

Com Tech 10 – Communication Technology Video

Course description:

Communication Technology Video 10 will give students a hands-on introduction to the world of digital film making. Students will work collaboratively in groups to create, film and edit their own short film projects. Students will also be asked to examine and respond to professionally created media to enhance and inform their own work.

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.

General Curriculum Outcomes:

Modules of Study (*each module will be worth one credit. If you successfully complete all three modules you will then receive three credits.*) Students who received COM 1005* in other course will receive COM 1910 credit.

- **COM1005: VISUAL COMPOSITION***
Students learn to employ fundamental elements and principles of design for various media and gain a strong foundational multi-disciplinary experience in preparation for other Communication Technology courses.
Prerequisite: None
- **COM1015: Media**
Students discover the impact of the media and develop fundamental skills to relay a message effectively using various forms of media; e.g., photography, print, Web and audio or video production.
- **COM1910: COM PROJECT A**
Students develop project design and management skills to extend and enhance competencies and skills in other CTS courses through contexts that are personally relevant. Complete this course only if students have taken COM 1005 in another CTS related course.
Prerequisite: None
- **COM1145: Animation**
Students are introduced to a variety of animation techniques and produce a simple animation; the focus is on basic skills, including planning, keyframing, stage set-up and production, used to create a moving picture.
Prerequisite: COM1005
- **COM1105: Audio/Video**
Students acquire basic production skills, including planning, recording and editing, through the production of simple audio and/or video projects using basic equipment and techniques.

Prerequisite: COM1005: Visual Composition

Projects/evaluation you will be given a separate mark for each module completed.

Com 1005, Com 1015 or Com 1910: Portfolio 20%, Video Presentation 70%, Quizzes 10%

Com 1145: Portfolio 20%, Video Presentation 70%, Quizzes 10%

Com 1105: Portfolio 20%, Video Presentation 70%, Quizzes 10%

Based on the courses selected, a differentiated marking system will be used.

“A wide range of assessment information is used in the development of a student’s grade. At Louis St. Laurent High School, individualized assessments provide specific information regarding student progress and overall performance in class. Assessment criteria reflect differences in student needs and learning styles and therefore may vary from student to student in the same course. Varied criteria exemplify best teaching practice and may be applied by the teacher as appropriate.”

Each completed course is worth 1 credit. Students are required to complete all 3 courses to receive their three credits.

Attendance

**** Your attendance is vital in order to complete the course****

If you are unable to attend class, notify the instructor in advance if possible, or upon your return present him with a note from your parents, doctor, etc.

Students are responsible for making up any assignments / exams missed during an absence.

Phone contact with parents or guardians will be made to update them with regards to your attendance record, if required.

Students are expected to manage their time wisely and hand in all projects on time to ensure that they are keeping up with the course.

Course material and assignments will be available on the GOOGLE CLASSROOM associated with this course. If you require an access code to join, please email the instructor/teacher.

Report Cards

Grades for CTS courses will only appear on report cards upon completion of a module.

Marks posted on GOOGLE CLASSROOM are not official until all course material has been submitted and inputted into Powerschool.

Materials Required

- MANDATORY student brings own SD card (16GB minimum) to store/capture their projects
- Writing material (pen or pencil) – required for every class and will NOT be supplied by the instructor at any time.
- Paper/Notepad – required for every class and will NOT be supplied by instructor.

Classroom rules

You are expected to attend class regularly as all work will be group orientated. Students are expected to treat classmates, teacher, classroom and video equipment with respect and dignity. Students are to conduct themselves in a professional manner at all times, **especially** when working outside of the room.

Professional Dress Policy: Reporters are no different from representatives of other organizations. If they are poorly or inappropriately dressed, it can affect the impression they make and the results they receive. When going on-air or representing the school and class at interviews or events, dress in a manner that fits the situation and shows respect for the event, interviewee, or the situation. Students should be mindful that revealing necklines and bare midriffs, or large advertisements during an interview or other on-air assignment are not to be worn – including school sports wear.

Homework Policy: Although this is an elective course, expect to receive homework. You should anticipate having to prepare material for a deadline. Homework is a crucial preparation of materials for broadcasts during your assigned class period. Assignments should be completed and be accessible to your instructor on the given due date.

