style="list-style-type: none"> <input type="checkbox"/> thinks critically and acts logically in the context of problem solving <input type="checkbox"/> transfers problem-solving skills to real-life situations, by generating new possibilities <input type="checkbox"/> prepares implementation plans <input type="checkbox"/> recognizes risks | <ul style="list-style-type: none"> <input type="checkbox"/> identifies and resolves problems efficiently and effectively <input type="checkbox"/> identifies and suggests new ideas to get the job done creatively, by: <ul style="list-style-type: none"> – combining ideas or information in new ways – making connections among seemingly unrelated ideas – seeking out opportunities in an active manner |

| Stage 1— <i>The student:</i> | Stage 2— <i>The student:</i> | Stage 3— <i>The student:</i> | Stage 4— <i>The student:</i> |
|--|---|---|--|
| <p>Communicating Effectively</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses communication skills; e.g., reading, writing, illustrating, speaking <input type="checkbox"/> uses language in appropriate context <input type="checkbox"/> listens to understand and learn <input type="checkbox"/> demonstrates positive interpersonal skills in selected contexts | <ul style="list-style-type: none"> <input type="checkbox"/> communicates thoughts, feelings and ideas to justify or challenge a position, using written, oral and/or visual means <input type="checkbox"/> uses technical language appropriately <input type="checkbox"/> listens and responds to understand and learn <input type="checkbox"/> demonstrates positive interpersonal skills in many contexts | <ul style="list-style-type: none"> <input type="checkbox"/> prepares and effectively presents accurate, concise, written, visual and/or oral reports providing reasoned arguments <input type="checkbox"/> encourages, persuades, convinces or otherwise motivates individuals <input type="checkbox"/> listens and responds to understand, learn and teach <input type="checkbox"/> demonstrates positive interpersonal skills in most contexts | <ul style="list-style-type: none"> <input type="checkbox"/> negotiates effectively, by working toward an agreement that may involve exchanging specific resources or resolving divergent interests <input type="checkbox"/> negotiates and works toward a consensus <input type="checkbox"/> listens and responds to understand, learn, teach and evaluate <input type="checkbox"/> promotes positive interpersonal skills among others |
| <p>Working with Others</p> <ul style="list-style-type: none"> <input type="checkbox"/> fulfills responsibility in a group project <input type="checkbox"/> works collaboratively in structured situations with peer members <input type="checkbox"/> acknowledges the opinions and contributions of others in the group | <ul style="list-style-type: none"> <input type="checkbox"/>  <input type="checkbox"/> cooperates to achieve group results <input type="checkbox"/> maintains a balance between speaking, listening and responding in group discussions <input type="checkbox"/> respects the feelings and views of others | <ul style="list-style-type: none"> <input type="checkbox"/> seeks a team approach, as appropriate, based on group needs and benefits; e.g., idea potential, variety of strengths, sharing of workload <input type="checkbox"/> works in a team or group: <ul style="list-style-type: none"> – encourages and supports team members – helps others in a positive manner – provides leadership/followership as required – negotiates and works toward consensus as required | <ul style="list-style-type: none"> <input type="checkbox"/> leads, where appropriate, mobilizing the group for high performance <input type="checkbox"/> understands and works within the context of the group <input type="checkbox"/> prepares, validates and implements plans that reveal new possibilities |
| <p>Demonstrating Responsibility</p> <p>Attendance</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates responsibility in attendance, punctuality and task completion <p>Safety</p> <ul style="list-style-type: none"> <input type="checkbox"/> follows personal and environmental health and safety procedures <input type="checkbox"/> identifies immediate hazards and their impact on self, others and the environment <input type="checkbox"/> follows appropriate/emergency response procedures <p>Ethics</p> <ul style="list-style-type: none"> <input type="checkbox"/> makes personal judgements about whether or not certain behaviours/actions are right or wrong | <ul style="list-style-type: none"> <input type="checkbox"/>  <input type="checkbox"/> recognizes and follows personal and environmental health and safety procedures <input type="checkbox"/> identifies immediate and potential hazards and their impact on self, others and the environment <input type="checkbox"/>  <input type="checkbox"/> assesses how personal judgements affect other peer members and/or family; e.g., home and school | <ul style="list-style-type: none"> <input type="checkbox"/>  <input type="checkbox"/> establishes and follows personal and environmental health and safety procedures <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> assesses the implications of personal/group actions within the broader community; e.g., workplace | <ul style="list-style-type: none"> <input type="checkbox"/>  <input type="checkbox"/> transfers and applies personal and environmental health and safety procedures to a variety of environments and situations <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> demonstrates accountability for actions taken to address immediate and potential hazards <input type="checkbox"/> analyzes the implications of personal/group actions within the global context <input type="checkbox"/> states and defends a personal code of ethics as required |
| <p>★Developmental Framework</p> <ul style="list-style-type: none"> • <i>Simple task</i> • <i>Structured environment</i> • <i>Directed learning</i> | <ul style="list-style-type: none"> • <i>Task with limited variables</i> • <i>Less structured environment</i> • <i>Limited direction</i> | <ul style="list-style-type: none"> • <i>Task with multiple variables</i> • <i>Flexible environment</i> • <i>Self-directed learning, seeking assistance as required</i> | <ul style="list-style-type: none"> • <i>Complex task</i> • <i>Open environment</i> • <i>Self-directed/self-motivated</i> |

COMMUNICATION TECHNOLOGY

B. STRAND RATIONALE AND PHILOSOPHY

In an information society characterized by rapid change in the social, economic and technological environments, students must be prepared to use information and technology effectively and efficiently. Communication Technology, a strand in Career and Technology Studies, helps students develop a broad awareness of the impact that presentation and communication, print, photography, and media design and application make in every aspect of their lives.

The knowledge and skills acquired from studying Communication Technology are transferable throughout the core and optional curricula, giving students an edge in presenting their views and ideas, in understanding others and in completing projects.

For example, a student may no longer be restricted to doing an essay or preparing a written report as part of a course requirement. Instead, the student may use any combination of Communication Technology skills to complete an assignment. On a more personal level, the student may apply these skills in everyday activities.

Finally, as the communications industry becomes more and more sophisticated, and as the merging of the different communication technologies continues to evolve, it is imperative that students improve their level of media and technological literacy in order to cope with their daily chores. Students need to broaden their horizons to include the latest digital technology as it applies to print, photography, animation, and audio and video production, whether

they intend to apply these skills professionally or for their personal use. Communication skills are necessary for the pursuit of a successful career in any field, and communicating effectively using a variety of media gives students an advantage as they enter the information age of the 21st century.

Within the philosophy of Career and Technology Studies, *students* in Communication Technology *will*:

- develop the basic knowledge, skills and attitudes necessary for exploration and pursuit of further training for a career in the communication technology field
- demonstrate an understanding of the various sectors of the industry and of their own potential with respect to job opportunities
- learn how to function in a productive team environment and how to develop individual competence in a creative and imaginative way
- develop a positive self-concept and realistic life goals through exploring personal interests and aptitudes
- develop the ability to function as media and technologically literate citizens, and understand not only the technological factors, but also the social, cultural and global issues that affect the various communication media

- develop expertise in applying creative thinking and enterprising/innovative strategies to problem solving
- develop an appreciation for environmental, safety and ethical issues related to communication technology
- develop an appreciation for local, regional and global contribution to communication technology
- develop a positive attitude toward work ethics, productivity and time management.

STRAND ORGANIZATION

Communication Technology is offered at three levels. The introductory level provides students with the basic knowledge, skills and attitudes necessary for personal use. The intermediate level focuses on the knowledge, skills and attitudes that would apply to many sectors of the industry. At the advanced level, students learn more career-specific knowledge, skills and attitudes that prepare them for embarking on a career in the communication technology industry, or for further education or training.

THEMES

The Communication Technology modules are grouped according to the following themes: presentation, photography, print and audio/video.

These themes reflect the manner in which teachers and schools have traditionally organized content for instructional purposes. As the technologies continue to merge, however, it is possible to deliver instruction that addresses all of the themes. Modules such as Media Design, Digital Design, and Presentation and Communication are prime examples.

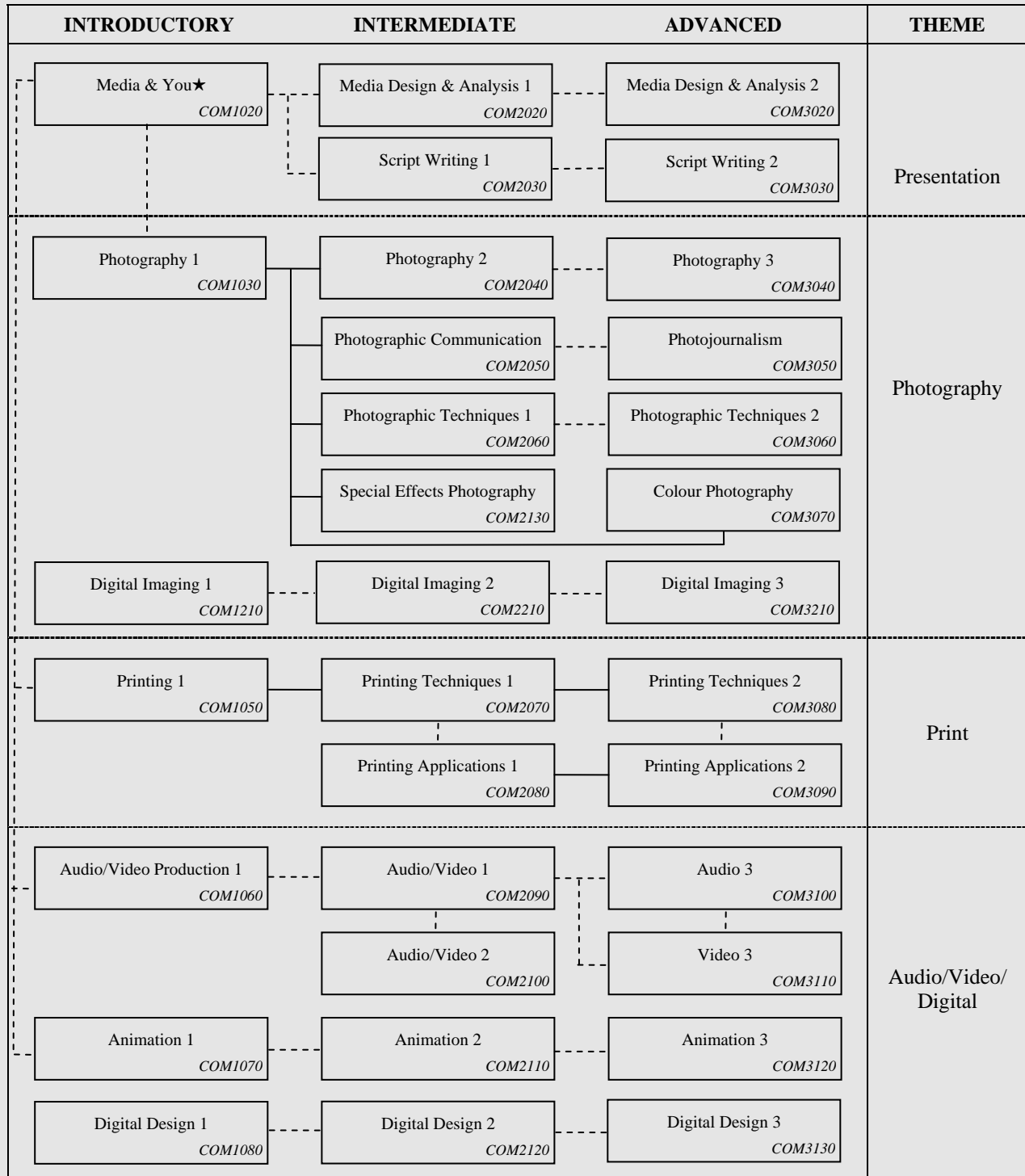
INTEGRATING CONCEPTS

Three concepts recur in Communication Technology: processes and procedures, applied technologies, and presentation. Presentation consists of critiquing and portfolio, and both of these concepts are emphasized throughout all the modules. As the student moves from the introductory to the advanced level, he or she should become more adept at critiquing, and refining a portfolio.

Also, at the advanced level the student should be concentrating on creating a portfolio that demonstrates that he or she has the competencies for a given module. As well, the portfolio can be used when applying to go to a post-secondary institution, while talking to a prospective employer, or if applying for a volunteer position.

SCOPE AND SEQUENCE

COMMUNICATION TECHNOLOGY



—— Prerequisite - - - - Recommended sequence

★ Course provides a strong foundation for further learning in this strand.

Note: Presentation & Communication 1, 2 and 3 have been withdrawn effective September 2003, 2004 and 2005 respectively.

COURSE DESCRIPTIONS

Course COM1020: Media & You

Students are provided with a hands-on introduction to the various segments of communication studies: presentation and communication, photography, print, and audio/video production.

Course COM1030: Photography 1

Students operate a camera to take photographs and produce prints.

Course COM1050: Printing 1

Students are introduced to basic layout/design techniques and to various print reproduction processes; e.g., offset, screen, electrostatic.

Course COM1060: Audio/Video Production 1

Students acquire basic production skills through the use of simple audio and/or video equipment and techniques.

Course COM1070: Animation 1

Students are introduced to a variety of animation techniques and are given the opportunity to produce simple animation.

Course COM1080: Digital Design 1

Students are introduced to the integration of various media; e.g., audio, video, photographic, graphic, for the purpose of producing a multimedia message.

Course COM1210: Digital Imaging 1

Students will learn the fundamentals of digital image acquisition, using a digital camera. Images will be saved to a folder or directory and manipulated, using bitmap editing software.

Course COM2020: Media Design & Analysis 1

Students explore various media and examine their impact on personal, community and national interests.

Course COM2030: Script Writing 1

Students write sample scripts for a variety of media forms.

Course COM2040: Photography 2

Students review and expand on the concepts outlined in COM1030 Photography 1, including composition, exposure, camera operation, image processing, proofing and enlarging.

Course COM2050: Photographic Communication

Students use photographic prints, slides or digital images to communicate a message or tell a story.

Course COM2060: Photographic Techniques 1

Students expand photographic concepts using various lenses and applying depth of field in composition.

Course COM2070: Printing Techniques 1

Students are introduced to single-register reproductive printing.

Course COM2080: Printing Applications 1

Students apply the technique of single-register printing to practical situations.

Course COM2090: Audio/Video 1

Students expand on basic audio/video production techniques.

Course COM2100: Audio/Video 2

Students build on production skills through application of preproduction and post-production techniques.

Course COM2110: Animation 2

Students build skills in planning, idea development and storytelling technique, and their application through various animation methods.

Course COM2120: Digital Design 2

Students enhance their abilities to integrate various media for the purpose of producing a multimedia message for a target audience, using the computer as a significant production tool.

Course COM2130: Special Effects**Photography**

Students are introduced to the creative use of the camera, the darkroom and/or digital techniques, in order to produce various photographic effects.

Course COM2210: Digital Imaging 2

Students will acquire digital images from a digital camera and one or more other sources. They will extend and refine their knowledge of bitmap editing software and composition principles, and apply more advanced editing techniques to composite images.

Course COM3020: Media Design & Analysis 2

Students use school and/or community resources to produce messages for a target audience to be delivered through two or more media.

Course COM3030: Script Writing 2

Students refine script-writing skills by producing scripts for specific media formats.

Course COM3040: Photography 3

Students apply various light sources, multiple lighting arrangements and metering techniques with an emphasis on flash and studio lighting.

Course COM3050: Photojournalism

Students are introduced to photojournalism.

Course COM3060: Photographic Techniques 2

Students create special photographic effects through a variety of approaches, including advanced enlarging techniques, high contrast derivations, toning, retouching and print presentation.

Course COM3070: Colour Photography

Students are introduced to colour photography.

Course COM3080: Printing Techniques 2

Students are introduced to multiregister reproductive printing.

Course COM3090: Printing Applications 2

Students apply the technique of multiregister printing to practical situations.

Course COM3100: Audio 3

Students plan, develop and produce specific audio projects.

Course COM3110: Video 3

Students plan, develop and produce specific video projects.

Course COM3120: Animation 3

Students apply production planning techniques to produce animation that tells a story, communicates an idea or message, or creates a mood or theme. Students select and employ traditional animation techniques for the project work..

Course COM3130: Digital Design 3

Students develop and produce multimedia messages within a common theme and for a client who has an identified target audience. Students select and use a variety of media and justify their selection based on the strengths of the media and appropriateness to the task. Digital technology forms a key link in all project work.

Course COM3210: Digital Imaging 2

Students will acquire digital images from a digital camera and one or more other sources. They will extend and refine their knowledge of bitmap editing software and composition principles, and apply more advanced editing techniques to composite images.

SECTION C: PLANNING FOR INSTRUCTION

CTS provides increased opportunity for junior and senior high schools to design courses based on the needs and interests of their students and the circumstances within the school and community. Some strands may be appropriately introduced at the junior high school level. Other strands are more appropriately introduced at the senior high school level or to Grade 9 students. Refer to this section for recommendations regarding the Communication Technology strand.

PLANNING FOR CTS

Defining Courses

Schools determine which strands and courses will be offered in a particular school, and may combine 1-credit courses into multiple-credit CTS offerings.

Each 1-credit course was designed for approximately 25 hours of instruction. However, this time frame is only a guideline to facilitate planning. The CTS curricula are competency based, and the student may take more or less time to gain the designated competencies within each course.

A multiple-credit CTS offering will usually consist of 1-credit courses primarily from the same strand but, where appropriate, may include courses from other CTS strands. Refer to the *Guide to Education: ECS to Grade 12* (Appendix 1) for more information on course names and course codes.

Course selection and sequencing should consider:

- prerequisite(s)
- supporting courses (other CTS courses that may enhance the learning opportunity if offered with the course)
- course parameters
 - instructional qualifications, if specialized
 - equipment and facility requirements, if specialized.

The course parameters are defined in Sections D, E and F of this Guide.

Degree of Flexibility

The CTS program, while designed using the modular structure to facilitate flexible timetabling and instructional delivery, does not mandate the degree of flexibility a school or teacher will offer. The teacher and school will determine the degree of flexibility available to the student. Within the instructional plan established by the school, the student may:

- be given the opportunity to progress at a rate that is personally challenging
- have increased opportunity to select the courses that develop competencies he or she finds most relevant.

Integrating Basic Competencies

The basic competencies relate to managing learning and resources, problem solving and innovation, communicating effectively, working with others and demonstrating responsibility are developed throughout the CTS program, and within each 1-credit course.

Assessment of student achievement on the basic competencies is integrated throughout the other general outcomes. Refer to Section G (Assessment Tools) of this Guide for the description of student behaviours expected at each of the four developmental stages defined for the basic competencies.

Assessment of basic competencies could include input and reflection involving the student, teacher(s), peers and others. Description of the observed behaviour could be provided through a competency profile for the course. Positive, ongoing interaction between the student and teacher will support motivation for student growth and improvement.

Assessing Student Achievement

Assessing student achievement is a process of gathering information by way of observations of process, product and student interaction.

Where appropriate, assessment tools have been defined to assist the teacher and student in the assessment. Refer to Section G (Assessment Tools) of this Guide for copies of the various tools (worksheets, checklists, sample questions, etc.).

A suggested emphasis for each general outcome has also been established. The suggested emphasis provides a guideline to help teachers determine time allocation and/or the appropriate emphasis for each general outcome and the student grade.

Recognizing Student Achievement

At the high school level, successful demonstration of the exit-level competencies in a course qualifies the student for one credit. Refer to Section A of this Guide for more detailed information about how curriculum and assessment standards are defined in CTS. Refer to the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* for more information on how student achievement can be recognized and reported at the school and provincial levels.

Portfolios

When planning for instruction and assessment, consider a portfolio as an excellent tool to provide evidence of a student's effort, progress and achievement. Portfolios will aid students in identifying skills and interest. They also provide the receiving teacher, employer and/or post secondary institution proof of a student's accomplishments. The make-up and evaluation of the portfolio should be a collaborative agreement between the student and teacher.

Resources

A comprehensive resource base, including print, software and audio-visual, has been identified to support CTS strands. It is intended that these resources form the basis of a resource centre, encouraging teachers and students to access a wide selection of resources and other information sources throughout the learning process. Unless otherwise noted, these resources are considered to be suitable for both junior and senior high school students.

Refer to Section I (Learning Resource Guide) to obtain directions for accessing up-to-date information about learning resources that have been identified to support the delivery of CTS courses in this strand.

Student Learning Guides

In addition to the resources, sample Student Learning Guides are available (see Section J of this guide). These samples, designed for individual student or small group use, provide an instructional plan for selected courses and include the following components:

- Why take this course?
- What are the entry-level competencies?
- What are the exit-level competencies?
- What resources may be accessed?
- What assignments/activities must be completed?
- What are the timelines?
- How will the final mark be calculated?

Sample Student Learning Guides have been developed for the following courses in Communication Technology:

- Photography 1
- Photographic Techniques 1
- Audio/Video 1

PLANNING FOR COMMUNICATION TECHNOLOGY

The following suggestions are provided to assist teachers and school and school system administrators as they plan to deliver courses in the Communication Technology strand.

Selecting Courses

The Communication Technology curriculum heavily depends on, and is influenced by, technology. Therefore, teachers are encouraged to incorporate the latest available technologies—computers, scanners, laser printers, digital photography, etc.—where possible in addressing the various courses.

Communication Technology emphasizes experiential and hands-on learning. Students will participate in a wide range of practical activities within the classroom, the school and their local community.

In addition to functioning in a traditional manner, the teacher should use resourcefulness to create the appropriate learning environment for the students, either by bringing the necessary personnel and/or resources to the classroom or by taking students to the community. Flexibility in scheduling and programming is encouraged.

Through educational strategies such as partnerships, teamwork, group assignments and work experience, the teacher should stress “process” as well as “product” depending on the context. Teachers should encourage creative thinking, enterprising and innovative strategies, and problem solving as much as possible. Also, the concepts of portfolio development and “critiquing” should be addressed throughout Communication Technology.

The scope and sequence chart in Section B provides an overview of the Communication Technology courses, indicating prerequisites and theme areas. Brief descriptions of each of the courses follow the scope and sequence chart in Section B.

One course, Media & You, is a general introduction to Communication Technology. It is recommended that students, especially at the junior high level, take this course before proceeding to other courses in the curriculum. In addition, some courses may be prerequisite to others.

Following are three sample course clusters designed to be delivered to junior high school students:

- junior high—Grades 7 or 8 (25 hours per year):
 - Media & You
- junior high—Grades 7, 8 and/or 9 (50 hours per year):
 - Photography 1
 - Printing 1
- junior high—Grades 7, 8 and/or 9 (75 hours per year):
 - Media & You
 - Photography 1 or Digital Imaging 1
 - Printing 1.

Senior high students with no previous experience in Communication Technology might consider the following multiple-credit offerings:

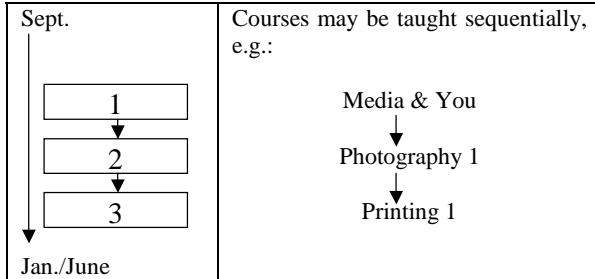
- 3-credit personal use (no previous experience):
 - Photography 1 or Digital Imaging 1
 - Printing 1
 - Audio/Video Production 1.

Organizing For Learning

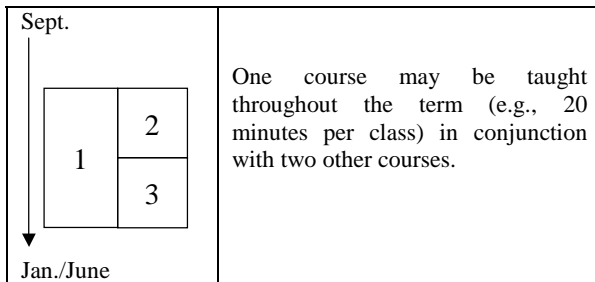
A number of courses may be taught concurrently when the skills are discreet; for example, Basic Photography 1 and Printing 1. Media Design and Analysis 1, however, should be offered after the student has acquired skills in the various thematic areas, since these can then be more readily incorporated into project design and analysis.

Some courses may be combined in order to give the student the required time to complete a major project. For example, by combining Printing Techniques and Printing Applications, the student is able to apply the printing techniques in a project situation. Alternatively, a multiple-credit offering may be composed of a video production course, followed by a course in which the student produces the script.

Scenario A

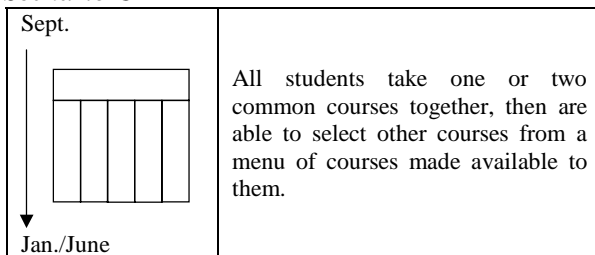


Scenario B

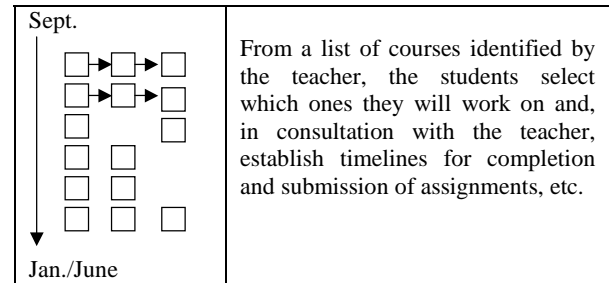


Teachers can also allow students to progress at a rate that is personally challenging; e.g.:

Scenario C



Scenario D



Students can learn the skills in courses that are technique-oriented (e.g., photographic techniques, printing techniques) in which the task is assigned by the teacher. However, in the application-oriented course, the task(s) may be selected by the student, and the emphasis is on project management skills as well as previously learned skills.

Identifying Linkages

Refer to Section H of this Guide for additional linkages to enhance the learnings defined in Communication Technology.

Improving Smooth Transitions to the Workplace and/or Related Post-secondary Programs

Refer to Section H of this Guide for information.

COURSE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION D: INTRODUCTORY LEVEL

The following pages define the curriculum and assessment standards for the introductory level of Communication Technology.

Introductory level courses help students build daily living skills and form the basis for further learning. Introductory courses are developed for students who have no previous experience in the strand.

General outcomes define the competencies a student must demonstrate to achieve success in a course. Assessment standards define the criteria and conditions to be used for assessing the competencies defined in the general outcomes.

Specific outcomes provide a detailed framework for instruction to help students build the competencies defined in the general outcomes. Additional information and suggestions for instruction are provided in the Notes column; teachers may wish to use this space to record their ideas for instruction or student projects.

| | |
|--|------|
| Course COM1020: Media & You | D.7 |
| Course COM1030: Photography 1 | D.11 |
| Course COM1050: Printing 1 | D.15 |
| Course COM1060: Audio/Video Production 1 | D.19 |
| Course COM1070: Animation 1 | D.23 |
| Course COM1080: Digital Design 1 | D.27 |
| Course COM1210: Digital Imaging 1 | D.31 |

Note:

*COM1010: Presentation &
Communication 1 (pages D.3–D.6) has
been withdrawn effective
September 2003.*

MODULE COM1020: MEDIA & YOU**Level:** Introductory**Theme:** Presentation**Prerequisite:** None**Module Description:** Students are provided with a hands-on introduction to the various segments of communication studies: presentation and communication, photography, print, and audio/video production.**Note:** It is recommended that students, especially at the junior high level, take this module before proceeding to other Communication Technology modules.**Module Parameters:** Access to specialized facilities or equipment such as still and video cameras, VHS players, some type of print production equipment and a computer.**Curriculum and Assessment Standards**

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|--|---|--------------------|
| <i>The student will:</i> <ul style="list-style-type: none"> • identify and describe current media and materials • use photographic, print and audio/video equipment to communicate ideas and information • prepare and deliver a presentation | <i>Assessment of student achievement should be based on:</i> <ul style="list-style-type: none"> • a teacher-directed evaluation of the student's knowledge of various media, materials and processes • a portfolio consisting of <ul style="list-style-type: none"> – a photographic assignment in which quality and intent is either demonstrated or discussed – an audio/video assignment in which quality and intent is either demonstrated or discussed – a print assignment in which quality and intent is either demonstrated or discussed. | 20 |
| | <i>Assessment Tool</i> <i>Portfolio Assessment COM1020-1</i> <i>Standard</i> <i>Performance rating of 1 for each criteria</i> | 70 |
| | <ul style="list-style-type: none"> • a short oral and/or visual presentation where the student discusses his or her projects with his or her peers. <i>Assessment Tool</i> <i>Presentations/Reports COM1020-2</i> <i>Standard</i> <i>Performance rating of 1 for each criteria</i> | 10 |

MODULE COM1020: MEDIA & YOU (continued)

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|--|------------------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | <p>Integrated throughout</p> |

| Concept | Specific Learner Expectations | Notes |
|-------------------------------|--|--|
| <p>Process and Procedures</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> given sample photographs, identify key characteristics of a good photograph; e.g.: <ul style="list-style-type: none"> image is in focus image is properly framed intent is clear describe key characteristics of a good photograph in photo assignments where possible, demonstrate a variety of cameras and other photography equipment such as: <ul style="list-style-type: none"> pinhole camera photogram Polaroid camera Instamatic camera Single Lens Reflex (SLR) camera digital camera process film and make prints (Note: if processed commercially, discuss processes used to develop film and make prints) view and describe sample audio/video projects (professional and/or student projects) with respect to: <ul style="list-style-type: none"> intent project planning storyboard camera work recording level | <p>Have students bring and discuss examples of communication products—music jackets, magazines, posters, photographs, videos, etc.</p> <p>Students may attempt to use a thematic approach to their projects; e.g., a business card, a poster and/or a video or print project may all be related to the same project.</p> <p>Use critiquing as a means to allow students to develop constructive criticism.</p> <p>Encourage students to integrate presentations into their other classes and other community activities.</p> |

MODULE COM1020: MEDIA & YOU (continued)

| Concept | Specific Learner Expectations | Notes |
|---|--|-------|
| <p>Process and Procedures (continued)</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • produce a short audio/video project such as: <ul style="list-style-type: none"> – a commercial – an interview – a recorded message • analyze and describe sample print projects (professional and/or student projects) with respect to: <ul style="list-style-type: none"> – layout – elements/principles of design – clarity of message – techniques used • select a message (e.g., business card, poster, pamphlet, flyer, invitation) and design, print the message ensuring the: <ul style="list-style-type: none"> – layout follows the elements and principles of design – image is clean – message is clearly understood • identify and describe current and future media and materials • demonstrate responsibility and ethical behaviour by working within school and community standards. | |

MODULE COM1020: MEDIA & YOU (continued)

| Concept | Specific Learner Expectations | Notes |
|--------------|--|--|
| Presentation | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • select one assignment and present it to the teacher and peer(s) • provide examples of feedback obtained on appropriateness and effectiveness of assignment based on: <ul style="list-style-type: none"> – how well the assignment met the objectives – technical quality – meeting of school and community standards • select and include work in a portfolio. | <p>Students should present at least one project produced in this module. Their presentation may be to a small group or to the teacher to reduce stress.</p> <p>Use critiquing as a means to allow students to develop constructive criticism.</p> <p>Encourage students to integrate presentations into their other classes and other community activities.</p> <p>Activities and assignment should be brief as the intent of Media and You is to introduce the various areas in Communication Technology.</p> |

MODULE COM1030: PHOTOGRAPHY 1

Level: Introductory

Theme: Photography

Prerequisite: None

Module Description: Students operate a camera to take photographs and produce prints.

Module Parameters: Access to a still camera (film or digital) and film or digital processing and printing equipment (either in the lab or through a community source).

Supporting Module: COM1020 Media & You

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|--|--|--------------------|
| <i>The student will:</i> <ul style="list-style-type: none">• use various photographic equipment, materials and processes to demonstrate basic photographic skills• describe and/or use various processing methods; e.g., black and white, colour, digital• describe the role of photography in society | <i>Assessment of student achievement should be based on:</i> <ul style="list-style-type: none">• a portfolio consisting of five photographs:<ul style="list-style-type: none">– of which all are clearly focused and well composed– a “Photography Log Sheet” with pertinent details. <p><i>Assessment Tool</i> <i>Portfolio Assessment COM1030–1</i></p> <p><i>Standard</i> <i>Performance rating of 1 for each criteria</i></p> | 60 |
| | <ul style="list-style-type: none">• a teacher-directed evaluation designed to test the student’s knowledge of various photographic equipment, materials, processes and techniques; e.g., types of cameras, films and paper; developing, printing, composition, presentation; terms such as closeup, wide angle, panning, depth-of-field | 30 |

MODULE COM1030: PHOTOGRAPHY 1 (continued)

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|--|--|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> through presentation/discussion with the teacher, the student’s assessment of his or her portfolio, including awareness of the role of photography in society, the rules of composition as they apply to photography (e.g., reflection log, captions), and progress to date. <p><i>Assessment Tool</i> <i>Presentations/Reports, COM1030–2</i></p> <p><i>Standard</i> <i>Performance rating of 1 for each criteria</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | <p>10</p> <p>Integrated throughout</p> |

| Concept | Specific Learner Expectations | Notes |
|-------------------------------|--|-------|
| <p>Process and Procedures</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> identify and describe the key components of a camera (e.g., lens, shutter release, film/disk compartment) and their function classify different types of still cameras and some of their potential applications (e.g., 110 instamatic, 35 mm Single Lens Reflex [SLR], 2 1/4 square portrait, 4" x 5" plate, Polaroid, digital) articulate the “rule of thirds” as it applies to photographic composition and framing given a set of photographs, differentiate between key, medium key and low key contrast and speculate on impact of each on the “mood” imparted by different degrees of contrast in photographs | |

MODULE COM1030: PHOTOGRAPHY 1 (continued)

| Concept | Specific Learner Expectations | Notes |
|---|---|--|
| <p>Process and Procedures (continued)</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • articulate the notion of focus in photography and be able to differentiate between photographs that are in focus and those that are out of focus • articulate the notion of depth-of-field in photography and be able to differentiate between photographs that have a long and shallow depth-of-field • use common terminology (e.g., f-stop/aperture, shutter speed, focus, depth-of-field) in the context of photographic work and during presentations • load and unload photographic film and/or disk from a camera • capture images using a camera, each image to be in focus, framed using basic composition technique of the rule of thirds, and showing clear intent of the photo (e.g., if the student intended to take a photograph of a specific person and instead capture an image of the person in a crowd, he or she would not have met the intent) • differentiate between a snap shot and a planned photograph by: <ul style="list-style-type: none"> – framing for composition (have a focal point) – being “on level” with the subject (i.e., not the top of the dog’s back) – choosing vertical or horizontal format – changing camera direction – being aware of the background (i.e., not having a tree appear to be growing out of the subject’s head) • describe the role of photography in society (e.g., entertainment, historical record, illustrating ideas and concepts, scientific research, exploration) • demonstrate responsibility and ethical behaviour by working within school and community standards. | <p>Encourage students to take photographs from a personal perspective.</p> |

MODULE COM1030: PHOTOGRAPHY 1 (continued)

| Concept | Specific Learner Expectations | Notes |
|----------------------|---|---|
| Applied Technologies | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • use camera to capture at least 24 images • create photographic/electronic images that generate curiosity and discussion • process images and print at least six of them in proofing and in final format • demonstrate, using subject matter, composition (e.g., rule of thirds, golden triangle, diagonals, formal and informal balance), lighting (e.g., natural, artificial), shutter speeds and aperture • use available facilities and equipment (e.g., community facilities, darkroom, computer) to process film/disk to produce prints • describe processes used. | <p>Teachers may choose to select a few of these images for proofing/printing.</p> <p>It is important that students have some sense of how and why things work not just that they do. They need to know some of the processes that occur to create, process and print photographic images.</p> |
| Presentation | <ul style="list-style-type: none"> • present assignments to teacher and peers consisting of at least five printed images that are clean (i.e., without scratches, dust spots or hair lines), in focus and illustrating expectations as pre-defined by the teacher and/or the student • provide examples of feedback obtained on appropriateness and effectiveness of assignments based on: <ul style="list-style-type: none"> – how well the assignment met the stated expectations – aesthetics – technical quality – meeting of school and community standards • create and present a portfolio of work completed in this module or add this work to an existing portfolio. | <p>Students may present their project to a small group or to the teacher only to reduce stress.</p> <p>Use critiquing as a means to allow students to develop constructive criticism.</p> |

MODULE COM1050: PRINTING 1**Level:** Introductory**Theme:** Print**Prerequisite:** None**Module Description:** Students are introduced to basic layout/design techniques and to various print reproduction processes; e.g., offset, screen, electrostatic.**Module Parameters:** Access to layout tables, tools and materials and/or computers with graphic layout capabilities and one or more types of printing equipment/facilities (either in the lab or through a community source).**Supporting Modules:** COM1020 Media & You
DES1030 Design Fundamentals [Design Strand]
INF1040 Graphics Tools [Information Processing Strand]**Curriculum and Assessment Standards**

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|--|--|---------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> • identify the fundamental characteristics and applications of type, paper and ink • produce a design/layout • apply printing techniques in the production of print/graphic projects | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • a portfolio of selected work that demonstrates the process and should include concept drawings, roughs, mechanicals, printing masters and at least three prints using one or more printing options. <p><i>Assessment Tool</i> <i>Portfolio Assessment COM1050–1</i></p> <p><i>Standard</i> <i>Performance rating of 1 for each criteria</i></p> <ul style="list-style-type: none"> • a written, oral and/or visual presentation of the student’s knowledge of the following: <ul style="list-style-type: none"> – design elements—line, shape, form, pattern, space, texture, colour – design principles—proportion, balance, contrast, rhythm, harmony, unity – typography; e.g., leading, type size, type style, type face, justification, spacing – printing methods; e.g., lithography, serigraphy, letter press, gravure, electrostatic – finishing; e.g., drilling, folding, stitching, padding | <p>70</p> <p>20</p> |

MODULE COM1050: PRINTING 1 (continued)

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|--|--|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> the student’s presentation of work completed and inclusion of work in their portfolio. <p><i>Assessment Tool</i> <i>Presentations/Reports, COM1050–2</i></p> <p><i>Standard</i> <i>Performance rating of 1 for each criteria</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | <p>10</p> <p>Integrated throughout</p> |

| Concept | Specific Learner Expectations | Notes |
|-------------------------------|--|--|
| <p>Process and Procedures</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> plan, organize and create a design for reproduction and/or presentation lay out a design(s) applying at least two of the following: type, photography, illustration, decorative elements use the elements of design (line, shape, form, pattern, space, texture, colour) and principles of design (balance, emphasis, proportion, rhythm, unity and variety) to compose the design demonstrate responsibility and ethical behaviour by working within school and community standards. (e.g., copyright issues; sex/gender issues; violence; racism) demonstrate responsibility and ethical behaviour by working within school and community standards. | <p>Students may develop teacher-assigned projects; e.g., posters, business cards, invitations, logos.</p> <p>Design and composition elements could include type, photography, illustration, space, balance, contrast, etc.</p> <p>A master could be an offset plate, silk screen, stencil, relief lock up, grease pencil, rubber stamp, electrostatic printout, etc.</p> |

MODULE COM1050: PRINTING 1 (continued)

| Concept | Specific Learner Expectations | Notes |
|----------------------|--|--|
| Applied Technologies | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • convert the image to a printing master • select appropriate print materials; e.g., card stock, sheet, inks • reproduce the image by one or more methods • repeat process for additional printing method(s) • demonstrate responsible environmental behaviours in completing assignments. | <p>Be prepared to give students firm guidance in producing their products.</p> <p>Bindery operations include bindings (adhesive, mechanical, sewing, stitching), drilling, folding, scoring, trimming and folding.</p> |
| Presentation | <ul style="list-style-type: none"> • present the design to teacher and peers for feedback • create and present a portfolio consisting of work completed in this module including all preparatory work, master(s) (if possible), proof sheets and final presentation product. | |

MODULE COM1060: AUDIO/VIDEO PRODUCTION 1

Level: Introductory

Theme: Audio/Video/Digital

Prerequisite: None

Module Description: Students acquire basic production skills through the use of simple audio and/or video equipment and techniques.

Module Parameters: Access to basic audio and video equipment and some form of editing facility.

