



Stephen Lewis Secondary School

Student's Course Outline / Parent Information Sheet

Program Area:	Technological Education	
Course:	Computer Engineering – Grade 11 University/College Preparation	Code: ICE3M
Course Description:	This course helps students understand how computer hardware and software are used to solve computer-related problems from an engineering perspective. Students will explore ways of connecting computers, interfaces, and peripherals using their knowledge of logic gates, computer components, peripherals, programming, networks, and operating systems. Students will also construct systems that use computer programs to interact with hardware, install and configure key computer hardware and software components, develop an understanding of the ethical use of computers, and explore careers in computer engineering.	
Course Fee:	There will be a fee of \$30 to cover the cost of supplies used in the course	

Assessment and Evaluation Guidelines

The purpose of student assessment is to improve student learning.

Assessment and evaluation are based on the provincial expectations and levels of achievement outlined in the provincial curriculum document for each subject in secondary school. A wide range of assessment and evaluation opportunities allows students to demonstrate their learning in a variety of ways. This information provides the basis for reporting student grades on the Provincial Report Card. Achievement, reflected in a final mark, will be calculated using the following categories.

Communication (20%)	Knowledge / Understanding (30%)	Thinking and Inquiry (20%)	Applications / Making Connections (30%)
Tests, Quizzes, Assignments, Presentations, Labs, Logs, Reports, Projects			
Communication of information (e.g. computer and technical specifications) Use of language, symbols, and visuals Communication for different audiences and purposes Use of various forms of communications	Knowledge of facts, technical terminology, procedures and standards Understanding of concepts and relationships between concepts	Thinking skills (e.g. evaluating professional practices and principles) Design skills (e.g. identifying the problem, formulating questions, forming conclusions)	Application of ideas and skills in familiar context Transfer of concepts, skills, and procedures to new contexts Application of procedures, equipment and technology

As part of the learning process, students will receive ongoing descriptive feedback which may not be assigned a mark. Final mark = 70% term + 30% final evaluation.

Missed Evaluations

- Students who know ahead of time that they will miss an evaluation are expected to discuss the situation beforehand with the subject teacher.
- Students who miss an in-class summative evaluation for an unauthorized reason may lose the opportunity to complete the task.
- Students who are absent on the day of an evaluation for reasons such as illness, field trip, or suspension, are responsible for meeting with the teacher to make alternative arrangements to submit/complete the evaluation.
- Failure to complete compulsory major evaluations, including the final evaluation, may result in loss of credit.

Deadlines

Deadlines are realistic in the normal working life outside the school setting. Deadlines are also set as a reasonable management strategy for teachers so that workloads can be varied and balanced. We also set deadlines as a way of bringing closure to one unit of work and moving ahead to another. Students are expected to:

- Seek assistance from the teacher when they feel unable to complete a task/assignment due to insufficient knowledge or skill. Be sure to advise the teacher of any difficulty well before a task/assignment is due.
- Negotiate alternate deadlines well before an established due date.
- Understand that some deadlines are negotiable; some are absolute. Work that is not submitted/completed on either a negotiated or absolute deadline will not be assessed / evaluated.
- Understand that chronic lateness in submitting tasks/assignments will prevent your teacher from evaluating your work and may require you to demonstrate your knowledge and skills within an alternate setting such as summer school.

Homework

At Stephen Lewis, we believe that **consistent homework completion is essential for student success**. In this course, students are expected to spend 30 minutes daily on homework. Every student receives a student agenda to assist in keeping track of homework and assignments.

I have read the course overview for ICE3M0

Date: _____

Student Signature

Parent/Guardian Signature



Stephen Lewis Secondary School Student's Course Outline / Parent Information Sheet

Program Area:	Technological Education	
Course:	Technological Design	Code: TDJ200
Course Description:	This course is designed to give students an understanding of Technological Design. Students learn how to develop design ideas, draft them using AutoCad and other presentation software and to construct graphic displays, prototypes and scale models. Students learn how to market new products and to create effective advertising for their designs.	

Units of Study

This course is a hands-on, project based, interactive investigation of technological systems. Projects will include group work, individual work and peer tutoring. Students are expected to participate in all class activities and are encouraged to share their expertise. The course will be divided into units exploring the areas listed above. Each unit will have several formative and one summative evaluation. Timelines will vary based on the complexity of the projects.