You'll be required to work in groups to complete your projects. You also must be able to **work independently** and be **responsible for your time and your actions** in the classroom as well as the time when you leave the classroom to take footage for your productions.

You'll be required to **sign out the camera** under one person's name of your group. However, your group will be responsible for the safety of the camera. If you use the darkroom area, you are required to **clean up** and put everything back in place for the next group to use the next day. If you use the portrait area, you are required to assemble and disassemble the photo studio equipment each class you use.

Do not leave the classroom unless you have received permission to do so. If you leave the classroom to take footage, you are required to **sign out**. Please have one person of your group sign out everyone's names and indicate the location of the school in which you will be working (junior high wing is off-limits). Please wear the **COMTECH HALL pass** as you work outside of the classroom. **You are NOT allowed to leave the school property during the course to work on capturing footage.**

Return **equipment approximately 10 minutes before the end of the class period**. This will give you time to wrap up all the equipments borrowed and get ready for your next class. All the equipment will be returned to me directly, not leaving unattended on the counter. Should anything happen to the equipment borrowed under your group's name, your group will be responsible for the replacement cost.

No food or drink is allowed to enter the CTS lab as we have electronic equipment around your working area. Please respect this rule.

GROUPS: You are allowed to work cooperatively with your instructor as well as your group members. Please choose your partners carefully as you are not allowed to change group should you change your mind. Some projects will require alternative group members to work together and will be assigned by the teacher/instructor.

A major responsibility of every journalist is to keep abreast of the day's news. One of the core aspects of this course is to engage students in current events, and have students understand their connection to the news. It will be students' task to "use the news" and develop proficient news reading skills and a self-awareness of current events.

Each group will be assigned to one of the three main components of a production team and it will be the group responsibility to produce streamable content with relevant material (interview, location piece, local news). ***Once you are registered in a group, you must work with your partners till the end of the project.***

MISSED ASSIGNMENTS: If you are **absent**, it is your responsibility to find out what the assignment was and meet with your instructor/teacher to find alternative material to make up for any lost work. A missed assignment or test will be counted as a zero until it is made up. The teacher/instructor will NOT chase you around to give you your assignment.

REFLECTIVE WRITING: Self-reflection, critical analysis, and organization are an important part of the broadcast development process. Students will be asked to complete reflective writing assignments via Google Classroom. The assignments are intended to provide a structured opportunity to thoughtfully consider all aspects in the process of production. These writing requirements are part of the final grade and should be taken seriously.

ACADEMIC INTEGRITY: Each student in this course is expected to abide by the personal code of academic integrity. Any work submitted by students in this course for academic credit will be the students' own work. Plagiarism of any kind is strictly prohibited. Should plagiarism occur, students will automatically receive a mark of zero for the assignment and be referred to the administration for further disciplinary action.

The MYP Philosophy:

As a Middle Years Program International Baccalaureate school we look to provide instruction that places a premium on holistic, interdisciplinary learning refined through engagement with Global Contexts. The Global Context serves as conceptual lenses through which students explore and examine ideas, probe connections across and through subject areas, and use what they are learning in school to solve real world problems.

Identities and relationships	Who am I? Who are we? Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.
Orientation in	What is the meaning of "when" and "where"? Students will explore personal histories; homes and journeys; turning

space and time	points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.
Personal and cultural expression	What is the nature and purpose of creative expression? Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
Globalization and sustainability	How is everything connected? Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the opportunities and tensions provided by world interconnectedness; the impact of decision-making on humankind and the environment.
Fairness and development	What are the consequences of our common humanity? Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.

Aims of MYP Technology:

The aims of all MYP subjects state what a teacher may expect to teach and what a student may expect to experience and learn. These aims suggest how the student may be changed by the learning experience.