Supporting Module: COM1020 Media & You

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis | |
|---|--|--------------------|----|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> identify basic audio and video equipment, and demonstrate fundamental set-up procedures identify and demonstrate basic audio and video concepts; e.g., camera moves, types of shots, audio mixing, audio set-up apply basic project planning skills to audio/video productions apply scripting, sound recording, and camera and lighting skills and techniques in completing a production assignment | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> teacher-directed evaluation designed to test the student's knowledge of the camera, audio and/or video terminology and a demonstration of set up procedures a portfolio consisting of: <ul style="list-style-type: none"> a short exercise(s) demonstrating a minimum of five teacher-specified camera shots and/or audio techniques planning demonstrated through a storyboard for the audio and/or video assignment one video assignment (three to five minutes) that demonstrates the student's ability to focus, zoom, tilt, pan, frame and compose with the camera <p>AND/OR</p> <ul style="list-style-type: none"> one audio assignment (three to five minutes) that demonstrates the student's ability to record sounds in different contexts; e.g., a narration, an interview, ambient sounds. <p>Each one of these assignments will require the student to create and follow a storyboard or outline.</p> | 20 | |
| | | | 20 |
| | | | 10 |
| | | | 50 |
| | <p><i>Assessment Tool</i> <i>Portfolio Assessment COM1060-1</i></p> <p><i>Standard</i> <i>Performance rating of 1 for each criteria</i></p> | | |

MODULE COM1060: AUDIO/VIDEO PRODUCTION 1 (continued)

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|--|------------------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> • demonstrate basic competencies. | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | <p>Integrated throughout</p> |

| Concept | Specific Learner Expectations | Notes |
|-------------------------------|--|---|
| <p>Process and Procedures</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify and produce the following shots: <ul style="list-style-type: none"> – extreme close-up – close-up – medium close-up – medium shots – long shot – extreme long shot • demonstrate the following camera moves: <ul style="list-style-type: none"> – tilt up/down – dolly in/out – pan left/right – truck left/right – zoom in/out • identify/explain and apply/use: <ul style="list-style-type: none"> – aperture – to control depth of field – focus – automatic and manual – zoom – smooth zoom in and out – white balance – to balance for different lighting conditions – loading and unloading of tape – microphone – type on camera and its capabilities and limitations • apply variety to screen composition <ul style="list-style-type: none"> – one point – balance | <p>Students need to be comfortable with the camera and to be able to recognize and use a variety of camera shots and moves to capture images.</p> <p>Produce short (five- to 10-second) segments demonstrating the shots.</p> |

MODULE COM1060: AUDIO/VIDEO PRODUCTION 1 (continued)

| Concept | Specific Learner Expectations | Notes |
|---|---|---|
| <p>Process and Procedures (continued)</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe and use the principles of one-point perspective: <ul style="list-style-type: none"> – applications to video camera use • show how a two-dimensional object can be made to look three-dimensional • identify television format as 4 × 3 (4 horizontal units by 3 vertical units) • demonstrate responsibility and ethical behavior by working within school and community standards | <p>Drawing or cutting out examples of types of shots within these dimensions is a good way to teach this idea.</p> |
| <p>Applied Technologies</p> | <ul style="list-style-type: none"> • produce an outline/script/shots sheet for a short video assignment (3 – 5 minutes) (e.g., interviews, sporting events, advertisements) • use a variety of shots in the assignment <p>OR</p> <ul style="list-style-type: none"> • prepare and follow a recording plan for audio recording to support video • prepare and follow a recording plan for audio recording to achieve the following: <ul style="list-style-type: none"> – safe and responsible handling of equipment – tape loading and unloading – basic microphone technique – personal use of voice (narration) – capturing voices of others (interview) – ambient sounds – simple sound effects – audio levels and balance | <p>A good topic for this is “A Day in the Life of...” Students may link more than one task to an assignment (e.g., a sporting event offers a chance to capture video footage, ambient sound, an interview with a participant/spectator, different lighting situations, news of the day, advertising).</p> <p>The focus of this is the development of basic technical skills that can be applied and refined in more advanced modules. It is important the students get a good technical grounding in the basic camera and recording method indicated and in any other methods you feel are important.</p> |

MODULE COM1060: AUDIO/VIDEO PRODUCTION 1 (continued)

| Concept | Specific Learner Expectations | Notes |
|----------------------------------|---|--|
| Applied Technologies (continued) | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • use basic technical terminology in describing equipment, techniques, processes and procedures in the context of project work and during presentations to others • demonstrate safe and responsible use of equipment. | <p>It is important to set parameters for assignments early as students tend to “overshoot.”</p> <p>Developing a plan for shooting or recording will help students avoid “overshooting” at this level and will help students prepare production plans in more advanced modules.</p> |
| Presentation | <ul style="list-style-type: none"> • present assignments to teacher/peers for feedback • provide examples or feedback obtained on appropriateness and effectiveness of assignments based on: <ul style="list-style-type: none"> – how well the assignment met the stated expectations described in the recording plan – relationship of the short outline/script to the final product – quality of technique used – aesthetics – meeting of school and community standards • create and present a portfolio of work completed in this module (e.g., short outline/scripts, recording plan, finished project(s)) or add this work to an existing portfolio. | <p>Feedback/help should be sought throughout planning/production as well as upon completion from group members or from other peers.</p> <p>The teacher should be the resource of last resort until the final project is ready for assessment.</p> |

MODULE COM1070: ANIMATION 1

Level: Introductory

Theme: Audio/Video/Digital

Prerequisite: None

Module Description: Students are introduced to a variety of animation techniques and are given the opportunity to produce simple animation.

Module Parameters: Access to basic animation equipment (e.g., animation board, camera with single frame ability) and/or a computer with animation software.

Supporting Module: COM1020 Media & You

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|--|---|--|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> identify fundamental concepts of the illusion of movement through animation identify and describe at least two animation styles describe the techniques used in creating the animation styles produce short animation assignments | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a teacher-directed evaluation designed to test the student's ability to: <ul style="list-style-type: none"> identify and describe fundamental concepts of animation allowing the illusion of movement identify and describe two animation styles and the techniques used to create them a portfolio consisting of: <ul style="list-style-type: none"> at least two exercises each a minimum of 100 frames long and demonstrating creative use of an animation technique at least two different animation projects (see SLE notes) that demonstrate project planning, use of equipment and tools, and creative use of an animation technique. | <p>10</p> |
| | <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM1070-1</i></p> <p><i>Standard</i> <i>Performance rating of 1 for each criteria.</i></p> | <p>20</p> |
| | <ul style="list-style-type: none"> demonstrate basic competencies. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | <p>70</p> <p>Integrated throughout</p> |

MODULE COM1070: ANIMATION 1 (continued)

| Concept | Specific Learner Expectations | Notes |
|--------------------------|---|--|
| Processes and Procedures | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe various animation styles and techniques • identify at least two animation styles and techniques: <ul style="list-style-type: none"> – cel animation, claymation, pixilation, computer animation, etc. • prepare an outline and/or formulate a storyboard for a presentation • prepare necessary materials (e.g., cards, models, clay, film and artwork) for animating the production • demonstrate skills with technical equipment (as required) to be used in capturing images and editing final product(s) • demonstrate responsibility and ethical behaviour by working within school and community standards. | <p>The length of each animation may vary but the assessment will be based on the student's ability to have the animation move "effectively." "Effectively" means that the movement is consistent with the context of theme of the animation; it may be smooth or jerky.</p> <p>Emphasis should be hands-on activity, experimentation and evaluation of work (self and peer).</p> <p>Encourage the student to try a technique, even though the result may not be "perfect."</p> |
| Applied Technologies | <ul style="list-style-type: none"> • use techniques to have the animation move effectively • use technical equipment (e.g., camera, computer, editor) to capture images and edit final product(s) • identify and/or apply music and/or sound effects to enhance the production. | <p>The most important outcome is for the student to develop skill in creating animation. "Effectively" means that the movement is consistent with the context or theme of the animation; it may be smooth or jerky.</p> |

MODULE COM1070: ANIMATION 1 (continued)

| Concept | Specific Learner Expectations | Notes |
|--------------|---|-------|
| Presentation | <p><i>The student should:</i></p> <ul style="list-style-type: none">• present the project to teacher and peers• identify animation techniques/styles available and identify/explain animation techniques used• identify possible enhancements to project• identify/describe any difficulties encountered with project• evaluate, edit and redo to improve the quality of the animation• create and present a portfolio of work completed in this module (e.g., project plan, shot list or storyboard, finished project) or add this work to an existing portfolio. | |

MODULE COM1080: DIGITAL DESIGN 1

Level: Introductory

Theme: Audio/Video/Digital

Prerequisite: None

Module Description: Students are introduced to the integration of various media; e.g., audio, video, photographic, graphic, for the purpose of producing a multimedia message.

Module Parameters: Access to a computer, CD ROM, scanner, audio/video equipment.

Supporting Module: INF1070 Hypermedia Tools [Information Processing Strand]

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|--|-----------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> identify and describe tools, methods and processes used in digital design use specified tools to transfer media elements to and/or from various sources design and produce a simple message, using a combination of two or more media | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a grade of 50% or greater on a teacher-directed assessment designed to test the student's knowledge of tools, methods and processes used in digital design | 20 |
| | <ul style="list-style-type: none"> demonstrated skill in capturing, mixing and/or manipulating images and/or sounds from at least two sources for the purpose of communicating a message using digital technology (a computer) as a central component. <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM1080-1</i></p> <p><i>Standard</i> <i>Performance rating of 1 for each criteria</i></p> | 20 |
| | <ul style="list-style-type: none"> a multimedia message that requires combining and manipulating media elements from two or more sources into one product using digital technology. <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM1080-1</i></p> <p><i>Standard</i> <i>Performance rating of 1 for each criteria</i></p> | 60 |
| <ul style="list-style-type: none"> demonstrate basic competencies. | <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | Integrated throughout |

MODULE COM1080: DIGITAL DESIGN 1 (continued)

| Concept | Specific Learner Expectations | Notes |
|--------------------------|---|--|
| Processes and Procedures | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify various media that may be used to communicate ideas and convey messages and outline their characteristics, strengths and weaknesses in the context of their use • prepare a message to deliver an idea using a combination of more than one media (e.g., video, CD ROM, audio) through digital technology • identify appropriate media to convey a message • justifying his or her selection based on the appropriateness of the media to the task (e.g., target audience, ease of use, potential impact, longevity, other characteristics identified by the teacher) • communicate his or her understanding of the importance of planning in a project involving more than one form of media • prepare a plan for delivering a media product using a combination of two or three different media and digital technology; this plan should include: <ul style="list-style-type: none"> – statement of the message to be delivered and working title – identification of the target audience and their general characteristics (e.g., teens age 14-16 years, high energy, independently minded) – preferred media and why it has been selected – associated resource requirements (e.g., equipment, facility, personnel) – timeline with key delivery dates including interim review/critique and final presentation • produce a message following stated plan • evaluate feedback from potential target audience during development/production and revise as required • repeat process as required to generate additional messages • demonstrate responsibility and ethical behaviour by working within school and community standards. | <p>It is important for students to know that messages are produced through a series of deliberate decisions based on strengths of particular media to deliver ideas in a particular way.</p> <p>Emphasis should be placed on applying the techniques required in combining multiple sources of media to produce one effective message.</p> <p>A project of about 30 seconds in length provides the scope necessary to demonstrate message development and delivery.</p> <p>Students should follow their plan, only making modifications based on reasoned positions presented and approved by the teacher.</p> |

MODULE COM1080: DIGITAL DESIGN 1 (continued)

| Concept | Specific Learner Expectations | Notes |
|----------------------|--|---|
| Applied Technologies | <p><i>The student should:</i></p> <ul style="list-style-type: none">• transfer images, messages, symbols, etc. between and among different media (e.g., computer, video, audio, print) using digital technology as either a source or a destination• describe basic notions of the process by which this transfer occurs (e.g., a printed image that is scanned into a computer is digitized and the image described in electronic codes that are interpreted by the computer). | Students need to have some notion of how the process occurs, not just that it does. |

COURSE COM1210: DIGITAL IMAGING 1**Level:** Introductory**Theme:** Photography**Prerequisite:** None**Description:** Students will learn the fundamentals of digital image acquisition, using a digital camera. Images will be saved to a folder or directory and manipulated, using bitmap editing software.**Parameters:** Access to a digital camera and computer(s) with bitmap editing software.**Supporting Courses:** COM1010 Presentation & Communication 1
COM1080 Digital Design 1**Curriculum and Assessment Standards**

| General Outcomes | Assessment Criteria and Conditions | Suggested Emphasis |
|---|---|---------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> • demonstrate knowledge of: <ul style="list-style-type: none"> – digital camera components, commands and controls – basic compositional strategies used in photography • use a digital camera to acquire images that follow basic rules of composition • download to a directory images acquired from a digital camera, and save as editable files | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • a teacher-directed evaluation designed to determine knowledge of: <ul style="list-style-type: none"> – digital camera components, commands and controls – basic bitmap editing functions and commands • knowledge of the advantages and disadvantages of common file formats, and conversion of files from proprietary or camera format to another format suitable for editing by bitmap software; i.e.: <ul style="list-style-type: none"> – files are saved in an appropriate file format – file format takes into account export to other applications <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM1210–1</i></p> <p><i>Standard</i> <i>Performance rating of 1 for each criteria</i></p> | <p>10</p> <p>10</p> |
| | <ul style="list-style-type: none"> • demonstration, through an experimental approach, of the use of bitmap editing software; i.e.: <ul style="list-style-type: none"> – basic bitmap editing tools are explained and demonstrated | <p>30</p> |

COURSE COM1210: DIGITAL IMAGING 1 (continued)

| General Outcomes | Assessment Criteria and Conditions | Suggested Emphasis |
|---|--|--|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> • apply basic bitmap editing software functions and commands to edit digital image files • present edited images to an audience • demonstrate basic competencies. | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> – digital image files are edited through an experimental approach – editing effects for each image are recorded on a log sheet <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM1210–1</i></p> <p><i>Standard</i> <i>Performance rating of 1 for each criteria</i></p> <ul style="list-style-type: none"> • a portfolio of 10 to 15 digital images: <ul style="list-style-type: none"> – acquired from a digital camera – composed according to basic composition principles – saved in a dedicated folder or directory – manipulated/edited using bitmap editing software – annotated with details regarding the effects of editing <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM1210–1</i></p> <p><i>Standard</i> <i>Performance rating of 1 for each criteria</i></p> <ul style="list-style-type: none"> • a presentation of images to an audience; the presentation may be: <ul style="list-style-type: none"> – on screen, using slide show/bitmap software, or – printed in a portfolio, displaying appropriate size and layout <p><i>Assessment Tool</i> <i>Presentations/Reports, COM1210–2</i></p> <p><i>Standard</i> <i>Performance rating of 1 for each criteria</i></p> <ul style="list-style-type: none"> • observations of individual effort and interpersonal interaction during the learning process <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | <p></p> <p>40</p> <p>10</p> <p>Integrated throughout</p> |

COURSE COM1210: DIGITAL IMAGING 1 (continued)

| Concept | Specific Outcomes | Notes |
|-------------------------------|---|---|
| <p>Process and Procedures</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • articulate the “rule of thirds” as it applies to image composition and framing • frame and crop images for composition by demonstrating: <ul style="list-style-type: none"> – focal point; i.e., emphasis – an appropriate layout; i.e., horizontal or vertical – awareness of background – clear focus – composition control • create a directory or folder and move files from a source to a directory • create prints from files • demonstrate, through an experimental approach, the use of bitmap editing software: <ul style="list-style-type: none"> – basic tool box functions – basic menu commands • create, either on screen or in print format, a display of edited images • record on a log sheet, for future reference, the editing effects for each image • present display of edited images; answer questions and discuss solutions to problems that were encountered • demonstrate ethical behaviours by working within school and community standards. | <p>Student work should demonstrate basic compositional strategies of introductory photography.</p> <p>Go to “Beginning of Photographic Composition” at www.Kodak.com for guidelines on photographic composition; e.g., simplicity, rule of thirds, line, balance, framing.</p> <p>Prior to capturing carefully considered and composed images, students might be given an opportunity to digitally alter problem photographs they are given; e.g., photographs with common problems such as red eye, over/under exposure, lens flare.</p> <p>Basic tool box functions could include use of:</p> <ul style="list-style-type: none"> • masking tools • object selection tools • shape tools • fill and line tools <p>The log sheet can be referenced for discussion during presentation of the composition to an audience.</p> |

COURSE COM1210: DIGITAL IMAGING 1 (continued)

| Concept | Specific Outcomes | Notes |
|----------------------|--|--|
| Applied Technologies | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • explain the advantages and disadvantages of different types of digital cameras • explain and demonstrate basic digital camera functions and commands • use a digital camera as a source for acquiring images • transfer files from a source (i.e., digital camera) to a specified directory using any file manipulation method • explain the advantages and disadvantages of three common file formats • select, with limited assistance, basic bitmap editing functions and commands that are appropriate to the task • use bitmap editing software to create interesting and aesthetically appealing compositions. | <p>Recommended file formats include:</p> <ul style="list-style-type: none"> • JPG (Joint Photographers Expert Group) • GIF (Graphics Interchange File Format) • TIF (Tagged Image File Format). <p>Research the advantages/disadvantages of conversion file formats by searching the web for “bitmap file formats.”</p> |
| Presentation | <ul style="list-style-type: none"> • present a series of 10 to 15 edited bitmap compositions to teacher and peers (i.e., a small group) that illustrates teacher-defined expectations • for each composition presented, discuss with reference to a log sheet maintained: <ul style="list-style-type: none"> – problems and solutions – aesthetics – composition – bitmap effects • create a portfolio of projects completed in this course or add projects to an existing portfolio. | <p>Images should be presented in a simple, yet professional manner.</p> <p>Teacher-defined expectations could require a unified theme, exploration of specific effects or replication of exemplars.</p> <p>The log sheet could consist of handwritten notes for discussion, or text included on the presentation slides.</p> |

COURSE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION E: INTERMEDIATE LEVEL

The following pages define the curriculum and assessment standards for the intermediate level of Communication Technology.

Intermediate level courses help students build on the competencies developed at the introductory level and focus on developing more complex competencies. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

| | | |
|-----------------|-----------------------------------|------|
| Course COM2020: | Media Design & Analysis 1 | E.7 |
| Course COM2030: | Script Writing 1 | E.11 |
| Course COM2040: | Photography 2 | E.15 |
| Course COM2050: | Photographic Communication | E.19 |
| Course COM2060: | Photographic Techniques 1 | E.21 |
| Course COM2070: | Printing Techniques 1 | E.25 |
| Course COM2080: | Printing Applications 1 | E.29 |
| Course COM2090: | Audio/Video 1 | E.31 |
| Course COM2100: | Audio/Video 2 | E.35 |
| Course COM2110: | Animation 2 | E.39 |
| Course COM2120: | Digital Design 2 | E.43 |
| Course COM2130: | Special Effects Photography | E.47 |
| Course COM2210: | Digital Imaging 2 | E.49 |

Note:

*COM2010: Presentation &
Communication 2 (pages E.3–E.6) has
been withdrawn effective
September 2004.*

MODULE COM2020: MEDIA DESIGN & ANALYSIS 1

Level: Intermediate

Theme: Presentation

Prerequisite: None

Module Description: Students explore various media and examine their impact on personal, community and national interests.

Module Parameters: Specialized facilities depend on the direction taken in the module. Students should have access to still and video cameras, VHS players, some type of print production equipment and a computer.

Supporting Module: COM1020 Media & You

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|---|-------------------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> analyze various media messages; e.g., radio, television, photography, print; and describe the impact of the various messages from a personal, community and national perspective design and produce simple messages, and communicate them through specified media; e.g., print, audio/video, animation | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a portfolio consisting of: <ul style="list-style-type: none"> a project designed to evaluate the student's knowledge of the techniques used in message creation successful completion of an assignment where the student will select at least three different media, and describe their impact on society. the production and presentation of at least two messages, using different media for each message, and an evaluation of each message based on audience feedback. <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM2020-1</i></p> <p><i>Standard</i> <i>Performance rating of 1 for each criteria</i></p> | <p>10</p> <p>20</p> <p>60</p> |
| | <ul style="list-style-type: none"> the student's presentation of work completed in this module. <p><i>Assessment Tool</i> <i>Presentations/Reports, COM2020-2</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p> | <p>10</p> |

MODULE COM2020: MEDIA DESIGN & ANALYSIS 1 (continued)

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|--|------------------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | <p>Integrated throughout</p> |

| Concept | Specific Learner Expectations | Notes |
|---------------------------------|--|--|
| <p>Processes and Procedures</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> describe the role of media in advertising, role modelling, stereotyping, cultural representation, propaganda, consumerism, etc. identify a current issue of media interest and describe its impact from a personal, community or national perspective identify and describe the media format(s) used to present selected commercially produced messages and the impact of the media on the effectiveness of message delivery devise a plan for producing a message in a specified media produce media message(s) from a personal, community or national perspective in one or more media formats; e.g.: <ul style="list-style-type: none"> commercial or advertising layout news item or interview (audio or video or print) public service announcement or bill board design follow plan to produce a second message using a different form of media demonstrate responsibility and ethical behaviour by working within school and community standards. | <p>Students need to know the impact media has on their daily lives. They need to become good media consumers.</p> <p>As different forms of media have different media strengths, students need to recognize these strengths and how they can be used most effectively.</p> <p>Encourage students to keep their project ideas simple as they can get overwhelmed by their ideas and end up not completing anything.</p> |

MODULE COM2020: MEDIA DESIGN & ANALYSIS 1 (continued)

| Concept | Specific Learner Expectations | Notes |
|----------------------|--|---|
| Applied Technologies | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • use selected media to produce messages • compare and contrast the anticipated effectiveness of media selected for delivering message to the actual effectiveness of the result (audience reaction) • use comparison developed from analyzing first message as a basis for decisions regarding media selection and project development for subsequent message development. | <p>No more than 50% of the activities should be related to media analysis.</p> |
| Presentation | <ul style="list-style-type: none"> • present final products to peers • provide examples of feedback obtained on appropriateness and effectiveness of message based on: <ul style="list-style-type: none"> – media selection for messages produced – effectiveness of message delivery – technical quality – aesthetics – meeting of school and community standards • create and present a portfolio of work completed in this module or add this work to an existing portfolio. | <p>Students should request feedback during project development and at completion. This feedback should include recognition and adherence to school and community standards.</p> |

MODULE COM2030: SCRIPT WRITING 1

Level: Intermediate

Theme: Presentation

Prerequisite: None

Module Description: Students write sample scripts for a variety of media forms.

Module Parameters: No specialized facilities or equipment.

Supporting Module: COM1020 Media & You

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|--|------------------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> describe various media scripts and their formats identify the characteristics of a good script identify and use a script writing process in writing sample scripts for a media format assigned by the teacher | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> portfolio presentation consisting of: <ul style="list-style-type: none"> a written, oral and/or visual presentation of the student's knowledge of media scripts, their formats and preferred characteristics preparation and presentation of four short-format scripts (e.g., factual news, feature news, commercial, public service announcement [PSA], interview, review) and one documentary or dramatic script (minimum length – three minutes). <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM2030–1</i></p> <p><i>Standard</i> <i>Performance rating of 1 for each criteria</i></p> | <p>10</p> <p>80</p> |
| | <ul style="list-style-type: none"> the student's presentation of work completed in this module. <p><i>Assessment Tool</i> <i>Presentations/Reports, COM2030–2</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p> | <p>10</p> |
| | <ul style="list-style-type: none"> demonstrate basic competencies. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above.</i></p> | <p>Integrated throughout</p> |

MODULE COM2030: SCRIPT WRITING 1 (continued)

| Concept | Specific Learner Expectations | Notes |
|-------------------------------|---|--|
| <p>Process and Procedures</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe the fundamental characteristics of different types of scripts and media formats and their relationship (e.g., radio, visual, dramatic, documentary, theatrical) • recognize that scripts are written following a process and be able to follow a script-writing process when generating scripts, this process to include: <ul style="list-style-type: none"> – identifying a topic (generate ideas via brainstorming, group discussion, personal experience, etc.) – conducting research (gather information of various types [e.g., historical, statistical, personal] to give substance to topic) and prepare research notes – choose the medium/format (select a medium or format that will communicate the message most effectively given the target audience, time available, etc.) and justify selection – develop a content/story line (provide enough detail to clearly indicate what the content or story is that is to be conveyed) – get feedback (share ideas with others and request feedback regarding clarity of ideas, what might be missing, additional ideas, etc.) – develop draft script (following content/story line, write script as it would be used for production using a recognized script format) – get feedback (share ideas with others and request feedback regarding clarity, flow, language/ visual links, appropriateness for audience level, etc.) – develop final script (selectively incorporate ideas received from feedback sessions as they positively apply to convey idea/concept/information) | <p>Students need to do research prior to initial script writing and to reference this research during the writing and editing process.</p> <p>An assignment may include more than one format. For example, a script for a sports program may include a commercial, a public service announcement, and/or a documentary.</p> <p>Short format (e.g., commercial) may range in length from 15 seconds to one minute.</p> <p>Long formats (e.g., documentary, drama) may be three to five minutes in length.</p> |

MODULE COM2030: SCRIPT WRITING 1 (continued)

| Concept | Specific Learner Expectations | Notes |
|------------------------------------|--|-------|
| Process and Procedures (continued) | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • write sample scripts following a script-writing process for more than one media (sample media could include commercials, public service announcements [PSAs], news, interviews, documentaries, dramas, others defined by teacher) • describe the characteristics of a “good” script—beginning, middle, end; appropriate length; suitable language for target audience • display responsibility and ethical behaviour by working within school and community standards. | |
| Presentation | <ul style="list-style-type: none"> • present final product to teacher and peers • rationalize and defend script style and media selection based on media appropriateness for the target audience and the message to be conveyed • create and present a portfolio of work completed in this module (e.g., final scripts with supporting research, working drafts) or add this work to an existing portfolio. | |

COURSE COM2040: PHOTOGRAPHY 2

Level: Intermediate

Theme: Photography

Prerequisite: COM1030 Photography 1

Description: Students review and expand on the concepts outlined in COM1030 Photography 1, including composition, exposure, camera operation, image processing, proofing and enlarging.

Parameters: Access to a still camera (film or digital) and film or digital processing and printing equipment.

Curriculum and Assessment Standards

| General Outcomes | Assessment Criteria and Conditions | Suggested Emphasis |
|---|--|--------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none">• apply exposure principles and composition guidelines in photography assignments• demonstrate proficiency in the theory and practice of image processing, proofing, enlarging and print display | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none">• a portfolio consisting of:<ul style="list-style-type: none">– at least five photographs that demonstrate composition based on the elements and principles of design and rules of composition; e.g., rule of thirds, line, balance– a critique of each photograph making reference to the composition guidelines– demonstration of basic lighting– demonstration of image processing, proofing and enlarging skills– a caption for each photograph describing the technique used and/or the intent– mounted and displayed prints. <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM2040–1</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p> | 70 |

COURSE COM2040: PHOTOGRAPHY 2 (continued)

| General Outcomes | Assessment Criteria and Conditions | Suggested Emphasis |
|---|---|--|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> • demonstrate basic competencies. | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • a grade of at least 50% on a teacher-designed concept test (approximately 20 questions) dealing with: <ul style="list-style-type: none"> – the elements and principle of design applied to photo composition – principles of metering and exposure – light sources – photographic equipment – photographic materials, processes and techniques • a presentation of project to teacher and peers. <p><i>Assessment Tool</i> <i>Presentations/Reports, COM2040–2</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p> <ul style="list-style-type: none"> • observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | <p>20</p> <p>10</p> <p>Integrated throughout</p> |

MODULE COM2040: PHOTOGRAPHY 2 (continued)

| Concept | Specific Learner Expectations | Notes |
|-------------------------------|---|---|
| <p>Process and Procedures</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • create photographs with reference to the following composition guidelines: simplicity, camera angle, rule of thirds, backgrounds, elements and principles of design • demonstrate mastery of basic composition through use of techniques such as: <ul style="list-style-type: none"> – rule of thirds – golden triangle – diagonals – formal and informal balance • demonstrate mastery of basic lighting using previously learned techniques (e.g., Rembrandt, bounce, Paramount) • demonstrate use of key light, fill light and background light • demonstrate basic retouching skills for black and white photography • demonstrate responsibility and ethical behaviour by working within school and community standards. | <p>Have students take and record through-the-lens and/or hand-held meter readings illustrating highlights, shadows, indoor/outdoor lighting, full-field and close-up, 18% gray card, etc.</p> <p>Rembrandt lighting is characterized by a strong shadow on one cheek of a model. It is produced through a single light placed at a 45° angle to the model.</p> <p>Paramount lighting is characterized by a shadow below the nose of a model and is created by a single light placed parallel to the camera.</p> |
| <p>Applied Technologies</p> | <ul style="list-style-type: none"> • demonstrate knowledge of apertures, shutter speeds, one-stop changes, bracketing, and equivalent exposures through worksheets and/or camera operation • identify the parts of an enlarger and explain their function • use a metering device to determine camera setting(s) • integrate exposure principles with camera techniques that include panning, stop action and depth of field • process images with an understanding of time, temperature and agitation • improve images by using darkroom techniques such as dodging and burning • produce a proof | |

MODULE COM2040: PHOTOGRAPHY 2 (continued)

| Concept | Specific Learner Expectations | Notes |
|-------------------------------------|---|-------|
| Applied Technologies (continued) | <p><i>The student should:</i></p> <ul style="list-style-type: none">• produce enlargements demonstrating composition through cropping to emphasize subject matter, and ensuring contrast, focus and cleanliness, or equivalent concepts for available equipment (e.g., digital camera and computer). | |
| Presentation | <ul style="list-style-type: none">• present the completed work to teacher and peers for feedback• evaluate work and make changes as necessary using an accepted technique (e.g., dry mounting)• mount prints for presentation and display• create and present a portfolio consisting of samples of the student's photographs, proofs, log sheets, etc. | |

MODULE COM2050: PHOTOGRAPHIC COMMUNICATION

Level: Intermediate

Theme: Photography

Prerequisite: COM1030 Photography 1

Module Description: Students use photographic prints, slides or digital images to communicate a message or tell a story.

Module Parameters: Access to a still camera (film or digital) and film or digital processing and printing equipment, audio equipment, slide/tape, computer.

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|--|-----------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> identify and describe storytelling/ storyboarding techniques produce photographic prints, slides or digital images to communicate a message or tell a story develop the narration, music, sound effects or captions to accompany the images | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a portfolio consisting of: <ul style="list-style-type: none"> an outline or description of the topic to be covered a storyboard containing illustrations or descriptions of the images to be photographed the images in their final presentation format; e.g., slide/tape, mounted prints, photo CD the appropriate accompaniment to the images; e.g., narration, caption. <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM2050–1</i></p> <p><i>Standard</i> <i>Performance rating of 1 for each criteria</i></p> | 90 |
| | <ul style="list-style-type: none"> the student's evaluation of his or her assignments (e.g., presentation, reflection log). <p><i>Assessment Tool</i> <i>Presentations/Reports, COM2050–2</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p> | 10 |
| | <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | Integrated throughout |

MODULE COM2050: PHOTOGRAPHIC COMMUNICATION (continued)

| Concept | Specific Learner Expectations | Notes |
|--------------------------|---|-------|
| Processes and Procedures | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • prepare an outline/script for a message or story • select appropriate subjects/topics and shoot required photographs • select images for display/presentation • create graphics, captions, etc., to accompany images • select music, narration, captions, etc., to accompany the display/presentation • demonstrate responsibility and ethical behaviour by working within school and community standards. | |
| Applied Technologies | <ul style="list-style-type: none"> • select and use equipment and facilities to complete assignment • use equipment and facilities in a safe and responsible manner. | |
| Presentation | <ul style="list-style-type: none"> • present the completed production for feedback • make revisions as necessary • create and present a portfolio consisting of samples of the student's work. | |

MODULE COM2060: PHOTOGRAPHIC TECHNIQUES 1

Level: Intermediate

Theme: Photography

Prerequisite: COM1030 Photography 1

Module Description: Students expand photographic concepts using various lenses and applying depth of field in composition.

Module Parameters: Access to a still camera (film or digital) and film or digital processing and printing equipment.

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|--|--------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> describe the characteristics of different lenses and their applications apply depth-of-field principles to obtain a variety of results in completing photographic assignments describe and apply several darkroom and/or digital techniques, including cropping, contrast control, dodging, vignetting and burning in | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a portfolio consisting of a minimum of five photographs taken, processed, proofed and printed by the student showing application of three camera and two printing techniques from the following list: <p>Camera</p> <ul style="list-style-type: none"> different lenses aperture control shutter speeds camera-subject distance lens focal length filters and lighting <p>Printing</p> <ul style="list-style-type: none"> cropping contrast control dodging vignetting burning in each photograph must be mounted and accompanied by a caption that describes the techniques used. <p><i>Assessment Tool</i> Portfolio Assessment, COM2060–1</p> <p><i>Standard</i> Performance rating of 1 for each criteria</p> | 70 |
| | 10 | |

MODULE COM2060: PHOTOGRAPHIC TECHNIQUES 1 (continued)

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|--|--|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a presentation of knowledge of metering and exposure principles, light sources, lenses and depth-of-field. <p><i>Assessment Tool</i> <i>Presentations/Reports, COM2060–2</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | <p>20</p> <p>Integrated throughout</p> |

| Concept | Specific Learner Expectations | Notes |
|---------------------------------|--|--|
| <p>Processes and Procedures</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> differentiate among short, normal and long lenses calculate depth-of-field using scales on lenses or with preview buttons on camera demonstrate lens cleaning and handling proof all processed images select a negative and make several prints experimenting with varying contrast select a portrait negative and experiment with vignetting and multiple printing select negatives with highlight and shadow problems and practise burning in and dodging techniques demonstrate responsibility and technical behaviour by working within school and community standards. | <p>Lens refers to the camera and the enlarger, where available.</p> <p>“Image” implies negative and/or electronic.</p> |

MODULE COM2060: PHOTOGRAPHIC TECHNIQUES 1 (continued)

| Concept | Specific Learner Expectations | Notes |
|----------------------|---|-------|
| Applied Technologies | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • use a variety of lenses (e.g., telephoto, wide angle, zoom, normal) and their characteristics (e.g., focal length, speed, sharpness) • shoot and develop a photo assignment using a variety of lenses • shoot and develop an assignment that demonstrates how depth of field affects composition and the significance of aperture, lens focal length and camera-subject distance on depth-of-field control • apply darkroom and/or digital techniques to produce a variety of photographic prints. | |
| Presentation | <ul style="list-style-type: none"> • present the completed work to teacher and peers for feedback • review work and make changes as necessary • mount prints for presentation and display • create and present a portfolio consisting of samples of the student's photographs or equivalent concepts for available equipment (e.g., digital camera and computer). | |

MODULE COM2070: PRINTING TECHNIQUES 1

Level: Intermediate

Theme: Print

Prerequisite: COM1050 Printing 1

Module Description: Students are introduced to single-register reproductive printing.

Module Parameters: Access to layout tables, tools and materials and/or computers with graphic layout capabilities and one or more types of printing equipment/facilities.

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|--|--|--------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none">• prepare visual images for printing by various methods; e.g., offset lithography, serigraphy, relief lock, digital• prepare various masters; e.g., offset plate, serigraphic stencil, relief lockup, digital master• print an image in register, using one or more methods• finish printed material as required; e.g., trim, bind, pad, heat | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none">• a portfolio consisting of products based on teacher-assigned tasks including:<ul style="list-style-type: none">– at least three samples of a camera-ready copy– masters used to reproduce camera-ready copy, using at least two different printing methods; e.g., offset, serigraphy, electrostatic copy– a minimum of two completed prints demonstrating the two printing methods, and having the following characteristics:<ul style="list-style-type: none">• the image is clear and clean• in register and aligned to the printed surface– finishing as required. <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM2070–1</i></p> <p><i>Standard</i> <i>Performance rating of 1 for each criteria</i></p> | 80 |

MODULE COM2070: PRINTING TECHNIQUES 1 (continued)

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|--|--|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a presentation of completed projects and a description/discussion about reproduction options, printing methods, types of printing masters, terminology, processes, etc. (e.g., 250 word report, five to 10-minute presentation, 30-question quiz). <p><i>Assessment Tool</i> <i>Presentations/Reports, COM2070–2</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | <p>20</p> <p>Integrated throughout</p> |

| Concept | Specific Learner Expectations | Notes |
|-------------------------------|--|-------|
| <p>Process and Procedures</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> design a layout(s) using typography and/or images suitable for printing reproduction justify with reasoned arguments the selection of typography and images used in designed layout(s) complete designed layout selecting and incorporating accepted design principles (e.g., proportion, balance, contrast, rhythm, harmony, unity) and the use of white space prepare designed layout in a manner suitable for a single-registered print (e.g., decal, logo, T-shirt) demonstrate responsibility and ethical behaviour by working within school and community standards. | |

MODULE COM2070: PRINTING TECHNIQUES 1 (continued)

| Concept | Specific Learner Expectations | Notes |
|----------------------|---|-------|
| Applied Technologies | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify the printing options available and suggest the most appropriate for printing the designed layout (e.g., electrostatic, offset lithography, serigraphic [film stencil, paper stencil] photo emulsion) • select a printing method and prepare master(s) of image(s) for printing using that method • accurately place image with respect to the printing surface with the aid of registration guides • print master(s) using available mass-production technology • finish printed products as required using available equipment and facilities (e.g., trim, collate, pad, stitch). | |
| Presentation | <ul style="list-style-type: none"> • present product(s) for critique by teacher, peers and others (e.g., customers) as required • critique and evaluate own work and the work of others based on appropriateness and effectiveness of printing method to the task and: <ul style="list-style-type: none"> – how effectively the printing method(s) were used to complete assignments – technical and aesthetic quality of the finished product(s) – meeting of school and community standards • create and present a portfolio of work completed in this module or add this work to an existing portfolio. | |

MODULE COM2080: PRINTING APPLICATIONS 1

Level: Intermediate

Theme: Print

Prerequisite: None

Module Description: Students apply the technique of single-register printing to practical situations.

Module Parameters: Access to layout tables, tools and materials and/or computers with graphic layout capabilities and one or more types of printing equipment/facilities.

Supporting Module: COM2070 Printing Techniques 1

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|--|--------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> • demonstrate practical print-based tasks, using single-register printing, and, by applying previously learned printing techniques: <ul style="list-style-type: none"> – prepare camera-ready copy and masters suitable for the printing task; e.g., offset plate, serigraphic stencil, relief lockup – reproduce images in appropriate quantity – use finishing techniques as required | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • a portfolio consisting of job-related products including: <ul style="list-style-type: none"> – a camera-ready copy – masters used to reproduce the image(s) – printed product(s) having the following characteristics: <ul style="list-style-type: none"> • image is clear and clean • in register and aligned to the printed surface. – finishing techniques applied as required. <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM2080–1</i></p> <p><i>Standard</i> <i>Performance rating of 1 for each criteria</i></p> <p>Notes: The items for the portfolio may be completed and assessed in stages; e.g., a screen printing master may be assessed before the total portfolio is completed so that the screen can be used by another student for his or her project.</p> <p>Have the student select an appropriate job/task to apply one or more techniques learned in COM2070 –Printing Techniques 1.</p> | <p>90</p> |

MODULE COM2080: PRINTING APPLICATIONS 1 (continued)

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|--|--|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> the student’s presentation of project work to teacher/peers and/or client. <p><i>Assessment Tool</i> <i>Presentations/Reports, COM2080–2</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | <p>10</p> <p>Integrated throughout</p> |

| Concept | Specific Learner Expectations | Notes |
|-------------------------------|---|--|
| <p>Process and Procedures</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> generate one or more ideas suitable for a single-register print complete comprehensive layouts incorporating accepted design principles (e.g., proportion, balance, contrast, rhythm, harmony, unity) and use of white space demonstrate responsibility and ethical behaviour by working within school and community standards. | <p>See Intermediate Printing Techniques for module for more detailed SLEs.</p> |
| <p>Applied Technologies</p> | <ul style="list-style-type: none"> prepare master(s) using suitable approaches for the printing task demonstrate accurate image placement with the aid of registration guides print master for each printing task apply finishing techniques as required. | |
| <p>Presentation</p> | <ul style="list-style-type: none"> critique completed layout(s) and print(s) create and present a portfolio consisting of samples of the student’s work. | |

MODULE COM2090: AUDIO/VIDEO 1

Level: Intermediate

Theme: Audio/Video/Digital

Prerequisite: None

Module Description: Students expand on basic audio/video production techniques.

Note: This module can focus on audio and/or video concepts.

Module Parameters: Access to basic audio and video equipment, a basic studio facility and editing equipment/facility.

Supporting Module: COM1060 Audio/Video Production 1

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|--|--------------------|
| <i>The student will:</i> <ul style="list-style-type: none">complete assignments/projects, using audio/video equipmentdevelop skill in using production elements; e.g., lighting, sound, effectscritique audio/video assignments | <i>Assessment of student achievement should be based on:</i> <ul style="list-style-type: none">a portfolio consisting of:<ul style="list-style-type: none">two short assignments (e.g., one minute) and one project (e.g., three to five minutes) demonstrating competence in:<ul style="list-style-type: none">setting up, using, dismantling audio and video equipmentcreating and using a storyboardapplication of production elements:<ul style="list-style-type: none">camera framing and focusinguse of camera shots, angles and movementcut and transitionslightingaudio recording and manipulation. <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM2090-1</i></p> <p><i>Standard</i> <i>Performance rating of 1 for each criteria</i></p> | 80 |
| | <ul style="list-style-type: none">a critique on one presentation describing the following: development and structure, technical merit, and how effectively the techniques complement the content, and | 10 |

MODULE COM2090: AUDIO/VIDEO 1 (continued)

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|--|--|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a presentation of knowledge of audio/video technology and equipment (e.g., 250-word report, five to 10-minute presentation, 30-question quiz). <p><i>Assessment Tool</i> <i>Presentations/Reports, COM2090–2</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | <p>10</p> <p>Integrated throughout</p> |

| Concept | Specific Learner Expectations | Notes |
|-------------------------------|--|--|
| <p>Process and Procedures</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> prepare a storyboard for an audio project concentrating on the development of specific effects and techniques (e.g., sound level, distortion and ambient sound) and a storyboard for a video project concentrating on the development of specific effects and techniques (e.g., angle and movement, cuts, transitions, lighting) prepare a production plan for recording a one- to three-minute audio clip and a one- to three-minute video clip demonstrating identified effects and techniques prepare a storyboard and production plan for recording a five-minute project combining audio and video techniques and relating a short story or message follow prepared production plans and storyboards and produce audio and video projects | <p>Storyboards are useful tools for planning productions in video and in animation. Students who have taken the Animation 1 module will have been introduced to this tool.</p> <p>Teachers may wish to prepare a standard audio and video checklist as a way to track which techniques and effects a student has demonstrated.</p> |

MODULE COM2090: AUDIO/VIDEO 1 (continued)

| Concept | Specific Learner Expectations | Notes |
|------------------------------------|---|---|
| Process and Procedures (continued) | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • use appropriate technical terminology in describing equipment, techniques, processes and procedures in the context of project work and during presentations to others • demonstrate a variety of production elements (e.g., camera framing and focusing, lighting, audio manipulation) through project work • demonstrate responsibility and ethical behaviour by working within school and community standards. | |
| Applied Technologies | <ul style="list-style-type: none"> • record audio/video assignments • set up and operate audio and/ or video recording equipment in a safe and responsible manner • demonstrate specific audio and/ or video techniques as described in recording plans. | <p>Students who have taken the Audio/Video 1 module should be able to use the equipment. Here they can concentrate on technique/skill development.</p> |
| Presentation | <ul style="list-style-type: none"> • present assignments to teacher/peers for critique and evaluation • critique and evaluate own work and the work of others based on appropriateness and effectiveness of assignments with respect to: <ul style="list-style-type: none"> – how well the techniques were accomplished – relationship of the storyboard to the story told in final product – aesthetics – meeting of school and community standards • create and present a portfolio of work completed in this module or add this work to an existing portfolio. | <p>It is important that students become able to critique their own work and provide suggestions and constructive criticism to others during project development and upon final presentation. This will help each student in the group succeed rather than just a few.</p> |

MODULE COM2100: AUDIO/VIDEO 2

Level: Intermediate

Theme: Audio/Video/Digital

Prerequisite: None

Module Description: Students build on production skills through application of preproduction and post-production techniques.