Course Fees

There will be a course fee of \$20.00 to offset the costs of prototype materials and printing.

Assessment and Evaluation Guidelines

The purpose of student assessment is to improve student learning.

Assessment and evaluation are based on the provincial expectations and levels of achievement outlined in the provincial curriculum document for each subject in secondary school. A wide range of assessment and evaluation opportunities allows students to demonstrate their learning in a variety of ways. This information provides the basis for reporting student grades on the Provincial Report Card. Achievement, reflected in a final mark, will be calculated using the following categories.

Communication (15%)	Knowledge / Understanding (10%)	Thinking and Inquiry (15%)	Applications / Making Connections (30%)	Culminating Activity / Evaluation (30%)
Expressing design ideas both verbally and visually Communicating ideas through a variety of media Use of language, symbols and visuals Communicating for different audiences and purposes	Knowledge of facts, technical terminology, procedures and standards Demonstration of understanding of concepts through practical application Tests, assignments and written work	Thinking skills, (evaluating, reflecting) Developing ideas and solutions Design Skills (identifying the problem, formulating questions, researching, formulating conclusions)	Applying knowledge, thinking and communication skills to develop ideas Application or procedures, equipment and technology Transfer of concepts, skills, and procedures to new contexts	The culminating activity will be a hands on project that will incorporate all of the design and learning skills developed throughout the semester.

As part of the learning process, students will receive ongoing descriptive feedback which may not be assigned a mark. Final mark = 70% term + 30% final culminating evaluation.

Learning Skills

The following learning skills will be taught and assessed throughout the course and will be shown on the report card. Student performance in these skill areas will not be included in the final numeric mark. It is important to remember, however, that the development and consistent practice of these skills will influence academic achievement. These skills include:

independence organization teamwork skills work habits/homework initiative

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Student Signature

Parent/Guardian Signature



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Student Signature

Parent/Guardian Signature



Stephen Lewis Secondary School Student's Course Outline / Parent Information Sheet

Program Area:	Technological Education	
Course:	Computer Engineering Technology – Grade 10 Open	Code: TEE20
Course Description:	Throughout this course, students examine computer hardware and the control of external components from an engineering perspective. Students solve problems and study the functions of key computer components and peripherals, logic gates, fundamental programming concepts, internal numbering and character representation systems, operating systems, and networks. They also develop an awareness of future educational opportunities and careers in the field of computer engineering.	
Course Fee:	There will be a fee of \$20 to cover the cost of supplies used in the course	

Units of Study

Unit	Major Evaluations
Unit 1 Functions of the basic components of a computer, basic circuits, and peripheral devices. Creation of a simple circuit, glossary of terms, database of lab components. Identify employability skills and explore careers in the computer industry.	Computer Engineering Hardware
Unit 2 Integrated circuits, standard codes for internal numbering and character representation. Fundamental logic gates (i.e., AND, OR, NOR, NAND, NOT, XOR, XNOR). Simple electronic circuits, Boolean algebra, and truth tables. Gates, semi-conductors (e.g., transistors, diodes, etc.), and integrated circuits.	Integrated Circuits
Unit 3 Parallel and series computer communication (e.g., internal architecture, cabling standards, topology, and network types). Network connectivity and infrastructure and how it impacts on our world.	Networking
Unit 4 Programming of computers using a problem-solving model. Write programs which integrate with hardware to control external devices and peripherals.	Computer Programming
Unit 5 The final culminating unit incorporates information learned in all previous units in order to demonstrate their knowledge of integrating software and hardware processes to solve an interfacing challenge.	Computer Interfacing

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I have read the course overview for TEE20

Date: _____

Student Signature

Parent/Guardian Signature



Stephen Lewis Secondary School Student's Course Outline / Parent Information Sheet

Program Area:	Technological Education	
Course:	Communications Technology	Code: TGJ200
Course Description:	This course is designed to give students an understanding of Communications Technology and specifically Multimedia. This includes: Live Broadcast and Production; Digital Video and Audio Productions; Computer Graphics; Digital Imaging; and a variety of other activities and programs used to communicate information. Students will develop the skills necessary to further education or employment in the Communications field.	