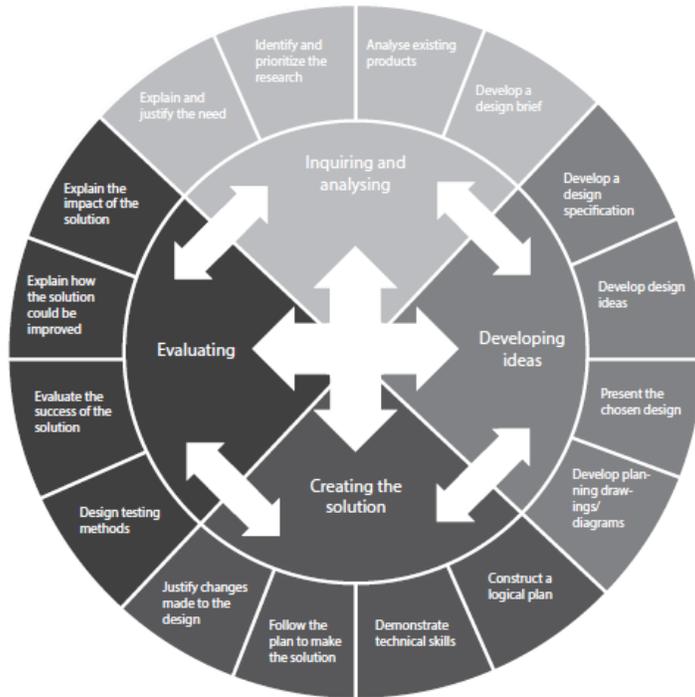
The aims of MYP design are to encourage and enable students to:

- enjoy the design process, develop an appreciation of its elegance and power
- develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle
- use and apply technology effectively as a means to access, process and communicate information, model and create solutions, and to solve problems
- develop an appreciation of the impact of design innovations for life, global society and environments
- appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts
- develop respect for others' viewpoints and appreciate alternative solutions to problems
- act with integrity and honesty, and take responsibility for their own actions developing effective working practices.

Objectives of MYP Technology:

The objectives of any MYP subject state the specific targets that are set for learning in the subject. They define what the student will be able to accomplish as a result of studying the subject.

The objectives of MYP design encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. Each objective is elaborated by a number of **strands**; a strand is an aspect or indicator of the learning expectation. Subject groups **must** address **all** strands of **all** four objectives **at least twice** in each year of the MYP.



MYP Design Cycle

MYP Technology Assessment criteria

Assessment for design courses in all years programme is criterion-related, based on four equally weighted assessment criteria:

Criterion A	Inquiring and analysing	Maximum 8
Criterion B	Developing ideas	Maximum 8
Criterion C	Creating the solution	Maximum 8
Criterion D	Evaluating	Maximum 8

Criterion A: Inquiring and analysing

Maximum: 8

Students identify the need for a solution to a problem. At the end of year 5, students should be able to:

- i. explain and justify the need for a solution to a problem for a specified client/target audience
- ii. identify and prioritize primary and secondary research needed to develop a solution to the problem
- iii. analyse a range of existing products that inspire a solution to the problem
- iv. develop a detailed design brief, which summarizes the analysis of relevant research.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> i. states the need for a solution to a problem for a specified client/target audience ii. develops a basic design brief, which states the findings of relevant research.
3–4	The student: <ol style="list-style-type: none"> i. outlines the need for a solution to a problem for a specified client/target audience ii. outlines a research plan, which identifies primary and secondary research needed to develop a solution to the problem, with some guidance iii. analyses one existing product that inspires a solution to the problem iv. develops a design brief, which outlines the analysis of relevant research.
5–6	The student: <ol style="list-style-type: none"> i. explains the need for a solution to a problem for a specified client/target audience ii. constructs a research plan, which identifies and prioritizes primary and secondary research needed to develop a solution to the problem, with some guidance

	<ul style="list-style-type: none"> iii. analyses a range of existing products that inspire a solution to the problem iv. develops a design brief, which explains the analysis of relevant research.
7–8	<p>The student:</p> <ul style="list-style-type: none"> i. explains and justifies the need for a solution to a problem for a client/ target audience ii. constructs a detailed research plan, which identifies and prioritizes the primary and secondary research needed to develop a solution to the problem independently iii. analyses a range of existing products that inspire a solution to the problem in detail iv. develops a detailed design brief, which summarizes the analysis of relevant research.