Module Parameters: Access to basic audio and video equipment, a basic studio facility and editing equipment/facility.

Supporting Module: COM2090 Audio/Video 1

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|--|---|--------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> • apply preproduction, production and post-production techniques to complete an audio/video project • apply production elements; e.g., lighting, sound, to enhance the production • apply post-production editing techniques | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • a portfolio consisting of: <ul style="list-style-type: none"> – an audio/video project five or more minutes in length – development of a project proposal including pre-production, production and post-production elements – development of a project treatment – working plan detailing responsibilities. <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM2100–1</i></p> <p><i>Standard</i> <i>Performance rating of 1 for each criteria</i></p> | 60 |
| | <ul style="list-style-type: none"> • a presentation describing the development of the project, the use of production elements (lighting, sound, etc.) and how these elements/techniques complement the content, and | 20 |
| | <ul style="list-style-type: none"> • a presentation of knowledge of pre- and post-production techniques (e.g., 250-word report, five to 10-minute presentation, 30-question quiz). <p><i>Assessment Tool</i> <i>Presentations/Reports, COM2100–2</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p> | 20 |

MODULE COM2100: AUDIO/VIDEO 2 (continued)

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|--|------------------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | <p>Integrated throughout</p> |

| Concept | Specific Learner Expectations | Notes |
|-------------------------------|---|---|
| <p>Process and Procedures</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> working in a group, create a project proposal for an audio/video production that recognizes and includes elements of preproduction (e.g., planning, treatment, scripting, storyboarding), production (e.g., shooting, lighting, acting, live narration, floor direction, live sound recording) and post-production (e.g., editing, special effects, titling, sound effects, voice over narration) devise a treatment for the proposal outlining the what the project would entail: <ul style="list-style-type: none"> – story concept – script outline – on-location/studio-based requirements – shot list – anticipated technical requirements – timeline with key benchmarks prepare work plan and distribute responsibility so each member of the group will have key responsibilities (e.g., host/actor, camera operator, sound recording, editor) but will also have the opportunity to play other roles or share roles in the production identify what the various roles (production positions) are and what responsibilities they entail | <p>Full audio/video production requires the efforts of a number of people working together. Students need to work in groups in this area to produce their work. A sideline to the production activity will be the development and/or reinforcement of basic competencies identified in the “Teamwork” section of the Basic Competencies Reference Guide in Section G.</p> |

MODULE COM2100: AUDIO/VIDEO 2

| Concept | Specific Learner Expectations | Notes |
|------------------------------------|--|--|
| Process and Procedures (continued) | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • using prepared production plans and storyboards, produce an audio/video project • use appropriate technical terminology in describing equipment, techniques, processes and procedures in the context of project work and during presentations to others • demonstrate responsibility and ethical behaviour by working within school and community standards. | Terminology could include hand signals used in the studio. |
| Applied Technologies | <ul style="list-style-type: none"> • demonstrate with various sound effects and sound producing techniques to achieve a variety of effects as part of the production activity • demonstrate with various artificial and natural lighting as part of the production activity • show responsibility for assigned role(s) during the production • operate audio and/ or video recording equipment in a safe and responsible manner. | Many sound engineers experiment with sounds and collect them for future use. |
| Presentation | <ul style="list-style-type: none"> • present assignments to teacher/peers for critique and evaluation • critique and evaluate own work and the work of others based on appropriateness and effectiveness of assignments with respect to: <ul style="list-style-type: none"> – how well the techniques were accomplished – relationship of the storyboard to the story told in final product – aesthetics – meeting of school and community standards – organization of production task • create and present a portfolio of work completed in this module or add this work to an existing portfolio. | |

MODULE COM2110: ANIMATION 2

Level: Intermediate

Theme: Audio/Video/Digital

Prerequisite: None

Module Description: Students build skills in planning, idea development and storytelling technique, and their application through various animation methods.

Module Parameters: Access to basic animation equipment (animation board, camera with single frame ability) and/or a computer with animation software.

Supporting Module: COM1070 Animation 1

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|--|--------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> • demonstrate various traditional animation styles, techniques, applications and terminology • identify and demonstrate principles of animation; e.g., exaggeration, stretch/squash, through project work • produce a short animation assignment(s) that: <ul style="list-style-type: none"> – develops an idea; e.g., establishes a theme, evokes an emotional response – tells a story | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • a presentation of knowledge of animation styles, techniques, applications, terminology and selected principles of animation (e.g., 250-word report, a demonstration/discussion while engaged in animating, a 30-question quiz). <p><i>Assessment Tool</i> <i>Presentations/Reports, COM2110–2</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p> | 20 |
| | <ul style="list-style-type: none"> • a portfolio consisting of: <ul style="list-style-type: none"> – an animation project (e.g., 30 seconds) that demonstrates the student’s ability to have the images move “effectively” – an animation with a beginning, a middle and an end – a synopsis of the story or idea – a completed storyboard or outline for the animation – beginning and/or end credits/titles for the animation | 70 |

MODULE COM2110: ANIMATION 2 (continued)

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|--|--|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> demonstration through the project of at least two animation principles. <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM2110–1</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p> <ul style="list-style-type: none"> a presentation of the animation in which the student discusses the production, his or her choice of animation technique(s), possible enhancements, and how well the animation achieves its purpose. <p><i>Assessment Tool</i> <i>Presentations/Reports, COM2110–2</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | <p>10</p> <p>Integrated throughout</p> |

| Concept | Specific Learner Expectations | Notes |
|-------------------------------|---|---|
| <p>Process and Procedures</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> observe and describe various animation styles, techniques and applications identify at least three traditional and/or digital animation styles and techniques (e.g., cel animation, claymation, pixilation) identify two applications of animation (e.g., cartoons, film, advertising) and describe how traditional animation techniques are used in this context provide one example for each application identified. | <p>Encourage students to:</p> <ul style="list-style-type: none"> define the purpose for creating the animation, and create titles that blend in with the rest of the animation. |

MODULE COM2110: ANIMATION 2 (continued)

| Concept | Specific Learner Expectations | Notes |
|---|--|--|
| <p>Process and Procedures (continued)</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • prepare a story outline for a presentation; e.g.: <ul style="list-style-type: none"> – a storyboard illustrating the flow of the story – description of the images or scenes to be animated – a synopsis (50–100 words) describing the story or idea. • demonstrate responsibility and ethical behaviour by working within school and community standards. | <p>The most important outcome is for the student to create a plan for the project and to follow it.</p> |
| <p>Applied Technologies</p> | <ul style="list-style-type: none"> • select an appropriate technique for the animation; e.g., cel animation, claymation, digital • identify and describe principles of animation such as personification, exaggeration, secondary action, anticipation, stretch and squash • use selected principles of animation in project work • complete an animation project by: <ul style="list-style-type: none"> – preparing visual materials; e.g., models, cells – preparing backgrounds and/or sets as required – prepare visual elements – following storyboard while shooting project – creating and shooting beginning and/or end credits/titles – editing rough footage to final form. | <p>Many of the principles of animation can be found in short animated films from the National Film Board of Canada (NFB) and other film/video distributors.</p> <p>Students might also be asked to recall what they have seen in cartoons on television.</p> <p>Stretch and squash can be tested using simple flip-book animation.</p> |
| <p>Presentation</p> | <ul style="list-style-type: none"> • present the project to teacher/peers for critique and evaluation • create a portfolio that includes all preparatory components of the project (e.g., storyboard, description of scenes, synopsis), finish project(s) and any other teacher specified requirements. | |

MODULE COM2120: DIGITAL DESIGN 2

Level: Intermediate

Theme: Audio/Video/Digital

Prerequisite: None

Module Description: Students enhance their abilities to integrate various media for the purpose of producing a multimedia message for a target audience, using the computer as a significant production tool.

Module Parameters: Access to a computer, CD ROM, scanner, audio/video equipment.

Pre/corequisite: COM1080 Digital Design 1
INF2130 Multimedia Authoring 1 [Information Processing Strand]

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|--|--------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> • design and plan a multimedia message to be communicated to a target audience • produce and present the message, using two or more media linked through digital technology selected by the student • evaluate the effectiveness of the message, using an evaluation instrument | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • a portfolio consisting of: <ul style="list-style-type: none"> – at least two multimedia messages that require the combining and manipulating of media elements from two or more media into one product: <ul style="list-style-type: none"> • the message(s) will be directed to a target audience of the student’s choice • the message(s) will convey a central idea, impression or theme, and include an appropriate beginning and end title that fit thematically with the rest of the message – a presentation of the project to a target audience. <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM2120–1</i></p> <p><i>Standard</i> <i>Performance rating of 1 for each criteria</i></p> | 80 |
| | <ul style="list-style-type: none"> • a written or oral evaluation of the effectiveness of the production <ul style="list-style-type: none"> – message suitability – message clarity – media suitability – technical quality – aesthetics – meeting of school/community standards. <p><i>Assessment Tool</i> <i>Presentations/Reports, COM2120–2</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p> | 20 |

MODULE COM2120: DIGITAL DESIGN 2 (continued)

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|--|------------------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | <p>Integrated throughout</p> |

| Concept | Specific Learner Expectations | Notes |
|-------------------------------|---|--|
| <p>Process and Procedures</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> devise messages to deliver ideas using a combination of two or more media (e.g., video, CD ROM, audio) select appropriate media to convey various messages justifying their selection based on the appropriateness of the media to the task devise a plan for delivering a message using a combination of at least two different media, this plan should include: <ul style="list-style-type: none"> statement of the message to be delivered and working title identification of the target audience and their general characteristics preferred media and why it has been selected associated resource requirements (e.g., equipment, facility, personnel) and applications timeline with key delivery dates including interim review/critique and final presentation produce messages following plan, modifying plan as required, justifying the need for modification with reasoned arguments provide examples of feedback obtained from potential target audience during development/production and revise as required demonstrate responsibility and ethical behaviour by working within school and community standards. | <p>Students should be able to identify messages to deliver through digital format. Some may need to select from a pool of ideas generated by the teacher or class.</p> <p>Emphasis should be placed on applying the techniques required in combining multiple sources of media to produce one effective message to convey each idea.</p> <p>The iterative nature of projects can cause plans to be revised as they are carried out. Students need to recognize this and be able to suggest/make/and rationalize these changes based on reasoned arguments.</p> <p>Students should produce projects that are <u>at least</u> 30 seconds in length for video. Other media will take longer to achieve.</p> |

MODULE COM2120: DIGITAL DESIGN 2 (continued)

| Concept | Specific Learner Expectations | Notes |
|----------------------|---|---|
| Applied Technologies | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • transfer images, messages, symbols, etc.; between and among different media (e.g., computer, video, audio, print) • describe basic notions of the process by which this transfer occurs. | <p>The emphasis must be on communication of the message no matter how long it takes.</p> |
| Presentation | <ul style="list-style-type: none"> • present final products to the target audience • provide examples of feedback obtained on appropriateness and effectiveness of message based on: <ul style="list-style-type: none"> – message suitability for the target audience – message clarity – media suitability for the message delivered – technical quality – aesthetics – meeting of school and community standards • create and present a portfolio of work completed in this module or add this work to an existing portfolio. | <p>Students should request feedback and during project development and at completion. This feedback should include recognition and adherence to school and community standards.</p> |

MODULE COM2130: SPECIAL EFFECTS PHOTOGRAPHY

Level: Intermediate

Theme: Photography

Prerequisite: COM1030 Photography 1

Module Description: Students are introduced to the creative use of the camera, the darkroom and/or digital techniques, in order to produce various photographic effects.

Module Parameters: Access to a still camera (film or digital) and film or digital processing and printing equipment (either in the lab or through a community source).

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|---|--------------------|
| <i>The student will:</i> <ul style="list-style-type: none">use the camera shutter and aperture to create basic special effectsapply darkroom/digital techniques to create different photographic effects | <i>Assessment of student achievement should be based on:</i> <ul style="list-style-type: none">a portfolio consisting of a minimum of five photographs:<ul style="list-style-type: none">at least two photographs will illustrate special effects resulting from camera manipulation (see Specific Learner Expectations [SLEs])at least two photographs will involve photographic effects created in the darkroom or digitallyeach photograph must be accompanied by a caption that describes the technique(s)a “Photography Log Sheet” with pertinent details. <i>Assessment Tool</i> <i>Portfolio Assessment COM2130–1</i> <i>Standard</i> <i>Performance rating of 1 for each criteria</i> | 70 |
| | <ul style="list-style-type: none">the student’s presentation of work completed and assessment of his or her activities (e.g., reflection log, presentation). <i>Assessment Tool</i> <i>Presentations/Reports, COM2130–2</i> <i>Standard</i> <i>Performance rating of 1 for each criteria</i> | 20 |

MODULE COM2130: SPECIAL EFFECTS PHOTOGRAPHY (continued)

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|--|--|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a teacher-directed evaluation of the student’s knowledge of cropping, double exposure, dodging, burning-in, vignetting, “sabattier” effect, etc. observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | <p>10</p> <p>Integrated throughout</p> |

| Concept | Specific Learner Expectations | Notes |
|-----------------------------|---|---|
| <p>Applied Technologies</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> demonstrate photographic effects; e.g., great or shallow depth-of-field, camera angle, close-up, blurred action and trick photography demonstrate darkroom or digital effects; e.g., cropping, double exposure, dodging, burning-in or vignetting and “sabattier” effect demonstrate various lighting techniques manipulate the finished product; e.g., by colouring, cutting, retouching use equipment and facilities as directed in a safe and responsible manner demonstrate responsibility and ethical behaviour by working within school and community standards. | <p>Digital photography allows for a variety of image manipulation. Teachers should incorporate this technology where it correlates to the SLEs.</p> |
| <p>Presentation</p> | <ul style="list-style-type: none"> present the final product to teachers and peers for evaluation create and present a portfolio consisting of samples of the student’s photographs articulate possible reasons for various special effects being possible to create suggest applications for special effects photographs produced. | |

COURSE COM2210: DIGITAL IMAGING 2**Level:** Intermediate**Theme:** Photography**Prerequisite:** None**Description:** Students will acquire digital images from a digital camera and one or more other sources. They will extend and refine their knowledge of bitmap editing software and composition principles, and apply more advanced editing techniques to composite images.**Parameters:** Access to a digital camera and one or more other sources of digital images (e.g., Internet, CD-ROM, scanner, screen capture software, other software that can export bitmap files), computer(s) with bitmap editing software and digital storage (e.g., zip drive, CD-ROM writer, hard drive, network drive).**Supporting Courses:** COM2010 Presentation & Communication 2
COM2120 Digital Design 2**Curriculum and Assessment Standards**

| General Outcomes | Assessment Criteria and Conditions | Suggested Emphasis |
|--|--|--------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> • acquire, edit, composite and manipulate images from: <ul style="list-style-type: none"> – a digital camera – one or more other sources for creating or acquiring digital images | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • a portfolio of 10 or more bitmap compositions comprised of: <ul style="list-style-type: none"> – five or more finished compositions that illustrate the use of digital photographs as a starting point for digital manipulation and exploration – two or more compositions that illustrate the use of source file(s) obtained from one or more other pieces of software; e.g., vector graphics, two-and/or three-dimensional animation software – three or more compositions that illustrate composite imaging; i.e., multiple source files aggregated to form one unified composition | 80 |

COURSE COM2210: DIGITAL IMAGING 2 (continued)

| General Outcomes | Assessment Criteria and Conditions | Suggested Emphasis |
|---|--|--|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> • create and deliver an on-screen presentation of the completed compositions, using a unified theme or style • demonstrate basic competencies. | <p><i>Assessment of student achievement should be based on:</i></p> <p>The portfolio should demonstrate:</p> <ul style="list-style-type: none"> – files saved in a format that is most effective for transfer to screen show software or HTML presentation – files saved, either in compressed or uncompressed format, for speed and quality of display on a monitor or projector; resolution should be appropriate for the purpose – the use of different bitmap source file formats – an understanding of composition and aesthetic control – use of a variety of bitmap editing commands and effects, as dictated by software; e.g., filters, mask effects, layers, lenses – a unified theme or style <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM2210–1</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p> <ul style="list-style-type: none"> • an on-screen presentation of the portfolio to an audience; the presentation must: <ul style="list-style-type: none"> – be unified by theme or style – describe, through text or oral explanation, how compositions were created and saved – illustrate compositional control – demonstrate refined aesthetic awareness <p><i>Assessment Tool</i> <i>Presentations/Reports, COM2210–2</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p> <ul style="list-style-type: none"> • observations of individual effort and interpersonal interaction during the learning process <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | <p>20</p> <p>Integrated throughout</p> |

COURSE COM2210: DIGITAL IMAGING 2 (continued)

| Concept | Specific Outcomes | Notes |
|-------------------------------|--|--|
| <p>Process and Procedures</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • frame and crop images for compositions by demonstrating: <ul style="list-style-type: none"> – focal point; i.e., emphasis – an appropriate format; i.e., horizontal or vertical – awareness of background – clear focus, using either manual or automatic focus features – composition control; e.g., the “rule of thirds” – aesthetic awareness • acquire 10 or more digital photographs to use as a starting point for digital manipulation exploration and compositing • create, or acquire, and export digital images from one or more sources, other than a digital camera, to a specified directory. Sources may include: <ul style="list-style-type: none"> – a scanner – screen capture software – royalty free stock images – three-dimensional rendering software – vector graphics software – animation software • create and maintain a logical directory structure • create a presentation for displaying finished images • present information, orally or in text format, on how each finished composition was created; answer questions and discuss solutions to problems that were encountered • explain the implications of copyright laws; e.g., scanned images and stock photographs must be used with permission • demonstrate ethical behaviours by working within school and community standards. | <p>Student work should demonstrate concepts of compositional control.</p> <p>Go to “Beginnings of Photographic Composition” at www.kodak.com for guidelines on photographic composition; e.g., simplicity, rule of thirds, line, balance, framing, avoiding mergers.</p> <p>Students may use a digital camera to acquire most of their images, but must also have access to and use one other source for acquiring or creating digital images.</p> <p>Students should make notes for their presentation.</p> <p>Text data may be a handout, notes for oral support, or on-screen annotation explaining the steps in composition generation.</p> |

COURSE COM2210: DIGITAL IMAGING 2 (continued)

| Concept | Specific Outcomes | Notes |
|-----------------------------|---|--|
| <p>Applied Technologies</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • demonstrate the use of one or more of the following sources for creating or acquiring images, or specific portions of images: <ul style="list-style-type: none"> – a scanner – screen capture software – stock photographs; e.g., from the Internet or CD-ROM – animation software – three-dimensional rendering software – vector graphics, or hybrid vector/raster software – other software as dictated by lab facilities • apply bitmap editing effects to create interesting and aesthetically appealing compositions. Bitmap editing should demonstrate the use of: <ul style="list-style-type: none"> – basic tool box functions – basic menu commands – filters, effects, plug-ins • create, alter, delete and generally maintain a logical directory structure for saving work • identify and describe common file formats, with reference to: <ul style="list-style-type: none"> – advantages and disadvantages – problems and solutions – compression issues – export methods – issues surrounding multiple file formats • apply advanced digital camera functions, commands and effects, based on camera features available for a specific purpose • select, with limited assistance, advanced bitmap editing functions and commands that are appropriate to the task. | <p>Students should be able to aggregate different sources of bitmap data to create composited images.</p> <p>Specific lab software will dictate effects and filters.</p> <p>Students may wish to use:</p> <ul style="list-style-type: none"> • JPG (Joint Photographers Expert Group) • GIF (Graphics Interchange File Format) • TIF (Tagged Image File Format) • CDR (CorelDRAW! Vector Graphic) • PSD (PhotoShop Bitmap File) • CPT (Corel Photo-Paint Bitmap File) • EMF (Enhanced Metafile) • WMF (Windows Metafile) • PIC (Lotus Picture File). <p>Other file formats and compression schemes may be chosen as the need arises. Research applications of different file formats on the Internet.</p> |

COURSE COM2210: DIGITAL IMAGING 2 (continued)

| Concept | Specific Outcomes | Notes |
|--------------|--|---|
| Presentation | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • present a series of 10 or more finished bitmap compositions to teacher(s) and peers that illustrate thematic or stylistic unity • discuss the images that are presented in terms of: <ul style="list-style-type: none"> – problems and solutions – aesthetics – composition – copyright issues – bitmap effects – file import/export issues – compression/decompression issues • generate a handout, notes or text data on screen for oral support during the presentation • create and present a portfolio of work completed in this course or add work completed to an existing portfolio; the portfolio should be written to CD-ROM/zip disk or saved to a hard drive. | <p>Presentations may be completed in PowerPoint, HTML or other formats as dictated by lab facilities.</p> <p>Potentially useful sources of information are available through the Internet at:</p> <ul style="list-style-type: none"> • http://www.focalfix.com/ • http://www.lonestar.digital.com/ • http://www.kodak.com/US/en/nav/digital/shtml • http://www.shortcourses.com/ <p>Megapixel.net is a monthly digital camera web magazine available at http://www.megapixel.net/</p> |

COURSE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION F: ADVANCED LEVEL

The following pages define the curriculum and assessment standards for the advanced level of Communication Technology.

Advanced level courses demand a higher level of expertise and help prepare students for entry into the workplace or a related post-secondary program.

| | | |
|-----------------|---------------------------------|------|
| Course COM3020: | Media & Design Analysis 2 | F.7 |
| Course COM3030: | Script Writing 2 | F.11 |
| Course COM3040: | Photography 3 | F.13 |
| Course COM3050: | Photojournalism | F.17 |
| Course COM3060: | Photographic Techniques 2 | F.21 |
| Course COM3070: | Colour Photography | F.25 |
| Course COM3080: | Printing Techniques 2 | F.29 |
| Course COM3090: | Printing Applications 2 | F.31 |
| Course COM3100: | Audio 3 | F.33 |
| Course COM3110: | Video 3 | F.37 |
| Course COM3120: | Animation 3 | F.41 |
| Course COM3130: | Digital Design 3 | F.45 |
| Course COM3210: | Digital Imaging 3 | F.49 |

Note:

*COM3010: Presentation &
Communication 3 (pages F.3–F.6) has
been withdrawn effective
September 2005.*

MODULE COM3020: MEDIA DESIGN & ANALYSIS 2

Level: Advanced

Theme: Presentation

Prerequisite: None

Module Description: Students use school and/or community resources to produce messages for a target audience to be delivered through two or more media.

Module Parameters: Specialized facilities depend on the direction taken in the module. Students should have access to a various media equipment such as overhead projector, slide projector, flip chart, computer, video camera, photographic equipment.

Supporting Module: COM2020 Media Design & Analysis 1

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|--|--|--------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> identify, select, justify and develop a message for a target audience, using two or more media analyze the same message, as delivered through different media critique media message/product | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a portfolio consisting of: <ul style="list-style-type: none"> a project proposal to promote a specific idea, product or event plans for the production of two media messages two different messages produced from the project proposal the techniques to be used, justification for the choice of media and a method for evaluating the effectiveness of the message/medium, and an analysis of media messages that will include at least two examples from three different media sources; e.g., billboards, radio, television, magazine. <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM3020–1</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p> | <p>70</p> |
| | <ul style="list-style-type: none"> a presentation of work completed and inclusion in a portfolio. <p><i>Assessment Tool</i> <i>Presentations/Reports, COM3020–2</i></p> <p><i>Standard</i> <i>Performance rating of 3 for each criteria</i></p> | <p>10</p> |

MODULE COM3020: MEDIA DESIGN & ANALYSIS 2 (continued)

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|--|------------------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | <p>Integrated throughout</p> |

| Concept | Specific Learner Expectations | Notes |
|-------------------------------|---|---|
| <p>Process and Procedures</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> identify two messages to deliver to one or more target audiences select two (or more) media in which to produce each message (e.g., print, audio, video, animation) justify this selection based on the target audience(s), media attributes, availability of technical facility, personal technical background and technical assistance available devise a plan for producing each message in each form(s) of media, and follow it to produce messages in each form(s) of media demonstrate responsibility and ethical behaviour by working within school and community standards. | <p>Students at this level should be able to select appropriate media to deliver different types of messages to different target groups. They should justify their selections through reasoned arguments about the type of message, target audience and media characteristics.</p> <p>Students should be able to devise and follow a simple plan but will need confirmation with respect to facility and equipment availability etc.</p> |
| <p>Applied Technologies</p> | <ul style="list-style-type: none"> use selected media to produce messages use technical facilities, equipment and expertise as required to complete production of message use technical facilities, equipment and expertise as required to present messages in each format. | <p>This module might be taught in conjunction with a module(s) that deal with specific technical skills such as Video 3 or Printing Techniques 2.</p> |

MODULE COM3020: MEDIA DESIGN & ANALYSIS 2 (continued)

| Concept | Specific Learner Expectations | Notes |
|--------------|--|--|
| Presentation | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • present final products to peers for their reaction and gather feedback using a survey instrument (e.g., survey form, standardized set of questions posed directly to the audience) • analyze results of target audience reaction to message including: <ul style="list-style-type: none"> – appropriateness of media selected for messages produced – effectiveness of message delivery; i.e., did it communicate the main point in each form of media? – technical quality – aesthetics – meeting school and community standards • create and present a portfolio of work completed in this module or add this work to an existing portfolio. | <p>A variety of survey instruments can be used to gather information. Students need to use the information they gather to make reasoned decisions for future projects.</p> |

MODULE COM3030: SCRIPT WRITING 2

Level: Advanced

Theme: Presentation

Prerequisite: None

Module Description: Students refine script-writing skills by producing scripts for specific media formats.

Module Parameters: No specialized facilities or equipment.

Supporting Module: COM2030 Script Writing 1

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|--|---|--|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> • demonstrate knowledge and skill specific to writing scripts for selected formats • select a format; e.g., long, short, and write a script in that format for a target audience <ul style="list-style-type: none"> • demonstrate basic competencies. | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • a portfolio that includes: <ul style="list-style-type: none"> – a draft and final version for two of the following: <ul style="list-style-type: none"> • public service announcement or commercial (minimum 30 seconds) • news or documentary (minimum three minutes) • radio or screenplay (drama) (minimum five minutes) – a comparison of one script to a professionally written script (or equivalent) of the same type. <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM3030–1</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p> <ul style="list-style-type: none"> • presentation of work completed and inclusion in a portfolio. <p><i>Assessment Tool</i> <i>Presentations/Reports, COM3030–2</i></p> <p><i>Standard</i> <i>Performance rating of 3 for each criteria</i></p> <ul style="list-style-type: none"> • observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | <p>80</p> <p>20</p> <p>Integrated throughout</p> |

MODULE COM3030: SCRIPT WRITING 2 (continued)

| Concept | Specific Learner Expectations | Notes |
|-------------------------------|---|---|
| <p>Process and Procedures</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • produce ideas to be developed into a script • prepare and expand on script ideas, proposals and treatment plans • complete scripts for the following: <ul style="list-style-type: none"> – public service announcement or commercial – news or documentary – radio play or screen play • use the characteristics of a good script to write a script in the specific format • compare and contrast scripts developed with professionally developed or other sample scripts • demonstrate responsibility and ethical behaviour by working within school and community standards. | <p>Encourage the student to use the approach to writing and revising that works for him or her.</p> <p>Readings of works in progress should be encouraged throughout the writing process.</p> |
| <p>Presentation</p> | <ul style="list-style-type: none"> • present completed project(s) to teacher and peers • create and present a working portfolio consisting of the proposal, a draft and final version of each script. | <p>The portfolio may be used to generate an actual production in another module.</p> |

MODULE COM3040: PHOTOGRAPHY 3

Level: Advanced

Theme: Photography

Prerequisite: None

Module Description: Students apply various light sources, multiple lighting arrangements and metering techniques with an emphasis on flash and studio lighting.

Module Parameters: Access to cameras (film or digital), a darkroom, film or digital processing and printing equipment and access to a studio facility.

Supporting Module: COM2040 Photography 2

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|--|--|--------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none">• identify and describe different camera and film formats• use different camera and film formats• apply the theory and operation of light-metering devices and electronic flash devices in a photographic assignment• apply studio lighting techniques to a photographic assignment | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none">• a portfolio consisting of:<ul style="list-style-type: none">– at least five photographs processed, printed and mounted by the student and showing:<ul style="list-style-type: none">• application of studio lighting techniques• use of light-metering devices• use of electronic flash devices– a lighting diagram for at least two photographs showing the relative position of the camera; subject; main, fill, background and hair lights; background and props– a critique of the photographs. <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM3040–1</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p> | 80 |

MODULE COM3040: PHOTOGRAPHY 3 (continued)

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|--|--|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a minimum of 50% on a teacher-designed concept test (approximately 20 questions) on incident and reflective hand-held meters, flash meters, concepts such as the “Inverse Square Law,” focal plane limitations, stop action, multiple exposures, fill lighting and different cameras and film formats presentation of project work to teachers/peers. <p><i>Assessment Tool</i> <i>Presentations/Reports, COM3040–2</i></p> <p><i>Standard</i> <i>Performance rating of 3 for each criteria</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | <p>10</p> <p>10</p> <p>Integrated throughout</p> |

| Concept | Specific Learner Expectations | Notes |
|-------------------------------|---|---|
| <p>Process and Procedures</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> describe various camera formats (e.g., 35 mm SLR, viewfinder, rangefinder) and their applications (e.g., photojournalism, portraiture, product advertising) identify and describe various lighting sources (e.g., sunlight, tungsten, fluorescent, electronic flash), their characteristics and their effect on the photographed subject describe and apply the following concepts: Kelvin ratings, “Inverse Square Law,” incident/reflective light identify and describe different studio lighting arrangements; e.g., Rembrandt, Paramount apply studio knowledge in still and portrait photography demonstrate responsibility and ethical behaviour by working within school and community standards. | <p>The “Inverse Square Law” is $I = \frac{1}{D^2}$, where I = Intensity of the light and D = Distance of the light source to the subject being photographed.</p> |

MODULE COM3040: PHOTOGRAPHY 3 (continued)

| Concept | Specific Learner Expectations | Notes |
|----------------------|--|-------|
| Applied Technologies | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • select and use light sources to achieve desired effects • use built-in, hand and/or flash meters and gray cards to determine desired camera settings • use flash lighting device(s) including: <ul style="list-style-type: none"> – flash synchronization –M and X – aperture calculations • produce photographs using flash • control and adjust lighting intensity • process images. | |
| Presentation | <ul style="list-style-type: none"> • mount prints for presentation and display • make changes where necessary • present completed work for feedback (e.g., how well assignment met stated expectations, aesthetics, technical quality, meeting school and community standards) • create and present a portfolio consisting of samples of the student’s photographs. | |

MODULE COM3050: PHOTOJOURNALISM

Level: Advanced

Theme: Photography

Prerequisite: None

Module Description: Students are introduced to photojournalism.

Module Parameters: Access to still camera (film or digital) and film or digital processing and printing equipment and a computer.

Supporting Module: COM2050 Photographic Communication

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|--|--|--------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> • apply knowledge of composition, lighting, exposure and image processing to photographing specified events • integrate type and photographs to complete a layout • identify career options in photojournalism | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • a portfolio consisting of: <ul style="list-style-type: none"> – the student’s (or client’s) description/outline of the topic to be covered – the images in their final presentation with the appropriate captions – documentation of the student’s evaluation of the assignment, including comments from the client and/or teacher – a presentation of information on career options in photojournalism. <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM3050–1</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p> | 90 |
| | <ul style="list-style-type: none"> • presentation of work to client and/or teacher and peers. <p><i>Assessment Tool</i> <i>Presentations/Reports, COM3050–2</i></p> <p><i>Standard</i> <i>Performance rating of 3 for each criteria</i></p> | 10 |

MODULE COM3050: PHOTOJOURNALISM (continued)

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|--|------------------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | <p>Integrated throughout</p> |

| Concept | Specific Learner Expectations | Notes |
|-------------------------------|---|---|
| <p>Process and Procedures</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> describe the legal and ethical responsibilities of a photojournalist coordinate picture taking assignments (e.g., school newspaper, yearbook) with clients process and proof all images and develop a filing system consult with client(s) and select images that will meet the requirements of specific layouts complete page layouts by adding captions and stories to images demonstrate responsibility and ethical behaviour by working within school and community standards. | <p>The student or teacher may choose the topic, if there is no client involved.</p> |
| <p>Applied Technologies</p> | <ul style="list-style-type: none"> illustrate representative coverage with long, medium and close-up photos having a variety of horizontal and vertical compositions enlarge images to required sizes. | |

MODULE COM3050: PHOTOJOURNALISM (continued)

| Concept | Specific Learner Expectations | Notes |
|--------------|---|---|
| Presentation | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • review work with client and make changes as necessary • present completed work for feedback (e.g., how well assignment met stated expectations, aesthetics, technical quality, meeting school and community standards) • mount prints for presentation and display (as required) • identify career options • create and present a portfolio consisting of the photographs and captions from the assignment. | <p>Have students display their work in the classroom, school, local community, etc.</p> |

MODULE COM3060: PHOTOGRAPHIC TECHNIQUES 2

Level: Advanced

Theme: Photography

Prerequisite: None

Module Description: Students create special photographic effects through a variety of approaches, including advanced enlarging techniques, high contrast derivations, toning, retouching and print presentation.

Module Parameters: Access to still cameras, a darkroom and photo retouching equipment.

Supporting Module: COM2060 Photographic Techniques 1

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis | |
|---|--|--------------------|----|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> • use enlarging techniques to achieve a variety of photographic effects • use retouching techniques to enhance visual quality and/or to achieve different special effects with photographic prints • alter/convert continuous tone black and white prints through the use of colour and through the use of high contrast materials and techniques | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • a portfolio consisting of a : <ul style="list-style-type: none"> – minimum of five photographs taken, processed, proofed and printed by the student, showing application of: <ul style="list-style-type: none"> • enlarging techniques; e.g., vignetting, multiple printing • high contrast derivation • toning • retouching; e.g., spotting, airbrushing – each photograph must be mounted and accompanied by a caption describing the technique used – documentation of the student’s experiences while creating the photographic effects (e.g., reflection log, journal). <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM3060–1</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p> | 60 | |
| | | | 10 |
| | | | 10 |

MODULE COM3060: PHOTOGRAPHIC TECHNIQUES 2 (continued)

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|--|--|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a presentation of project and description/discussion of enlarging techniques, high contrast derivations, toning and retouching, etc., used during project. <p><i>Assessment Tool</i> <i>Presentations/Reports, COM3060–2</i></p> <p><i>Standard</i> <i>Performance rating of 3 for each criteria</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | <p>20</p> <p>Integrated throughout</p> |

| Concept | Specific Learner Expectations | Notes |
|-------------------------------|---|-------|
| <p>Process and Procedures</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> use enlarger and other necessary equipment and facilities to produce prints use tools and materials (e.g., airbrush, hand spotting brush and spot tone) to modify/enhance photographs describe applications for various photographic techniques (e.g., serigraphy master) demonstrate responsibility and ethical behaviour by working within school and community standards. | |

MODULE COM3060: PHOTOGRAPHIC TECHNIQUES 2 (continued)

| Concept | Specific Learner Expectations | Notes |
|----------------------|---|---|
| Applied Technologies | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • apply such techniques as contrast manipulation, vignetting, multiple printing and solarization • use spotting and airbrush techniques for print retouching • use print toners and print colouring materials • use orthochromatic film and/or electronic imaging techniques to produce such high contrast derivations as negatives, positives, tone line images and tone separations. | <p>Similar and/or additional techniques may be done using digital technology.</p> |
| Presentation | <ul style="list-style-type: none"> • present the completed work for feedback (e.g., how well assignment met stated expectations, aesthetics, technical quality, meeting school and community standards) • make changes as necessary • mount prints for presentation and display using dry mounting, cutting mattes, framing, etc. • create a portfolio consisting of samples of the student's photographs. | |

MODULE COM3070: COLOUR PHOTOGRAPHY

Level: Advanced

Theme: Photography

Prerequisite: COM1030 Photography 1

Module Description: Students are introduced to colour photography.

Module Parameters: Access to still cameras, a colour darkroom and photo retouching equipment.

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|---|--|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> identify and describe the additive and subtractive colour processes identify and describe the differences between negative and reversal photographic materials expose and process negative and/or reversal films and paper critique completed photographs demonstrate basic competencies. | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a minimum of 50% on a teacher-designed concept test (approximately 20 questions) demonstrating knowledge of the additive and subtractive colour theory, and negative and reversal photographic materials and processes a portfolio consisting of: <ul style="list-style-type: none"> a minimum of two photographs taken, processed, printed and suitably mounted by the student a critique of the photographs taken outlining intent, technical quality and technical data. <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM3070-1</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | <p>20</p> <p>80</p> <p>Integrated throughout</p> |

MODULE COM3070: COLOUR PHOTOGRAPHY (continued)

| Concept | Specific Learner Expectations | Notes |
|------------------------|--|-------|
| Process and Procedures | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify the primary and secondary colours as they apply to additive and subtractive colour theory • describe additive colour theory as it applies to colour photography and other applications (e.g., colour television) • demonstrate responsibility and ethical behaviour by working within school and community standards. | |
| Applied Technologies | <ul style="list-style-type: none"> • use bracketing to demonstrate exposure latitude, and use alternative light sources such as outdoor, indoor and electronic flash to illustrate colour temperation and psychological effects • use colour heads to manipulate colour and density • expose and develop colour slide/negative film • prepare graphics for slides and photograph with high contrast film (where possible) • use an enlarging meter for colour and density readings • prepare chemistry and facilities for colour printing • select a slide/negative and expose and develop a colour test print • judge test print for colour and density and make adjustments on the subsequent print. | |

MODULE COM3070: COLOUR PHOTOGRAPHY (continued)

| Concept | Specific Learner Expectations | Notes |
|--------------|---|-------|
| Presentation | <p><i>The student should:</i></p> <ul style="list-style-type: none">• present completed work for feedback (e.g., how well assignment met stated expectations, aesthetics, technical quality, meeting school and community standards)• identify intent of photographs and their success at meeting the intent• provide technical data as required• review work and make changes as necessary• mount completed work for display and presentation• create a portfolio consisting of samples of the student's photographs. | |

MODULE COM3080: PRINTING TECHNIQUES 2

Level: Advanced

Theme: Print

Prerequisite: COM2070 Printing Techniques 1

Module Description: Students are introduced to multiregister reproductive printing.

Module Parameters: Access to layout tables, tools and materials and/or computers with graphic layout capabilities and one or more types of printing equipment/facilities capable of multi-register printing.

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|--|--------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> prepare visual images for printing in at least two colours prepare masters required to print images in at least two colours; e.g., offset plate, serigraphic stencil, relief lockup print an image in register use finishing techniques, as required | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a portfolio consisting of products based on teacher-assigned tasks including: <ul style="list-style-type: none"> samples of camera-ready copy for multi-register printing masters used to reproduce camera-ready copy using at least two different printing methods capable of multi-register printing a minimum of two finished prints demonstrating the two printing methods, and having the following characteristics: <ul style="list-style-type: none"> the image is clear and clean in register and aligned to the printed surface application of finishing techniques as required. <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM3080-1</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p> | 90 |
| | <ul style="list-style-type: none"> present project work to clients, teachers and/or peers. <p><i>Assessment Tool</i> <i>Presentations/Reports, COM3080-2</i></p> <p><i>Standard</i> <i>Performance rating of 3 for each criteria</i></p> | 10 |

MODULE COM3080: PRINTING TECHNIQUES 2 (continued)

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|--|------------------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | <p>Integrated throughout</p> |

| Concept | Specific Learner Expectations | Notes |
|-------------------------------|--|---|
| <p>Process and Procedures</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> produce one or more ideas suitable for a multi-register printing complete comprehensive layouts incorporating accepted design principles select appropriate printing method and prepare masters, using previously learned approaches demonstrate responsibility and ethical behaviour by working within school and community standards. | <p>The notion of multi-register is that more than one colour will be sequentially printed on the same surface. Students at this level should be able to print an image in at least two colours. Teachers may wish to have them try printing more than two colours on one or more projects.</p> <p>Teachers may wish to have students try printing images on a variety of surfaces; e.g., rough, smooth, flat, curved.</p> |
| <p>Applied Technologies</p> | <ul style="list-style-type: none"> produce accurate image placement with the aid of registration guides print images using available mass-production technology. | <p>Consult authorized learning and teaching resources for detailed methodologies.</p> |
| <p>Presentation</p> | <ul style="list-style-type: none"> present completed layouts, masters and prints for feedback create and present a portfolio consisting of the layout, master and samples of the finished product. | |

COURSE COM3090: PRINTING APPLICATIONS 2

Level: Advanced

Theme: Print

Prerequisite: COM2080: Printing Applications 1

Description: Students apply the technique of multiregister printing to practical situations.