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This course is a hands-on, project based, interactive investigation of communications systems. Projects will include group work, individual work and peer tutoring. Students are expected to participate in all class activities and are encouraged to share their expertise. The course will be divided into units exploring the areas listed above. Each unit will have several formative and one summative evaluation. Timelines will vary based on the complexity of the project.

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Homework

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I have read the course overview for TGJ200

Date: _____

Student Signature

Parent/Guardian Signature



Stephen Lewis Secondary School Student's Course Outline / Parent Information Sheet

Program Area:	Technological Education	
Course:	Communications Technology	Code: TGJ3M0
Course Description:	This course is designed to give students an understanding of Communications Technology and specifically Multimedia. This includes: Live Broadcast and Production; Digital Video and Audio Productions; Computer Graphics; Digital Imaging; and a variety of other activities and programs used to communicate information. Students will develop the skills necessary to further education or employment in the Communications field.	

Units of Study

This course is a hands-on, project based, interactive investigation of communications systems. Projects will include group work, individual work and peer tutoring. Students are expected to participate in all class activities and are encouraged to share their expertise. The course will be divided into units exploring the areas listed above. Each unit will have several formative and one summative evaluation. Timelines will vary based on the complexity of the project.

Materials Fees

There will be a materials fee of \$20.00 to offset the costs of digital video tapes, colour printing, DVDs, etc.

Assessment and Evaluation Guidelines

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I have read the course overview for TGJ3M0

Date: _____

Student Signature

Parent/Guardian Signature



Stephen Lewis Secondary School Student's Course Outline / Parent Information Sheet

Program Area:	Technological Education	
Course:	Communications Technology	Code: TGJ4M0
Course Description:	This course is designed to give students an understanding of Communications Technology and specifically Multimedia. This includes: Live Broadcast and Production; Digital Video and Audio Productions; Computer Graphics; Digital Imaging; and a variety of other activities and programs used to communicate information. Students will develop the skills necessary to further education or employment in the Communications field.	

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I have read the course overview for TGJ4M0

Date: _____

Student Signature

Parent/Guardian Signature



Stephen Lewis Secondary School

Student's Course Outline / Parent Information Sheet

Program Area:	Technological Education	
Course:	Computer and Information Science – Grade 10 Open	Code: TIK2O
Course Description:	<p>This course introduces students to computer science concepts. Students learn about the stages in software design; the fundamental programming constructs of sequence, selection, and repetition; the functions of internal and external computer components; the relationship among networks, operating systems, and application software and their uses; and how programming languages evolve. Students also develop an awareness of computer-related careers and the impact of computers and associated technologies.</p>	

Units of Study

Unit	Major Evaluations
<p>Unit 1</p> <p>Students, under guidance of the teacher, develop practical computer skills through activity-based learning. They are introduced to a programming environment and explore the relationship among hardware, operating systems, networks, and software. Students learn how to use an operating system in conjunction with a network to perform management tasks such as file management in the local classroom environment. Through use of self and peer formative assessment tools such as checklist and peer feedback, they also demonstrate an understanding of external computer components and the relationship among networks, various operating systems, and application software. Students begin to examine the social impact of computers by examining current technological issues and their impact on society and individuals.</p>	<p>Hardware, Networks, and Software: An Integrated Environment</p>
<p>Unit 2</p> <p>Students learn to apply a specific problem-solving model to a diverse set of problems and to develop general problem-solving skills through application of the software design process in a project setting. To emphasize that problem solving is both a team skill and an individual effort, groups are involved in discussions, brainstorming sessions, and co-operative learning situations. The end-of-unit assessment is based on a group project and focuses on the process of the group as well as the product. Students build awareness of computer-based careers by exploring career information available through the school and local community, and by sharing of information using available computer media such as web pages and presentation software.</p>	<p>The Problem Solver</p>
<p>Unit 3</p> <p>Students develop programming skills by working through four skill-building activities. During these activities students assemble a programming toolkit and repair guide that serve as resources for this activity and in subsequent units and courses. The assessment focus in the first four activities is formative with oral and written feedback from the teacher and use of self and peer checklists. The fifth and culminating activity involves the development of an online quiz for another academic area. This activity, assessed on both the process and product, enables students to demonstrate their computer skills and their knowledge of computer use across the curriculum. In conjunction with the online quiz, students research educational opportunities existing on the Internet and how software developments change how people learn and education is delivered.</p>	<p>Foundations of Programming I</p>
<p>Unit 4</p> <p>This unit focuses specifically on how computer technology has changed over time by using observation and research techniques to investigate changes and differences in operating systems, computer components, networks, and the history of programming languages. This prepares students to understand and critically evaluate the impact of computer technology on society as a whole. A resource collection of articles on Computers and Society is the culminating activity.</p>	<p>The Computer and Society</p>