Criterion B: Developing ideas

Maximum: 8

Students develop a solution. At the end of year 5, students should be able to:

- i. develop design specifications, which clearly states the success criteria for the design of a solution
- ii. develop a range of feasible design ideas, which can be correctly interpreted by others
- iii. present the chosen design and justify its selection
- iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ul style="list-style-type: none"> i. lists some basic design specifications for the design of a solution ii. presents one design, which can be interpreted by others iii. creates incomplete planning drawings/diagrams.
3–4	<p>The student:</p> <ul style="list-style-type: none"> i. lists some design specifications, which relate to the success criteria for the design of a solution ii. presents a few feasible designs, using an appropriate medium(s) or annotation, which can be interpreted by others iii. justifies the selection of the chosen design with reference to the design specification iv. creates planning drawings/diagrams or lists requirements for the creation of the chosen solution.

5–6	<p>The student:</p> <ul style="list-style-type: none"> i. develops design specifications, which outline the success criteria for the design of a solution ii. develops a range of feasible design ideas, using an appropriate medium(s) and annotation, which can be interpreted by others iii. presents the chosen design and justifies its selection with reference to the design specification iv. develops accurate planning drawings/diagrams and lists requirements for the creation of the chosen solution.
7–8	<p>The student:</p> <ul style="list-style-type: none"> i. develops detailed design specifications, which explain the success criteria for the design of a solution based on the analysis of the research ii. develops a range of feasible design ideas, using an appropriate medium(s) and detailed annotation, which can be correctly interpreted by others iii. presents the chosen design and justifies fully and critically its selection with detailed reference to the design specification iv. develops accurate and detailed planning drawings/diagrams and outlines requirements for the creation of the chosen solution.

Criterion C: Creating the solution

Maximum: 8

Students create a solution. At the end of year 5, students should be able to:

- i. construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution
- ii. demonstrate excellent technical skills when making the solution
- iii. follow the plan to create the solution, which functions as intended
- iv. fully justify changes made to the chosen design and plan when making the solution a. present the solution as a whole

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ul style="list-style-type: none"> i. demonstrates minimal technical skills when making the solution ii. creates the solution, which functions poorly and is presented in an incomplete form.

3–4	<p>The student:</p> <ul style="list-style-type: none"> i. constructs a plan that contains some production details, resulting in peers having difficulty following the plan ii. demonstrates satisfactory technical skills when making the solution iii. creates the solution, which partially functions and is adequately presented iv. outlines changes made to the chosen design and plan when making the solution.
5–6	<p>The student:</p> <ul style="list-style-type: none"> i. constructs a logical plan, which considers time and resources, sufficient for peers to be able to follow to create the solution ii. demonstrates competent technical skills when making the solution iii. creates the solution, which functions as intended and is presented appropriately iv. describes changes made to the chosen design and plan when making the solution.
7–8	<p>The student:</p> <ul style="list-style-type: none"> i. constructs a detailed and logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution ii. demonstrates excellent technical skills when making the solution. iii. follows the plan to create the solution, which functions as intended and is presented appropriately iv. fully justifies changes made to the chosen design and plan when making the solution.

Criterion D: Evaluating

Maximum: 8

Students evaluate the solution. At the end of year 5, students should be able to:

- i. design detailed and relevant testing methods, which generate data, to measure the success of the solution
- ii. critically evaluate the success of the solution against the design specification
- iii. explain how the solution could be improved
- iv. explain the impact of the solution on the client/target audience.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student:

	<ul style="list-style-type: none"> i. designs a testing method, which is used to measure the success of the solution ii. states the success of the solution.
3–4	<p>The student:</p> <ul style="list-style-type: none"> i. designs a relevant testing method, which generates data, to measure the success of the solution ii. outlines the success of the solution against the design specification based on relevant product testing iii. outlines how the solution could be improved iv. outlines the impact of the solution on the client/target audience.
5–6	<p>The student:</p> <ul style="list-style-type: none"> i. designs relevant testing methods, which generate data, to measure the success of the solution ii. explains the success of the solution against the design specification based on relevant product testing iii. describes how the solution could be improved iv. explains the impact of the solution on the client/target audience, with guidance.
7–8	<p>The student:</p> <ul style="list-style-type: none"> i. designs detailed and relevant testing methods, which generate data, to measure the success of the solution ii. critically evaluates the success of the solution against the design specification based on authentic product testing iii. explains how the solution could be improved iv. explains the impact of the product on the client/target audience.

Further information about the MYP can be found on the IBO website, www.ibo.org

Guardian/Parent(s) should log-on to the appropriate Google Classroom and complete the electronic form to acknowledge the syllabus and classroom expectations.