Parameters: Access to layout tables, tools and materials and/or computers with graphic layout capabilities and one or more types of printing equipment/facilities capable of multi-register printing.

Supporting Course: COM3080 Printing Techniques 2

Curriculum and Assessment Standards

| General Outcomes | Assessment Criteria and Conditions | Suggested Emphasis |
|---|--|--------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate a practical print-based task, applying previously learned techniques select a suitable printing method, prepare masters suitable for the printing task; e.g., offset plate, serigraphic stencil, relief lockup, and reproduce in required quantity print images in register use finishing techniques as required | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a portfolio consisting of job-related products including: <ul style="list-style-type: none"> a camera-ready copy for products requiring multiregister printing masters used to reproduce the image(s) finished printed product(s) with the following characteristics: <ul style="list-style-type: none"> image is clear and clean in register and aligned to the printed surface application of finishing techniques as required. <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM3090-1</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p> | 90 |
| | <ul style="list-style-type: none"> present project work to clients, teacher and/or peers. Student justifies selection of specific techniques used to complete job(s). <p><i>Assessment Tool</i> <i>Presentations/Reports, COM3090-2</i></p> <p><i>Standard</i> <i>Performance rating of 3 for each criteria</i></p> | 10 |

COURSE COM3090: PRINTING APPLICATIONS 2 (continued)

| General Outcomes | Assessment Criteria and Conditions | Suggested Emphasis |
|---|--|------------------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | <p>Integrated throughout</p> |

| Concept | Specific Outcomes | Notes |
|-------------------------------|---|---|
| <p>Process and Procedures</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> produce one or more ideas suitable for a multiregister printing complete comprehensive layouts incorporating accepted design principles prepare master(s) using suitable approaches for the printing task demonstrate responsibility and ethical behaviour by working within school and community standards. | <p>The student should be working independently and with little or no supervision.</p> |
| <p>Applied Technologies</p> | <ul style="list-style-type: none"> produce accurate image placement with the aid of registration guides print master for each printing task apply finishing techniques as required. | <p>Consult authorized learning and teaching resources for detailed methodology.</p> |
| <p>Presentation</p> | <ul style="list-style-type: none"> present completed layout(s), master(s) and print(s) for feedback create and present a portfolio consisting of the layout and samples of the finished product. | <p>The student may use this final portfolio when applying to a post-secondary institution, or when talking to a potential employer.</p> |

MODULE COM3100: AUDIO 3

Level: Advanced

Theme: Audio/Video/Digital

Prerequisite: None

Module Description: Students plan, develop and produce specific audio projects.

Module Parameters: Access to audio equipment (e.g., microphones, mixer, amplifier, speakers), a basic studio facility and audio editing equipment/facility.

Supporting Module: COM2090 Audio/Video 1

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis | |
|--|---|--------------------|----|
| <i>The student will:</i> <ul style="list-style-type: none">• apply preproduction, production and post-production techniques and strategies to complete an audio project• use audio equipment and various sound recording techniques to enhance the production | <i>Assessment of student achievement should be based on:</i> <ul style="list-style-type: none">• a portfolio consisting of:<ul style="list-style-type: none">– an audio project (five to eight minutes) that demonstrates the student’s application of a planning strategy (e.g., audio script showing all sound cues), use of audio equipment (e.g., microphones, mixers, amplifier), and production techniques (e.g., dubbing, editing)– an audio assignment (two to three minutes) that uses sound, but no words. All sounds will be recorded by the student and edited to demonstrate the use of fading, layering, polishing, special effects and transitions– a director’s log book that contains:<ul style="list-style-type: none">• the audio script (including all sound cues)• a storyboard (where applicable), and• at least one critique (minimum 150 words) for two of the following stages (preproduction, production and post-production) | 50 | |
| | | | 20 |
| | | | 20 |
| | <i>Assessment Tool</i> <i>Portfolio Assessment, COM3100–1</i> <i>Standard</i> <i>Performance rating of 2 for each criteria</i> | | |

MODULE COM3100: AUDIO 3 (continued)

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|---|--|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> presentation of project work to teachers and/or peers. <p><i>Assessment Tool</i> <i>Presentations/Reports, CPM3100–2</i></p> <p><i>Standard</i> <i>Performance rating of 3 for each criteria.</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | <p>10</p> <p>Integrated throughout</p> |

| Concept | Specific Learner Expectations | Notes |
|-------------------------------|--|--|
| <p>Process and Procedures</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> working in a group, create a project proposal for an audio production for a target audience that recognizes and includes elements of preproduction, production and post-production. devise a treatment for the proposal outlining what the project would entail: <ul style="list-style-type: none"> – story concept – script outline – on-location/studio-based requirements – recording list – anticipated technical requirements – timeline with key benchmarks prepare work plan and distribute responsibility so each member of the group will have key responsibilities follow prepared production plans and storyboards and produce an audio project | <p>The emphasis in this module should be on the student's ability to organize and manage an audio project. Specific technical skills will also be learned or enhanced.</p> |

MODULE COM3100: AUDIO 3 (continued)

| Concept | Specific Learner Expectations | Notes |
|------------------------------------|---|---|
| Process and Procedures (continued) | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • repeat process as required to produce an experimental project concentrating on exploring the properties of sound and various sound recording, editing and manipulation techniques • use appropriate technical terminology in describing equipment, techniques, processes and procedures in the context of project work and during presentations to others • select and research careers and contact professionals in audio fields • demonstrate responsibility and ethical behaviour by working within school and community standards. | <p>It is important that students learn the importance of sound to productions but also to the human condition. This can be explored through this kind of experimental project.</p> <p>This provides a good opportunity to develop community partners for the program.</p> |
| Applied Technologies | <ul style="list-style-type: none"> • enhance audio equipment operation skills through producing audio projects, these skills to include: <ul style="list-style-type: none"> – on-location recording and studio recording – microphone placement for recording – sound layering – dubbing – editing – special effects • select and implement pre- and post-production techniques as required • operate audio recording equipment in a safe and responsible manner. | <p>A student may choose to complete one major project if it has all the requirements defined in the assessment standards.</p> |
| Presentation | <ul style="list-style-type: none"> • present assignments to the target audience for critique and evaluation • critique and evaluate own work and the work of others based on appropriateness and effectiveness of assignments with respect to: <ul style="list-style-type: none"> – how well the techniques were accomplished – relationship of the storyboard to the story told in final product – aesthetics – meeting of school and community standards • create and present a portfolio of work completed in this module or add this work to an existing portfolio. | <p>The target audience may be teacher and may be teacher and group. It may also be an external client.</p> |

MODULE COM3110: VIDEO 3

Level: Advanced

Theme: Audio/Video/Digital

Prerequisite: None

Module Description: Students plan, develop and produce specific video projects.

Module Parameters: Access to video equipment suitable for pre-production, production and post-production including a basic studio facility and video editing equipment/facility.

Supporting Modules: COM2090 Audio/Video 1
COM3100 Audio 3

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|--|---|-------------------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none">• apply preproduction techniques and strategies to produce a video; e.g., prepare a proposal, treatment/script, timeline, shot list, rehearsal schedule• apply such production elements as lighting, sound, and special effects to the production• use such post-production techniques/elements as an edit decision list, narration, sound, music, effects or titles to enhance the production• present the final product to an audience for feedback | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none">• a portfolio containing:<ul style="list-style-type: none">– the planning and production of a two- to three-minute video on an assigned topic, using in-camera editing– a video project for a target audience (five to eight minutes) that demonstrates the student's application of pre- and post-production planning– for each project prepare a:<ul style="list-style-type: none">• story outline or storyboard• shot list; e.g., camera angle, medium or close-up shot• director's log book, which includes an edit decision list, revision entry for two of the following stages (preproduction, production and post-production) and one critique (minimum 150 words). <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM3110-1</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria.</i></p> | <p>20</p> <p>60</p> <p>10</p> |

MODULE COM3110: VIDEO 3 (continued)

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|---|--|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a presentation of a final video project to a target audience <p><i>Assessment Tool</i> <i>Presentations/Reports, COM3110–2</i></p> <p><i>Standard</i> <i>Performance rating of 3 for each criteria.</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | <p>10</p> <p>Integrated throughout</p> |

| Concept | Specific Learner Expectations | Notes |
|-------------------------------|---|---|
| <p>Process and Procedures</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> working in a group, devise a project proposal for a video production that recognizes and includes the elements of preproduction, production and post- production devise a treatment for the proposal outlining the what the project would entail: <ul style="list-style-type: none"> – story concept – script outline – on-location/studio-based requirements – shot list and/or “paper edit” – anticipated technical requirements – timeline with key benchmarks prepare work plan and distribute responsibility so each member of the group will have key responsibilities follow prepared production plans and storyboards and produce a video project | <p>The emphasis in this module should be on the student’s ability to organize and manage a video project.</p> <p>Proper planning at the pre-production stage will enable students to attempt “manageable” projects.</p> <p>Specific technical skills will also be learned or enhanced as they apply to the project.</p> |

MODULE COM3110: VIDEO 3 (continued)

| Concept | Specific Learner Expectations | Notes |
|---|--|---|
| <p>Process and Procedures (continued)</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • use appropriate technical terminology in describing equipment, techniques, processes and procedures in the context of project work and during presentations to others • select and research careers and contact professionals in video fields • demonstrate responsibility and ethical behaviour by working within school and community standards. | <p>This provides a good opportunity to develop community partners for the program.</p> |
| <p>Applied Technologies</p> | <ul style="list-style-type: none"> • enhance video and related audio equipment operation skills through by producing video projects, these skills to include: <ul style="list-style-type: none"> – varying focal length and focal distance – adding and subtracting light in (artificial and natural) – in-camera editing – post-production editing including cutting on movement – special effects through use of sound • select and implement pre- and post-production techniques as required • operate audio recording equipment in a safe and responsible manner. | |
| <p>Presentation</p> | <ul style="list-style-type: none"> • present “rough-cut” to the teachers and/or others for critique and recommendations • present the final product to the target audience for critique and assessment • critique and evaluate own work and the work of others based on appropriateness and effectiveness of assignments with respect to: <ul style="list-style-type: none"> – how well the techniques were accomplished – relationship of the storyboard to the story told in final product – aesthetics – meeting of school and community standards | <p>A “rough-cut” is a rough form of the video that shows the imagery as it would be seen in the final product and has a voice-over scratch track for dialogue but is incomplete e.g., no titling, special effects, etc.)</p> <p>The target audience may be teacher and peers or another group. It may also be an external client.</p> |

MODULE COM3110: VIDEO 3 (continued)

| Concept | Specific Learner Expectations | Notes |
|-----------------------------|---|---|
| Presentation (continued) | <i>The student should:</i> <ul style="list-style-type: none">• create and present a portfolio of work completed in this module or add this work to an existing portfolio. | The student may use this final portfolio when applying to a post-secondary school, or when talking to a potential employer. |

MODULE COM3120: ANIMATION 3

Level : Advanced

Theme: Audio/Video/Digital

Prerequisite: None

Module Description: Students apply production planning techniques to produce animation that tells a story, communicates an idea or message, or creates a mood or theme. Students select and employ traditional animation techniques for the project work.

Module Parameters: Access to basic animation equipment (animation board, camera with single frame ability) and/or a computer with animation software.

Supporting Module: COM2110 Animation 2

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|--|--|--------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none">• prepare for an animation project; e.g., research, story outline, synopsis, resource requirements, timeline• select and apply animation techniques to communicate story, idea, theme or mood | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none">• a portfolio consisting of:<ul style="list-style-type: none">– an animation project (minimum length 30 seconds) that communicates an idea or message, or creates a mood or theme:<ul style="list-style-type: none">• the animation should have a beginning, a middle and an end, beginning and end credits that blend in thematically with the rest of the animation, and• the style and movement should be appropriate for the context– a completed storyboard or outline for the animation– a synopsis of the story or idea (100–200 words). <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM3120–1</i></p> <p><i>Standard</i> <i>Performance rating of 3 for each criteria.</i></p> | 80 |

MODULE COM3120: ANIMATION 3 (continued)

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|--|--|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a presentation of the animation in which the student discusses the production, his or her choice of traditional animation technique(s), use of music and other enhancements, and how well the animation achieves its purpose. <p><i>Assessment Tool</i> <i>Presentations/Reports, COM3120–2</i></p> <p><i>Standard</i> <i>Performance rating of 3 for each criteria.</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | <p>20</p> <p>Integrated throughout</p> |

| Concept | Specific Learner Expectations | Notes |
|-------------------------------|--|-------|
| <p>Process and Procedures</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> produce animation(s) following these steps: <ul style="list-style-type: none"> propose an idea for a project research and develop the project prepare a storyboard or story outline select an appropriate animation technique(s) (e.g., cell animation, pixilation, digital) for animating the story produce animation. identify required equipment and facility to produce animation(s), image preparation, image capturing, editing, sound and/or music, etc. demonstrate responsibility and ethical behaviour by working within school and community standards. | |
| <p>Applied Technologies</p> | <ul style="list-style-type: none"> use required equipment and facility to prepare and/or capture images use required equipment and facility to edit images as required use required equipment and facility to add sound, music, etc., as required. | |

MODULE COM3120: ANIMATION 3 (continued)

| Concept | Specific Learner Expectations | Notes |
|--------------|--|---|
| Presentation | <p><i>The student should:</i></p> <ul style="list-style-type: none">• present the completed production to an audience• create a portfolio consisting of the research, synopsis, timeline, storyboard, the completed product and a written evaluation (200 words). | <p>Have students raise and answer the following questions:</p> <ul style="list-style-type: none">• Does the animation communicate the story or idea?• Is the style (including the movement) the most appropriate for the story/idea?• How effective is the use of music, sound effects, etc.? |

MODULE COM3130: DIGITAL DESIGN 3

Level: Advanced

Theme: Audio/Video/Digital

Prerequisite: None

Module Description: Students develop and produce multimedia messages within a common theme and for a client who has an identified target audience. Students select and use a variety of media and justify their selection based on the strengths of the media and appropriateness to the task. Digital technology forms a key link in all project work.

Module Parameters: Access to a computer, CD ROM, scanner, audio/video equipment.

Supporting Modules: COM2120 Digital Design 2
INF3130 Multimedia Authoring 2 [Information Processing Strand]

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|---|--------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> identify, select and use relevant digital technology methods and processes for message production design, produce and present at least two messages within a theme for a specified client and audience combine at least three different media in the production of each message justify the selection and use of the media chosen based on strength and appropriateness for message delivery | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> observation of student selection and use of tools, methods and processes and their rationale for use based on strengths and appropriateness. <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM3130–1</i></p> <p><i>Standard</i> <i>Performance rating of 3 for each criteria</i></p> | 10 |
| | <ul style="list-style-type: none"> a portfolio consisting of: <ul style="list-style-type: none"> at least two messages supporting a general theme for a specified client and audience, each message to: <ul style="list-style-type: none"> employ three or more different media be produced using a predominance of digital technology, methods and processes meet client need for their target audience. <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM3130–1</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p> | 70 |

MODULE COM3130: DIGITAL DESIGN 3 (continued)

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|--|--|---|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> devise and use an evaluation tool to determine the effectiveness of message delivery | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a prototype evaluation instrument used to determine message effectiveness. <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM3130–1</i></p> <p><i>Standard</i> <i>Performance rating of 3 for each criteria</i></p> | 10 |
| | <ul style="list-style-type: none"> a written or oral evaluation summary of the project: <ul style="list-style-type: none"> describing techniques used the response of the client making recommendations for improvement. <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM3130–1</i></p> <p><i>Standard</i> <i>Performance rating of 3 for each criteria</i></p> | 10 |
| | <ul style="list-style-type: none"> presentation of project to target audience. <p><i>Assessment Tool</i> <i>Presentations/Reports, COM3130–2</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p> | 10 |
| | <ul style="list-style-type: none"> demonstrate basic competencies. | <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> |

| Concept | Specific Learner Expectations | Notes |
|------------------------|---|---|
| Process and Procedures | <p><i>The student should:</i></p> <ul style="list-style-type: none"> devise messages to deliver ideas using a combination of three or more media (e.g., video, CD ROM, audio) identify and select appropriate media to convey various messages justifying their selection based on the appropriateness of the media to the task | Students should be able to identify messages to deliver through digital format. Some may need to select from a pool of ideas generated by the teacher or class. |

MODULE COM3130: DIGITAL DESIGN 3 (continued)

| Concept | Specific Learner Expectations | Notes |
|---|--|---|
| <p>Process and Procedures (continued)</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • produce a plan for delivering two different messages within one theme to specified client group(s), using a combination of at least three different media; this plan should include: <ul style="list-style-type: none"> – identification of the theme (e.g., an interactive promotional display promoting CTS programs in the school) – statement of the messages to be delivered and working titles – identification of the client group(s) and target audience(s) and their general characteristics – preferred media and why they have been selected – associated resource requirements (e.g., equipment, facility, personnel) and applications – timeline with key delivery dates including interim review/critique and final presentation • produce messages following plan, modifying plan as required, justifying the need for modification with reasoned arguments • present the completed work for feedback from client(s) during development/production and revise as required. | <p>Emphasis should be placed on applying the techniques required in combining multiple sources of media to produce one effective message to convey each idea.</p> <p>The iterative nature of projects can cause plans to be revised as they are carried out. Students need to recognize this and be able to suggest/make/and rationalize these changes based on reasoned arguments.</p> |
| <p>Applied Technologies</p> | <ul style="list-style-type: none"> • transfer images, messages, symbols, etc. between and among different media (e.g., computer, video, audio, print) • explain the process by which this transfer occurs as required • explain how client needs are met • design, produce and use an evaluation instrument to assess effectiveness of the product(s) • demonstrate responsibility and ethical behaviour by working within school and community standards. | |

MODULE COM3130: DIGITAL DESIGN 3 (continued)

| Concept | Specific Learner Expectations | Notes |
|--------------|--|---|
| Presentation | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • present final product(s) to the client group target audience • provide examples of feedback obtained on appropriateness and effectiveness of message based on: <ul style="list-style-type: none"> – message suitability – message clarity – media suitability for the message delivered – technical quality – aesthetics – overall meeting of client’s needs • create and present a portfolio of work completed in this module or add this work to an existing portfolio. | <p>Students are expected to work closely with the client to ensure their needs are met.</p> <p>Students should request feedback and during project development and at completion. This feedback should include recognition and adherence to school and community standards.</p> |

COURSE COM3210: DIGITAL IMAGING 3**Level:** Advanced**Theme:** Photography**Prerequisite:** None**Description:** Students will apply advanced digital imaging software and techniques to develop a digital portfolio that demonstrates creativity and attention to aesthetic concerns. The course requires students to complete a number of projects consistent with assignments frequently encountered in the work world.**Parameters:** Access to a digital camera and two or more other sources of digital images (e.g., Internet, CD-ROM, scanner, screen capture software, other software that can export bitmap files), computer(s) with bitmap editing software and digital storage (e.g., zip drive, CD-ROM writer, hard drive, network drive).**Supporting Courses:** COM3010 Presentation & Communication 3
DES3190 Portfolio Presentation
Art 30 – portfolio creation**Curriculum and Assessment Standards**

| General Outcomes | Assessment Criteria and Conditions | Suggested Emphasis |
|--|--|--------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> • acquire, edit, composite and manipulate images from: <ul style="list-style-type: none"> – a digital camera – two or more other sources for creating or acquiring digital images | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • a portfolio of three to five bitmap composition projects that simulate work world assignments or, if possible, are work world assignments. Each project should: <ul style="list-style-type: none"> – specify a theme or outline a specific set of parameters within which the project was completed – require four to six image solutions – have different resolution and size restrictions – include notes explaining how each image was constructed – be completed according to specific deadlines – specify a file type for the final work – be saved to a portfolio; e.g., CD-ROM, print format • one or more of the projects should demonstrate the acquisition of images from multiple source files; i.e., composite imaging <p><i>Illustrative Examples</i> <i>Sample Work World Projects, COM3210–1</i></p> <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM3210–2</i></p> <p><i>Standard</i> <i>Performance rating of 3 for each criteria</i></p> | 60 |

COURSE COM3210: DIGITAL IMAGING 3 (continued)

| General Outcomes | Assessment Criteria and Conditions | Suggested Emphasis |
|---|--|------------------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate knowledge and control of aesthetics, technical processes and software tools | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> application of a variety of techniques and tools consistent with the requirements of the assignment. The applied techniques and tools should demonstrate: <ul style="list-style-type: none"> composite imaging, including advanced masking and layer control a variety of filters, effects and plug-in manipulations that are suited to the assignment control over file format, size, resampling, resolution and other specified factors compositional and aesthetic awareness creative problem solving control over digital processes; e.g., camera, scanner, software <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM3210–2</i></p> <p><i>Standard</i> <i>Performance rating of 3 for each criteria</i></p> | <p>20</p> |
| <ul style="list-style-type: none"> present finished compositions in a portfolio suitable for post-secondary application | <ul style="list-style-type: none"> presentation of a portfolio that includes 12 or more finished bitmap compositions. The portfolio must: <ul style="list-style-type: none"> describe how each composition was created and saved through appropriate text notes illustrate compositional control demonstrate refined aesthetic awareness be suitable for entry-level employment or post-secondary application <p><i>Assessment Tool</i> <i>Presentations/Reports, COM3210–3</i></p> <p><i>Standard</i> <i>Performance rating of 3 for each criteria</i></p> | <p>20</p> |
| <ul style="list-style-type: none"> demonstrate basic competencies. | <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | <p>Integrated throughout</p> |

COURSE COM3210: DIGITAL IMAGING 3 (continued)

| Concept | Specific Outcomes | Notes |
|-------------------------------|---|---|
| <p>Process and Procedures</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • frame and crop images for composition by demonstrating: <ul style="list-style-type: none"> – focal point; i.e., emphasis – an appropriate format; i.e., horizontal or vertical – awareness of background – clear focus, using either manual or automatic focus features – composition control; e.g., the “rule of thirds” – aesthetic awareness • acquire a number of digital images relevant to the project to use as a starting point for digital manipulation and project completion • create, or acquire, and export digital images from two or more sources, other than a digital camera, to a specified directory for specific purposes; sources may include: <ul style="list-style-type: none"> – a scanner – screen capture software – royalty-free stock images – three-dimensional rendering software – vector graphics software – animation software • create, alter, delete and generally maintain a logical directory structure for saving work • apply a creative problem-solving approach to the projects • work to deadlines to complete a number of simulated or real work world graphic communication projects • create a presentation for displaying finished images • present the display of finished images; provide text data on how each finished manipulated composition was created; answer questions and discuss solutions to problems that were encountered | <p>Student work should demonstrate more advanced concepts of compositional control.</p> <p>Go to “Beginnings of Photographic Composition” at www.kodak.com for guidelines on photographic composition; e.g., simplicity, rule of thirds, line, balance, framing, avoiding mergers.</p> <p>Students may choose to use a digital camera to acquire most of their images, but must also have access to the use of two or more other sources for acquiring or creating digital images.</p> <p>Text data that explains the steps used in generating the composition should accompany each finished image.</p> |

COURSE COM3210: DIGITAL IMAGING 3 (continued)

| Concept | Specific Outcomes | Notes |
|-----------------------------|---|---|
| | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • explain the implications of copyright laws; e.g.: <ul style="list-style-type: none"> – scanned images and stock photographs must be used with permission – persons having copyright must sign legal waivers to permit use of their images by others • demonstrate ethical behaviours by working within school and community standards. | |
| <p>Applied Technologies</p> | <ul style="list-style-type: none"> • demonstrate the use of two or more of the following as a creative source for generating or acquiring images, textures, backgrounds and specific portions of images: <ul style="list-style-type: none"> – digital camera – scanner – screen capture software – stock photographs; e.g., from the Internet or CD-ROM – animation software – three-dimensional rendering software – vector graphics or hybrid vector/raster software – other software as dictated by lab facilities • apply bitmap editing effects to create interesting and aesthetically appealing compositions. Bitmap editing should demonstrate the use of: <ul style="list-style-type: none"> – tool box functions and menu commands – filters, effects, plug-ins – composite imaging • demonstrate ability to: <ul style="list-style-type: none"> – verbalize how different bitmap editing effects may contribute to a composition – hypothesize how a digital composition may have been created • identify and describe common file formats, with reference to: <ul style="list-style-type: none"> – advantages and disadvantages – problems and solutions – compression issues – export methods – issues surrounding multiple file formats | <p>Software available in the lab will dictate which image sources can be used.</p> <p>Megapixel.net is a monthly digital camera web magazine available at http://www.megapixel.net</p> <p>Students may wish to use:</p> <ul style="list-style-type: none"> • JPG (Joint Photographers Expert Group) • GIF (Graphics Interchange File Format) • TIF (Tagged Image File Format) • CDR (CorelDRAW! Vector Graphic) • PSD (PhotoShop Bitmap File) • CPT (Corel Photo-Paint Bitmap File) • EMF (Enhanced Metafile) |

COURSE COM3210: DIGITAL IMAGING 3 (continued)

| Concept | Specific Outcomes | Notes |
|--------------|--|--|
| | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • apply advanced digital camera functions, commands and effects, based on camera features available for a specific purpose • select, in a self-directed manner, advanced bitmap editing functions and commands that are appropriate to the task • demonstrate effective use of a CD-ROM writer and colour printer in preparing a portfolio suitable for presentation for entry-level employment or post-secondary study. | <ul style="list-style-type: none"> • WMF (Windows Metafile) • PIC (Lotus Picture File). <p>Other file formats and compression schemes may be chosen as the need arises. Research applications of different file formats on the Internet.</p> |
| Presentation | <ul style="list-style-type: none"> • present a series of 10 or more finished bitmap compositions to teacher and peers that illustrate thematic or stylistic unity • discuss the presented images in terms of: <ul style="list-style-type: none"> – problems and solutions – aesthetics – composition – copyright issues – bitmap effects – file import/export issues – compression/decompression issues • generate text data for oral support during the presentation • create and present a portfolio of work completed in this course or add work completed to an existing portfolio; the portfolio should be written to CD-ROM/zip disk or saved to a hard drive. | <p>Research post-secondary calendars and interview business/industry for ideas about how to create a useful portfolio.</p> <p>Potentially useful sources of information are available through the Internet at:</p> <ul style="list-style-type: none"> • http://www.focalfix.com/ • http://www.lonestar.digital.com/ • http://www.kodak.com/US/en/nav/digital/shtml • http://www.shortcourses.com/ <p>Text data that describes how the images were created can be in the form of a handout, notes or text data on screen.</p> |

COMMUNICATION TECHNOLOGY

SECTION G: ASSESSMENT TOOLS

The following comprise include background information and strategies for assessing student achievement and the assessment tools that are listed in Sections D, E and F of this Guide.

This section of the *Guide to Standards and Implementation* has been designed to provide a common base of understanding about the level of competencies students are expected to demonstrate to successfully complete a 1-credit course in CTS. The goal is to establish assessment standards for junior and senior high school students that are fair, credible and challenging.

These tools will assist teachers throughout the province to more consistently assess student achievement. The purpose of expanding on the assessment standards is to:

- increase confidence among students, parents, business/industry and post-secondary that students can demonstrate the competencies specified in the courses they have completed
- encourage fairness and equity in how students' efforts are judged
- enable learners to focus effort on key learnings
- support teachers and community partners in planning and implementing CTS.

These tools were validated during the optional stage of CTS implementation.

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ASSESSING STUDENT ACHIEVEMENT IN CTS

The CTS assessment standards assess two basic forms of competency:

- What can a student *do*?
 - **make** a product (e.g., wood bowl, report, garment)
 - **demonstrate** a process
 - strand-related competencies (e.g., keyboarding, hair cutting, sewing techniques, lab procedures)
 - basic competencies (e.g., resource use, safety procedures, teamwork).
- What does a student *know*?
 - knowledge base needed to demonstrate a competency (link theory and practice).

CTS Defines Summative Assessment Standards

The assessment standards and tools defined for the CTS courses, referenced in Sections D, E and F of this Guide, focus on the final (or summative) assessment of student achievement.

Assessment throughout the learning period (formative assessment) will continue to evaluate how students are progressing. Teachers direct and respond to students' efforts to learn—setting and marking tasks and assignments, indicating where improvement is needed, sending out interim reports, congratulating excellence, etc.

Teachers will decide which instructional and assessment strategies to apply during the formative learning period. As formative and summative assessment are closely linked, some teachers may wish to modify the tools included in this section to use during the instructional process. Teachers may also develop their own summative assessment tools as long as the standards are consistent with the minimum expectations outlined by Alberta Learning.

Grading and Reporting Student Achievement

When a student can demonstrate ALL of the exit-level competencies defined for a 1-credit course (general outcomes), the teacher will designate the course as “successfully completed.” The teacher will then use accepted grading practices to determine the percentage grade to be given for the course—a mark not less than 50%.

The time frame a teacher allows a student to develop the exit-level competency is a local decision. NOTE: The *Guide to Education: ECS to Grade 12* specifies that students must have access to 25 hours of instruction for each credit. Students may, however, attain the required competencies in less time and may then proceed to other courses.

Teachers are encouraged to consult their colleagues to ensure grading practices are as consistent as possible. Further information about assessing and reporting student achievement in CTS is provided in the *CTS Manual for Administrators, Counsellors & Teachers* (Assessing Student Achievement).

Components of Assessment Standards in CTS

The following components are included in each 1-credit course:

- **general outcomes** (in the shaded left-hand column) define the exit-level competencies students are expected to achieve to complete the course. Each general outcome defines and describes critical behaviours that can be measured and observed. The student must meet the standard specified for **ALL** the general outcomes within a course to be successful.

- **suggested emphasis** (in the right-hand column) provides a guideline for the relative significance of each general outcome and can be used to organize for instruction.
- **criteria and conditions** (in the middle column) set the framework for the assessment of student competency, specifying the minimum standard for performance and including a reference to assessment tools, where appropriate.

Criteria define the behaviours that a student must demonstrate to meet the designated standard. For example, the criteria could describe the various techniques that must be demonstrated when using a tool, and/or describe the minimum components of a project the student must complete.

Conditions outline the specifications under which a student's competency can be judged. For example, the conditions could specify whether the assessment should be timed or not, or if the student should be allowed to access to support resources or references.

Standard may be defined by (1) assessment tools, which are referenced in this section (or sometimes in approved learning resources) and/or (2) "illustrative examples" of student work, if appropriate.

Assessment Tools included in this section of the Guide tend to be of two types:

- tools generic to a strand or to the entire CTS program; e.g., a standard five-point rating scale is used in all strands. Other generic tools include assessing reports and presentations and lab safety checklists. (*Names of these tools include the strand code [e.g., "INF" for Information Processing] and a code for the type of tool [e.g., "TDENT" for Text-Data Entry].*)

- tools specific to a 1-credit course; e.g., assessment checklist for assessing a venture plan in Enterprise and Innovation or a checklist for sketching, drawing and modelling in Design Studies. (*Names of these tools include the course code; e.g., "INF1010-1" indicating that it is the first course-specific tool used in Information Processing Course 1010.*)

Development and Validation Processes

The "Criteria and Conditions" and "Suggested Emphasis" columns have been validated with extensive input from teachers, professional associations/contacts and post-secondary institutions. The goal was to prepare well-structured assessment standards and related assessment tools that:

- establish an appropriate level of challenge and rigour
- relate directly to the type of learning described in the curriculum standard
- are easy to understand
- are efficient to implement
- can provide a consistent measure of what was expected to be measured.

As students and teachers work with the assessment standards and tools, it is expected that levels of performance will increase as more and more students are able to achieve the minimum standard. Therefore, the assessment standards and related tools will continue to be monitored, and revised as necessary to ensure appropriate levels of rigour and challenge, and successful transitions for students as they leave high school and enter the workplace or related post-secondary programs.

ASSESSING STUDENT ACHIEVEMENT IN COMMUNICATION TECHNOLOGY

The Communication Technology curriculum is based on the premise that recognizable outcomes may be compared to stated standards. In Communication Technology, the standards identify students' growth in knowledge, skills and attitudes. The curriculum defines outcomes through the general outcomes and specific outcomes specified for each course. It also suggests criteria and conditions for assessment and the emphasis to be placed on each outcome. These elements combine to provide an overall framework for instruction and assessment.

But student growth and the assessment standards that describe this growth are brought about through several components. To get a clear picture of the growth, you need to consider the increased expectations of students with respect to their ability to use a technical or creative process or ability to produce photographs, videos, printed or electronic images. You must also consider the level of maturity and intellectual and technical skill students bring to their assignments and the rigour of the projects themselves. You will be able to establish benchmarks for assignments by referring to the criteria and conditions for assessments found in each course. The specifics of the assignments (e.g., theme, topic, resources, tools, materials, processes, scope) are up to you.

Assessment Strategies and Tools

A variety of tools have been provided for your reference and use. In the development of the assessment materials there has been an attempt to keep it as simple as possible while also providing guidance and assistance to teachers. The tools are intended to help you assess students' work as accurately and consistently as possible by stating standards of performance for elements felt to be important within the curriculum as a whole or in specified courses. They also provide standards for basic competencies students should be able to demonstrate while engaging in learning.

The tools that have been developed are intended to be used as summative assessment tools. Depending on the way the classroom is organized, they may be used when the student has indicated he or she is ready for the final assessment or by the entire class at the end of the learning period.

Tools Generic to CTS

The generic rating scale has been used to develop several of the tools in CTS. A generic framework for assessing the processes CTS students apply in completing a task or project is included in this section. It is based on the notion that students will follow a process as they work through their projects and that this process has a number of sequential steps. The framework shows the increasing expectations from the introductory, to the intermediate, to the advanced level.

Some assessment tools, e.g., Presentations/ Reports are generic to CTS and have been included in this Section. In assessing general outcomes at the introductory level, PRE100 would be used. Since the content portion of this tool must relate to the learning outcomes defined for specific courses, the tool has been adapted and included under Assessment Tools Specific to the Communication Technology strand.

The Basic Competencies Reference Guide can be used directly as a checklist or as a guide to assess these competencies through other teacher-developed tools.

Assessment Framework: Presentation/Reports (CTSPRE)

This assessment framework deals with expectations of students as they make presentations and prepare reports at each of the three levels of the curriculum. It has been adapted from a generic pool of assessment tools that may be used in any CTS strand. You may wish to adapt this tool to meet your specific needs or use it as is in conjunction with other assessment tools.

Assessment Framework: Research Process (CTSRES)

As with presentation/reports, this assessment framework deals with expectations of students conducting research in any aspect of the Communication Technology curriculum. It has also been adapted from a generic pool of assessment tools. You may wish to adapt this tool to meet your specific needs or use it as is in conjunction with other assessment tools.

Tools Generic to Communication Technology

Assessment tools generic to Communication Technology have been developed to assist in assessing student performance in key areas of learning across the scope and sequence. The generic tools communicate minimum performance standards for:

- conducting project work through the project-development process
- communicating information and ideas through the presentation process.

The generic tools referenced as applicable throughout each course in the criteria and conditions column are identified with a six-letter code (e.g., COMPAF for Communication Technology Project Assessment Framework, COMFEP for Framework for Evaluating Presentations).

Tools Specific to Communication Technology

Other assessment tools have been developed to assess competencies that are unique to specific courses within the Communication Technology strand. These “course specific” tools, also referenced in the criteria and conditions column, are identified by course number followed by a tool number (e.g., COM1070–1 for the first course-specific tool in course COM1070).

In some instances, authorized learning resources have been identified as assessment tools for specific courses. These learning resources usually contain test banks and other assessment strategies

considered effective in establishing minimum standards for achievement.

Where appropriate, “Illustrative Examples” or “Sample Assignments/Projects” have been provided in a further attempt to communicate realistic expectations and acceptable standards of achievement.

Marks and Mark Ranges

You will note that no marks or mark ranges have been assigned on any of the assessment tools, because you are in the best position to determine the marks students should receive for the work they produce. If a student meets the standards as stated in the assessment tools, he or she should receive credit for the course. However, it may be that one student’s work is “better” than another student’s because of its scope, technical quality or aesthetic quality. Or it may be that one student is more proficient than another owing to his or her perseverance, responsibility level or technical skill. You can recognize this through your marks even though both students will have met the standard for the course.

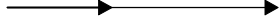



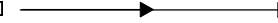

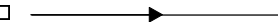
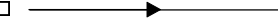
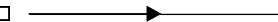
BASIC COMPETENCIES REFERENCE GUIDE

The chart below outlines basic competencies that students endeavour to develop and enhance in each of the CTS strands and courses. Students' basic competencies should be assessed through observations involving the student, teacher(s), peers and others as they complete the requirements for each course. In general, there is a progression of task complexity and student initiative as outlined in the Developmental Framework*. **As students progress through Stages 1, 2, 3 and 4 of this reference guide, they build on the competencies gained in earlier stages.** Students leaving high school should set themselves a goal of being able to demonstrate Stage 3 performance.