<p>Unit 5</p> <p>Students continue to refine their understanding of the programming concepts introduced in Unit 3. Students develop their programming skills through practical programming activities that incorporate fundamental program constructs like repetition, and decision structures. Students apply programming skills to statistical analysis linked to school violence data. They apply problem-solving strategies to design and develop programs that demonstrate the use of proper programming practices such as the use of internal documentation and proper naming conventions. Students demonstrate their ability to test and validate a program by tracing the execution of programs to find and correct errors.</p>	<p>Foundations of Programming II</p>
<p>Unit 6</p> <p>In this culminating unit, students demonstrate overall mastery of the course content and expectations. Students perform hardware and networking demonstrations of skills, and apply knowledge and skills in problem-solving, programming, hardware, and networking. They demonstrate the ability to design, create, test, and debug computer programs.</p>	<p>Putting It All Together</p>

Assessment and Evaluation Guidelines

The purpose of student assessment is to improve student learning.

Assessment and evaluation are based on the provincial expectations and levels of achievement outlined in the provincial curriculum document for each subject in secondary school. A wide range of assessment and evaluation opportunities allows students to demonstrate their learning in a variety of ways. This information provides the basis for reporting student grades on the Provincial Report Card. Achievement, reflected in a final mark, will be calculated using the following categories.

Communication (20%)	Knowledge / Understanding (30%)	Thinking and Inquiry (20%)	Applications / Making Connections (30%)
Tests, Quizzes, Assignments, Presentations, Labs, Logs, Reports, Projects			
<p>Communication of information (e.g. computer and technical specifications)</p> <p>Use of language, symbols, and visuals</p> <p>Communication for different audiences and purposes</p> <p>Use of various forms of communications</p>	<p>Knowledge of facts, technical terminology, procedures and standards</p> <p>Understanding of concepts and relationships between concepts</p>	<p>Thinking skills (e.g. evaluating professional practices and principles)</p> <p>Design skills (e.g. identifying the problem, formulating questions, forming conclusions)</p>	<p>Application of ideas and skills in familiar context</p> <p>Transfer of concepts, skills, and procedures to new contexts</p> <p>Application of procedures, equipment and technology</p>

ACHIEVEMENT CHART – GRADES 9–10, TECHNOLOGICAL EDUCATION

Category	50-59% (Level 1)	60-69% (Level 2)	70-79% (Level 3)	80-100% (Level 4)
Knowledge/ Understanding	The student:			
knowledge of facts, technical terminology, procedures, and standards	demonstrates limited knowledge of facts, technical terminology, procedures, and standards	demonstrates some knowledge of facts, technical terminology, procedures, and standards	demonstrates considerable knowledge of facts, technical terminology, procedures, and standards	demonstrates thorough knowledge of facts, technical terminology, procedures, and standards
understanding of concepts (e.g., uses of computer operating systems)	demonstrates limited understanding of concepts	demonstrates some understanding of concepts	demonstrates considerable understanding of concepts	demonstrates thorough and insightful understanding of concepts
understanding of relationships between concepts (e.g., energy conservation and manufacturing processes)	demonstrates limited understanding of relationships between concepts	demonstrates some understanding of relationships between concepts	demonstrates considerable understanding of relationships between concepts	demonstrates thorough and insightful understanding of relationships between concepts
Thinking/ Inquiry	The student:			

