

## **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.

## 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

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- 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):
  - Photography 1 or Audio/Video Production 1
  - Printing 1
  - Presentation and Communication 1.

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

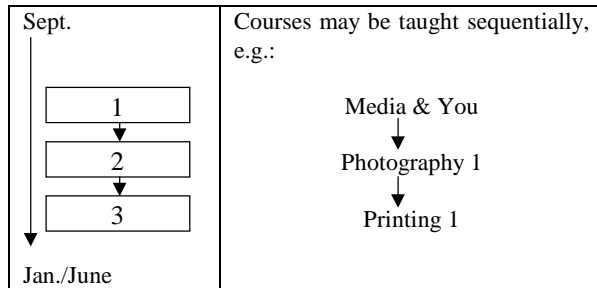
- 3-credit personal use (no previous experience):
  - Photography 1 or Audio/Video Production 1
  - Printing 1
  - Presentation & Communication 1.

### **Organizing For Learning**

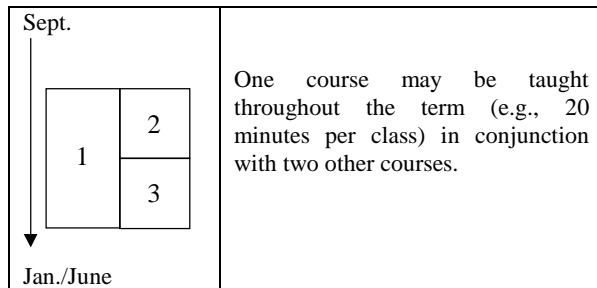
A number of courses may be taught concurrently when the skills are discreet; for example, Basic Photography 1 and Printing 1. Presentation & Communication 1, however, should be offered after the student has acquired skills in the various thematic areas, since these can then be more readily incorporated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

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*

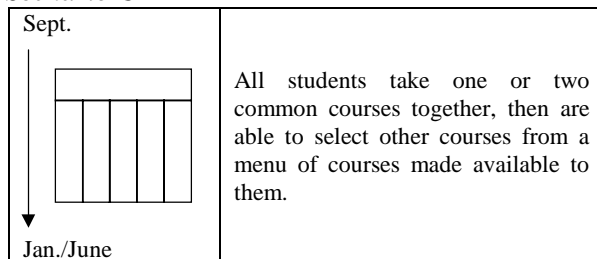


*Scenario B*

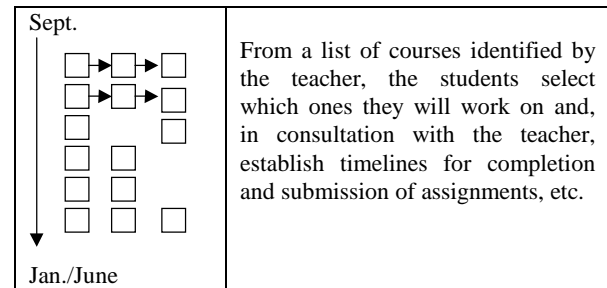


Teachers can also allow students to progress at a rate that is personally challenging; e.g.:

*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.