Suggested strategies for classroom use include:

- having students rate themselves and each other
- using in reflective conversation between teacher and student
- highlighting areas of strength
- tracking growth in various CTS strands
- highlighting areas upon which to focus
- maintaining a student portfolio.

| Stage 1— <i>The student:</i> | Stage 2— <i>The student:</i> | Stage 3— <i>The student:</i> | Stage 4— <i>The student:</i> |
|---|--|---|---|
| <p>Managing Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> comes to class prepared for learning <input type="checkbox"/> follows basic instructions, as directed <input type="checkbox"/> acquires specialized knowledge, skills and attitudes <input type="checkbox"/> identifies criteria for evaluating choices and making decisions <input type="checkbox"/> uses a variety of learning strategies | <p style="text-align: center;"><input type="checkbox"/> → → →</p> <ul style="list-style-type: none"> <input type="checkbox"/> follows instructions, with limited direction <input type="checkbox"/> sets goals and establishes steps to achieve them, with direction <input type="checkbox"/> applies specialized knowledge, skills and attitudes in practical situations <input type="checkbox"/> identifies and applies a range of effective strategies for solving problems and making decisions <input type="checkbox"/> explores and uses a variety of learning strategies, with limited direction | <p style="text-align: center;"><input type="checkbox"/> → → →</p> <ul style="list-style-type: none"> <input type="checkbox"/> follows detailed instructions on an independent basis <input type="checkbox"/> sets clear goals and establishes steps to achieve them <input type="checkbox"/> transfers and applies specialized knowledge, skills and attitudes in a variety of situations <input type="checkbox"/> uses a range of critical thinking skills to evaluate situations, solve problems and make decisions <input type="checkbox"/> selects and uses effective learning strategies <input type="checkbox"/> cooperates with others in the effective use of learning strategies | <p style="text-align: center;"><input type="checkbox"/> → → →</p> <p style="text-align: center;"><input type="checkbox"/> → → →</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates self-direction in learning, goal setting and goal achievement <input type="checkbox"/> transfers and applies learning in new situations; demonstrates commitment to lifelong learning <input type="checkbox"/> thinks critically and acts logically to evaluate situations, solve problems and make decisions <input type="checkbox"/> → → → <input type="checkbox"/> provides leadership in the effective use of learning strategies |
| <p>Managing Resources</p> <ul style="list-style-type: none"> <input type="checkbox"/> adheres to established timelines; uses time/schedules/planners effectively <input type="checkbox"/> uses information (material and human resources), as directed <input type="checkbox"/> uses technology (facilities, equipment, supplies), as directed, to perform a task or provide a service <input type="checkbox"/> maintains, stores and/or disposes of equipment and materials, as directed | <ul style="list-style-type: none"> <input type="checkbox"/> creates and adheres to timelines, with limited direction; uses time/schedules/planners effectively <input type="checkbox"/> accesses and uses a range of relevant information (material and human resources), with limited direction <input type="checkbox"/> uses technology (facilities, equipment, supplies), as appropriate, to perform a task or provide a service, with minimal assistance and supervision <input type="checkbox"/> maintains, stores and/or disposes of equipment and materials, with limited assistance | <ul style="list-style-type: none"> <input type="checkbox"/> creates and adheres to detailed timelines on an independent basis; prioritizes task; uses time/schedules/planners effectively <input type="checkbox"/> accesses a range of information (material and human resources), and recognizes when additional resources are required <input type="checkbox"/> selects and uses appropriate technology (facilities, equipment, supplies) to perform a task or provide a service on an independent basis <input type="checkbox"/> maintains, stores and/or disposes of equipment and materials on an independent basis | <ul style="list-style-type: none"> <input type="checkbox"/> creates and adheres to detailed timelines; uses time/schedules/planners effectively; prioritizes tasks on a consistent basis <input type="checkbox"/> uses a wide range of information (material and human resources) in order to support and enhance the basic requirement <input type="checkbox"/> recognizes the monetary and intrinsic value of managing technology (facilities, equipment, supplies) <input type="checkbox"/> demonstrates effective techniques for managing facilities, equipment and supplies |
| <p>Problem Solving and Innovation</p> <ul style="list-style-type: none"> <input type="checkbox"/> participates in problem solving as a process <input type="checkbox"/> learns a range of problem-solving skills and approaches <input type="checkbox"/> practices problem-solving skills by responding appropriately to a clearly defined problem, specified goals and constraints, by: <ul style="list-style-type: none"> – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action | <ul style="list-style-type: none"> <input type="checkbox"/> identifies the problem and selects an appropriate problem-solving approach, responding appropriately to specified goals and constraints <input type="checkbox"/> applies problem-solving skills to a directed or a self-directed activity, by: <ul style="list-style-type: none"> – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action | <ul style="list-style-type: none"> <input type="checkbox"/> thinks critically and acts logically in the context of problem solving <input type="checkbox"/> transfers problem-solving skills to real-life situations, by generating new possibilities <input type="checkbox"/> prepares implementation plans <input type="checkbox"/> recognizes risks | <ul style="list-style-type: none"> <input type="checkbox"/> identifies and resolves problems efficiently and effectively <input type="checkbox"/> identifies and suggests new ideas to get the job done creatively, by: <ul style="list-style-type: none"> – combining ideas or information in new ways – making connections among seemingly unrelated ideas – seeking out opportunities in an active manner |

| Stage 1— <i>The student:</i> | Stage 2— <i>The student:</i> | Stage 3— <i>The student:</i> | Stage 4— <i>The student:</i> |
|--|---|---|--|
| <p>Communicating Effectively</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses communication skills; e.g., reading, writing, illustrating, speaking <input type="checkbox"/> uses language in appropriate context <input type="checkbox"/> listens to understand and learn <input type="checkbox"/> demonstrates positive interpersonal skills in selected contexts | <ul style="list-style-type: none"> <input type="checkbox"/> communicates thoughts, feelings and ideas to justify or challenge a position, using written, oral and/or visual means <input type="checkbox"/> uses technical language appropriately <input type="checkbox"/> listens and responds to understand and learn <input type="checkbox"/> demonstrates positive interpersonal skills in many contexts | <ul style="list-style-type: none"> <input type="checkbox"/> prepares and effectively presents accurate, concise, written, visual and/or oral reports providing reasoned arguments <input type="checkbox"/> encourages, persuades, convinces or otherwise motivates individuals <input type="checkbox"/> listens and responds to understand, learn and teach <input type="checkbox"/> demonstrates positive interpersonal skills in most contexts | <ul style="list-style-type: none"> <input type="checkbox"/> negotiates effectively, by working toward an agreement that may involve exchanging specific resources or resolving divergent interests <input type="checkbox"/> negotiates and works toward a consensus <input type="checkbox"/> listens and responds to understand, learn, teach and evaluate <input type="checkbox"/> promotes positive interpersonal skills among others |
| <p>Working with Others</p> <ul style="list-style-type: none"> <input type="checkbox"/> fulfills responsibility in a group project <input type="checkbox"/> works collaboratively in structured situations with peer members <input type="checkbox"/> acknowledges the opinions and contributions of others in the group | <ul style="list-style-type: none"> <input type="checkbox"/>  <input type="checkbox"/> cooperates to achieve group results <input type="checkbox"/> maintains a balance between speaking, listening and responding in group discussions <input type="checkbox"/> respects the feelings and views of others | <ul style="list-style-type: none"> <input type="checkbox"/> seeks a team approach, as appropriate, based on group needs and benefits; e.g., idea potential, variety of strengths, sharing of workload <input type="checkbox"/> works in a team or group: <ul style="list-style-type: none"> – encourages and supports team members – helps others in a positive manner – provides leadership/followership as required – negotiates and works toward consensus as required | <ul style="list-style-type: none"> <input type="checkbox"/> leads, where appropriate, mobilizing the group for high performance <input type="checkbox"/> understands and works within the context of the group <input type="checkbox"/> prepares, validates and implements plans that reveal new possibilities |
| <p>Demonstrating Responsibility</p> <p>Attendance</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates responsibility in attendance, punctuality and task completion <p>Safety</p> <ul style="list-style-type: none"> <input type="checkbox"/> follows personal and environmental health and safety procedures <input type="checkbox"/> identifies immediate hazards and their impact on self, others and the environment <input type="checkbox"/> follows appropriate/emergency response procedures <p>Ethics</p> <ul style="list-style-type: none"> <input type="checkbox"/> makes personal judgements about whether or not certain behaviours/actions are right or wrong | <ul style="list-style-type: none"> <input type="checkbox"/>  <input type="checkbox"/> recognizes and follows personal and environmental health and safety procedures <input type="checkbox"/> identifies immediate and potential hazards and their impact on self, others and the environment <input type="checkbox"/>  <input type="checkbox"/> assesses how personal judgements affect other peer members and/or family; e.g., home and school | <ul style="list-style-type: none"> <input type="checkbox"/>  <input type="checkbox"/> establishes and follows personal and environmental health and safety procedures <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> assesses the implications of personal/group actions within the broader community; e.g., workplace | <ul style="list-style-type: none"> <input type="checkbox"/>  <input type="checkbox"/> transfers and applies personal and environmental health and safety procedures to a variety of environments and situations <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> demonstrates accountability for actions taken to address immediate and potential hazards <input type="checkbox"/> analyzes the implications of personal/group actions within the global context <input type="checkbox"/> states and defends a personal code of ethics as required |
| <p>★Developmental Framework</p> <ul style="list-style-type: none"> • <i>Simple task</i> • <i>Structured environment</i> • <i>Directed learning</i> | <ul style="list-style-type: none"> • <i>Task with limited variables</i> • <i>Less structured environment</i> • <i>Limited direction</i> | <ul style="list-style-type: none"> • <i>Task with multiple variables</i> • <i>Flexible environment</i> • <i>Self-directed learning, seeking assistance as required</i> | <ul style="list-style-type: none"> • <i>Complex task</i> • <i>Open environment</i> • <i>Self-directed/self-motivated</i> |

GENERIC RATING SCALE

| S C A L E | RUBRIC STATEMENT (included in assessment tool/statements in <i>italics</i> are optional) <i>The student:</i> | IS TASK/ PROJECT COMPLETED? | PROBLEM SOLVING: STUDENT INITIATIVE VS TEACHER DIRECTION/ SUPPORT | USE OF TOOLS, MATERIALS, PROCESSES | STANDARDS OF QUALITY/ PRODUCTIVITY | TEAMWORK LEADERSHIP | SERVICE CLIENT/ CUSTOMER |
|-----------------------|---|--|--|---|--|--|--|
| 4 | exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. <i>Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations.</i> | Exceeds defined outcomes. | Plans and solves problems effectively and creatively in a self-directed manner. | Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. | <i>Quality, particularly details and finishes, and productivity are consistent and exceed standards.</i> | <i>Leads others to contribute team goals.</i> | <i>Analyzes and provides effective client/customer services beyond expectations.</i> |
| 3 | meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. <i>Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.</i> | Meets defined outcomes. | Plans and solves problems in a self-directed manner. | Tools, materials and/or processes are selected and used efficiently and effectively. | <i>Quality and productivity are consistent.</i> | <i>Works cooperatively and contributes ideas and suggestions that enhance team effort.</i> | <i>Analyzes and provides effective client/customer services.</i> |
| 2 | meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. <i>Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. Identifies and provides customer/client services.</i> | Meets defined outcomes. | Plans and solves problems with limited assistance. | Tools, materials and/or processes are selected and used appropriately. | <i>Quality and productivity are reasonably consistent.</i> | <i>Works cooperatively to achieve team goals.</i> | <i>Identifies and provides customer/client services.</i> |
| 1 | meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. <i>Quality and productivity are reasonably consistent. Works cooperatively. Provides a limited range of customer/client services.</i> | Meets defined outcomes. | Follows a guided plan of action. | A limited range of tools, materials and/or processes are used appropriately. | <i>Quality and productivity are reasonably consistent.</i> | <i>Works cooperatively.</i> | <i>Provides a limited range of customer/client services.</i> |
| 0 | has not completed defined outcomes. Tools, materials and/or processes are used inappropriately. | Has not completed defined outcomes. | | Tools, materials and/or processes are used inappropriately. | | | |

| INTRODUCTORY | INTERMEDIATE | ADVANCED |
|---|---|---|
| <p><i>The student:</i></p> <p>Preparation and Planning</p> <ul style="list-style-type: none"> • accurately describes an issue on which people disagree • poses an important question regarding the issue • accesses basic in-school/community information sources regarding the issue • uses one or more information-gathering techniques <p>Analyzing Perspectives</p> <ul style="list-style-type: none"> • clarifies different points of view regarding the issue; <i>e.g., social, economic, environmental</i> • states a position on the issue and logical reasons for adopting that position • states an opposing position on the issue and logical reasons for adopting that position • identifies sources of conflict among different positions • distinguishes between fact and fiction/opinion/theory <p>Collaboration and Teamwork</p> <ul style="list-style-type: none"> • shares work appropriately among group members • respects the views of others <p>Evaluating Choices/Making Decisions</p> <ul style="list-style-type: none"> • identifies useful alternatives regarding the issue • establishes criteria for assessing each alternative; <i>e.g., social, economic, environmental</i> • selects an appropriate alternative based on established criteria • reflects on strengths/weaknesses of decisions by considering consequences • communicates information in a logical sequence to justify choices/decisions made | <p><i>The student:</i></p> <p>Preparation and Planning</p> <ul style="list-style-type: none"> • accurately describes an issue on which people disagree, explaining areas of disagreement • poses one or more thoughtful questions regarding the issue • accesses a range of relevant in-school/community resources • uses a range of information-gathering techniques <p>Analyzing Perspectives</p> <ul style="list-style-type: none"> • categorizes different points of view regarding the issue; <i>e.g., cultural, ethical, economic, environmental, health-related</i> • states a position on the issue and logical reasons for adopting that position • states two or more opposing positions on the issue and logical reasons for adopting each position • describes interrelationships among different perspectives/points of view • determines accuracy/currency/reliability of information and ideas <p>Collaboration and Teamwork</p> <ul style="list-style-type: none"> • shares work appropriately among group members • respects and considers the views of others • negotiates solutions to problems <p>Evaluating Choices/Making Decisions</p> <ul style="list-style-type: none"> • identifies important and appropriate alternatives regarding the issue • establishes knowledge- and value-based criteria for assessing each alternative; <i>e.g., social, economic, environmental</i> • selects an appropriate alternative by showing differences among choices • assesses strengths/weaknesses of decisions by considering consequences • communicates ideas in a logical sequence with supporting detail to justify choices/decisions made | <p><i>The student:</i></p> <p>Preparation and Planning</p> <ul style="list-style-type: none"> • accurately describes an issue on which people disagree, explaining specific causes of disagreement • poses thoughtful questions regarding the issue • accesses a range of relevant information sources and recognizes when additional information is required • demonstrates resourcefulness in collecting data <p>Analyzing Perspectives</p> <ul style="list-style-type: none"> • categorizes different points of view regarding the issue; <i>e.g., cultural, ethical, economic, environmental, health-related, scientific, political</i> • states a position on the issue and insightful reasons for adopting that position • states three or more opposing positions on the issue and thoughtful reasons for adopting each position • analyzes interrelationships among different perspectives/points of view • recognizes underlying bias/assumptions/values in information and ideas <p>Collaboration and Teamwork</p> <ul style="list-style-type: none"> • shares work appropriately among group members • respects and considers the views of others • negotiates with sensitivity solutions to problems <p>Evaluating Choices/Making Decisions</p> <ul style="list-style-type: none"> • describes in detail important and appropriate alternatives regarding the issue • establishes knowledge- and value-based criteria for assessing each alternative; <i>e.g., social, economic, environmental</i> • selects an appropriate and useful alternative by showing differences among choices • assesses strengths/weaknesses of decisions by considering consequences and implications • communicates thoughts/feelings/ideas clearly to justify choices/decisions made |

| INTRODUCTORY | INTERMEDIATE | ADVANCED |
|---|---|---|
| <p><i>The student:</i></p> <p>Management</p> <ul style="list-style-type: none"> • prepares self for task • organizes and works in an orderly manner • carries out instructions accurately • uses time effectively <p>Teamwork</p> <ul style="list-style-type: none"> • cooperates with group members • shares work appropriately among group members <p>Use of Equipment and Materials</p> <ul style="list-style-type: none"> • selects and uses appropriate equipment/materials • follows safe procedures/techniques • weighs and measures accurately • returns clean equipment/materials to storage areas <p>Investigative Techniques</p> <ul style="list-style-type: none"> • gathers and applies information from at least one source • makes predictions that can be tested • sets up and conducts experiments to test a prediction • distinguishes between manipulated/responding variables • obtains results that can be used to determine if some aspect of the prediction is accurate • summarizes important experimental outcomes | <p><i>The student:</i></p> <p>Management</p> <ul style="list-style-type: none"> • prepares self for task • organizes and works in an orderly manner • interprets and carries out instructions accurately • plans and uses time effectively • adheres to routine procedures <p>Teamwork</p> <ul style="list-style-type: none"> • cooperates with group members • shares work appropriately among group members • negotiates solutions to problems <p>Use of Equipment and Materials</p> <ul style="list-style-type: none"> • selects and uses appropriate equipment/materials • models safe procedures/techniques • weighs and measures accurately • practises proper sanitation procedures • minimizes waste of materials • advises of potential hazards and necessary repairs <p>Investigative Techniques</p> <ul style="list-style-type: none"> • gathers and applies information from a variety of sources • makes predictions that can be tested • plans, sets up and conducts experiments to test a prediction • identifies and explains manipulated/responding variables • obtains accurate results that confirm/reject the prediction • summarizes and applies experimental outcomes | <p><i>The student:</i></p> <p>Management</p> <ul style="list-style-type: none"> • prepares self for task • organizes and works in an orderly manner • interprets and carries out instructions accurately • plans and uses time effectively in a logical sequence • displays leadership in adhering to routine procedures • attempts to solve problems prior to requesting help <p>Teamwork</p> <ul style="list-style-type: none"> • cooperates with group members • shares work appropriately among group members • negotiates with sensitivity solutions to problems • displays effective communication skills <p>Use of Equipment and Materials</p> <ul style="list-style-type: none"> • selects and uses equipment/materials independently • demonstrates concern for safe procedures/techniques • weighs and measures accurately and efficiently • practises proper sanitation procedures • minimizes waste of materials • anticipates potential hazards and emergency response <p>Investigative Techniques</p> <ul style="list-style-type: none"> • uses relevant information to explain observations • makes predictions that can be tested • plans, sets up and conducts experiments to test a prediction • analyzes relationships among manipulated/responding variables • obtains accurate results that confirm/reject prediction and answer related questions • summarizes, applies and evaluates experimental outcomes |

| INTRODUCTORY | INTERMEDIATE | ADVANCED |
|--|--|---|
| <p><i>The student:</i></p> <p>Preparation and Planning</p> <ul style="list-style-type: none"> • accurately describes an issue on which people disagree • poses an important question regarding the issue • accesses basic in-school/community information sources regarding the issue • uses one or more information-gathering techniques <p>Analyzing Perspectives</p> <ul style="list-style-type: none"> • states a position on the issue and logical reasons for adopting that position • explains why the issue is important by presenting examples of possible consequences • clarifies different points of view regarding the issue; <i>e.g., social, economic, environmental</i> • distinguishes between fact and fiction/opinion/theory <p>Collaboration and Teamwork</p> <ul style="list-style-type: none"> • works with a range of peer members • shares information/opinions/suggestions through group discussion • listens to and respects the views of others <p>Negotiating and Debating</p> <ul style="list-style-type: none"> • presents a convincing argument in logical sequence supporting a position adopted on the issue • provides a relevant response to opposing arguments • speaks clearly so the argument can be understood • establishes a shared understanding of key alternatives and consequences relevant to the issue | <p><i>The student:</i></p> <p>Preparation and Planning</p> <ul style="list-style-type: none"> • accurately describes an issue on which people disagree, explaining areas of disagreement • poses one or more thoughtful questions regarding the issue • accesses a range of relevant in-school/community resources • uses a range of information-gathering techniques <p>Analyzing Perspectives</p> <ul style="list-style-type: none"> • states a position on the issue and logical reasons for adopting that position • explains why the issue is important by presenting examples of possible consequences • categorizes different points of view regarding the issue; <i>e.g., cultural, ethical, economic, environmental, health-related</i> • determines accuracy/currency/reliability of information and ideas <p>Collaboration and Teamwork</p> <ul style="list-style-type: none"> • works with a range of peer members • shares information/opinions/suggestions, maintaining a balance between speaking and listening • listens to and respects the views of others, requesting clarification as necessary from other group members <p>Negotiating and Debating</p> <ul style="list-style-type: none"> • presents a convincing argument in logical sequence supporting a position adopted, conveying points in order of importance • provides a relevant and convincing response to opposing arguments • speaks clearly without hesitation so the argument can be understood • negotiates a shared agreement on preferred alternatives relevant to the issue | <p><i>The student:</i></p> <p>Preparation and Planning</p> <ul style="list-style-type: none"> • accurately describes an issue on which people disagree, explaining specific causes of disagreement • poses thoughtful questions regarding the issue • accesses a range of relevant information sources and recognizes when additional information is required • demonstrates resourcefulness in collecting data <p>Analyzing Perspectives</p> <ul style="list-style-type: none"> • states a position on the issue and insightful reasons for adopting that position • explains why the issue is important by presenting examples of possible consequences and implications • categorizes different points of view regarding the issue; <i>e.g., cultural, ethical, economic, environmental, health-related, scientific, political</i> • recognizes underlying bias/assumptions/values in information and ideas <p>Collaboration and Teamwork</p> <ul style="list-style-type: none"> • works with a wide range of peer members • shares information/opinions/suggestions, maintaining a balance between speaking and listening • listens to and respects the views of others, requesting clarification as necessary from other group members <p>Negotiating and Debating</p> <ul style="list-style-type: none"> • presents a convincing argument in logical sequence supporting a position adopted, conveying points in order of importance and backing each with sound evidence • provides a relevant and convincing rebuttal to opposing arguments • speaks clearly without hesitation so the argument can be understood by all listeners • negotiates a shared agreement on preferred alternatives by resolving divergent points of view |

| INTRODUCTORY | INTERMEDIATE | ADVANCED |
|---|---|--|
| <p><i>The student:</i></p> <p>Preparation and Planning</p> <ul style="list-style-type: none"> • sets goals and follows instructions accurately • responds to directed questions and follows necessary steps to find answers • accesses basic in-school/community information sources • interprets and organizes information into a logical sequence • records information accurately, using correct technical terms • uses time effectively <p>Presentation</p> <ul style="list-style-type: none"> • demonstrates effective use of at least one medium of communication: <i>e.g., <u>Written:</u> spelling, punctuation, grammar, basic format</i> • <i><u>Oral:</u> voice projection, body language</i> • <i><u>Audio-Visual:</u> techniques, tools</i> • uses correct grammatical convention and technical terms through proofreading/editing • provides an introduction that describes the purpose of the project • communicates information in a logical sequence • states a conclusion based on a summary of facts • provides a reference list of three or more basic information sources | <p><i>The student:</i></p> <p>Preparation and Planning</p> <ul style="list-style-type: none"> • sets goals and describes steps to achieve them • uses personal initiative to formulate questions and find answers • accesses a range of relevant in-school/community resources • interprets, organizes and combines information into a logical sequence • records information accurately with appropriate supporting detail and using correct technical terms • plans and uses time effectively • gathers and responds to feedback regarding approach to task and project status <p>Presentation</p> <ul style="list-style-type: none"> • demonstrates effective use of at least two communication media: <i>e.g., <u>Written:</u> spelling, punctuation, grammar, format (formal/informal)</i> • <i><u>Oral:</u> voice projection, body language, appearance</i> • <i><u>Audio-Visual:</u> techniques, tools, clarity</i> • maintains acceptable grammatical and technical standards through proofreading and editing • provides an introduction that describes the purpose and scope of the project • communicates ideas into a logical sequence with sufficient supporting detail • states a conclusion by synthesizing the information gathered • provides a reference list that includes five or more relevant information sources | <p><i>The student:</i></p> <p>Preparation and Planning</p> <ul style="list-style-type: none"> • sets goals and describes steps to achieve them • uses personal initiative to formulate questions and find answers • accesses a range of relevant information sources and recognizes when additional information is required • interprets, organizes and combines information in creative and thoughtful ways • records information accurately, using appropriate technical terms and supporting detail • plans and uses time effectively, prioritizing tasks on a consistent basis • assesses and refines approach to task and project status based on feedback and reflection <p>Presentation</p> <ul style="list-style-type: none"> • demonstrates effective use of a variety of communication media: <i>e.g., <u>Written:</u> spelling, punctuation, grammar, format (formal/informal, technical/literary)</i> • <i><u>Oral:</u> voice projection, body language, appearance, enthusiasm, evidence of prior practice</i> • <i><u>Audio-Visual:</u> techniques, tools, clarity, speed and pacing</i> • maintains acceptable grammatical and technical standards through proofreading and editing • provides an introduction that describes the purpose and scope of the project • communicates thoughts/feelings/ideas clearly to justify or challenge a position • states a conclusion by analyzing and synthesizing the information gathered • gives evidence of adequate research through a reference list including seven or more relevant information sources |

| INTRODUCTORY | INTERMEDIATE | ADVANCED |
|---|--|--|
| <p><i>The student:</i></p> <p>Preparation and Planning</p> <ul style="list-style-type: none"> • sets goals and follows instructions accurately • adheres to established timelines • responds to directed questions and follows necessary steps to find answers • uses time effectively <p>Information Gathering and Processing</p> <ul style="list-style-type: none"> • accesses basic in-school/community information sources • uses one or more information-gathering techniques • interprets and organizes information in a logical sequence • records information accurately, using correct technical terms • distinguishes between fact and fiction/opinion/theory • responds to feedback when current approach is not working <p>Collaboration and Teamwork</p> <ul style="list-style-type: none"> • cooperates with group members • shares work appropriately among group members <p>Information Sharing</p> <ul style="list-style-type: none"> • demonstrates effective use of one or more communication media; <i>e.g., written, oral, audio-visual</i> • communicates information in a logical sequence • uses correct grammatical convention and technical terms • cites three or more basic information sources | <p><i>The student:</i></p> <p>Preparation and Planning</p> <ul style="list-style-type: none"> • sets goals and establishes steps to achieve them • creates and adheres to useful timelines • uses personal initiative to formulate questions and find answers • plans and uses time effectively <p>Information Gathering and Processing</p> <ul style="list-style-type: none"> • accesses a range of relevant in-school/community resources • uses a range of information-gathering techniques • interprets, organizes and combines information into a logical sequence • records information accurately with appropriate supporting detail and using correct technical terms • determines accuracy/currency/reliability of information sources • gathers and responds to feedback regarding approach to the task <p>Collaboration and Teamwork</p> <ul style="list-style-type: none"> • cooperates with group members • shares work appropriately among group members • negotiates solutions to problems <p>Information Sharing</p> <ul style="list-style-type: none"> • demonstrates effective use of two or more communication media; <i>e.g., written, oral, audio-visual</i> • communicates ideas in a logical sequence with sufficient supporting detail • maintains acceptable grammatical and technical standards • cites five or more relevant information sources | <p><i>The student:</i></p> <p>Preparation and Planning</p> <ul style="list-style-type: none"> • sets clear goals and establishes steps to achieve them • creates and adheres to detailed timelines • uses personal initiative to formulate questions and find answers • plans and uses time effectively, prioritizing tasks on a consistent basis <p>Information Gathering and Processing</p> <ul style="list-style-type: none"> • accesses a range of relevant information sources and recognizes when additional information is required • demonstrates resourcefulness in collecting data • interprets, organizes and combines information in creative and thoughtful ways • records information accurately with appropriate supporting detail and using correct technical terms • recognizes underlying bias/assumptions/values in information sources • assesses and refines approach to the task and project status based on feedback and reflection <p>Collaboration and Teamwork</p> <ul style="list-style-type: none"> • cooperates with group members • shares work appropriately among group members • negotiates with sensitivity solutions to problems • displays effective communication and leadership skills <p>Information Sharing</p> <ul style="list-style-type: none"> • demonstrates effective use of a variety of communication media; <i>e.g., written, oral, audio-visual</i> • communicates thoughts/feelings/ideas clearly to justify or challenge a position • maintains acceptable grammatical and technical standards • gives evidence of adequate information gathering by citing seven or more relevant information sources |

COMMUNICATION TECHNOLOGY PROJECT ASSESSMENT FRAMEWORK

COMPAF

Students following a *project-development process* will meet these standards in their project work.

| Process Components | Introductory Level | Intermediate Level | Advanced Level |
|---|--|---|---|
| Background Principles and Theory | <p><i>The student:</i></p> <ul style="list-style-type: none"> recognizes major principles and applies them in project work with guidance | <p><i>The student:</i></p> <ul style="list-style-type: none"> identifies major principles and important theories and applies them in project work with minimal guidance | <p><i>The student:</i></p> <ul style="list-style-type: none"> identifies major principles and important theories and applies them in project with work without guidance |
| Knowledge of Tools and Equipment | <ul style="list-style-type: none"> follows prescribed procedures with all tools and equipment with guidance uses tools and equipment in a safe and appropriate manner in most instances | <ul style="list-style-type: none"> follows prescribed procedures with new tools and equipment with guidance and familiar tools and equipment with minimal guidance uses all tools and equipment in a safe and appropriate manner | <ul style="list-style-type: none"> follows prescribed procedures with new tools and equipment with minimal guidance and familiar tools and equipment without guidance uses all tools and equipment in a safe and appropriate manner |
| Development Plan | <ul style="list-style-type: none"> develops a logical organizational plan for a project with guidance | <ul style="list-style-type: none"> develops a logical organizational plan for a project with minimal guidance | <ul style="list-style-type: none"> develops a logical organizational plan for a project without guidance organizes for implementation of plan without guidance |
| Implementation of Project | <ul style="list-style-type: none"> puts plan into action with direct assistance as required modifies plan to accommodate unforeseen circumstances with guidance | <ul style="list-style-type: none"> puts plan into action with minimal direct assistance as required modifies plan to accommodate unforeseen circumstances with minimal guidance | <ul style="list-style-type: none"> puts plan into action without direct assistance as required modifies plan to accommodate unforeseen circumstances without guidance |
| Finishing/ Presentation/ Portfolio | <ul style="list-style-type: none"> finishes project (e.g., editing, mounting, collating) with guidance or direct assistance presents project to teacher in a portfolio in a neat and appropriate manner with guidance (note: portfolio may be paper-based, computer-based and/or audio/video-based) presents project to teacher and one peer in a critique in an appropriate manner with guidance | <ul style="list-style-type: none"> finishes project (e.g., editing, mounting, collating) with minimal guidance or direct assistance presents project to teacher in a portfolio in a neat and appropriate manner with minimal guidance (note: portfolio may be paper-based, computer-based and/or audio/video-based) presents project to teacher and peers in a critique in an appropriate manner with guidance | <ul style="list-style-type: none"> finishes project (e.g., editing, mounting, collating) with minimal guidance or direct assistance presents project to teacher in a portfolio in a neat and appropriate manner without guidance (note: portfolio may be paper-based, computer-based and/or audio/video-based) presents project to teacher and one peer in a critique in an appropriate manner with minimal guidance |

FRAMEWORK FOR EVALUATING PRESENTATIONS

COMFEP

Student Name: _____

Teacher: _____

Course/Topic: _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | STANDARD |
|-------------------|------------------------|----------|
| Written Script | 4 3 2 1 0 | 1 |
| Content | 4 3 2 1 0 | 1 |
| Technical Quality | 4 3 2 1 0 | 1 |
| Presentation | 4 3 2 1 0 | 1 |

STANDARD IS 1 IN EACH APPLICABLE CRITERIA

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Written Script

- uses attractive, easy-to-read format
- organizes format, including use of communication aids and special effects
- uses correct spelling, punctuation and grammatical conventions
- records information accurately, using correct technical terms
- sites sources of information when using copyright and/or public domain materials

Content

- selects content suitable to the audience
- demonstrates knowledge of the subject/topic being communicated
- provides an introduction that describes the purpose of the presentation
- communicates information in a logical sequence
- states a conclusion based on a summary of facts

Technical Quality

- connects and uses audio, video and digital equipment as required
- maintains smoothness and continuity throughout the presentation
- emphasizes information by using effective placement and colour
- applies principles of graphic design to enhance meaning and audience appeal
- uses appropriate images, sounds and/or music to support the communication process

Presentation

- delivers a presentation of appropriate length
- attracts attention with a strong opening
- builds interest by focusing on a single big idea
- makes effective use of voice and body language
- uses symbols, words and pictures to communicate conceptual ideas
- uses audio/visual aids that support the presentation
- communicates in a persuasive and engaging manner
- demonstrates effective integration of communication technologies in the presentation process

COMMENTS

PORTFOLIO ASSESSMENT

COM1020-1

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|-------------------------|------------------------|---|---|---|-------|----------|
| Management | 4 | 3 | 2 | 1 | 0 | 1 |
| Teamwork | 4 | 3 | 2 | 1 | 0 N/A | 1 |
| Content | 4 | 3 | 2 | 1 | 0 | 1 |
| Equipment and Materials | 4 | 3 | 2 | 1 | 0 | 1 |

STANDARD IS 1 IN EACH APPLICABLE CRITERIA

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management

- prepares self for task
- organizes and works in an orderly manner
- carries out instructions accurately
- uses time effectively

Teamwork

- cooperates with group members
- shares work appropriately among group members
- exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content

- successfully completes a photographic assignment (at least five prints):
 - demonstrating or discussing quality
 - recognizing opportunities for improvement
 - using film/print processing or describing process

Content (continued)

- successfully completes an audio/video assignment where the following is demonstrated and/or discussed:
 - program intent
 - project planning
 - storyboarding
 - camera work
 - recording levels
- successfully completes a print assignment conveying a message where:
 - the layout applies the elements and principles of design
 - the image is clean
 - the message is clearly communicated
- ensures work meets school and community standards

Equipment and Materials

- selects and uses appropriate equipment/materials
- follows safe procedures/techniques
- returns clean equipment/materials to storage areas

COMMENTS

PRESENTATIONS/REPORTS

COM1020–2

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|--------------------------|------------------------|---|---|---|---|----------|
| Preparation and Planning | 4 | 3 | 2 | 1 | 0 | 1 |
| Content | 4 | 3 | 2 | 1 | 0 | 1 |
| Presentation | 4 | 3 | 2 | 1 | 0 | 1 |

STANDARD IS 1 IN EACH APPLICABLE CRITERIA

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning

- sets goals for presentation
- interprets and organizes information into a logical sequence
- uses time effectively

Content

- presents assignment to teacher and peers
- creates a portfolio or adds assignment to existing portfolio and includes:
 - preparatory work
 - masters (if possible)
 - proof sheets
 - sample of final product
- obtains feedback from teacher and peers

Presentation

- demonstrates effective use of at least one medium of communication
- uses correct grammatical conventions and technical terms
- provides an introduction that describes the purpose of the project
- communicates information in a logical sequence
- responds to directed questions

COMMENTS

PORTFOLIO ASSESSMENT

COM1030–1

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|-------------------------|------------------------|---|---|---|-------|----------|
| Management | 4 | 3 | 2 | 1 | 0 | 1 |
| Teamwork | 4 | 3 | 2 | 1 | 0 N/A | 1 |
| Content | 4 | 3 | 2 | 1 | 0 | 1 |
| Equipment and Materials | 4 | 3 | 2 | 1 | 0 | 1 |

STANDARD IS 1 IN EACH APPLICABLE CRITERIA

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

| | |
|--|---|
| <p>CRITERIA</p> <p><i>The student:</i></p> <p>Management</p> <ul style="list-style-type: none"> <input type="checkbox"/> prepares self for task <input type="checkbox"/> organizes and works in an orderly manner <input type="checkbox"/> carries out instructions accurately <input type="checkbox"/> uses time effectively <p>Teamwork</p> <ul style="list-style-type: none"> <input type="checkbox"/> cooperates with group members <input type="checkbox"/> shares work appropriately among group members <input type="checkbox"/> exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing | <p>Content</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses a camera to capture images of various subject matter <input type="checkbox"/> employs basic composition techniques <input type="checkbox"/> processes film and produces prints <p>OR</p> <ul style="list-style-type: none"> <input type="checkbox"/> has film processed and prints made <p>OR</p> <ul style="list-style-type: none"> <input type="checkbox"/> processes digitized images and produces prints through digital technology <input type="checkbox"/> produces five prints <input type="checkbox"/> maintains a “Photography Log Sheet” with pertinent details <input type="checkbox"/> ensures work meets school and community standards <p>Equipment and Materials</p> <ul style="list-style-type: none"> <input type="checkbox"/> selects and uses appropriate equipment/materials <input type="checkbox"/> follows safe procedures/techniques <input type="checkbox"/> returns clean equipment/materials to storage areas |
|--|---|

| |
|------------------------|
| <p>COMMENTS</p> |
|------------------------|

PRESENTATIONS/REPORTS

COM1030–2

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|--------------------------|------------------------|---|---|---|---|----------|
| Preparation and Planning | 4 | 3 | 2 | 1 | 0 | 1 |
| Content | 4 | 3 | 2 | 1 | 0 | 1 |
| Presentation | 4 | 3 | 2 | 1 | 0 | 1 |

STANDARD IS 1 IN EACH APPLICABLE CRITERIA

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning

- sets goals for presentation
- interprets and organizes information into a logical sequence
- uses time effectively

Content

- presents assignment to teacher and peers
- obtains and respond to feedback based on:
 - how well the assignment met the stated expectations
 - aesthetics
 - use of rules of composition
 - technical quality
 - meeting of school and community standards

Content (continued)

- describes the roles photography plays in society
- creates a portfolio or adds assignment to existing portfolio

Presentation

- demonstrates effective use of at least one medium of communication
- uses correct grammatical conventions and technical terms
- provides an introduction that describes the purpose of the project
- communicates information in a logical sequence
- responds to directed questions

COMMENTS

PORTFOLIO ASSESSMENT

COM1050–1

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|-------------------------|------------------------|---|---|---|-------|----------|
| Management | 4 | 3 | 2 | 1 | 0 | 1 |
| Teamwork | 4 | 3 | 2 | 1 | 0 N/A | 1 |
| Content | 4 | 3 | 2 | 1 | 0 | 1 |
| Equipment and Materials | 4 | 3 | 2 | 1 | 0 | 1 |

STANDARD IS 1 IN EACH APPLICABLE CRITERIA

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

| | |
|--|--|
| <p>CRITERIA</p> <p><i>The student:</i></p> <p>Management</p> <ul style="list-style-type: none"> <input type="checkbox"/> prepares self for task <input type="checkbox"/> organizes and works in an orderly manner <input type="checkbox"/> carries out instructions accurately <input type="checkbox"/> uses time effectively <p>Teamwork</p> <ul style="list-style-type: none"> <input type="checkbox"/> cooperates with group members <input type="checkbox"/> shares work appropriately among group members <input type="checkbox"/> exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing <p>Content</p> <ul style="list-style-type: none"> <input type="checkbox"/> prepares drawings and layouts of work to be printed including: <ul style="list-style-type: none"> – concept drawings – rough drawings – mechanical layouts | <p>Content (continued)</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates basic understanding of composition (i.e., by using the elements and principles of design) in layouts produced <input type="checkbox"/> prepares printing masters <input type="checkbox"/> produces three prints printed through one or more technical means <input type="checkbox"/> ensures work meets school and community standards <p>Equipment and Materials</p> <ul style="list-style-type: none"> <input type="checkbox"/> selects and uses appropriate equipment/materials <input type="checkbox"/> follows safe procedures/techniques <input type="checkbox"/> returns clean equipment/materials to storage areas <input type="checkbox"/> displays responsibility and ethical behaviour by working within school and community standards |
|--|--|

| |
|------------------------|
| <p>COMMENTS</p> |
|------------------------|

PRESENTATIONS/REPORTS

COM1050–2

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|--------------------------|------------------------|---|---|---|---|----------|
| Preparation and Planning | 4 | 3 | 2 | 1 | 0 | 1 |
| Content | 4 | 3 | 2 | 1 | 0 | 1 |
| Presentation | 4 | 3 | 2 | 1 | 0 | 1 |

STANDARD IS 1 IN EACH APPLICABLE CRITERIA

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning

- sets goals for presentation
- interprets and organizes information into a logical sequence
- uses time effectively

Content

- presents assignment to teacher and peers
- using own or other work as a reference:
 - identifies design elements and principles
 - identifies/describes typography
 - identifies/describes printing methods
 - identifies/describes finishing methods

Content (continued)

- creates a portfolio or adds assignment to existing portfolio and includes:
 - preparatory work
 - masters (if possible)
 - proof sheets
 - sample of final product

Presentation

- demonstrates effective use of at least one medium of communication
- uses correct grammatical convention and technical terms
- provides an introduction that describes the purpose of the project
- communicates information in a logical sequence
- responds to directed questions

COMMENTS

PORTFOLIO ASSESSMENT

COM1060–1

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|-------------------------|------------------------|---|---|---|-------|----------|
| Management | 4 | 3 | 2 | 1 | 0 | 1 |
| Teamwork | 4 | 3 | 2 | 1 | 0 N/A | 1 |
| Content | 4 | 3 | 2 | 1 | 0 | 1 |
| Equipment and Materials | 4 | 3 | 2 | 1 | 0 | 1 |

STANDARD IS 1 IN EACH APPLICABLE CRITERIA

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management

- prepares self for task
- organizes and works in an orderly manner
- carries out instructions accurately
- uses time effectively

Teamwork

- cooperates with group members
- shares work appropriately among group members
- exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content

- demonstrates five camera shots and/or
- demonstrates five audio techniques
- demonstrates use of a storyboard to plan an audio and/or video assignment

Content

- produces one video assignment (three to five minutes in length) demonstrating:
 - focusing
 - zooming
 - tilting
 - panning
 - framing
 - composition
- produces one audio/video assignment (three to five minutes in length) demonstrating recording of sounds in different contexts
- prepares/follows a storyboard for each assignment
- ensures work meets school and community standards

Equipment and Materials

- selects and uses appropriate equipment/materials
- follows safe procedures/techniques
- returns clean equipment/materials to storage areas

COMMENTS

PRESENTATIONS/REPORTS

COM1060–2

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|--------------------------|------------------------|---|---|---|---|----------|
| Preparation and Planning | 4 | 3 | 2 | 1 | 0 | 1 |
| Content | 4 | 3 | 2 | 1 | 0 | 1 |
| Presentation | 4 | 3 | 2 | 1 | 0 | 1 |

STANDARD IS 1 IN EACH APPLICABLE CRITERIA

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning

- sets goals for presentation
- uses time effectively

Content

- demonstrates correct use of terminology for audio and/or video
- presents assignment to teacher and peers
- obtains and responds to feedback based on:
 - how well the assignment met the stated expectations
 - relationship of script/outline to final product
 - quality of techniques used
 - aesthetics
 - meeting of school and community standards
- creates a portfolio or adds assignment to existing portfolio

Presentation

- demonstrates effective use of at least one medium of communication
- uses correct grammatical convention and technical terms
- provides an introduction that describes the purpose of the project
- communicates information in a logical sequence
- responds to directed questions

COMMENTS

PORTFOLIO ASSESSMENT

COM1070-1

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|-------------------------|------------------------|---|---|---|-------|----------|
| Management | 4 | 3 | 2 | 1 | 0 | 1 |
| Teamwork | 4 | 3 | 2 | 1 | 0 N/A | 1 |
| Content | 4 | 3 | 2 | 1 | 0 | 1 |
| Equipment and Materials | 4 | 3 | 2 | 1 | 0 | 1 |

STANDARD IS 1 IN EACH APPLICABLE CRITERIA

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

| | |
|--|---|
| <p>CRITERIA</p> <p><i>The student:</i></p> <p>Management</p> <ul style="list-style-type: none"> <input type="checkbox"/> prepares self for task <input type="checkbox"/> organizes and works in an orderly manner <input type="checkbox"/> carries out instructions accurately <input type="checkbox"/> uses time effectively <p>Teamwork</p> <ul style="list-style-type: none"> <input type="checkbox"/> cooperates with group members <input type="checkbox"/> shares work appropriately among group members <input type="checkbox"/> exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing <p>Content</p> <ul style="list-style-type: none"> <input type="checkbox"/> completes two exercises (minimum 100 frames) demonstrating: <ul style="list-style-type: none"> <input type="checkbox"/> two animation styles <input type="checkbox"/> basic animation concepts <input type="checkbox"/> basic animation techniques | <p>Content (continued)</p> <ul style="list-style-type: none"> <input type="checkbox"/> completes two different animation projects (10 seconds to 15 seconds each) demonstrating: <ul style="list-style-type: none"> <input type="checkbox"/> project planning <input type="checkbox"/> creative use of animation concepts <input type="checkbox"/> creative use of animation techniques <input type="checkbox"/> selects and uses equipment/facilities and materials effectively, safely and responsibly <input type="checkbox"/> ensures work meets school and community standards <p>Equipment and Materials</p> <ul style="list-style-type: none"> <input type="checkbox"/> selects and uses appropriate equipment/materials <input type="checkbox"/> follows safe procedures/techniques <input type="checkbox"/> returns clean equipment/materials to storage areas |
|--|---|

| |
|------------------------|
| <p>COMMENTS</p> |
|------------------------|

PORTFOLIO ASSESSMENT

COM1080–1

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|-------------------------|------------------------|---|---|---|-------|----------|
| Management | 4 | 3 | 2 | 1 | 0 | 2 |
| Teamwork | 4 | 3 | 2 | 1 | 0 N/A | 2 |
| Content | 4 | 3 | 2 | 1 | 0 | 2 |
| Equipment and Materials | 4 | 3 | 2 | 1 | 0 | 2 |

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management

- prepares self for task
- organizes and works in an orderly manner
- carries out instructions accurately
- uses time effectively

Teamwork

- cooperates with group members
- shares work appropriately among group members
- exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content