thinking skills (e.g., evaluating professional practices and principles)	uses thinking skills with limited effectiveness	uses thinking skills with moderate effectiveness	uses thinking skills with considerable effectiveness	uses thinking skills with a high degree of effectiveness
inquiry/design skills (e.g., identifying the problem; formulating questions; planning; selecting strategies and resources; analysing and interpreting information; forming conclusions)	applies few of the skills involved in an inquiry/design process	applies some of the skills involved in an inquiry/design process	applies most of the skills involved in an inquiry/design process	applies all or almost all of the skills involved in an inquiry/design process
Communication	The student:			
communication of information (e.g., computer and technical specifications)	communicates information with limited clarity	communicates information with moderate clarity	communicates information with considerable clarity	communicates info with a high degree of clarity, and with confidence
use of language, symbols, and visuals (e.g., computer programming and technical drawing)	uses language, symbols, and visuals with limited accuracy and effectiveness	uses language, symbols, and visuals with some accuracy and effectiveness	uses language, symbols, and visuals with considerable accuracy and effectiveness	uses language, symbols, and visuals with a high degree of accuracy and effectiveness
communication for different audiences and purposes	communicates with a limited sense of audience and purpose	communicates with some sense of audience and purpose	communicates with a clear sense of audience and purpose	communicates with a strong sense of audience and purpose
use of various forms of communication (e.g., presentation software)	demonstrates limited command of the various forms	demonstrates moderate command of the various forms	demonstrates considerable command of the various forms	demonstrates extensive command of the various forms
Application	The student:			
application of ideas and skills in familiar contexts (e.g., demonstrating good customer service practices)	applies ideas and skills in familiar contexts with limited effectiveness	applies ideas and skills in familiar contexts with moderate effectiveness	applies ideas and skills in familiar contexts with considerable effectiveness	applies ideas and skills in familiar contexts with a high degree of effectiveness
transfer of concepts, skills, and procedures to new contexts	transfers concepts, skills, and procedures to new contexts with limited effectiveness	transfers concepts, skills, and procedures to new contexts with moderate effectiveness	transfers concepts, skills, and procedures to new contexts with considerable effectiveness	transfers concepts, skills, and procedures to new contexts with a high degree of effectiveness
application of procedures, equipment and technology (e.g., use of design instruments, machine and hand tools)	uses procedures, equipment, and technology safely and correctly only with supervision	uses procedures, equipment, and technology safely and correctly with some supervision	uses procedures, equipment, and technology safely and correctly	demonstrates and promotes the safe and correct use of procedures, equipment, and technology
making connections (e.g., between personal experiences and the subject, between subjects, between subjects and the world outside the school)	makes connections with limited effectiveness	makes connections with moderate effectiveness	makes connections with considerable effectiveness	makes connections with a high degree of effectiveness

As part of the learning process, students will receive ongoing descriptive feedback which may not be assigned a mark. Final mark = 70% term + 30% final evaluation.

Learning Skills

The following learning skills will be taught and assessed throughout the course and will be shown on the report card. Student performance in these skill areas will not be included in the final numeric mark. It is important to remember, however, that the development and consistent practice of these skills will influence academic achievement. These skills include:

Category	Rarely	Satisfactory	Good	Excellent
Works Independently	- rarely meets deadlines - rarely focussed	- sometimes meets deadlines - needs reminder to stay on task	- usually meets deadlines - occasionally needs reminders to stay on task	- always meets deadlines - focussed
Teamwork	- reluctant to try an alternate role in group work - rarely shares ideas - rarely listens to others	- occasionally tries an alternate role in group work - sometimes shares ideas - listens to others some of the time	- frequently tries alternate role in group work - usually shares ideas - listens to others most of the time.	- takes on a variety of roles in group work - always shares ideas - listens to others
Organization	- rarely prepared for class - demonstrates limited organization - rarely uses available resources	- generally prepared for class - demonstrates some organization - uses some of the available resources	- usually prepared for class - demonstrates considerable organization - makes good use of available resources	- always prepared for class - demonstrates effective organization - seeks out and uses additional resources and uses those provided

Work Habits/Homework	- rarely completes homework - rarely makes up missed work - rarely makes good use of class time	- completes more than half of the homework - makes up some missed work - sometimes makes good use of class time	- completes most homework - makes up most missed work - usually makes good use of class time	- completes all homework - makes up all missed work - always makes good use of class time
Initiative	- rarely acts to solve problems - rarely seeks available assistance	- sometimes acts to solve problems - sometimes seeks available assistance	- usually acts to solve problems - usually seeks available assistance	- always acts to solve problems - always seeks available assistance

Missed Evaluations

- Students who know ahead of time that they will miss an evaluation are expected to discuss the situation beforehand with the subject teacher.
- Students who miss an in-class summative evaluation for an unauthorized reason may lose the opportunity to complete the task.
- Students who are absent on the day of an evaluation for reasons such as illness, field trip, or suspension, are responsible for meeting with the teacher to make alternative arrangements to submit/complete the evaluation.
- Failure to complete compulsory major evaluations, including the final evaluation, may result in loss of credit.