- identifies various media useful in delivering ideas and information
- identifies a message to be delivered and devises a plan for developing and producing the message
- devises and produces a message combining two or more media through digital technology:

Content (continued)

- demonstrates effective/creative movement of images, messages and/or symbols
- justifies selection of media and techniques used based on:
 - target audience
 - ease of use
 - potential impact
 - longevity
 - other defined by the teacher
- selects and uses equipment/facilities effectively, safely and responsibly
- displays responsibility and ethical behaviour by working within school and community standards

Equipment and Materials

- selects and uses appropriate equipment/materials
- follows safe procedures/techniques
- returns clean equipment/materials to storage areas

COMMENTS

Note:

*COM2010: Presentation &
Communication 2 (pages G.29–G.30)
has been withdrawn effective
September 2004.*

PORTFOLIO ASSESSMENT

COM2020-1

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|-------------------------|------------------------|---|---|---|-------|----------|
| Management | 4 | 3 | 2 | 1 | 0 | 2 |
| Teamwork | 4 | 3 | 2 | 1 | 0 N/A | 2 |
| Content | 4 | 3 | 2 | 1 | 0 | 1 |
| Equipment and Materials | 4 | 3 | 2 | 1 | 0 | 2 |

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management

- prepares self for task
- organizes and works in an orderly manner
- interprets and carries out instructions accurately
- plans and uses time effectively
- adheres to routine procedures

Teamwork

- cooperates with group members
- shares work appropriately among group members
- negotiates solutions to problems
- exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content

- produces two messages, each including:
 - selection and use of different media for each message
 - an evaluation of each message based on audience feedback
- demonstrates knowledge of the techniques used in message creation in three different media
- identifies three different media and describes their impact on society, including:
 - the role played by the media
 - issues associated with the media
 - the impact of the media on message delivery
- ensures work meets school and community standards

Equipment and Materials

- selects and uses appropriate equipment/materials
- follows safe procedures/techniques
- minimizes waste of materials
- advises of potential hazards and necessary repairs

COMMENTS

PRESENTATIONS/REPORTS

COM2020–2

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|--------------------------|------------------------|---|---|---|---|----------|
| Preparation and Planning | 4 | 3 | 2 | 1 | 0 | 2 |
| Content | 4 | 3 | 2 | 1 | 0 | 2 |
| Presentation | 4 | 3 | 2 | 1 | 0 | 2 |

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning

- sets goals for presentation
- interprets, organizes and combines information into a logical sequence
- plans and uses time effectively
- gathers and responds to feedback regarding approach to task and project status

Content

- presents assignment to teacher and peers
- obtains and responds to feedback based on appropriateness and effectiveness of each message:
 - media selection for messages produced
 - effectiveness of message delivery

Content (continued)

- technical quality
- aesthetics
- meeting of school and community standards
- creates a portfolio or adds assignment to existing portfolio

Presentation

- demonstrates effective use of at least two communication media
- maintains acceptable grammatical and technical standards
- provides an introduction that describes the purpose and scope of the project
- communicates ideas into a logical sequence with sufficient supporting detail

COMMENTS

PORTFOLIO ASSESSMENT

COM2030–1

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|-------------------------|------------------------|---|---|---|-------|----------|
| Management | 4 | 3 | 2 | 1 | 0 | 2 |
| Teamwork | 4 | 3 | 2 | 1 | 0 N/A | 2 |
| Content | 4 | 3 | 2 | 1 | 0 | 1 |
| Equipment and Materials | 4 | 3 | 2 | 1 | 0 | 2 |

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

| | |
|--|---|
| <p>CRITERIA</p> <p><i>The student:</i></p> <p>Management</p> <ul style="list-style-type: none"> <input type="checkbox"/> prepares self for task <input type="checkbox"/> organizes and works in an orderly manner <input type="checkbox"/> interprets and carries out instructions accurately <input type="checkbox"/> plans and uses time effectively <input type="checkbox"/> adheres to routine procedures <p>Teamwork</p> <ul style="list-style-type: none"> <input type="checkbox"/> cooperates with group members <input type="checkbox"/> shares work appropriately among group members <input type="checkbox"/> negotiates solutions to problems <input type="checkbox"/> exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing | <p>Content</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies a process used by script writers to write scripts <input type="checkbox"/> describes characteristics and purposes of different types of scripts <input type="checkbox"/> writes scripts for four different short formats selected from: <ul style="list-style-type: none"> <input type="checkbox"/> factual news <input type="checkbox"/> feature news <input type="checkbox"/> commercial <input type="checkbox"/> public service announcement <input type="checkbox"/> interview <input type="checkbox"/> other teacher identified format <input type="checkbox"/> writes a documentary or dramatic script (minimum three minutes in length) <input type="checkbox"/> ensures work meets school and community standards <p>Equipment and Materials</p> <ul style="list-style-type: none"> <input type="checkbox"/> selects and uses appropriate equipment/materials <input type="checkbox"/> follows safe procedures/techniques <input type="checkbox"/> minimizes waste of materials <input type="checkbox"/> advises of potential hazards and necessary repairs |
|--|---|

COMMENTS

PRESENTATIONS/REPORTS

COM2030–2

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|--------------------------|------------------------|---|---|---|---|----------|
| Preparation and Planning | 4 | 3 | 2 | 1 | 0 | 2 |
| Content | 4 | 3 | 2 | 1 | 0 | 2 |
| Presentation | 4 | 3 | 2 | 1 | 0 | 2 |

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning

- sets goals for presentation
- interprets, organizes and combines information into a logical sequence
- plans and uses time effectively
- gathers and responds to feedback regarding approach to task and project status

Content

- presents assignment(s) to teacher and peers
- rationalizes and defends:
 - appropriateness of script style for selected media
 - appropriateness of script style for target audience
 - script's ability to effectively convey message
 - meeting of school and community standards

Content (continued)

- creates a portfolio or adds assignment to existing portfolio

Presentation

- demonstrates effective use of at least two communication media
- maintains acceptable grammatical and technical standards
- provides an introduction that describes the purpose and scope of the project
- communicates ideas into a logical sequence with sufficient supporting detail

COMMENTS

PORTFOLIO ASSESSMENT

COM2040-1

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|-------------------------|------------------------|---|---|---|-------|----------|
| Management | 4 | 3 | 2 | 1 | 0 | 2 |
| Teamwork | 4 | 3 | 2 | 1 | 0 N/A | 2 |
| Content | 4 | 3 | 2 | 1 | 0 | 1 |
| Equipment and Materials | 4 | 3 | 2 | 1 | 0 | 2 |

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management

- prepares self for task
- organizes and works in an orderly manner
- interprets and carries out instructions accurately
- plans and uses time effectively
- adheres to routine procedures

Teamwork

- cooperates with group members
- shares work appropriately among group members
- negotiates solutions to problems
- exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content

- uses a camera to capture images employing composition guidelines
- through production of at least five prints (at teacher's discretion), demonstrates:
 - mastery of "basic" composition
 - mastery of "basic" lighting techniques

Content (continued)

- use of key, fill and back lighting
- image processing
- image proofing
- image enlarging/printing
- basic retouching
- critiques each image with respect to composition (as required)
- produces captions for each print describing the technique used and/or the intent
- mounts and displays prints
- ensures work meets school and community standards

Equipment and Materials

- selects and uses appropriate equipment/materials
- follows safe procedures/techniques
- minimizes waste of materials
- advises of potential hazards and necessary repairs

COMMENTS

PRESENTATIONS/REPORTS

COM2040–2

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|--------------------------|------------------------|---|---|---|---|----------|
| Preparation and Planning | 4 | 3 | 2 | 1 | 0 | 2 |
| Content | 4 | 3 | 2 | 1 | 0 | 2 |
| Presentation | 4 | 3 | 2 | 1 | 0 | 2 |

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning

- sets goals for presentation
- interprets, organizes and combines information into a logical sequence
- plans and uses time effectively
- gathers and responds to feedback regarding approach to task and project status

Content

- presents assignment to teacher and peers
- obtains and responds to feedback based on:
 - how well the assignment met the stated expectations
 - aesthetics
 - technical quality
 - meeting of school and community standards

Content (continued)

- makes changes as required in response to feedback
- mounts prints for display
- creates a portfolio or adds assignment to existing portfolio, including:
 - sample photographs
 - proofs
 - log sheet
 - other teacher-specified materials

Presentation

- demonstrates effective use of at least two communication media
- maintains acceptable grammatical and technical standards
- provides an introduction that describes the purpose and scope of the project
- communicates ideas into a logical sequence with sufficient supporting detail

COMMENTS

PORTFOLIO ASSESSMENT

COM2050-1

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|-------------------------|------------------------|---|---|---|-------|----------|
| Management | 4 | 3 | 2 | 1 | 0 | 2 |
| Teamwork | 4 | 3 | 2 | 1 | 0 N/A | 2 |
| Content | 4 | 3 | 2 | 1 | 0 | 1 |
| Equipment and Materials | 4 | 3 | 2 | 1 | 0 | 2 |

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management

- prepares self for task
- organizes and works in an orderly manner
- interprets and carries out instructions accurately
- plans and uses time effectively
- adheres to routine procedures

Teamwork

- cooperates with group members
- shares work appropriately among group members
- negotiates solutions to problems
- exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content

- prepares an outline/script for a message or story
- selects appropriate subjects/topics and shoots required photographs
- selects images for display/presentation
- creates graphics, captions, etc. to accompany images
- selects/produces music, narration, captions, etc. to accompany the display/presentation
- produces display
- selects and uses equipment/facilities effectively, safely and responsibly
- ensures work meets school and community standards

Equipment and Materials

- selects and uses appropriate equipment/materials
- follows safe procedures/techniques
- minimizes waste of materials
- advises of potential hazards and necessary repairs

COMMENTS

PRESENTATIONS/REPORTS

COM2050-2

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|--------------------------|------------------------|---|---|---|---|----------|
| Preparation and Planning | 4 | 3 | 2 | 1 | 0 | 2 |
| Content | 4 | 3 | 2 | 1 | 0 | 2 |
| Presentation | 4 | 3 | 2 | 1 | 0 | 2 |

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning

- sets goals for presentation
- interprets, organizes and combines information into a logical sequence
- plans and uses time effectively
- gathers and responds to feedback regarding approach to task and project status

Content

- presents assignment to teacher and peers
- obtains and responds to feedback based on:
 - how well the assignment met the stated expectations
 - aesthetics
 - technical quality
 - meeting of school and community standards

Content (continued)

- makes changes in response to feedback
- creates a portfolio or adds assignment to existing portfolio

Presentation

- demonstrates effective use of at least two communication media
- maintains acceptable grammatical and technical standards
- provides an introduction that describes the purpose and scope of the project
- communicates ideas into a logical sequence with sufficient supporting detail

COMMENTS

PORTFOLIO ASSESSMENT

COM2060–1

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|-------------------------|------------------------|---|---|---|-------|----------|
| Management | 4 | 3 | 2 | 1 | 0 | 2 |
| Teamwork | 4 | 3 | 2 | 1 | 0 N/A | 2 |
| Content | 4 | 3 | 2 | 1 | 0 | 1 |
| Equipment and Materials | 4 | 3 | 2 | 1 | 0 | 2 |

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management

- prepares self for task
- organizes and works in an orderly manner
- interprets and carries out instructions accurately
- plans and uses time effectively
- adheres to routine procedures

Teamwork

- cooperates with group members
- shares work appropriately among group members
- negotiates solutions to problems
- exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content

- uses a camera to capture images employing composition guidelines
- through production of at least five prints (at teacher's discretion), demonstrates application of three camera and two printing techniques:

Content (continued)

- camera:
 - more than one type of lens
 - aperture control
 - various shutter speeds
 - camera—subject distance
 - lens focal length
 - filters and lighting
- printing:
 - cropping
 - contrast control
 - dodging
 - vignetting
 - burning in

- produces captions for each print describing the technique used
- mounts and displays prints
- selects and uses equipment/facilities effectively, safely and responsibly
- ensures work meets school and community standards

Equipment and Materials

- selects and uses appropriate equipment/materials
- follows safe procedures/techniques
- minimizes waste of materials
- advises of potential hazards and necessary repairs

COMMENTS

PRESENTATIONS/REPORTS

COM2060–2

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|--------------------------|------------------------|---|---|---|---|----------|
| Preparation and Planning | 4 | 3 | 2 | 1 | 0 | 2 |
| Content | 4 | 3 | 2 | 1 | 0 | 2 |
| Presentation | 4 | 3 | 2 | 1 | 0 | 2 |

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

| | |
|--|---|
| <p>CRITERIA</p> <p><i>The student:</i></p> <p>Preparation and Planning</p> <ul style="list-style-type: none"> <input type="checkbox"/> sets goals for presentation <input type="checkbox"/> interprets, organizes and combines information into a logical sequence <input type="checkbox"/> plans and uses time effectively <input type="checkbox"/> gathers and responds to feedback regarding approach to task and project status <p>Content</p> <ul style="list-style-type: none"> <input type="checkbox"/> presents assignment to teacher and peers <input type="checkbox"/> describes how each of the following have applied to project: <ul style="list-style-type: none"> <input type="checkbox"/> metering and exposure <input type="checkbox"/> light sources <input type="checkbox"/> lenses used <input type="checkbox"/> use of depth of field | <p>Content (continued)</p> <ul style="list-style-type: none"> <input type="checkbox"/> obtains and responds to feedback based on: <ul style="list-style-type: none"> <input type="checkbox"/> how well the assignment met the stated expectations <input type="checkbox"/> aesthetics <input type="checkbox"/> technical quality <input type="checkbox"/> meeting of school and community standards <input type="checkbox"/> makes changes in response to feedback <input type="checkbox"/> creates a portfolio or adds assignment to existing portfolio <p>Presentation</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates effective use of at least two communication media <input type="checkbox"/> maintains acceptable grammatical and technical standards <input type="checkbox"/> provides an introduction that describes the purpose and scope of the project <input type="checkbox"/> communicates ideas into a logical sequence with sufficient supporting detail |
|--|---|

| |
|------------------------|
| <p>COMMENTS</p> |
|------------------------|

PORTFOLIO ASSESSMENT

COM2070-1

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|-------------------------|------------------------|---|---|---|-------|----------|
| Management | 4 | 3 | 2 | 1 | 0 | 2 |
| Teamwork | 4 | 3 | 2 | 1 | 0 N/A | 2 |
| Content | 4 | 3 | 2 | 1 | 0 | 1 |
| Equipment and Materials | 4 | 3 | 2 | 1 | 0 | 2 |

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management

- prepares self for task
- organizes and works in an orderly manner
- interprets and carries out instructions accurately
- plans and uses time effectively
- adheres to routine procedures

Teamwork

- cooperates with group members
- shares work appropriately among group members
- negotiates solutions to problems
- exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content

- prepares three camera-ready layouts for work to be printed:
 - layouts will demonstrate basic composition guidelines
 - layouts will be clear and clean

Content (continued)

- prepares three printing masters
- prepares printing masters for two or more printing methods
- produces at least two prints through each selected printing method:
 - ensures the prints are in register and aligned to the printed surface
 - ensures the printed images are clear and clean
- finishes printed products as required
- selects and uses equipment/facilities effectively, safely and responsibly
- ensures work meets school and community standards

Equipment and Materials

- selects and uses appropriate equipment/materials
- follows safe procedures/techniques
- minimizes waste of materials
- advises of potential hazards and necessary repairs

COMMENTS

PRESENTATIONS/REPORTS

COM2070-2

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|--------------------------|------------------------|---|---|---|---|----------|
| Preparation and Planning | 4 | 3 | 2 | 1 | 0 | 2 |
| Content | 4 | 3 | 2 | 1 | 0 | 2 |
| Presentation | 4 | 3 | 2 | 1 | 0 | 2 |

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning

- sets goals for presentation
- interprets, organizes and combines information into a logical sequence
- plans and uses time effectively
- gathers and responds to feedback regarding approach to task and project status

Content

- presents assignment to teacher and peers (and others as required)
- describes/discusses:
 - reproductive options available
 - printing methods used
 - types of printing masters
 - terminology/processes
- critiques and evaluates own work and the work of others based on:
 - appropriateness and effectiveness of printing method to the task

Content (continued)

- how well the printing method(s) was used
- aesthetic quality of finished product
- technical quality of finished product
- meeting of school and community standards
- makes changes in response to feedback
- creates a portfolio or adds assignment to existing portfolio

Presentation

- demonstrates effective use of at least two communication media
- maintains acceptable grammatical and technical standards
- provides an introduction that describes the purpose and scope of the project
- communicates ideas into a logical sequence with sufficient supporting detail

COMMENTS

PORTFOLIO ASSESSMENT

COM2080-1

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|-------------------------|------------------------|---|---|---|-------|----------|
| Management | 4 | 3 | 2 | 1 | 0 | 2 |
| Teamwork | 4 | 3 | 2 | 1 | 0 N/A | 2 |
| Content | 4 | 3 | 2 | 1 | 0 | 1 |
| Equipment and Materials | 4 | 3 | 2 | 1 | 0 | 2 |

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management

- prepares self for task
- organizes and works in an orderly manner
- interprets and carries out instructions accurately
- plans and uses time effectively
- adheres to routine procedures

Teamwork

- cooperates with group members
- shares work appropriately among group members
- negotiates solutions to problems
- exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content

- prepares camera-ready layouts for work to be printed:
 - layouts will demonstrate basic composition guidelines
 - layouts will be clear and clean

Content (continued)

- prepares printing masters
- prepares printing masters for two or more printing methods
- produces required number of prints for printing task assigned:
 - ensures the prints are in register and aligned to the printed surface
 - ensures the printed images are clear and clean
- finishes printed products as required
- selects and uses equipment/facilities effectively, safely and responsibly
- ensures work meets school and community standards

Equipment and Materials

- selects and uses appropriate equipment/materials
- follows safe procedures/techniques
- minimizes waste of materials
- advises of potential hazards and necessary repairs

COMMENTS

PRESENTATIONS/REPORTS

COM2080–2

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|--------------------------|------------------------|---|---|---|---|----------|
| Preparation and Planning | 4 | 3 | 2 | 1 | 0 | 2 |
| Content | 4 | 3 | 2 | 1 | 0 | 2 |
| Presentation | 4 | 3 | 2 | 1 | 0 | 2 |

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning

- sets goals for presentation
- interprets, organizes and combines information into a logical sequence
- plans and uses time effectively
- gathers and responds to feedback regarding approach to task and project status

Content

- presents assignment to teacher and peers (and others as required)
- obtains and responds to feedback based on:
 - the printed product meeting the client's needs
 - aesthetic quality of completed layout
 - technical quality of completed layout

Content (continued)

- technical quality of completed prints
- meeting of school and community standards
- creates a portfolio or adds assignment to existing portfolio

Presentation

- demonstrates effective use of at least two communication media
- maintains acceptable grammatical and technical standards
- provides an introduction that describes the purpose and scope of the project
- communicates ideas into a logical sequence with sufficient supporting detail

COMMENTS

PORTFOLIO ASSESSMENT

COM2090–1

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|-------------------------|------------------------|---|---|---|-------|----------|
| Management | 4 | 3 | 2 | 1 | 0 | 2 |
| Teamwork | 4 | 3 | 2 | 1 | 0 N/A | 2 |
| Content | 4 | 3 | 2 | 1 | 0 | 1 |
| Equipment and Materials | 4 | 3 | 2 | 1 | 0 | 2 |

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management

- prepares self for task
- organizes and works in an orderly manner
- interprets and carries out instructions accurately
- plans and uses time effectively
- adheres to routine procedures

Teamwork

- cooperates with group members
- shares work appropriately among group members
- negotiates solutions to problems
- exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content

- completes two assignments (each approximately one minute in length)
- completes one project (approximating three to five minutes in length)

Content (continued)

- demonstrates ability to:
 - create and use a storyboard
 - set up, use and dismantle/return audio video equipment
 - demonstrate the following production elements:
 - camera framing and focusing
 - use of camera shots, angles and movement
 - cuts and transitions
 - lighting
 - audio recording and manipulation
- selects and uses equipment/facilities effectively, safely and responsibly
- ensures work meets school and community standards

Equipment and Materials

- selects and uses appropriate equipment/materials
- follows safe procedures/techniques
- minimizes waste of materials
- advises of potential hazards and necessary repairs

COMMENTS

PRESENTATIONS/REPORTS

COM2090–2

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|--------------------------|------------------------|---|---|---|---|----------|
| Preparation and Planning | 4 | 3 | 2 | 1 | 0 | 2 |
| Content | 4 | 3 | 2 | 1 | 0 | 2 |
| Presentation | 4 | 3 | 2 | 1 | 0 | 2 |

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
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- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning

- sets goals for presentation
- interprets, organizes and combines information into a logical sequence
- plans and uses time effectively
- gathers and responds to feedback regarding approach to task and project status

Content

- presents assignment to teacher and peers (and others as required)
- critiques and evaluates own work and the work of others based on:
 - appropriateness and effectiveness of assignment results
 - how well the techniques complement the content (development and structure)

Content (continued)

- relationship of storyboard to story told in final product
- aesthetics
- applied knowledge of technology and equipment
- meeting of school and community standards
- creates a portfolio or adds assignment to existing portfolio

Presentation

- demonstrates effective use of at least two communication media
- maintains acceptable grammatical and technical standards
- provides an introduction that describes the purpose and scope of the project
- communicates ideas into a logical sequence with sufficient supporting detail

COMMENTS

PORTFOLIO ASSESSMENT

COM2100–1

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|-------------------------|------------------------|---|---|---|-------|----------|
| Management | 4 | 3 | 2 | 1 | 0 | 2 |
| Teamwork | 4 | 3 | 2 | 1 | 0 N/A | 2 |
| Content | 4 | 3 | 2 | 1 | 0 | 1 |
| Equipment and Materials | 4 | 3 | 2 | 1 | 0 | 2 |

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
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- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management

- prepares self for task
- organizes and works in an orderly manner
- interprets and carries out instructions accurately
- plans and uses time effectively
- adheres to routine procedures

Teamwork

- cooperates with group members
- shares work appropriately among group members
- negotiates solutions to problems
- exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content

- completes an audio/video five or more minutes in length
- develops a project proposal that includes preproduction, production and post-production elements

Content (continued)

- develops a project treatment including:
 - story concepts
 - script outline
 - on-location/studio-based requirements
 - shot list
 - anticipated technical requirements
 - timeline with key benchmarks
- prepares a work plan detailing responsibilities (if project done by a team)
- produces an audio/video project
- selects and uses equipment/facilities effectively, safely and responsibly
- ensures work meets school and community standards

Equipment and Materials

- selects and uses appropriate equipment/materials
- follows safe procedures/techniques
- minimizes waste of materials
- advises of potential hazards and necessary repairs

COMMENTS

PRESENTATIONS/REPORTS

COM2100–2

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|--------------------------|------------------------|---|---|---|---|----------|
| Preparation and Planning | 4 | 3 | 2 | 1 | 0 | 2 |
| Content | 4 | 3 | 2 | 1 | 0 | 2 |
| Presentation | 4 | 3 | 2 | 1 | 0 | 2 |

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
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- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

| | |
|---|--|
| <p>CRITERIA</p> <p><i>The student:</i></p> <p>Preparation and Planning</p> <ul style="list-style-type: none"> <input type="checkbox"/> sets goals for presentation <input type="checkbox"/> interprets, organizes and combines information into a logical sequence <input type="checkbox"/> plans and uses time effectively <input type="checkbox"/> gathers and responds to feedback regarding approach to task and project status <p>Content</p> <ul style="list-style-type: none"> <input type="checkbox"/> presents assignment to teacher and peers (and others as required) <input type="checkbox"/> critiques and evaluates own work and the work of others based on: <ul style="list-style-type: none"> <input type="checkbox"/> appropriateness and effectiveness of assignment results <input type="checkbox"/> how well the production techniques were accomplished | <p>Content (continued)</p> <ul style="list-style-type: none"> <input type="checkbox"/> relationship of storyboard to story told in final product <input type="checkbox"/> organization of the product task <input type="checkbox"/> aesthetics <input type="checkbox"/> knowledge of pre- and post-production techniques <input type="checkbox"/> meeting of school and community standards <input type="checkbox"/> creates a portfolio or adds assignment to existing portfolio <p>Presentation</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates effective use of at least two communication media <input type="checkbox"/> maintains acceptable grammatical and technical standards <input type="checkbox"/> provides an introduction that describes the purpose and scope of the project <input type="checkbox"/> communicates ideas into a logical sequence with sufficient supporting detail |
|---|--|

COMMENTS

PORTFOLIO ASSESSMENT

COM2110-1

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|-------------------------|------------------------|---|---|---|-------|----------|
| Management | 4 | 3 | 2 | 1 | 0 | 2 |
| Teamwork | 4 | 3 | 2 | 1 | 0 N/A | 2 |
| Content | 4 | 3 | 2 | 1 | 0 | 1 |
| Equipment and Materials | 4 | 3 | 2 | 1 | 0 | 2 |

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management

- prepares self for task
- organizes and works in an orderly manner
- interprets and carries out instructions accurately
- plans and uses time effectively
- adheres to routine procedures

Teamwork

- cooperates with group members
- shares work appropriately among group members
- negotiates solutions to problems
- exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content

- completes an animation project (approximately 30 seconds in length) demonstrating:
 - preparation and use of images, models, backgrounds, etc.
 - effective/creative movement of images

Content (continued)

- demonstrates knowledge of traditional animation styles, techniques and applications
- identifies, describes and demonstrates specified principles of animation
- prepares a story outline for the project:
 - a beginning, middle and end
 - a synopsis of the story idea (50 – 100 words) and a description of the images and scenes to be animated
 - a storyboard or outline for the animation project
 - beginning and/or ending credits
 - editing to final form
- selects and uses equipment/facilities effectively, safely and responsibly
- ensures work meets school and community standards

Equipment and Materials

- selects and uses appropriate equipment/materials
- follows safe procedures/techniques
- minimizes waste of materials
- advises of potential hazards and necessary repairs

COMMENTS

PRESENTATIONS/REPORTS

COM2110-2

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|--------------------------|------------------------|---|---|---|---|----------|
| Preparation and Planning | 4 | 3 | 2 | 1 | 0 | 2 |
| Content | 4 | 3 | 2 | 1 | 0 | 2 |
| Presentation | 4 | 3 | 2 | 1 | 0 | 2 |

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning

- sets goals for presentation
- interprets, organizes and combines information into a logical sequence
- plans and uses time effectively
- gathers and responds to feedback regarding approach to task and project status

Content

- presents assignment to teacher and peers
- obtains and responds to feedback based on:
 - choice of animation techniques
 - possible enhancements
 - how well animation achieves it purpose
 - aesthetics
 - meeting of school and community standards

Content (continued)

- creates a portfolio or adds assignment to existing portfolio including:
 - all preparatory project material
 - finished project
 - other teacher-specified materials

Presentation

- demonstrates effective use of at least two communication media
- maintains acceptable grammatical and technical standards
- provides an introduction that describes the purpose and scope of the project
- communicates ideas into a logical sequence with sufficient supporting detail

COMMENTS

PORTFOLIO ASSESSMENT

COM2120-1

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|-------------------------|------------------------|---|---|---|-------|----------|
| Management | 4 | 3 | 2 | 1 | 0 | 2 |
| Teamwork | 4 | 3 | 2 | 1 | 0 N/A | 2 |
| Content | 4 | 3 | 2 | 1 | 0 | 1 |
| Equipment and Materials | 4 | 3 | 2 | 1 | 0 | 2 |

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management

- prepares self for task
- organizes and works in an orderly manner
- interprets and carries out instructions accurately
- plans and uses time effectively
- adheres to routine procedures

Teamwork

- cooperates with group members
- shares work appropriately among group members
- exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content

- identifies messages to be delivered and devises a plan for developing and producing the messages
 - state message and working title
 - target audience
 - preferred media/why
 - resource requirements/applications
 - timeline
- devises and produces a message combining two or more media through digital technology:

Content (continued)

- demonstrating effective/creative transfer of images, messages and/or symbols
- describe how transfer occurs
- conveying central message, impression or theme
- presenting appropriate project title at the beginning and/or ending of the message
- justifies selection of media and techniques used based on:
 - target audience
 - ease of use
 - potential impact
 - longevity
 - other defined by the teacher
- selects and uses equipment/facilities effectively, safely and responsibly
- ensures work meets school and community standards

Equipment and Materials

- selects and uses appropriate equipment/materials
- follows safe procedures/techniques
- returns clean equipment/materials to storage areas
- advises of potential hazards and necessary repairs

COMMENTS

PRESENTATIONS/REPORTS

COM2120-2

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|--------------------------|------------------------|---|---|---|---|----------|
| Preparation and Planning | 4 | 3 | 2 | 1 | 0 | 2 |
| Content | 4 | 3 | 2 | 1 | 0 | 2 |
| Presentation | 4 | 3 | 2 | 1 | 0 | 2 |

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

| | |
|--|---|
| <p>CRITERIA</p> <p><i>The student:</i></p> <p>Preparation and Planning</p> <ul style="list-style-type: none"> <input type="checkbox"/> sets goals for presentation <input type="checkbox"/> interprets, organizes and combines information into a logical sequence <input type="checkbox"/> plans and uses time effectively <input type="checkbox"/> gathers and responds to feedback regarding approach to task and project status <p>Content</p> <ul style="list-style-type: none"> <input type="checkbox"/> presents assignment to teacher and peers <input type="checkbox"/> describes and justifies how project has met objectives <input type="checkbox"/> obtains and responds to feedback based on: <ul style="list-style-type: none"> <input type="checkbox"/> message suitability to target audience <input type="checkbox"/> message clarity <input type="checkbox"/> media suitability for the message delivered <input type="checkbox"/> technical quality | <p>Content (continued)</p> <ul style="list-style-type: none"> <input type="checkbox"/> aesthetics <input type="checkbox"/> meeting of school and community standards <input type="checkbox"/> creates a portfolio or adds assignment to existing portfolio including: <ul style="list-style-type: none"> <input type="checkbox"/> all preparatory project material <input type="checkbox"/> finished project <input type="checkbox"/> other teacher-specified materials <p>Presentation</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates effective use of at least two communication media <input type="checkbox"/> maintains acceptable grammatical and technical standards <input type="checkbox"/> provides an introduction that describes the purpose and scope of the project <input type="checkbox"/> communicates ideas into a logical sequence with sufficient supporting detail |
|--|---|

| |
|------------------------|
| <p>COMMENTS</p> |
|------------------------|

PORTFOLIO ASSESSMENT

COM2130–1

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|-------------------------|------------------------|---|---|---|-------|----------|
| Management | 4 | 3 | 2 | 1 | 0 | 1 |
| Teamwork | 4 | 3 | 2 | 1 | 0 N/A | 1 |
| Content | 4 | 3 | 2 | 1 | 0 | 1 |
| Equipment and Materials | 4 | 3 | 2 | 1 | 0 | 1 |

STANDARD IS 1 IN EACH APPLICABLE CRITERIA

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management

- prepares self for task
- organizes and works in an orderly manner
- carries out instructions accurately
- uses time effectively

Teamwork

- cooperates with group members
- shares work appropriately among group members
- exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content

- uses a camera to capture images showing experimentation with photographic effects
- uses darkroom or digital equipment to experiment with photographic effects

Content (continued)

- produces two photographs demonstrating camera manipulation
- produces two photographs demonstrating image manipulation using a darkroom or digital facility
- produces captions for each photograph describing the technique used
- maintains a “Photography Log Sheet” with pertinent details
- displays responsibility and ethical behaviour by working within school and community standards

Equipment and Materials

- selects and uses appropriate equipment/materials
- follows safe procedures/techniques
- returns clean equipment/materials to storage areas

COMMENTS

PRESENTATIONS/REPORTS

COM2130–2

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|--------------------------|------------------------|---|---|---|---|----------|
| Preparation and Planning | 4 | 3 | 2 | 1 | 0 | 1 |
| Content | 4 | 3 | 2 | 1 | 0 | 1 |
| Presentation | 4 | 3 | 2 | 1 | 0 | 1 |

STANDARD IS 1 IN EACH APPLICABLE CRITERIA

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning

- sets goals for presentation
- interprets, organizes and combines information into a logical sequence
- plans and uses time effectively
- gathers and responds to feedback regarding approach to task and project status

Content

- presents assignment to teacher and peers
- describes how various special effects being presented were created
- suggests applications for photographs produced
- creates a portfolio or adds assignment to existing portfolio

Presentation

- demonstrates effective use of at least two communication media
- maintains acceptable grammatical and technical standards
- provides an introduction that describes the purpose and scope of the project
- communicates ideas into a logical sequence with sufficient supporting detail

COMMENTS

Note:

*COM3010: Presentation &
Communication 3 (pages G.55–G.56)
has been withdrawn effective
September 2005.*

PORTFOLIO ASSESSMENT

COM3020–1

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|-------------------------|------------------------|---|---|---|-------|----------|
| Management | 4 | 3 | 2 | 1 | 0 | 3 |
| Teamwork | 4 | 3 | 2 | 1 | 0 N/A | 3 |
| Content | 4 | 3 | 2 | 1 | 0 | 2 |
| Equipment and Materials | 4 | 3 | 2 | 1 | 0 | 3 |

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management

- prepares self for task
- organizes and works in an orderly manner
- interprets and carries out instructions accurately
- plans and uses time effectively in a logical sequence
- displays leadership in adhering to routine procedures
- attempts to solve problems prior to requesting help

Teamwork

- cooperates with group members
- shares work appropriately among group members
- negotiates with sensitivity solutions to problems
- displays effective communication skills
- exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content

- prepares a project proposal to promote a specific idea, product or event
- identifies two messages to be delivered

Content (continued)

- devises a plan for developing and producing each message
- selects media to produce/deliver each message
- justifies decisions made based on:
 - target audience
 - media attributes
 - availability of technical facility
 - available technical assistance
- produces two different messages
- analyses examples of mediated messages designed/produced through different media
- selects and uses equipment/facilities effectively, safely and responsibly
- ensures work meets school and community standards

Equipment and Materials

- independently selects and uses equipment/materials
- demonstrates concern for safe procedures/techniques
- weighs and measures accurately and efficiently
- minimizes waste of materials
- anticipates potential hazards and emergency response

COMMENTS

PRESENTATIONS/REPORTS

COM3020-2

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|--------------------------|------------------------|---|---|---|---|----------|
| Preparation and Planning | 4 | 3 | 2 | 1 | 0 | 3 |
| Content | 4 | 3 | 2 | 1 | 0 | 3 |
| Presentation | 4 | 3 | 2 | 1 | 0 | 3 |

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning

- sets goals for presentation
- uses personal initiative to formulate questions and find answers
- accesses a range of relevant information sources and recognizes when additional information is required
- interprets, organizes and combines information in creative and thoughtful ways
- records information accurately, using appropriate technical terms and supporting detail
- plans and uses time effectively, prioritizing tasks on a consistent basis
- accesses and refines approach to task and project status based on feedback and reflection

Content

- presents assignment to teacher and peers
- analyzes target audience reaction:
 - appropriateness of media selection for messages produced
 - effectiveness of message delivery
 - technical quality
 - aesthetics

Content (continued)

- meeting of school and community standards
- creates a portfolio or adds assignment to existing portfolio

Presentation

- demonstrates effective use of at least one medium of communication
- maintains acceptable grammatical and technical standards
- provides an introduction that describes the purpose and scope of the project
- communicates thoughts/feelings/ideas clearly to justify or challenge a position

COMMENTS

PORTFOLIO ASSESSMENT

COM3030–1

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|-------------------------|------------------------|---|---|---|-------|----------|
| Management | 4 | 3 | 2 | 1 | 0 | 3 |
| Teamwork | 4 | 3 | 2 | 1 | 0 N/A | 3 |
| Content | 4 | 3 | 2 | 1 | 0 | 2 |
| Equipment and Materials | 4 | 3 | 2 | 1 | 0 | 3 |

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management

- prepares self for task
- organizes and works in an orderly manner
- interprets and carries out instructions accurately
- plans and uses time effectively in a logical sequence
- displays leadership in adhering to routine procedures
- attempts to solve problems prior to requesting help

Teamwork

- cooperates with group members
- shares work appropriately among group members
- negotiates with sensitivity solutions to problems
- displays effective communication skills
- exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content

- generates ideas to be developed into a script
- expands on script ideas, proposals and treatment plans

Content (continued)

- selects most promising idea(s) and write script(s) for two of:
 - public service announcement or commercial (30 seconds in length)
 - news or documentary (approximately three minutes in length)
 - radio play or screen play (approximately five minutes in length)
- uses previously learned script-writing techniques as they apply to the chosen format
- compares one script to a professionally written script (or equivalent) of the same type
- ensures work meets school and community standards

Equipment and Materials

- independently selects and uses equipment/materials
- demonstrates concern for safe procedures/techniques
- weighs and measures accurately and efficiently
- minimizes waste of materials
- anticipates potential hazards and emergency response

COMMENTS

PRESENTATIONS/REPORTS

COM3030–2

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|--------------------------|------------------------|---|---|---|---|----------|
| Preparation and Planning | 4 | 3 | 2 | 1 | 0 | 3 |
| Content | 4 | 3 | 2 | 1 | 0 | 3 |
| Presentation | 4 | 3 | 2 | 1 | 0 | 3 |

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning

- sets goals for presentation
- uses personal initiative to formulate questions and find answers
- accesses a range of relevant information sources and recognizes when additional information is required
- interprets, organizes and combines information in creative and thoughtful ways
- records information accurately, using appropriate technical terms and supporting detail
- plans and uses time effectively, prioritizing tasks on a consistent basis
- accesses and refines approach to task and project status based on feedback and reflection

Content

- presents script(s) to teachers and peers
- obtains and responds to feedback based on appropriateness and effectiveness of script:
 - for selected media
 - for target audience

Content (continued)

- for effectively conveying message
- meeting of school and community standards
- creates a portfolio or adds assignment to existing portfolio

Presentation

- demonstrates effective use of at least one medium of communication
- maintains acceptable grammatical and technical standards
- provides an introduction that describes the purpose and scope of the project
- communicates thoughts/feelings/ideas clearly to justify or challenge a position

COMMENTS

PORTFOLIO ASSESSMENT

COM3040-1

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|-------------------------|------------------------|---|---|---|-------|----------|
| Management | 4 | 3 | 2 | 1 | 0 | 3 |
| Teamwork | 4 | 3 | 2 | 1 | 0 N/A | 3 |
| Content | 4 | 3 | 2 | 1 | 0 | 2 |
| Equipment and Materials | 4 | 3 | 2 | 1 | 0 | 3 |

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management

- prepares self for task
- organizes and works in an orderly manner
- interprets and carries out instructions accurately
- plans and uses time effectively in a logical sequence
- displays leadership in adhering to routine procedures
- attempts to solve problems prior to requesting help

Teamwork

- cooperates with group members
- shares work appropriately among group members
- negotiates with sensitivity solutions to problems
- displays effective communication skills
- exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content

- uses a camera to capture images employing composition guidelines
- through production of at least five prints processed, printed and mounted (at teacher's discretion), demonstrates:

Content (continued)

- selection and use of lighting sources to achieve desired effect
- use of light metering
- use of "flash" lighting
- control/adjustment of lighting intensity
- produces a lighting diagram for at least two photographs showing the relative position of:
 - camera
 - subject
 - main, fill, background and hair lights
 - background
 - props
- critiques each images with respect to composition (as required)
- ensures work meets school and community standards

Equipment and Materials

- independently selects and uses equipment/materials
- demonstrates concern for safe procedures/techniques
- weighs and measures accurately and efficiently
- minimizes waste of materials
- anticipates potential hazards and emergency response

COMMENTS

PRESENTATIONS/REPORTS

COM3040–2

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|--------------------------|------------------------|---|---|---|---|----------|
| Preparation and Planning | 4 | 3 | 2 | 1 | 0 | 3 |
| Content | 4 | 3 | 2 | 1 | 0 | 3 |
| Presentation | 4 | 3 | 2 | 1 | 0 | 3 |

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning

- sets goals for presentation
- uses personal initiative to formulate questions and find answers
- accesses a range of relevant information sources and recognizes when additional information is required
- interprets, organizes and combines information in creative and thoughtful ways
- records information accurately, using appropriate technical terms and supporting detail
- plans and uses time effectively, prioritizing tasks on a consistent basis
- accesses and refines approach to task and project status based on feedback and reflection

Content

- presents assignment to teacher and peers
- obtains and responds to feedback based on:
 - how well the assignment met the stated expectations
 - aesthetics
 - technical quality
 - meeting of school and community standards

Content (continued)

- mounts prints for presentation and display
- creates a portfolio or adds assignment to existing portfolio

Presentation

- demonstrates effective use of at least one medium of communication:
- maintains acceptable grammatical and technical standards
- provides an introduction that describes the purpose and scope of the project
- communicates thoughts/feelings/ideas clearly to justify or challenge a position

COMMENTS

PORTFOLIO ASSESSMENT

COM3050-1

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|-------------------------|------------------------|---|---|---|-------|----------|
| Management | 4 | 3 | 2 | 1 | 0 | 3 |
| Teamwork | 4 | 3 | 2 | 1 | 0 N/A | 3 |
| Content | 4 | 3 | 2 | 1 | 0 | 2 |
| Equipment and Materials | 4 | 3 | 2 | 1 | 0 | 3 |

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management

- prepares self for task
- organizes and works in an orderly manner
- interprets and carries out instructions accurately
- plans and uses time effectively in a logical sequence
- displays leadership in adhering to routine procedures
- attempts to solve problems prior to requesting help

Teamwork

- cooperates with group members
- shares work appropriately among group members
- negotiates with sensitivity solutions to problems
- displays effective communication skills
- exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content

- uses a camera to capture images employing composition guidelines
- through production of photo images as per client need, demonstrates:
 - description/outline of topic

Content (continued)

- coordination of picture-taking assignments with client's needs
- representative coverage with a variety of shots (long, medium, close-up; horizontal, vertical format)
- processing and proofing all images
- developing a filing system
- selecting images in consultation with clients
- enlarging images as required
- captioning and provision of page layouts as required
- investigates and reports on career options in photojournalism
- ensures work meets school and community standards

Equipment and Materials

- independently selects and uses equipment/materials
- demonstrates concern for safe procedures/techniques
- weighs and measures accurately and efficiently
- minimizes waste of materials
- anticipates potential hazards and emergency response

COMMENTS

PRESENTATIONS/REPORTS

COM3050-2

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|--------------------------|------------------------|---|---|---|---|----------|
| Preparation and Planning | 4 | 3 | 2 | 1 | 0 | 3 |
| Content | 4 | 3 | 2 | 1 | 0 | 3 |
| Presentation | 4 | 3 | 2 | 1 | 0 | 3 |

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning

- sets goals for presentation
- uses personal initiative to formulate questions and find answers
- accesses a range of relevant information sources and recognizes when additional information is required
- interprets, organizes and combines information in creative and thoughtful ways
- records information accurately, using appropriate technical terms and supporting detail
- plans and uses time effectively, prioritizing tasks on a consistent basis
- accesses and refines approach to task and project status based on feedback and reflection

Content

- presents assignment to client and/or teacher and peers
- obtains and responds to feedback based on:
 - how well the assignment met the stated expectations
 - aesthetics
 - technical quality
 - meeting of school and community standards

Content (continued)

- makes changes in response to feedback
- mounts prints for presentation and display (as required)
- identifies career options
- creates a portfolio or adds assignment to existing portfolio

Presentation

- demonstrates effective use of at least one medium of communication
- maintains acceptable grammatical and technical standards
- provides an introduction that describes the purpose and scope of the project
- communicates thoughts/feelings/ideas clearly to justify or challenge a position

COMMENTS

PORTFOLIO ASSESSMENT

COM3060-1

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|-------------------------|------------------------|---|---|---|-------|----------|
| Management | 4 | 3 | 2 | 1 | 0 | 3 |
| Teamwork | 4 | 3 | 2 | 1 | 0 N/A | 3 |
| Content | 4 | 3 | 2 | 1 | 0 | 2 |
| Equipment and Materials | 4 | 3 | 2 | 1 | 0 | 3 |

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management

- prepares self for task
- organizes and works in an orderly manner
- interprets and carries out instructions accurately
- plans and uses time effectively in a logical sequence
- displays leadership in adhering to routine procedures
- attempts to solve problems prior to requesting help

Teamwork

- cooperates with group members
- shares work appropriately among group members
- negotiates with sensitivity solutions to problems
- displays effective communication skills
- exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content

- uses an enlarger or computer to manipulate images
- through production of at least five prints printed and mounted (at teacher's discretion) demonstrates:
 - contrast manipulation
 - vignetting

Content (continued)

- multiple printing
- solarization (the "Sabattier" effect)
- uses spotting and/or airbrushing techniques for print retouching, modification and/or enhancement
- uses orthochromatic film for electronic imaging to produce high contrast derivations
- documents experiences while completing assignment
- critiques each image with respect to composition (as required)
- ensures work meets school and community standards

Equipment and Materials

- independently selects and uses equipment/materials
- demonstrates concern for safe procedures/techniques
- weighs and measures accurately and efficiently
- minimizes waste of materials
- anticipates potential hazards and emergency response

COMMENTS

PRESENTATIONS/REPORTS

COM3060–2

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|--------------------------|------------------------|---|---|---|---|----------|
| Preparation and Planning | 4 | 3 | 2 | 1 | 0 | 3 |
| Content | 4 | 3 | 2 | 1 | 0 | 3 |
| Presentation | 4 | 3 | 2 | 1 | 0 | 3 |

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning

- sets goals for presentation
- uses personal initiative to formulate questions and find answers
- accesses a range of relevant information sources and recognizes when additional information is required
- interprets, organizes and combines information in creative and thoughtful ways
- records information accurately, using appropriate technical terms and supporting detail
- plans and uses time effectively, prioritizing tasks on a consistent basis
- accesses and refines approach to task and project status based on feedback and reflection

Content

- presents assignment to teacher and peers
- obtains and responds to feedback based on:
 - how well the assignment met the stated expectations
 - aesthetics
 - technical quality
 - meeting of school and community standards

Content (continued)

- mounts prints for presentation and display using recognized photo-mounting techniques
- discusses/describes techniques and procedures used to complete project
- creates a portfolio or adds assignment to existing portfolio

Presentation

- demonstrates effective use of at least one medium of communication
- maintains acceptable grammatical and technical standards
- provides an introduction that describes the purpose and scope of the project
- communicates thoughts/feelings/ideas clearly to justify or challenge a position

COMMENTS

PORTFOLIO ASSESSMENT

COM3070-1

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|-------------------------|------------------------|---|---|---|-------|----------|
| Management | 4 | 3 | 2 | 1 | 0 | 3 |
| Teamwork | 4 | 3 | 2 | 1 | 0 N/A | 3 |
| Content | 4 | 3 | 2 | 1 | 0 | 2 |
| Equipment and Materials | 4 | 3 | 2 | 1 | 0 | 3 |

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management

- prepares self for task
- organizes and works in an orderly manner
- interprets and carries out instructions accurately
- plans and uses time effectively in a logical sequence
- displays leadership in adhering to routine procedures
- attempts to solve problems prior to requesting help

Teamwork

- cooperates with group members
- shares work appropriately among group members
- negotiates with sensitivity solutions to problems
- displays effective communication skills
- exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content

- demonstrates exposure latitude through bracketing
- selects and uses alternative light sources
- uses an enlarger or computer to manipulate images including colour density
- produces at least two prints printed and mounted (at teacher's discretion) and/or slides (number specified by teacher)
- critiques each image with respect to composition (as required)
- ensures work meets school and community standards

Equipment and Materials

- independently selects and uses equipment/materials
- demonstrates concern for safe procedures/techniques
- weighs and measures accurately and efficiently
- minimizes waste of materials
- anticipates potential hazards and emergency response

COMMENTS

PORTFOLIO ASSESSMENT

COM3080-1

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|-------------------------|------------------------|---|---|---|-------|----------|
| Management | 4 | 3 | 2 | 1 | 0 | 3 |
| Teamwork | 4 | 3 | 2 | 1 | 0 N/A | 3 |
| Content | 4 | 3 | 2 | 1 | 0 | 2 |
| Equipment and Materials | 4 | 3 | 2 | 1 | 0 | 3 |

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management

- prepares self for task
- organizes and works in an orderly manner
- interprets and carries out instructions accurately
- plans and uses time effectively in a logical sequence
- displays leadership in adhering to routine procedures
- attempts to solve problems prior to requesting help

Teamwork

- cooperates with group members
- shares work appropriately among group members
- negotiates with sensitivity solutions to problems
- displays effective communication skills
- exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content

- prepares camera-ready layouts for multiregister work to be printed
 - layouts will demonstrate basic composition guidelines
 - layouts will be clear and clean

Content (continued)

- selects appropriate printing method and prepares printing masters
- produces at least two prints through the selected printing method(s)
 - ensures the prints are in register and aligned to the printed surface
 - ensures the printed images are clear and clean
- uses finishing techniques as required
- selects and uses equipment/facilities effectively, safely and responsibly
- ensures work meets school and community standards

Equipment and Materials

- independently selects and uses equipment/materials
- demonstrates concern for safe procedures/techniques
- weighs and measures accurately and efficiently
- minimizes waste of materials
- anticipates potential hazards and emergency response

COMMENTS

PRESENTATIONS/REPORTS

COM3080–2

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|--------------------------|------------------------|---|---|---|---|----------|
| Preparation and Planning | 4 | 3 | 2 | 1 | 0 | 3 |
| Content | 4 | 3 | 2 | 1 | 0 | 3 |
| Presentation | 4 | 3 | 2 | 1 | 0 | 3 |

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning

- sets goals for presentation
- uses personal initiative to formulate questions and find answers
- accesses a range of relevant information sources and recognizes when additional information is required
- interprets, organizes and combines information in creative and thoughtful ways
- records information accurately, using appropriate technical terms and supporting detail
- plans and uses time effectively, prioritizing tasks on a consistent basis
- accesses and refines approach to task and project status based on feedback and reflection

Content

- presents assignment consisting of completed layouts, masters and prints to teacher and peers and/or clients as required
- obtains and responds to feedback based on:
 - appropriateness and effectiveness of printing method(s) to the task
 - how well the printing method(s) was used

Content (continued)

- aesthetic quality of finished product
- technical quality of finished product
- meeting of school and community standards
- creates a portfolio or adds assignment to existing portfolio

Presentation

- demonstrates effective use of at least one medium of communication
- maintains acceptable grammatical and technical standards
- provides an introduction that describes the purpose and scope of the project
- communicates thoughts/feelings/ideas clearly to justify or challenge a position

COMMENTS

PORTFOLIO ASSESSMENT

COM3090–1

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|-------------------------|------------------------|---|---|---|-------|----------|
| Management | 4 | 3 | 2 | 1 | 0 | 3 |
| Teamwork | 4 | 3 | 2 | 1 | 0 N/A | 3 |
| Content | 4 | 3 | 2 | 1 | 0 | 2 |
| Equipment and Materials | 4 | 3 | 2 | 1 | 0 | 3 |

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management

- prepares self for task
- organizes and works in an orderly manner
- interprets and carries out instructions accurately
- plans and uses time effectively in a logical sequence
- displays leadership in adhering to routine procedures
- attempts to solve problems prior to requesting help

Teamwork

- cooperates with group members
- shares work appropriately among group members
- negotiates with sensitivity solutions to problems
- displays effective communication skills
- exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content

- prepares camera-ready layouts for multiregister work to be printed:
 - layouts will demonstrate basic composition guidelines
 - layouts will be clear and clean

Content (continued)

- selects appropriate printing method and prepares printing masters
- produces at least two prints through the selected printing method(s)
 - ensures the prints are in register and aligned to the printed surface
 - ensures the printed images are clear and clean
- uses finishing techniques as required
- selects and uses equipment/facilities effectively, safely and responsibly
- ensures work meets school and community standards

Equipment and Materials

- independently selects and uses equipment/materials
- demonstrates concern for safe procedures/techniques
- weighs and measures accurately and efficiently
- minimizes waste of materials
- anticipates potential hazards and emergency response

COMMENTS

PRESENTATIONS/REPORTS

COM3090–2

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|--------------------------|------------------------|---|---|---|---|----------|
| Preparation and Planning | 4 | 3 | 2 | 1 | 0 | 3 |
| Content | 4 | 3 | 2 | 1 | 0 | 3 |
| Presentation | 4 | 3 | 2 | 1 | 0 | 3 |

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning

- sets goals for presentation
- uses personal initiative to formulate questions and find answers
- accesses a range of relevant information sources and recognizes when additional information is required
- interprets, organizes and combines information in creative and thoughtful ways
- records information accurately, using appropriate technical terms and supporting detail
- plans and uses time effectively, prioritizing tasks on a consistent basis
- accesses and refines approach to task and project status based on feedback and reflection

Content

- presents assignment consisting of completed layouts, masters and prints to teacher and peers and/or clients (as required)
- obtains and responds to feedback based on:
 - justification of appropriateness and effectiveness of printing method(s) to the task
 - how well the printing method(s) was used

Content (continued)

- aesthetic quality of finished product
- technical quality of finished product
- meeting of school and community standards
- creates a portfolio or adds assignment to existing portfolio

Presentation

- demonstrates effective use of at least one medium of communication
- maintains acceptable grammatical and technical standards
- provides an introduction that describes the purpose and scope of the project
- communicates thoughts/feelings/ideas clearly to justify or challenge a position

COMMENTS

PORTFOLIO ASSESSMENT

COM3100–1

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|-------------------------|------------------------|---|---|---|-------|----------|
| Management | 4 | 3 | 2 | 1 | 0 | 3 |
| Teamwork | 4 | 3 | 2 | 1 | 0 N/A | 3 |
| Content | 4 | 3 | 2 | 1 | 0 | 2 |
| Equipment and Materials | 4 | 3 | 2 | 1 | 0 | 3 |

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management

- prepares self for task
- organizes and works in an orderly manner
- interprets and carries out instructions accurately
- plans and uses time effectively in a logical sequence
- displays leadership in adhering to routine procedures
- attempts to solve problems prior to requesting help

Teamwork

- cooperates with group members
- shares work appropriately among group members
- negotiates with sensitivity solutions to problems
- displays effective communication skills
- exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content

- completes an audio project (five to eight minutes in length) for a target audience and an audio assignment (two to three minutes in length) that uses sound but no words
- through production of an audio project demonstrates:
 - specified preproduction, production and post-production elements
 - project treatment including:
 - story concepts
 - script outline

Content (continued)

- on-location/studio-based requirements
- recording list
- anticipated technical requirements
- timeline with key benchmarks
- workplan detailing responsibilities (if project done by a team)
- through production of an audio assignment demonstrates:
 - fading
 - layering
 - polishing
 - special effects
 - transitions
- prepares a director's log book containing:
 - an audio script including all sound cues
 - a storyboard (where applicable)
 - a critique for two of the following:
 - preproduction
 - production
 - post-production
- selects and uses equipment/facilities effectively, safely and responsibly
- ensures work meets school and community standards

Equipment and Materials

- independently selects and uses equipment/materials
- demonstrates concern for safe procedures/techniques
- weighs and measures accurately and efficiently
- minimizes waste of materials
- anticipates potential hazards and emergency response

COMMENTS

PRESENTATIONS/REPORTS

COM3100–2

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|--------------------------|------------------------|---|---|---|---|----------|
| Preparation and Planning | 4 | 3 | 2 | 1 | 0 | 3 |
| Content | 4 | 3 | 2 | 1 | 0 | 3 |
| Presentation | 4 | 3 | 2 | 1 | 0 | 3 |

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning

- sets goals and describes steps to achieve them
- uses personal initiative to formulate questions and find answers
- accesses a range of relevant information sources and recognizes when additional information is required
- interprets, organizes and combines information in creative and thoughtful ways
- records information accurately, using appropriate technical terms and supporting detail
- plans and uses time effectively, prioritizing tasks on a consistent basis
- accesses and refines approach to task and project status based on feedback and reflection

Content

- presents assignment to teacher and peers/target audience
- obtains and responds to feedback based on:
 - appropriateness and effectiveness of assignment to meeting the objective
 - how well techniques were accomplished
 - relationship of storyboard to story told in final product

Content (continued)

- aesthetics
- meeting of school and community standards
- creates a portfolio or adds assignment to existing portfolio

Presentation

- demonstrates effective use of at least one medium of communication
- maintains acceptable grammatical and technical standards
- provides an introduction that describes the purpose and scope of the project
- communicates thoughts/feelings/ideas clearly to justify or challenge a position

COMMENTS

PORTFOLIO ASSESSMENT

COM3110–1

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|-------------------------|------------------------|---|---|---|-------|----------|
| Management | 4 | 3 | 2 | 1 | 0 | 3 |
| Teamwork | 4 | 3 | 2 | 1 | 0 N/A | 3 |
| Content | 4 | 3 | 2 | 1 | 0 | 2 |
| Equipment and Materials | 4 | 3 | 2 | 1 | 0 | 3 |

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

| | |
|---|--|
| <p>CRITERIA</p> <p><i>The student:</i></p> <p>Management</p> <ul style="list-style-type: none"> <input type="checkbox"/> prepares self for task <input type="checkbox"/> organizes and works in an orderly manner <input type="checkbox"/> interprets and carries out instructions accurately <input type="checkbox"/> plans and uses time effectively in a logical sequence <input type="checkbox"/> displays leadership in adhering to routine procedures <input type="checkbox"/> attempts to solve problems prior to requesting help <p>Teamwork</p> <ul style="list-style-type: none"> <input type="checkbox"/> cooperates with group members <input type="checkbox"/> shares work appropriately among group members <input type="checkbox"/> negotiates with sensitivity solutions to problems <input type="checkbox"/> displays effective communication skills <input type="checkbox"/> exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing <p>Content</p> <ul style="list-style-type: none"> <input type="checkbox"/> completes a video project (five to eight minutes in length) for a target audience <input type="checkbox"/> completes a video assignment (two to three minutes in length) on an assigned topic, using in-camera editing <input type="checkbox"/> through production of a video project demonstrates: <ul style="list-style-type: none"> <input type="checkbox"/> development of a project proposal that includes preproduction, production, post-production elements and demonstrates planning for these elements <input type="checkbox"/> development of a project treatment including: | <p>Content (continued)</p> <ul style="list-style-type: none"> • story concepts • script outline • on-location/studio-based requirements • shot list and/or “paper edit” • anticipated technical requirements • timeline with key benchmarks <ul style="list-style-type: none"> <input type="checkbox"/> work plan detailing responsibilities (if project done by a team) <input type="checkbox"/> prepares a director's log book containing: <ul style="list-style-type: none"> <input type="checkbox"/> an edit decisions list <input type="checkbox"/> a revision entry for two of the following stages: <ul style="list-style-type: none"> • preproduction • production • post-production <input type="checkbox"/> enhances video and related audio equipment operation skills: <ul style="list-style-type: none"> <input type="checkbox"/> varying focal length and focal distance <input type="checkbox"/> adding and subtracting light (artificial and natural) <input type="checkbox"/> in-camera editing <input type="checkbox"/> post-production editing <input type="checkbox"/> special effects <input type="checkbox"/> selects and uses equipment/facilities effectively, safely and responsibly <input type="checkbox"/> ensures work meets school and community standards <p>Equipment and Materials</p> <ul style="list-style-type: none"> <input type="checkbox"/> independently selects and uses equipment/materials <input type="checkbox"/> demonstrates concern for safe procedures/techniques <input type="checkbox"/> weighs and measures accurately and efficiently <input type="checkbox"/> minimizes waste of materials <input type="checkbox"/> anticipates potential hazards and emergency response |
|---|--|

| |
|------------------------|
| <p>COMMENTS</p> |
|------------------------|

PRESENTATIONS/REPORTS

COM3110-2

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|--------------------------|------------------------|---|---|---|---|----------|
| Preparation and Planning | 4 | 3 | 2 | 1 | 0 | 3 |
| Content | 4 | 3 | 2 | 1 | 0 | 3 |
| Presentation | 4 | 3 | 2 | 1 | 0 | 3 |

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning

- sets goals for presentation
- uses personal initiative to formulate questions and find answers
- accesses a range of relevant information sources and recognizes when additional information is required
- interprets, organizes and combines information in creative and thoughtful ways
- records information accurately, using appropriate technical terms and supporting detail
- plans and uses time effectively, prioritizing tasks on a consistent basis
- accesses and refines approach to task and project status based on feedback and reflection

Content

- presents "rough-edit" for critique and recommendations
- presents final product to target audience for critique and assessment
- critiques own work and the work of others based on:
 - appropriateness and effectiveness of assignment to meeting the objective

Content (continued)

- how well techniques were accomplished
- relationship of storyboard to story told in final product
- aesthetics
- meeting of school and community standards
- creates a portfolio or adds assignment to existing portfolio

Presentation

- demonstrates effective use of at least one medium of communication
- maintains acceptable grammatical and technical standards
- provides an introduction that describes the purpose and scope of the project
- communicates thoughts/feelings/ideas clearly to justify or challenge a position

COMMENTS

PORTFOLIO ASSESSMENT

COM3120-1

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|-------------------------|------------------------|---|---|---|-------|----------|
| Management | 4 | 3 | 2 | 1 | 0 | 3 |
| Teamwork | 4 | 3 | 2 | 1 | 0 N/A | 3 |
| Content | 4 | 3 | 2 | 1 | 0 | 2 |
| Equipment and Materials | 4 | 3 | 2 | 1 | 0 | 3 |

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management

- prepares self for task
- organizes and works in an orderly manner
- interprets and carries out instructions accurately
- plans and uses time effectively in a logical sequence
- displays leadership in adhering to routine procedures
- attempts to solve problems prior to requesting help

Teamwork

- cooperates with group members
- shares work appropriately among group members
- negotiates with sensitivity solutions to problems
- displays effective communication skills
- exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content

- completes an animation project (a minimum of 30 seconds in length) that communicates a message or tells a story and demonstrates:
 - effective/creative movement of images

Content (continued)

- a storyline with beginning, middle and end
- beginning and ending credits
- completes a synopsis of the story idea (100 - 200 words)
- completes a storyboard or outline for the animation project
- selects and uses appropriate animation technique(s)
- uses required equipment and facility to edit images and to add sound as required
- selects and uses equipment/facilities effectively, safely and responsibly
- ensures work meets school and community standards

Equipment and Materials

- independently selects and uses equipment/materials
- demonstrates concern for safe procedures/techniques
- weighs and measures accurately and efficiently
- minimizes waste of materials
- anticipates potential hazards and emergency response

COMMENTS

PRESENTATIONS/REPORTS

COM3120-2

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|--------------------------|------------------------|---|---|---|---|----------|
| Preparation and Planning | 4 | 3 | 2 | 1 | 0 | 3 |
| Content | 4 | 3 | 2 | 1 | 0 | 3 |
| Presentation | 4 | 3 | 2 | 1 | 0 | 3 |

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning

- sets goals for presentation
- uses personal initiative to formulate questions and find answers
- accesses a range of relevant information sources and recognizes when additional information is required
- interprets, organizes and combines information in creative and thoughtful ways
- records information accurately, using appropriate technical terms and supporting detail
- plans and uses time effectively, prioritizing tasks on a consistent basis
- accesses and refines approach to task and project status based on feedback and reflection

Content

- presents assignment to target audience
- obtains and responds to feedback based on:
 - elements used
 - how well animation achieved its purpose
 - aesthetics
 - meeting of school and community standards

Content (continued)

- creates a portfolio or adds assignment to existing portfolio including:
 - research
 - synopsis
 - timeline
 - storyboard
 - completed product
 - written evaluation
 - other teacher specified materials (as required)

Presentation

- demonstrates effective use of at least one medium of communication
- maintains acceptable grammatical and technical standards
- provides an introduction that describes the purpose and scope of the project
- communicates thoughts/feelings/ideas clearly to justify or challenge a position

COMMENTS

PORTFOLIO ASSESSMENT

COM3130–1

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|-------------------------|------------------------|---|---|---|-------|----------|
| Management | 4 | 3 | 2 | 1 | 0 | 3 |
| Teamwork | 4 | 3 | 2 | 1 | 0 N/A | 3 |
| Content | 4 | 3 | 2 | 1 | 0 | 2 |
| Equipment and Materials | 4 | 3 | 2 | 1 | 0 | 3 |

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management

- prepares self for task
- organizes and works in an orderly manner
- interprets and carries out instructions accurately
- plans and uses time effectively in a logical sequence
- displays leadership in adhering to routine procedures
- attempts to solve problems prior to requesting help

Teamwork

- cooperates with group members
- shares work appropriately among group members
- negotiates with sensitivity solutions to problems
- displays effective communication skills
- exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content

- selects appropriate media and justifies selection
- identifies at least two messages to be delivered to a specified client group and specified audience
- devises a plan for developing and producing each message including:
 - intended statement
 - working title
 - intended client group/target audience
 - preferred media/why
 - associated resource requirements
 - timeline

Content (continued)

- produces each message (each being a minimum 30 seconds in length) combining three or more different media through digital technology and:
 - revising plan if required justifying revision
 - demonstrating effective/creative movements of images, messages and/or symbols
 - explaining processes used as required
 - conveying a central message, impression or theme
 - soliciting and responding to feedback from client group
 - presenting an appropriate project title at the beginning and end of the message
- completes a written or oral evaluation (minimum 300 words) describing:
 - techniques used
 - response(s) of the target audience
 - recommendations for improving/enhancing the messages
- selects and uses equipment/facilities effectively, safely and responsibly
- ensures work meets school and community standards

Equipment and Materials

- independently selects and uses equipment/materials
- demonstrates concern for safe procedures/techniques
- weighs and measures accurately and efficiently
- minimizes waste of materials
- anticipates potential hazards and emergency response

COMMENTS

PRESENTATIONS/REPORTS

COM3130–2

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | | | | | STANDARD |
|--------------------------|------------------------|---|---|---|---|----------|
| Preparation and Planning | 4 | 3 | 2 | 1 | 0 | 3 |
| Content | 4 | 3 | 2 | 1 | 0 | 3 |
| Presentation | 4 | 3 | 2 | 1 | 0 | 3 |

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning

- sets goals for presentation
- uses personal initiative to formulate questions and find answers
- accesses a range of relevant information sources and recognizes when additional information is required
- interprets, organizes and combines information in creative and thoughtful ways
- records information accurately, using appropriate technical terms and supporting detail
- plans and uses time effectively, prioritizing tasks on a consistent basis
- accesses and refines approach to task and project status based on feedback and reflection

Content

- presents assignment to client group/target audience
- obtains and responds to feedback based on:
 - message suitability
 - message clarity
 - media suitability
 - technical quality

Content (continued)

- aesthetics
- overall meeting of client's needs
- creates a portfolio or adds assignment to existing portfolio

Presentation

- demonstrates effective use of at least one medium of communication
- maintains acceptable grammatical and technical standards
- provides an introduction that describes the purpose and scope of the project
- communicates thoughts/feelings/ideas clearly to justify or challenge a position

COMMENTS

Student Name: _____

Teacher: _____

Course/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | STANDARD |
|-------------------------|------------------------|----------|
| Management | 4 3 2 1 0 | 1 |
| Teamwork | 4 3 2 1 0 | 1 |
| Content | 4 3 2 1 0 | 1 |
| Equipment and Materials | 4 3 2 1 0 | 1 |

STANDARD IS 1 IN EACH APPLICABLE CRITERIA

Rating Scale

The student:

- 4** exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3** meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are used efficiently and effectively.
- 2** meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are used appropriately.
- 1** meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0** has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management

- prepares self for task
- organizes and works in an orderly manner
- demonstrates file management skills
- carries out instructions accurately
- uses time effectively

Teamwork

- cooperates with team members
- shares work appropriately among group members
- exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content

- uses a digital camera to acquire images of different subjects
- employs and can discuss basic composition principles

Content (continued)

- downloads images obtained from a digital camera to a directory, and saves as editable files
- uses bitmap editing software to manipulate, crop, edit and experiment with image composition and effects
- maintains a log sheet of digital effects applied to images
- produces ten or more manipulated images
- saves work in an appropriate file format
- understands and can use two or more different file formats (JPG, GIF and TIF are recommended)
- ensures work meets school and community standards

Equipment and Materials

- selects and uses appropriate equipment/materials
- is able to use various commands and features of a digital camera
- follows safe procedures/techniques
- returns equipment/materials to storage areas

COMMENTS

PRESENTATIONS/REPORTS: DIGITAL IMAGING 1

COM1210-2

Student Name: _____

Teacher: _____

Course/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | STANDARD |
|--------------------------|------------------------|----------|
| Preparation and Planning | 4 3 2 1 0 | 1 |
| Content | 4 3 2 1 0 | 1 |
| Presentation | 4 3 2 1 0 | 1 |

STANDARD IS 1 IN EACH APPLICABLE CRITERIA

Rating Scale

The student:

- 4** exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3** meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are used efficiently and effectively.
- 2** meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are used appropriately.
- 1** meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0** has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning

- sets goals for presentation
- interprets and organizes information into a logical sequence
- prepares compositions by saving digital images in an appropriate format
- creates and maintains a log sheet of manipulation effects for discussion during presentation
- uses time effectively

Content

- presents finished work to teacher and peers
- annotates presentation with information about how each image was created and/or modified
- creates a portfolio or adds to an existing portfolio

Content (continued)

- obtains and responds to feedback based on:
 - expectations of the assignment
 - processes used to acquire bitmap images from a digital camera
 - aesthetics
 - composition control
 - effects, processes and techniques used to manipulate images
 - how finished compositions meet school and community standards

Presentation

- describes the purpose and/or theme of the presentation
- presents 10 or more edited bitmap images either on screen or printed in a portfolio
- demonstrates effective communication techniques
- uses correct grammatical conventions and technical terms
- introduces and concludes presentation
- responds effectively to questions

COMMENTS

Student Name: _____

Teacher: _____

Course/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | STANDARD |
|-------------------------|------------------------|----------|
| Management | 4 3 2 1 0 | 2 |
| Teamwork | 4 3 2 1 0 | 2 |
| Content | 4 3 2 1 0 | 2 |
| Equipment and Materials | 4 3 2 1 0 | 2 |

STANDARD IS 2 IN EACH APPLICABLE CRITERIA

Rating Scale

The student:

- 4** exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3** meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are used efficiently and effectively.
- 2** meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are used appropriately.
- 1** meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0** has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management

- prepares self for task
- organizes and works in an orderly manner
- demonstrates file management skills
- carries out instructions accurately
- uses time effectively

Teamwork

- cooperates with team members
- shares work appropriately among group members
- exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content

- uses a digital camera to acquire images of thematically unified subjects
- employs and can discuss basic principles of composition and aesthetics
- produces 10 or more manipulated/edited images

Content (continued)

- uses bitmap editing software and effects, filters and/or plug-ins to manipulate, crop, edit and composite images
- demonstrates image compositing in three or more finished compositions
- uses source files obtained from another piece of software (e.g., vector graphics, two- and/or three-dimensional animation software) in creating two or more compositions
- maintains notes of digital effects applied to images
- saves and exports work in appropriate file formats
- understands and can use four or more different file formats (e.g., JPG, GIF, TIF, other proprietary formats)
- ensures work meets school and community standards

Equipment and Materials

- selects and uses appropriate equipment, materials and software
- is able to demonstrate advanced commands and features of a digital camera
- follows safe procedures/techniques
- returns equipment/materials to storage areas

COMMENTS

PRESENTATIONS/REPORTS: DIGITAL IMAGING 2

COM2210-2

Student Name: _____

Teacher: _____

Course/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | STANDARD |
|--------------------------|------------------------|----------|
| Preparation and Planning | 4 3 2 1 0 | 2 |
| Content | 4 3 2 1 0 | 2 |
| Presentation | 4 3 2 1 0 | 2 |

STANDARD IS 2 IN EACH APPLICABLE CRITERIA

Rating Scale

The student:

- 4** exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3** meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are used efficiently and effectively.
- 2** meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are used appropriately.
- 1** meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0** has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

| | |
|--|---|
| <p>CRITERIA</p> <p><i>The student:</i></p> <p>Preparation and Planning</p> <ul style="list-style-type: none"> <input type="checkbox"/> sets goals for the presentation <input type="checkbox"/> interprets and organizes information into a logical sequence <input type="checkbox"/> prepares compositions by saving digital images in an appropriate format <input type="checkbox"/> maintains notes on the image manipulation processes used as a source of support during presentation and discussion <input type="checkbox"/> uses time effectively <p>Content</p> <ul style="list-style-type: none"> <input type="checkbox"/> presents finished work to teacher and peers <input type="checkbox"/> annotates presentation with information about how each image was created and/or modified <input type="checkbox"/> creates a portfolio or adds to an existing portfolio | <p>Content (continued)</p> <ul style="list-style-type: none"> <input type="checkbox"/> obtains and responds to feedback based on: <ul style="list-style-type: none"> - expectations of the assignment - processes used to acquire bitmap images from a digital camera - aesthetics - composition control - the effects, processes and techniques used to manipulate images - how finished compositions meet school and community standards <p>Presentation</p> <ul style="list-style-type: none"> <input type="checkbox"/> describes the purpose and/or theme of the presentation <input type="checkbox"/> presents 10 or more edited bitmap images on screen to an audience <input type="checkbox"/> demonstrates effective communication techniques <input type="checkbox"/> uses correct grammatical conventions and technical terms <input type="checkbox"/> introduces and concludes the presentation <input type="checkbox"/> responds effectively to questions |
|--|---|

| |
|------------------------|
| <p>COMMENTS</p> |
|------------------------|

ILLUSTRATIVE EXAMPLES: SAMPLE WORK WORLD PROJECTS

COM3210-1

| | | |
|--|---|---|
| <p>The illustrative examples provided below are intended to simulate assignments frequently encountered in the work world. Teachers may decide to refine and/or modify these examples for specific students and classes, or create new projects. When possible, students should be given an opportunity to create image solutions for real work world assignments.</p> | | |
| <p>Project One: Editorial Illustration</p> | <p>Create three bitmap compositions relevant to an editorial theme; i.e., the compositions could be used as editorial illustrations for a periodical, newspaper or newsletter.</p> <p>Technical Specifications:</p> <ul style="list-style-type: none"> • Resolution: 200 dots per inch (DPI) • Size: no larger than 5.5" by 4.25" • File Format: saved as Tagged Image File Format (TIF) <p>The editorial theme should be assigned by the teacher. Possible themes could include "The Middle East," "Canadian Politics," "High School Life" or other topics of civic or historical significance.</p> | <p>This project simulates an editorial illustration assignment common to the newspaper industry.</p> |
| <p>Project Two: Jewel Case Background</p> | <p>Create three bitmap compositions that convey a musical theme; i.e., the compositions could be used as backgrounds for an audio CD-ROM jacket.</p> <p>Technical Specifications:</p> <ul style="list-style-type: none"> • Resolution: 300 dots per inch (DPI) • Size: 100% the size of a jewel case insert • File Format: saved as PhotoShop Bitmap File (PSD), Corel Photo-Paint Bitmap File (CPT) or other format based on the bitmap software used <p>The musical theme should be assigned by the teacher. Possible musical themes could include punk, metal, country, new-age.</p> <p>There should be no legible text included on the CD-ROM jacket; assume that text will be added later.</p> | <p>This project represents a typical design problem in the music industry and involves communicating a "look" or "feel" to convey a musical theme.</p> |
| <p>Project Three: Stock Photography Portfolio</p> | <p>Create a small portfolio of 10 or more stock images that can be used to highlight particular aspects of high school life.</p> <p>Technical Specifications:</p> <ul style="list-style-type: none"> • Resolution: each image must be saved at 75 DPI (suitable for on-screen display) <u>and</u> 300 DPI (suitable for print display) • Size: each image must be 4"x 3" • File Format: all images will be saved as Joint Photographers Expert Group (JPG) format with no compression <p>The specific theme for the stock images will be assigned by the teacher. Possible themes could include "Technology in School," "Basketball," "School Environment."</p> <p>Persons photographed in the stock images will not be recognizable unless legal release forms are included with the portfolio.</p> | <p>This project could prove useful for school faculty looking for education-related stock images. Stock photography provides an opportunity for photographers to supplement their income.</p> |

Student Name: _____

Teacher: _____

Course/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | STANDARD |
|-------------------------|------------------------|----------|
| Management | 4 3 2 1 0 | 3 |
| Teamwork | 4 3 2 1 0 | 3 |
| Content | 4 3 2 1 0 | 3 |
| Equipment and Materials | 4 3 2 1 0 | 3 |

STANDARD IS 3 IN EACH APPLICABLE CRITERIA

Rating Scale

The student:

- 4** exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3** meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are used efficiently and effectively.
- 2** meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are used appropriately.
- 1** meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0** has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management

- prepares self for task
- organizes and works in an orderly manner
- demonstrates file management skills
- carries out instructions accurately
- uses time effectively

Teamwork

- cooperates with team members
- shares work appropriately among group members
- exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content

- uses a digital camera to acquire images for specific purposes and to solve specific graphic problems
- employs and can discuss principles of composition and aesthetics
- completes three or more bitmap composition projects, each requiring four to six image solutions

Content (continued)

- uses bitmap editing software and effects, filters and/or plug-ins to manipulate, crop, edit and composite images
- demonstrates image compositing as required to produce images for specific projects
- uses source files obtained from two or more other pieces of software (e.g., vector graphics, two- and/or three-dimensional animation software) in creating compositions
- maintains notes of digital effects applied to images
- saves and exports work in appropriate file formats
- ensures work meets school and community standards
- produces a portfolio appropriate for application to post-secondary studies

Equipment and Materials

- selects and uses appropriate equipment, materials and software
- is able to demonstrate advanced commands and features of a digital camera
- follows safe procedures/techniques
- returns equipment/materials to storage areas

COMMENTS

PRESENTATIONS/REPORTS: DIGITAL IMAGING 3

COM3210-3

Student Name: _____

Teacher: _____

Course/Project(s): _____

Date: _____

| CRITERIA | OBSERVATION/ RATING | STANDARD |
|--------------------------|------------------------|----------|
| Preparation and Planning | 4 3 2 1 0 | 3 |
| Content | 4 3 2 1 0 | 3 |
| Presentation | 4 3 2 1 0 | 3 |

STANDARD IS 3 IN EACH APPLICABLE CRITERIA

Rating Scale

The student:

- 4** exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3** meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are used efficiently and effectively.
- 2** meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are used appropriately.
- 1** meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0** has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning

- sets goals for presentation
- interprets and organizes information into a logical sequence
- prepares compositions by saving digital images in an appropriate format
- maintains notes on the image manipulation processes used as a source of support during presentation and discussion
- uses time effectively

Content

- presents finished work to teacher and peers
- annotates presentation with information about how each image was created and/or modified
- creates a portfolio or adds to an existing portfolio
- discusses the advantages and disadvantages of five or more different file formats; e.g., JPG, GIF, TIF, other proprietary formats

Content (continued)

- obtains and responds to feedback based on:
 - expectations of the assignment
 - processes used to obtain bitmap images from a digital camera
 - aesthetics and composition control
 - the effects, processes and techniques used to manipulate images
 - how finished compositions meet school and community standards
 - how the presentation meets requirements of a post-secondary application portfolio

Presentation

- describes the purpose and/or theme of three projects
- explains how each project impacted design and communication choices
- describes and illustrates multiple solutions for each project
- presents 12 or more finished bitmap compositions
- demonstrates effective communication techniques
- uses correct grammatical conventions and technical terms
- introduces and concludes the presentation
- responds effectively to questions

COMMENTS

COMMUNICATION TECHNOLOGY

SECTION H: LINKAGES/TRANSITIONS

This section of the Guide has been designed to provide an overview of linkages and transitions of CTS modules with a number of organizations. The charts and information presented in this section will assist CTS students and teachers in understanding the potential application of CTS modules as students move into the workplace.

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CREDENTIALLING H.4

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LINKAGES/TRANSITIONS

LINKAGES

With Other CTS Strands

Communication Technology has strong links with Design Studies. In particular, five Design Studies modules—2-D Design Fundamentals, 2-D Design Applications and 2-D Design Studio 1–3—deal with design skills that support certain Communication Technology modules. It is strongly recommended that students obtain practice in a variety of design activities by taking 2-D Design Fundamentals. A 5-credit course, for a student interested in printing, might comprise the following:

- 2-D Design Fundamentals
- 2-D Design Applications
- Printing 1
- Printing Techniques 1
- Printing Applications 1.

A student interested in animation might consider taking some Design Studies modules also.

Although the techniques of presenting and communicating are delivered through Communication Technology, the specific knowledge and skills relating to software application may be acquired in Information Processing. For example, the knowledge and skills acquired in Information Processing modules dealing with multimedia, desktop publishing and integrated graphics tools may benefit student in Communication Technology. Conversely, an introductory printing module from Communication Technology may benefit students who are interested in desktop publishing. Teachers wishing to combine these or any other competencies should review the appropriate modules within both strands.

Communication Technology also has the potential to link with Tourism Studies and Enterprise and Innovation, as well as with the Fine Arts (Drama, Art, Music), and Language Arts and Social Studies. However, skills learned in Communication

Technology may also be applied to other strands; e.g., Foods, Mechanics, Construction Technologies, where a process or an activity needs to be recorded for review or presentation.

Note that project modules from the Career Transitions strand may be combined with modules from Communication Technology to provide increased opportunity for students to develop expertise and refine their competencies.

Potential linkages of Communication Technology with other CTS strands, determined by course emphasis and area of specialization, are identified in this section (see “Communication Technology: Connections with Other CTS Strands”).

With Other Secondary Programs

Potential linkages with core and complementary subject areas across the curriculum are identified in this section (see “Communication Technology: Connections Across the Curriculum”).

TRANSITIONS

To the Community/Workplace

The themes and modules offered in Communication Technology are consistent with courses in communication being offered by most post-secondary institutions in the province. There is no formal agreement to waive prerequisites for students enrolling in such programs, but, nonetheless, students are encouraged to compile and present a portfolio whenever they are applying to a post-secondary institution.

Information from the National Occupational Classification (NOC) regarding occupations in design-related areas that can be accessed upon completion of high school is provided in this section (see “Communication Technology: Related Occupations”).

To Related Post-secondary Programs

An outline of post-secondary institutions in Alberta currently offering programs in design studies-related areas is provided in this section (see “Communication Technology: Summary of Related Post-secondary Programs”).

CREDENTIALLING

There are no credentialling opportunities for Communication Technology modules.