Deadlines

Deadlines are realistic in the normal working life outside the school setting. Deadlines are also set as a reasonable management strategy for teachers so that workloads can be varied and balanced. We also set deadlines as a way of bringing closure to one unit of work and moving ahead to another. Students are expected to:

- Seek assistance from the teacher when they feel unable to complete a task/assignment due to insufficient knowledge or skill. Be sure to advise the teacher of any difficulty well before a task/assignment is due.
- Negotiate alternate deadlines well before an established due date.
- Understand that some deadlines are negotiable; some are absolute. Work that is not submitted/completed on either a negotiated or absolute deadline will not be assessed / evaluated.
- Understand that chronic lateness in submitting tasks/assignments will prevent your teacher from evaluating your work and may require you to demonstrate your knowledge and skills within an alternate setting such as summer school.

Homework

At Stephen Lewis, we believe that **consistent homework completion is essential for student success**. In this course, students are expected to spend <time/frequency> on homework. Every student receives a student agenda to assist in keeping track of homework and assignments.

I have read the course overview for TIK20

Date: _____

Student Signature

Parent/Guardian Signature



Stephen Lewis Secondary School Student's Course Outline / Parent Information Sheet

Program Area:	Technological Education	
Course:	Integrated Technology	Code: TTI100
Course Description:	This course enables students to understand the technological and computer concepts that they will need in order to design, develop and build usage products, or to deliver services, as well as to pursue further technological studies. Students will use the technological design process and a variety of tools and software to solve problems, complete projects, and strengthen their communications skills.	

Units of Study

Unit	Major Evaluations	Timelines
Each of the areas of Technology will be explored: Communications Computer Engineering and Computer Information Science Technological Design Transportation	Each unit will be project based and will focus on the particular area of Technological Studies. Each unit will consist of several formative and one summative evaluation.	Timelines will vary based on the complexity of the projects.

Assessment and Evaluation Guidelines

The purpose of student assessment is to improve student learning.

Assessment and evaluation are based on the provincial expectations and levels of achievement outlined in the provincial curriculum document for each subject in secondary school. A wide range of assessment and evaluation opportunities allows students to demonstrate their learning in a variety of ways. This information provides the basis for reporting student grades on the Provincial Report Card. Achievement, reflected in a final mark, will be calculated using the following categories.

Communication (25%)	Knowledge / Understanding (25%)	Thinking and Inquiry (20%)	Applications / Making Connections (30%)
Expressing design ideas both verbally and visually Communicating ideas through a variety of media Use of language, symbols, and visuals Communication of information (technical reports)	Knowledge of facts, technical terminology, procedures and standards Demonstration of understanding of concepts through practical application Tests, assignments and written work	Thinking skills, (evaluating, reflecting) Developing ideas and solutions Design Skills (identifying the problem, formulating questions, researching, formulating conclusions)	Applying knowledge, thinking and communication skills to develop ideas Application or procedures, equipment and technology Transfer of concepts, skills, and procedures to new contexts

As part of the learning process, students will receive ongoing descriptive feedback which may not be assigned a mark. Final mark = 70% term + 30% final evaluation.

Learning Skills

The following learning skills will be taught and assessed throughout the course and will be shown on the report card. Student performance in these skill areas will not be included in the final numeric mark. It is important to remember, however, that the development and consistent practice of these skills will influence academic achievement. These skills include:

independence organization teamwork skills work habits/homework initiative

Missed Evaluations

- Students who know ahead of time that they will miss an evaluation are expected to discuss the situation beforehand with the subject teacher.
- Students who miss an in-class summative evaluation for an unauthorized reason may lose the opportunity to complete the task.
- Students who are absent on the day of an evaluation for reasons such as illness, field trip, or suspension, are responsible for meeting with the teacher to make alternative arrangements to submit/complete the evaluation.
- Failure to complete compulsory major evaluations, including the final evaluation, may result in loss of credit.

Deadlines

Deadlines are realistic in the normal working life outside the school setting. Deadlines are also set as a reasonable management strategy for teachers so that workloads can be varied and balanced. We also set deadlines as a way of bringing closure to one unit of work and moving ahead to another. Students are expected to:

- Seek assistance from the teacher when they feel unable to complete a task/assignment due to insufficient knowledge or skill. Be sure to advise the teacher of any difficulty well before a task/assignment is due.
- Negotiate alternate deadlines well before an established due date.
- Understand that some deadlines are negotiable; some are absolute. Work that is not submitted/completed on either a negotiated or absolute deadline will not be assessed/evaluated.
- Understand that chronic lateness in submitting tasks/assignments will prevent your teacher from evaluating your work and may require you to demonstrate your knowledge and skills within an alternate setting such as summer school.

Homework

In this course, students are expected to attend all classes and to participate in all learning activities. Due to the nature of the course and the equipment required to complete assignments, little homework is assigned. For this reason it is extremely important for students to attend all classes and to meet deadlines. Every student receives a student agenda to assist in keeping track of homework and assignments.

I have read the course overview for TTI100

Date: _____

Student Signature

Parent/Guardian Signature



Stephen Lewis Secondary School Student's Course Outline / Parent Information Sheet

Program Area:	Technological Education	
Course:	Transportation Technology – Grade 10 Open	Code: TTJ2O0
Course Description:	<p>This course requires students to study a cross section of Transportation Technology topics, including the vehicles and support systems needed to move people and goods. Students will gain insight into these areas through practical, hands-on experience with vehicle service, as well as research projects and industry visits.</p> <p>Students will first learn about the importance of safety in the work place. Other areas of study will include the function of major vehicle system components, the impact of transportation systems on the environment, measurement systems and methods, and transportation related careers.</p>	

Course Fees

There will be a course fee of \$30.00 to offset incidental and consumable goods in this course.

Units of Study

Unit	Major Evaluations
Unit 1: Introduction to Transportation History of Transportation. Safe shop practices and procedures. Proper hand and power tool usage. Basic vehicle component identification.	Student demonstrations and written testing.
Unit 2: Vehicle Maintenance Engine and chassis lubrication. Tire and wheel inspection and construction study. Preventative maintenance schedules and inspection. Vehicle detailing.	Student demonstrations and written testing.
Unit 3: Power and Control Systems Study of motive power sources including engine terminology, construction and principles of operation.	Student demonstrations and written testing.
Unit 4: Vehicle Component System Study Chassis component identification, function and operation. Suspension systems. Identification of brake system types and basic operation	Student demonstrations and written testing
Unit 5: Future of Transportation Study career opportunities. Industry visits.	Student demonstrations and written testing.

Assessment and Evaluation Guidelines

The purpose of student assessment is to improve student learning.

Assessment and evaluation are based on the provincial expectations and levels of achievement outlined in the provincial curriculum document for each subject in secondary school. A wide range of assessment and evaluation opportunities allows students to demonstrate their learning in a variety of ways. This information provides the basis for reporting student grades on the Provincial Report Card. Achievement, reflected in a final mark, will be calculated using the following categories.

Communication (20%)	Knowledge / Understanding (30%)	Thinking and Inquiry (20%)	Applications / Making Connections (30%)
Tests, Quizzes, Assignments, Presentations, Labs, Logs, Reports, Projects			
Communication of information (e.g. computer and technical specifications) Use of language, symbols, and visuals Communication for different audiences and purposes Use of various forms of communications	Knowledge of facts, technical terminology, procedures and standards Understanding of concepts and relationships between concepts	Thinking skills (e.g. evaluating professional practices and principles) Design skills (e.g. identifying the problem, formulating questions, forming conclusions)	Application of ideas and skills in familiar context Transfer of concepts, skills, and procedures to new contexts Application of procedures, equipment and technology

As part of the learning process, students will receive ongoing descriptive feedback which may not be assigned a mark. Final mark = 70% term + 30% final evaluation.

Missed Evaluations

- Students who know ahead of time that they will miss an evaluation are expected to discuss the situation beforehand with the subject teacher.
- Students who miss an in-class summative evaluation for an unauthorized reason may lose the opportunity to complete the task.
- Students who are absent on the day of an evaluation for reasons such as illness, field trip, or suspension, are responsible for meeting with the teacher to make alternative arrangements to submit/complete the evaluation.
- Failure to complete compulsory major evaluations, including the final evaluation, may result in loss of credit.