LINKAGES – Communication Technology: Connections with Other CTS Strands

| Communication Technology Courses | Other CTS Strands | | | | | | | | | | | | | | | | | | | | |
|---|-------------------|--------------------|------------------|---------------------------|---------------------|----------------|------------------|---------------------------|----------------------|---------------------|-----------------|----------------------|-------|----------|------------------------|---------------|-----------|--------------------------|-----------|-----------------|----------|
| | Agriculture | Career Transitions | Community Health | Construction Technologies | Cosmetology Studies | Design Studies | Energy and Mines | Enterprise and Innovation | Electro-Technologies | Fabrication Studies | Fashion Studies | Financial Management | Foods | Forestry | Information Processing | Legal Studies | Logistics | Management and Marketing | Mechanics | Tourism Studies | Wildlife |
| Theme: Presentation | | | | | | | | | | | | | | | | | | | | | |
| COM1020: Media & You | | | | | | | | | | | | | | | | | | | | | |
| COM2010: Presentation & Communication 2 | | ■ | | | | ■ | | ■ | | | | | | | ■ | | | ■ | | | |
| COM2020: Media Design & Analysis 1 | | | | | | | | | | | | | | | | | | | | | |
| COM2030: Script Writing 1 | | | | | | | | | | | | | | | | | | | | | |
| COM3010: Presentation & Communication 3 | | ■ | | | | ■ | | ■ | | | | | | | ■ | | | ■ | | | |
| COM3020: Media Design & Analysis 2 | | | | | | | | | | | | | | | | | | | | | |
| COM3030: Script Writing 2 | | | | | | | | | | | | | | | | | | | | | |
| Theme: Photography | | | | | | | | | | | | | | | | | | | | | |
| COM1030: Photography 1 | | | | | | ■ | | | | | | | | | | | | ■ | | | |
| COM2040: Photography 2 | | | | | | | | | | | | | | | ■ | | | ■ | | | |
| COM2050: Photographic Communication | | | | | | ■ | | | | | | | | | | | | ■ | | | |
| COM2060: Photographic Techniques 1 | | | | | | | | | | | | | | | ■ | | | ■ | | | |
| COM2130: Special Effects Photography | | | | | | | | | | | | | | | ■ | | | ■ | | | |
| COM3040: Photography 3 | | | | | | ■ | | | | | | | | | ■ | | | ■ | | | |
| COM3050: Photojournalism | | | | | | | | | | | | | | | ■ | | | ■ | | | |
| COM3060: Photographic Techniques 2 | | | | | | ■ | | | | | | | | | ■ | | | ■ | | | |
| COM3070: Colour Photography | | | | | | ■ | | | | | | | | | ■ | | | ■ | | | |
| Theme: Print | | | | | | | | | | | | | | | | | | | | | |
| COM1050: Printing 1 | | | | | | ■ | | | | | | | | | | | | ■ | | | |
| COM2070: Printing Techniques 1 | | | | | | | | | | | | | | | | | | ■ | | | |
| COM2080: Printing Applications 1 | | | | | | | | | | | | | | | ■ | | | ■ | | | |
| COM3080: Printing Techniques 2 | | | | | | | | | | | | | | | | | | ■ | | | |
| COM3090: Printing Applications 2 | | | | | | | | | | | | | | | ■ | | | ■ | | | |
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| COM1070: Animation 1 | | | | | | ■ | | | | | | | | | ■ | | | ■ | | | |
| COM1080: Digital Design 1 | | | | | | ■ | | | | | | | | | ■ | | | ■ | | | |
| COM2090: Audio/Video 1 | | | | | | ■ | | | | | | | | | ■ | | | ■ | | | |
| COM2100: Audio/Video 2 | | | | | | ■ | | | | | | | | | ■ | | | ■ | | | |
| COM2110: Animation 2 | | | | | | ■ | | | | | | | | | ■ | | | ■ | | | |
| COM2120: Digital Design 2 | | | | | | ■ | | | | | | | | | ■ | | | ■ | | | |
| COM3100: Audio 3 | | | | | | ■ | | | | | | | | | ■ | | | ■ | | | |
| COM3110: Video 3 | | | | | | ■ | | | | | | | | | ■ | | | ■ | | | |
| COM3120: Animation 3 | | | | | | ■ | | | | | | | | | ■ | | | ■ | | | |
| COM3130: Digital Design 3 | | | | | | ■ | | | | | | | | | ■ | | | ■ | | | |

Provides many direct links with competencies in this strand. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical situations.



Provides some links with competencies developed in this strand, usually through the application of related technologies and/or processes.



LINKAGES – Communication Technology: Connections with Other CTS Strands

| Communication Technology Courses | Junior High | | | | | | Senior High | | | | | | | | | | | | |
|---|---------------|----------------|-------------|---------|--------------|--------------------|-------------|---------|----------------|-------------|-------------------|---------|-----------|---------|------|--------------------|-----------|-----------------|-----------------|
| | Language Arts | Social Studies | Mathematics | Science | Health & PLS | Physical Education | Fine Arts | English | Social Studies | Mathematics | Science (General) | Biology | Chemistry | Physics | CALM | Physical Education | Fine Arts | Social Sciences | Second Language |
| Theme: Presentation | | | | | | | | | | | | | | | | | | | |
| COM1020: Media & You | | | | | | | ■ | | | | | | | | | | | | ■ |
| COM2010: Presentation & Communication 2 | | | | | | | ■ | ■ | | | | | | | | | | | |
| COM2020: Media Design & Analysis 1 | | | | | | | ■ | ■ | | | | | | | | | | | |
| COM2030: Script Writing 1 | | | | | | | ■ | ■ | | | | | | | | | | | |
| COM3010: Presentation & Communication 3 | | | | | | | ■ | ■ | | | | | | | | | | | |
| COM3020: Media Design & Analysis 2 | | | | | | | ■ | ■ | | | | | | | | | | | |
| COM3030: Script Writing 2 | | | | | | | ■ | ■ | | | | | | | | | | | |
| Theme: Photography | | | | | | | | | | | | | | | | | | | |
| COM1030: Photography 1 | | | ■ | | | ■ | | | | ■ | | ■ | ■ | | | | ■ | | |
| COM2040: Photography 2 | | | ■ | | | ■ | | | | ■ | | ■ | ■ | | | | ■ | | |
| COM2050: Photographic Communication | ■ | | | | | | | ■ | | | | | | | | | | | |
| COM2060: Photographic Techniques 2 | ■ | | | | | | | ■ | | | | | | | | | | | |
| COM2130: Special Effects Photography | | | | | | | ■ | | | | | | | | | | | | |
| COM3040: Photography 3 | | | | | | | ■ | | | | ■ | | ■ | ■ | | | ■ | | |
| COM3050: Photojournalism | | | | | | | | | | | | | | | | | | | |
| COM3060: Photographic Techniques 2 | | | | | | | | | | | | | | | | | | | |
| COM3070: Colour Photography | | | | | | | | | | | ■ | | ■ | ■ | | | ■ | | |
| Theme: Print | | | | | | | | | | | | | | | | | | | |
| COM1050: Printing 1 | | | | | | | ■ | | | | | | | | | | | | ■ |
| COM2070: Printing Techniques 1 | | | | | | | ■ | | | | | | | | | | | | ■ |
| COM2080: Printing Applications 1 | | | | | | | | | | | | | | | | | | | ■ |
| COM3080: Printing Techniques 2 | | | | | | | | | | | | | | | | | | | ■ |
| COM3090: Printing Applications 2 | | | | | | | | | | | | | | | | | | | ■ |
| Theme: Audio/Video | | | | | | | | | | | | | | | | | | | |
| COM1060: Audio/Video Production 1 | ■ | ■ | | | | | | ■ | ■ | | | | | | | | | | ■ |
| COM1070: Animation 1 | | | | | | | ■ | | | | | | | | | | | | ■ |
| COM2090: Audio/Video 1 | | | | | | | | | | | | | | | | | | | ■ |
| COM2100: Audio/Video 2 | | | | | | | | | | | | | | | | | | | ■ |
| COM2110: Animation 2 | | | | | | | | | | | | | | | | | | | ■ |
| COM2120: Digital Design 2 | | | | | | | | | | | | | | | | | | | ■ |
| COM3100: Audio 3 | | | | | | | | | | | | | | | | | | | ■ |
| COM3110: Video 3 | | | | | | | | | | | | | | | | | | | ■ |
| COM3120: Animation 3 | | | | | | | | | | | | | | | | | | | ■ |
| COM3130: Digital Design 3 | | | | | | | | | | | | | | | | | | | ■ |

Provides many direct links with course content. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical contexts.



Provides some links with course content, usually through the application of related technologies and/or processes.



Correlation of Communication Technologies to Practical Arts: Graphic Arts 22–32 ★

| | GRAPHIC ARTS 22-32 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--------------------|--------------|----------------|-----|---------|--------|-------------|---------------------------|-----------------|---------------------------|-----|--------|---------------------------------------|--------------------------------------|--------------------|-----|----------------|-----|---------|--------|--------|--------------------|-----------|--------------------|-------------|---------|-----|----------------------|
| | 22A | Introduction | Image Creation | 22B | History | Safety | Maintenance | Preparation and Operation | Press Operation | Inks and their Properties | 22C | Safety | Photography (Black and White - Basic) | Photography (Black and White - Adv.) | Colour Photography | 32A | Process Camera | 32B | History | Safety | Papers | Bindery Operations | Packaging | Related Operations | Maintenance | Careers | 32C | Practical Extensions |
| COM1020: Media & You | | | | | | | | | | | | | ✓ | | | | | | | | | | | | | | | |
| COM1030: Photography 1 | | | | | | | | | | | | | ✓ | | | | | | | | | | | | | | | |
| COM1050: Printing 1 | | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | |
| COM1060: Audio/Video Production 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| COM1070: Animation 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| COM1080: Digital Design 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| COM2010: Presentation & Communication 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| COM2020: Media Design & Analysis 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| COM2030: Script Writing 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| COM2040: Photography 2 | | | | | | | | | | | | | | ✓ | | | | | | | | | | | | | | |
| COM2050: Photographic Communication | | | | | | | | | | | | | | ✓ | | | | | | | | | | | | | | |
| COM2060: Photographic Techniques 1 | | | | | | | | | | | | | | ✓ | | | | | | | | | | | | | | |
| COM2070: Printing Techniques 1 | | | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | ✓ | | | | | |
| COM2080: Printing Applications 1 | | | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | ✓ | | | | | |
| COM2090: Audio/Video 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| COM2100: Audio/Video 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| COM2110: Animation 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| COM2120: Digital Design 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| COM2130: Special Effects Photography | | | | | | | | | | | | | | ✓ | | | | | | | | | | | | | | |
| COM3010: Presentation & Communication 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| COM3020: Media Design & Analysis 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| COM3030: Script Writing 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| COM3040: Photography 3 | | | | | | | | | | | | | | ✓ | | | | | | | | | | | | | | |
| COM3050: Photojournalism | | | | | | | | | | | | | | ✓ | | | | | | | | | | | | | | |
| COM3060: Photographic Techniques 2 | | | | | | | | | | | | | | ✓ | | | | | | | | | | | | | | |
| COM3070: Colour Photography | | | | | | | | | | | | | ✓ | ✓ | | | | | | | | | | | | | | |
| COM3080: Printing Techniques 2 | | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | ✓ | | | | | | ✓ | | | | ✓ | |
| COM3090: Printing Applications 2 | | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | ✓ | | | | | | ✓ | | | | ✓ | |
| COM3100: Audio 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| COM3110: Video 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| COM3120: Animation 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| COM3130: Digital Design 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

★September 1997: All practical arts courses replaced by Career and Technology Studies.

TRANSITIONS—*Communication Technology: Related Occupations*

Information for this chart was obtained from the National Occupational Classification (NOC) descriptions.

Educational Requirements:

D: High School Education

B: College or Vocational Education

C: Apprenticeship

A: University

| Occupation Profile | NOC# | D | C | B | A |
|---|------|---|---|---|---|
| Advertising Copywriter | 5121 | | | ✓ | ✓ |
| Binding and Finishing Machine Operators | 9473 | | ✓ | ✓ | |
| Broadcast Maintenance Technologist | 5224 | | | ✓ | |
| Camera, Platemaking and Other Pre-Press Occupations | 9472 | ✓ | ✓ | ✓ | |
| Cartoonist | 5241 | | | ✓ | ✓ |
| Casting Director | 5226 | ✓ | | ✓ | ✓ |
| Cinematographer | 5222 | | | ✓ | ✓ |
| Film and Video Camera Operators | 5222 | | | ✓ | |
| Film Animator | 5241 | | | ✓ | ✓ |
| Graphic Arts Technicians | 5223 | | | ✓ | ✓ |
| Graphic Designers and Illustrating Artists | 5241 | | | ✓ | ✓ |
| Journalist | 5123 | | | ✓ | ✓ |
| Managers in Publishing, Motion Pictures, Broadcasting and Performing Arts | 0512 | | | ✓ | ✓ |
| Photographer | 5221 | | | ✓ | ✓ |
| Photographic and Film Processors | 9474 | | | ✓ | |
| Printing and Graphic Arts Craftsmen | 9472 | | ✓ | | |
| Printing Machine Operator | 9471 | ✓ | | ✓ | |
| Printing Press Operators | 7381 | | ✓ | ✓ | |
| Producers, Directors, Choreographers and Related Occupations | 5131 | | | ✓ | ✓ |
| Professional Occupations in Public Relations and Communications | 5124 | | | ✓ | ✓ |
| Projectionist | 5227 | ✓ | | | |
| Reporter (Print and Broadcast Media) | 5123 | | | ✓ | ✓ |
| Supervisors, Printing and Related Occupations | 7218 | ✓ | | ✓ | |
| Television Equipment Operators | 5222 | | | ✓ | |
| Traffic Clerk/Assistant | 1473 | ✓ | | | |
| Writer | 5121 | | | ✓ | ✓ |

TRANSITIONS – Communication Technology: Summary of Related Post-secondary Programs

| | | PUBLIC COLLEGES | | | | | | | | | | APPRENTICESHIP TRADE | PRIVATE COLLEGES | | | | | TECH. INST. | Banff | UNIVERSITIES | | | VOCATIONAL COLLEGES | | | | |
|---|-------|---------------------------------|------------------|---------------------------------|---------------------------------|----------------|------------------|------------------------------|----------------------|---------------------|--------------|----------------------|------------------|------------------------------|------------------------|-------------------|--------------------------------|--------------------------------|--|--|--------------|-----------------------|-----------------------|--------------------------|---------------|----------------|--------------------|
| | | Alberta College of Art & Design | Fairview College | Grande Prairie Regional College | Grant MacEwan Community College | Keyano College | Lakeland College | Lethbridge Community College | Medicine Hat College | Mount Royal College | Olds College | | Red Deer College | Augustana University College | Canadian Union College | Concordia College | King's University College, The | North American Baptist College | Northern Alberta Institute of Technology | Southern Alberta Institute of Technology | Banff Centre | University of Alberta | University of Calgary | University of Lethbridge | AVC - Calgary | AVC - Edmonton | AVC - Lac La Biche |
| Art / Art History / Visual Arts | D(4y) | | CD 2t | D | CD 2t | | | D2t | | | D2t | B | V | | | | | | V | BM | BM | BM | | | | | |
| Cinema, Television, Stage & Radio Arts | | | | | | | | | D | | | | | | | | D | D | V | B | | | | | | | |
| Commercial Signwriting | | | | | | | | | | | | | | | | | C | | | | | | | | | | |
| Photography / Photographic Arts | D(4y) | | | | | | | | | | | | | | | VD | V | V | | BM | | | | | | | |
| Audio and/or Visual Communications | D(4y) | | | D | | | | D(3y) 3t | | | | | | | V | | VD | | | BM | | | | | | | |
| Cinema, Radio & Television Arts | | | | D | | | D | | D | | | | | | | | D | D | V | | | | | | | | |
| Communications Arts/Studies / Journalism Arts | | | 1t | CD | | | D | 1t2t | D | | | | V | | V | | VD | V | | BM | 2t | | | | | | |
| Printing & Graphic Arts | | | | | | | | | | | | | | | | VC | VD | | | | | | | VC | | | |

CODES:

| | | | | | |
|-------|------------------------------|----|-------------------|---|--------|
| B | Bachelor's Degree | D | Diploma (2 years) | w | weeks |
| M | Master's Degree | V | Varies | m | months |
| Ph.D. | Doctoral Degree | 1t | One-year transfer | y | years |
| C | Certificate (1 year or less) | 2t | Two-year transfer | | |

*Information taken from "It's About Time: To Start Thinking About Your Future," Advanced Education and Career Development, 1995.

Section I: Learning Resource Guide

NOTICE

Effective September 2002, Section I has been removed from all CTS strands and replaced with this general information page.

Alberta Learning authorizes a variety of resources that support learning and teaching in this strand. Teachers are encouraged to browse the Alberta Learning Web site at <<http://www.learning.gov.ab.ca>> on a regular basis for the most up-to-date information on:

- authorized resources; i.e., student basic, support and authorized teaching
- provincial software licensing agreements
- additional sources of support.

The lists of authorized resources that were previously included in Section I of the *1997 Guides to Standards and Implementation* have been deleted. Up-to-date listings of authorized resources are available at the Alberta Learning Web site and can be accessed through:

- Authorized Resources Database, a searchable online index of every approved learning and teaching resource for use in each subject area. The database is searchable for each 1-credit course.
- Learning Resources Centre (LRC). The LRC ensures accessible, available and affordable resources to enhance learning to all Alberta students.

A variety of documents and related sites are also accessible at the Alberta Learning Web site. These include:

- *Connection: Information for Teachers*, an online information newsletter for administrators, counsellors and teachers. It includes information on curriculum, resources, assessment, technology, new initiatives and projects.
- Learning Technologies Branch, a partnering branch that develops and provides information about distance learning programs and other learning alternatives offered by Alberta Learning.
- 2Learn Alliance, an education–business partnership that provides Internet inservice, support and mentorship for Alberta teachers.

COMMUNICATION TECHNOLOGY

SECTION J: SAMPLE STUDENT LEARNING GUIDES

The following pages provide background information, strategies and a template for developing student learning guides. Also included at the end of this section are several sample student learning guides for Communication Technology.

A student learning guide provides information and direction to help students attain the expectations defined in a specified CTS module. It is designed to be used by students under the direction of a teacher.

Many excellent student learning guides (SLGs) are available for use and/or are in the process of being developed. While Alberta Education provides a development template accompanied by some samples, most student learning guide development is being done by individuals and organizations across the province (e.g., school jurisdictions, specialist councils, post-secondary organizations). Refer to the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* (Appendix 11) for further information regarding student learning guide developers and sources.

Note: A student learning guide is not a self-contained learning package (e.g., Distance Learning Module), such as you might receive from the Alberta Distance Learning Centre (ADLC) or Distance Learning Options South (DLOS).

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BACKGROUND INFORMATION

A Student Learning Guide (SLG) is a presentation of information and direction that will help students attain the expectations defined in a specified CTS module. It is designed to be used by students under the direction of a teacher. A SLG is not a self-contained learning package such as you might receive from the Alberta Distance Learning Centre (ADLC) or Distance Learning Options South (DLOS).

Each SLG is based on curriculum and assessment standards as defined for a particular CTS module. Curriculum and assessment standards are defined in this document through:

- module and specific learner expectations (Sections D, E and F)
- assessment criteria and conditions (Sections D, E and F)
- assessment tools (Section G).

The SLG is written with the student in mind and makes sense to the student in the context of his or her CTS program. SLGs are designed to guide students through modules under the direction of the teacher. They can be used to guide:

- an entire class
- a small groups of students
- individual students.

In some instances, the Student Learning Guide may also be used as teacher lesson plans. When using SLGs as teacher lesson plans, it should be noted that they tend to be:

- learner-centred (versus teacher-directed)
- activity-based (versus lecture-based)
- resource-based (versus textbook-based).

Components of a Student Learning Guide

The student learning guide format, as developed by Alberta Education, typically has *seven* components as described below.

1. *Why Take This Module?*

This section provides a brief rationale for the work the student will do, and also establishes a context for learning (i.e., in relation to the strand, a life pursuit, a specific industry, etc.).

2. *What Do You Need To Know Before You Start?*

In this section, prerequisite knowledge, skills and attitudes considered necessary for success in the module are identified. Prerequisites may include other modules from within the strand or from related CTS strands, as well as generic knowledge and skills (e.g., safety competencies, the ability to measure/write/draw, prior knowledge of basic information relevant to the area of study).

3. *What Will You Know And Be Able To Do When You Finish?*

This information must parallel and reflect the curriculum and assessment standards as defined for the module. You may find it desirable to rewrite these standards in less formal language for student use.

4. *When Should Your Work Be Done?*

This section provides a timeline that will guide the student in planning their work. The timeline will need to reflect your program and be specific to the assignments you give your students. You may wish to include a time management chart, a list of all assignments to be completed, and instructions to the student regarding the use of a daily planner (i.e., agenda book) to organize their work.

5. *How Will Your Mark For This Module Be Determined?*

This section will interpret the assessment criteria and conditions, assessment standards, assessment tools and suggested emphasis as defined for the module within the context of the projects/tasks completed. Accepted grading practices will then be used to determine a percentage grade for the module—a mark not less than 50% for successful completion. (**Note:** A module is

“successfully completed” when the student can demonstrate ALL of the exit-level competencies or MLEs defined for the module.)

6. *Which Resources May You Use?*

Resources considered appropriate for completing the module and learning activities are identified in this section of the guide. The resources may be available through the Learning Resources Distributing Centre (LRDC) and/or through other agencies. Some SLGs may reference a single resource, while others may reference a range of resources. Resources may include those identified in the Learning Resource Guide (Section I) as well as other sources of information considered appropriate.

7. *Activities/Worksheets*

This section provides student-centred and activity-based projects and assignments that support the module learner expectations. When appropriately aligned with curriculum and assessment standards, successful completion of the projects and assignments will also indicate successful completion of the module.

Strategies for Developing Student Learning Guides

Prior to commencing the development of a student learning guide, teachers are advised to obtain:

- the relevant Guide to Standards and Implementation
- the student learning guide template.

Information communicated to the student in the SLG must parallel and reflect the curriculum and assessment standards as defined for the module. Therefore, critical elements of the Guide to Standards and Implementation that need to be addressed throughout the SLG include:

- module and specific learner expectations
- assessment criteria and conditions
- assessment standards
- assessment tools.

Additional ideas and activities will need to be incorporated into the student learning guide. These can be obtained by:

- reflecting on projects and assignments you have used in delivering programs in the past
- identifying human and physical resources available within the school and community
- networking and exchanging ideas (including SLGs) with other teachers
- reviewing the range of resources (e.g., print, media, software) identified in the Learning Resource Guide (Section I) for a particular module/strand.

Copyright law must also be adhered to when preparing a SLG. Further information and guidelines regarding copyright law can be obtained by referring to the:

- *Copyright Act*
- *Copyright* and the *Can Copy Agreement*.

A final task in developing a student learning guide involves validating the level of difficulty/ challenge/rigour established, and making adjustments as considered appropriate.

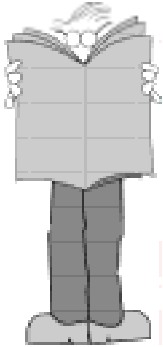
A template for developing student learning guides, also available on the Internet, is provided in this section (see “Student Learning Guide Template,” pages J.5–10). Several sample student learning guides are also provided in this section (see “Sample Student Learning Guides,” starting on page J.11).

CAREER & TECHNOLOGY STUDIES



SAMPLE STUDENT LEARNING GUIDE TEMPLATE

WHY TAKE THIS MODULE?



WHAT DO YOU NEED TO KNOW BEFORE YOU START?



WHAT

**WILL YOU KNOW AND
BE ABLE TO DO
WHEN YOU FINISH?**

-
-
-
-
-
-
-
-

WHEN

SHOULD YOUR WORK BE DONE?



HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

| | PERCENTAGE |
|--|------------|
| | |

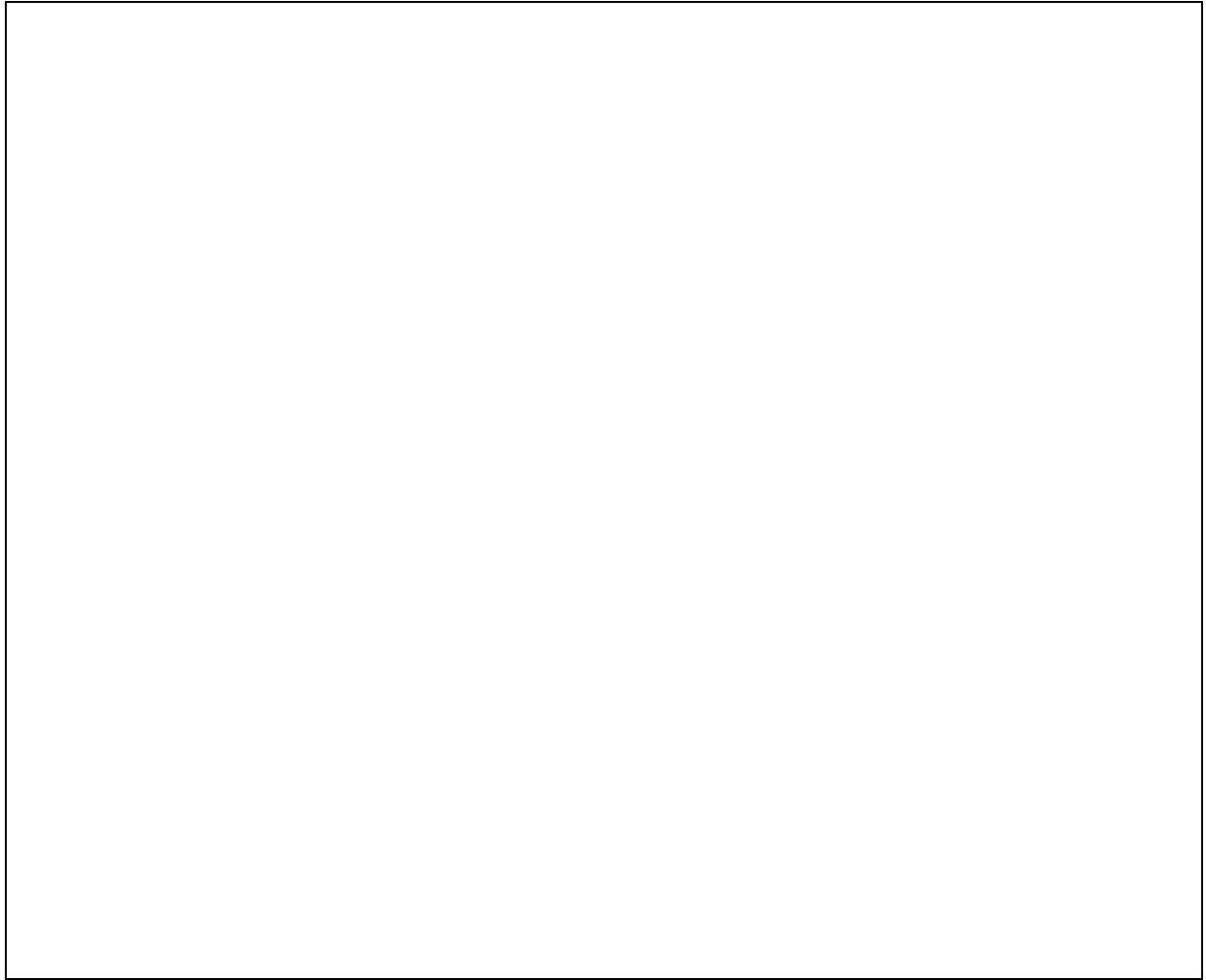


WHICH RESOURCES MAY YOU USE?



| |
|---|
| <ul style="list-style-type: none">••••••• |
|---|

ACTIVITIES/WORKSHEETS



CAREER & TECHNOLOGY STUDIES

COMMUNICATION TECHNOLOGY

SAMPLE STUDENT LEARNING GUIDE

COM1030 Photography 1

COM1030 Photography 1

WHY TAKE THIS MODULE?



- Discover the magic of photography by using your camera to capture special moments and memories
- Gain confidence in the selection and use of cameras and film
- Experiment with composition and lighting
- Process your images into prints and share the results with others
- Explore the possibility of a communication career.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

There are no prerequisites identified for this module.

To be successful however, you should have an interest in photography and be willing to experiment and share your photographs with others.



COM1030 Photography 1

**WHAT WILL YOU KNOW AND
BE ABLE TO DO
WHEN YOU FINISH?**

Upon completion of this module you will be able to:

- use various photographic equipment, materials and processes to demonstrate basic photographic skills
- describe and/or use various processing methods; e.g., black and white, colour, digital
- describe the role of photography in society
- demonstrate basic competencies.

WHEN SHOULD YOU WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.

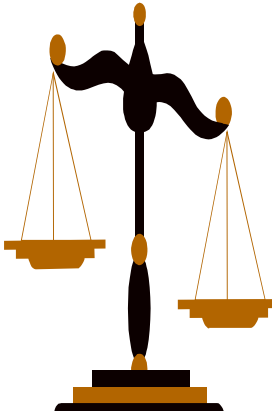


COMMUNICATION TECHNOLOGY

COM1030 Photography 1

HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

| | PERCENTAGE |
|--|---|
| <p>You must first demonstrate all of the competencies required for this module.</p> <p>When you have done this, your percentage mark for the module will be determined as follows:</p> <ul style="list-style-type: none">• A portfolio consisting of five photographs:<ul style="list-style-type: none">– all of which are clearly focused and well composed– a “Photograph Log Sheet” with pertinent details• A test on basic photographic equipment, materials, processes and techniques• Appropriate presentation of your portfolio• Your efforts to develop and demonstrate management of your learning and the resources you use | <p>60%</p> <p>30%</p> <p>10%</p> <p>Integrated Throughout</p> |



WHICH RESOURCES MAY YOU USE?



- Alesse, Craig. *Basic 35mm Photo Guide*.
- Walker and Walker. *Exploring Photography*.
- Sanders, Mark. *Communication Technology*.
- Johnson, Charles. *Communication Systems*.
- Lovell et al. *Handbook of Photography*

COM1030 Photography 1

ACTIVITIES/WORKSHEETS

Composition

Look through available magazines and select three or four photos which you feel are excellent. Why are the appealing? In deciding why consider the following:

- How rules of composition (e.g., rule of thirds, balance, “s” curve) have been used?
- How far away from the subject is the photographer?
- At what angle did the photographer take the picture?
- What is the background?
- Where was the light coming from when the picture was taken?
- What do you learn from the photograph?

Either in writing or through group discussion, describe your findings and identify things you would like to do when taking your own pictures.

Camera Types and Operation

- Identify a rangefinder, a single-reflex and/or a digital camera from several examples
- Identify the following parts of a camera: viewfinder, focusing ring, film advance, aperture and shutter controls, film rewind knob, film release button, ISO setting, frame counter, camera back opening latch, tripod mount
- Identify the ISO (International Standards Organization) guide number of the film being used and set it on the camera
- Take a light meter reading with your camera
- Mount the camera on a tripod and focus on a specific object
- Load some practice film into the camera to be used, advance several times and rewind and remove the film from the camera.

Taking and Processing Pictures

Load film into the camera, set the ISO guide number, set the shutter at about 1/125 of a second and make certain that the light meter works. Record all exposures on a photography log sheet. Identify correct exposures for specific lighting and camera techniques on the log sheet.

Use your knowledge of composition in composing each photograph.

Suggested pictures include:

- a moving car or bicycle
- a stop-action of another student jumping
- a close-up of a small object ½ metre away from the camera
- a head and shoulder portrait of another student
- a full-figure portrait of another student—try a triangular pose
- a composition with repeating lines, curves or shapes

COM1030 Photography 1

- a composition that shows sharp edges (e.g., corner of a desk, cardboard boxes)
- a composition that shows soft edges (e.g., folds of cloth, a kitten)
- a composition showing lighting contrasts such as bright areas and strong shadows.

When you have taken all your pictures, rewind the film. Place protective lens cap and case back on the camera and return all equipment to your teacher. Process and print images or arrange for images to be processed and printed.

Critique of your Work

Select five of your images, each of which illustrates a different photographic technique or purpose, and mount them in your notebook for presentation. Identify the following for each:

- type of film used
- aperture and shutter speed
- source and direction of light
- describe what you were trying to achieve (e.g., a head and shoulder portrait or a pattern produced by repeating shapes)
- explain what makes the photo well composed
- identify what you would do to improve your technique.

CAREER & TECHNOLOGY STUDIES

COMMUNICATION TECHNOLOGY

SAMPLE STUDENT LEARNING GUIDE

COM2060 Photographic Techniques 1

COM2060 Photographic Techniques 1

WHY TAKE THIS MODULE?



Although many people believe that a picture represents reality, this need not be the case. In this module, you will discover how, by changing the kind of lens that is used on the camera, the resulting image can be altered from what you actually see with your own eyes. In addition, you will have opportunities to manipulate the image after you have taken the picture.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

Prerequisite: COM1030 Photography 1



COM2060 Photographic Techniques 1

WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this module you will be able to:

- describe the characteristics of different lenses and their applications
- apply depth-of-field principles to obtain a variety of results in completing photographic assignments
- describe and apply several darkroom and/or digital techniques, including cropping, contrast control, dodging, vignetting and burning in
- demonstrate basic competencies.

WHEN SHOULD YOU WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.

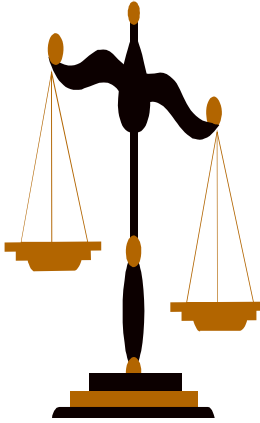


COMMUNICATION TECHNOLOGY

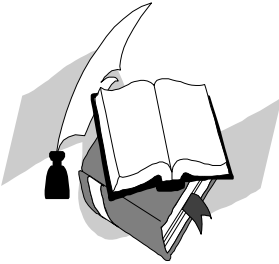
COM2060 Photographic Techniques 1

HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

| | PERCENTAGE |
|--|---|
| <p>You must first demonstrate all of the competencies required for this module.</p> <p>When you have done this, your percentage mark for the module will be determined as follows:</p> <ul style="list-style-type: none">• Portfolio consisting of 5 photographs demonstrating the application of three camera and two printing techniques, a “Photography Log Sheet” and written descriptions of the techniques used• A test demonstrating knowledge of metering, exposure principles, light sources, lenses and depth-of-field• Photo presentation and documentation (e.g., each photo suitably mounted, reflection log)• Your efforts to demonstrate management for your learning, management of resources and responsibility and safety. | <p>70%</p> <p>20%</p> <p>10%</p> <p>Integrated Throughout</p> |



WHICH RESOURCES MAY YOU USE?



You can complete this module in a number of ways. If you have an electronic imaging camera, a disc can be used to record images and then they can be printed with a computer and laser printer. If you have access to a darkroom, film can be processed into negatives, which in turn can be enlarged into prints.

You will refer to the following resources:

- Howell-Koehler, Nancy, *Creative Camera*
- Langford, Michael, *Step-by-Step Guide to Photography*
- Lovell et al., *Handbook of Photography*
- London, Barbara and Upton, John, *Photography, 5th Edition.*

COM2060 Photographic Techniques 1

ACTIVITIES/WORKSHEETS

Lenses and Related Ideas:

- To really appreciate lenses, you need to know a little about them – their construction, different types, effects achieved with them, cleaning procedures and handling techniques. Refer to the photography texts for more information.

Photographic Effects Created by Different Lenses:

- From the first activity above, you should now have some understanding of how lenses can be used to help capture unique and interesting images. Below are a number of effects that can be achieved by changing lens focal length. Locate pictures in magazines which illustrate several of these effects. Cut pictures out, mount them in your notebook, and suggest which lens you think was used to take the picture. Share your results with others.
 - Foreground and background in picture is out of focus
 - Only background of picture is out of focus
 - Everything is in focus
 - A picture with a very wide field of view
 - An extreme close-up of a small object
 - Head and shoulder portraits of people.

Taking and Processing Pictures

- Load your film into the camera, set the ISO, set the shutter at about 1/60 and make certain that the light meter works. Obtain an exposure log sheet to record all exposures. Ensure that lenses are clean.
 - use a normal lens and take a picture from ½ metre with a large and small aperture
 - take same pictures, only move back one or two metres
 - use a telephoto lens (100 mm or longer) and try some head and shoulder portraits
 - use a wide angle lens (35 mm or shorter) and try distorting an image
 - try a few creative free choice techniques.
- When you have taken all your pictures, rewind and remove the film from the camera. Place protective lens cap and case back on the camera and return all equipment to your teacher. Process the image, or arrange for them to be processed.

COM2060 Photographic Techniques 1

- When making prints, experiment with the following techniques:
 - make several prints of one image where you vary the contrast
 - vignette an image such as a portrait
 - combine more than one image on the same print
 - dodge (i.e., lighten) dark shadow areas of a print
 - burn in (i.e., darken) highlight areas of a print.

Critique Your Work

- Mount and present five prints demonstrating techniques showing at least three of the following:
 - same image showing a large and small depth-of-field
 - prints illustrating the effects achieved with short, normal and long lenses
 - a print showing multiple imaging
 - two or more prints illustrating burning and dodging techniques.
- With each mounted print, indicate the following:
 - type of film used
 - aperture, shutter, lens and camera to subject distance used
 - technique attempted
 - identify what you would do to improve your technique.
- Share your results with your teacher and other classmates.

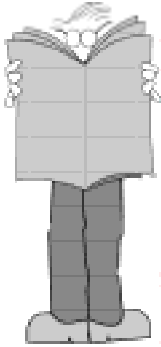
CAREER & TECHNOLOGY STUDIES

COMMUNICATION TECHNOLOGY

SAMPLE STUDENT LEARNING GUIDE

COM2090 Audio/Video 1

WHY TAKE THIS MODULE?



- Develop knowledge and technical skills in audio/video production.
- In this module you will complete at least one project and by doing so you will be better able to produce, analyze and critique personal and commercial audio/video productions.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

Although there are no prerequisites identified for this module, *COM1060 Audio/Video Production 1* will provide you with helpful background knowledge.

You should be able to demonstrate basic video production skills and techniques (e.g., planning, scripting, sound recording, camera and lighting) prior to commencing this module.



WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this module you will be able to:

- complete assignments/projects, using audio/video equipment
- develop skill in using production elements; e.g., lighting, sound, effects
- critique audio/video assignments
- demonstrate basic competencies.

WHEN SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.

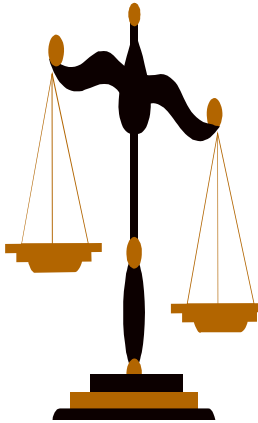


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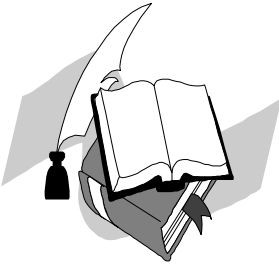
COM2090 Audio/Video 1

HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

| | PERCENTAGE |
|--|---|
| <p>You must first demonstrate all of the competencies required for this module.</p> <p>When you have done this, your percentage mark for the module will be determined as follows:</p> <ul style="list-style-type: none">• A portfolio consisting of:<ul style="list-style-type: none">– two short (one minute) assignments– one project (3–5 minutes)– setting up, use, dismounting of equipment– preparation and use of storyboard– application of production elements• A test demonstrating knowledge of audio/video technology and equipment• A written critique of one of your presentations• Your efforts to demonstrate managing your learning; managing resources and teamwork and/or leadership skills. | <p>80%</p> <p>10%</p> <p>10%</p> <p>Integrated Throughout</p> |



WHICH RESOURCES MAY YOU USE?



- Johnson, Charles D., *Communication Systems*
- Peter Hitchcock Productions, *Successful Home Videos*
- Hitchcock, Peter, *Videography: Guide to Making Videos*
- Zettl, Herbert, *Video Basics*

ACTIVITIES/WORKSHEETS

- Define and demonstrate the following video techniques:
 - Content Shots: one shot, two shot, three shot, group shot
 - Field-of-Views\Shots: extreme long shot, long shot, medium shot, close-up extreme close-up, establishing shot
 - Camera Movement Shots: pan, tilt, dolly, truck, zoom
 - Special Effect Shots: low angle, eye level/high angle, fade in/fade out, over-the-shoulder.
- Prepare a simple idea for an audio/video project and write a short description of how it would be developed through the following stages:
 - proposal/concept
 - treatment/plan
 - script
 - storyboard
 - production plan
 - the shoot
 - editing process
 - finished product.
- Produce two short assignments (one minute each) and one project (three to five minutes), and through these demonstrate knowledge of the following audio/video terminology and their application in production:
 - focal length
 - focus
 - aperture/F stop
 - depth-of-field
 - 3-point lighting
 - hard lighting/soft lighting
 - various lighting angles and directions
 - shot
 - scene
 - sequence
 - transition
 - cut
 - special effects
 - storyboard
 - continuity
 - credits
 - edit
 - dialogue
 - cutaways
 - glitch
 - visual/audio noise
 - microphone types
 - omni directional, unidirectional, boom, lavalier
 - ambient sound
 - training
 - composition
 - head room
 - aspect ratio

COM2090 Audio/Video 1

- producer
 - director
 - camera operator production assistant
 - lighting
 - sound recordist
 - audio director
 - talent
 - set designer
 - writer.
- Identify and use the basic operation components of audio/video equipment during project work; for example:
 - battery pack
 - cassette loading compartment
 - power source and switches
 - VCR/camera selector
 - audio/video output adapter
 - lens operations
 - microphone (internal and external)
 - focus control
 - lighting accessories tripod
 - TV monitor
 - special camera features: fade, time, date, tracking, counter, memory, record preview, editing controls.
 - AC adapter
 - record/pause switch
 - viewfinder and features
 - playback/stop/eject feature
 - audio/video cable
 - VHF, audio/video connection cables
 - zoom control
 - white balance
- Present one of your assignments to your group for critiquing and submit all assignments for evaluation.