Deadlines

Deadlines are realistic in the normal working life outside the school setting. Deadlines are also set as a reasonable management strategy for teachers so that workloads can be varied and balanced. We also set deadlines as a way of bringing closure to one unit of work and moving ahead to another. Students are expected to:

- Seek assistance from the teacher when they feel unable to complete a task/assignment due to insufficient knowledge or skill. Be sure to advise the teacher of any difficulty well before a task/assignment is due.
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- Understand that some deadlines are negotiable; some are absolute. Work that is not submitted/completed on either a negotiated or absolute deadline will not be assessed / evaluated.
- Understand that chronic lateness in submitting tasks/assignments will prevent your teacher from evaluating your work and may require you to demonstrate your knowledge and skills within an alternate setting.

Homework

At Stephen Lewis, we believe that **consistent homework completion is essential for student success**. Every student receives a student agenda to assist in keeping track of homework and assignments.

I have read the course overview for TTJ20

Date: _____

Student Signature

Parent/Guardian Signature



Stephen Lewis Secondary School Student's Course Outline / Parent Information Sheet

Program Area:	Technological Education	
Course:	Transportation Technology – Grade 10 Open	Code: TTJ3M0
Course Description:	<p>This course requires students to study a cross section of Transportation Technology topics, including the vehicles and support systems needed to move people and goods. Students will gain insight into these areas through practical, hands-on experience with vehicle service, as well as research projects and industry visits.</p> <p>Students will first learn about the importance of safety in the work place. Other areas of study will include the function of major vehicle system components, the impact of transportation systems on the environment, measurement systems and methods, and transportation related careers.</p>	

Course Fees

There will be a course fee of \$30.00 to offset incidental and consumable goods in this course.

Units of Study

Unit	Major Evaluations
Unit 1: Introduction to Transportation History of Transportation. Safe shop practices and procedures. Proper hand and power tool usage. Basic vehicle component identification.	Student demonstrations and written testing.
Unit 2: Vehicle Maintenance Engine and chassis lubrication. Tire and wheel inspection and construction study. Preventative maintenance schedules and inspection. Vehicle detailing.	Student demonstrations and written testing.
Unit 3: Power and Control Systems Study of motive power sources including engine terminology, construction and principles of operation.	Student demonstrations and written testing.
Unit 4: Vehicle Component System Study Chassis component identification, function and operation. Suspension systems. Identification of brake system types and basic operation	Student demonstrations and written testing
Unit 5: Future of Transportation Study career opportunities. Industry visits.	Student demonstrations and written testing.

Assessment and Evaluation Guidelines

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Communication (20%)	Knowledge / Understanding (30%)	Thinking and Inquiry (20%)	Applications / Making Connections (30%)
Tests, Quizzes, Assignments, Presentations, Labs, Logs, Reports, Projects			
Communication of information (e.g. computer and technical specifications) Use of language, symbols, and visuals Communication for different audiences and purposes Use of various forms of communications	Knowledge of facts, technical terminology, procedures and standards Understanding of concepts and relationships between concepts	Thinking skills (e.g. evaluating professional practices and principles) Design skills (e.g. identifying the problem, formulating questions, forming conclusions)	Application of ideas and skills in familiar context Transfer of concepts, skills, and procedures to new contexts Application of procedures, equipment and technology

As part of the learning process, students will receive ongoing descriptive feedback which may not be assigned a mark. Final mark = 70% term + 30% final evaluation.

Missed Evaluations

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Deadlines

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- Understand that some deadlines are negotiable; some are absolute. Work that is not submitted/completed on either a negotiated or absolute deadline will not be assessed / evaluated.
- Understand that chronic lateness in submitting tasks/assignments will prevent your teacher from evaluating your work and may require you to demonstrate your knowledge and skills within an alternate setting.

Homework

At Stephen Lewis, we believe that **consistent homework completion is essential for student success**. Every student receives a student agenda to assist in keeping track of homework and assignments.

I have read the course overview for TTJ3M0

Date: _____

Student Signature

Parent/Guardian Signature