

Course Outline

School Name: Keewaytinook Internet High School

Department Name: Technological Education

Ministry of Education Course Title: *Communications Technology - Photography and Digital Imaging*

Grade Level: 11

Ministry Course Code: *TGP3M*

Teacher's Name: Linda Johnson

Developed by: Linda Johnson

Date: January 2011

Revision Date: September 2019

Developed from: The Ontario Curriculum, Grades 11 and 12, Technological Education, 2009

Text: None

Prerequisite: None

Credits: One

Length: 110 hours

Principal's Name: Angela Batsford-Mermans

Principal's Approval:



Approval Date: September 11, 2019

Course Description

This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects concentrating in the many areas of photography including technical skills, creativity, composition, computer/digital imaging, and other interesting processes. It also explores the techniques and applications of acquiring, manipulating and outputting digitized photographic images utilizing Google Photos, Drive, Picasa, and Adobe Photoshop Elements. Besides learning the control of photo equipment and techniques, students will be encouraged to experiment, problem solve and develop their photographic portfolio. Students will also develop an awareness of related environmental and societal issues and explore college and university programs and career opportunities in the various communications technology fields with emphasis on photography and digital imaging.

Overall Curriculum Expectations

Communications Technology Fundamentals

- demonstrate an understanding of the core concepts, techniques, and skills required to produce a range of communications media products and services;
- demonstrate an understanding of different types of equipment and software and how they are used to perform a range of communications technology operations and tasks;
- demonstrate an understanding of technical terminology, scientific concepts, and mathematical concepts used in communications technology and apply them to the creation of media products;
- demonstrate an understanding of and apply the interpersonal and communication skills necessary to work in a team environment.

Communications Technology Skills

- apply project management techniques to develop communications technology products effectively in a team environment;
- apply a design process or other problem-solving processes or strategies to meet a range of challenges in communications technology;
- create productions that demonstrate competence in the application of creative and technical skills and incorporate current standards, processes, formats, and technologies.

Technology, the Environment, and Society

- describe the impact of current communications media technologies and activities on the environment and identify ways of reducing harmful effects;
- demonstrate an understanding of the social effects of current communications media technologies and the importance of respecting cultural and societal diversity in the production of media projects.

Professional Practice and Career Opportunities

- demonstrate an understanding of and apply safe work practices when performing communications technology tasks;
- demonstrate an understanding of and adhere to legal requirements and ethical standards relating to the communications technology industry;
- identify careers in communications technology for which post-secondary education is required or advantageous, and describe college and university programs that prepare students for entry into these occupations.

Course Content

Units		Length
1	Introduction to the Digital Photography World	8 hours
2	Components of a Good Photograph	10 hours
3	Structure and Function of a Digital Camera	12 hours
4	The Photographic Experience	35 hours
5	The Digital Darkroom (Basics and Advance)	35 hours
6	Exploring Possibilities - Professional and Career Opportunities	10 hours
	TOTAL	110 hours

Unit Descriptions

Unit 1: Introduction to the Digital Photography World

This unit introduces students to the world of photography, the history of photography, core concepts of the first camera to the present and latest digital technology and software used to capture, create and edit digital images. Student will explore the intention, function, and meaning of still images, examine personal, commercial and art photographs to analyse how ideas are constructed and communicated through images. Concepts of photographic truth and the purpose of making photographs will be explored.

Unit 2: Components of a Good Photograph

This unit introduces students to the fundamental principles of the components of designs and elements of the making of good photographs. Students will experience the concepts of the different types of photography, the different styles of photography and production and processes of photography. Students learn basic camera shots and special effects to create good photography. Students compose and capture images, and edit photographs. The safe and careful handling of sensitive equipment is emphasized.

Unit 3: Structure and Function of a Digital Camera

This unit students will discover how the camera captures images and how light is controlled in studio and natural settings. Students apply ethical standards and policies in their productions while exploring further education and career opportunities.

Unit 4: The Photographic Experience

Students will plan and produce photographs, using specific camera modes, shots, and specific environments using specific hardware and physical materials for special effects, including the exploration of traditional black and white and sepia photography. Students learn basic optic principles, technical terminology, lighting techniques, and production processes to safely generate final photographic images. Students will apply ethical standards and policies in their productions as they explore further education and career opportunities.

Unit 5: The Digital Darkroom (Basics and Advance)

Students will learn about the fundamental principles of the computer-generated darkroom, digital editing software, and apply the elements and principles of photography in developing techniques to capture, manipulate, and edit images. Students will continue to apply ethical

standards and policies in their productions while exploring further education and career opportunities.

Unit 6: Exploring Possibilities - Professional and Career Opportunities

Students will research possible professional and career opportunities, learn to apply ethical standards and policies regarding their photographs while exploring further education in the professional field of photography.

Teaching/Learning Strategies

This course is organized into an eight-week series of lessons and activities that will be presented to students via the internet. The eighth week will be used for course consolidation, review and the final examination. Teacher and students will communicate over the internet, while mentors in the classrooms will assume the role of liaison between the teacher and student.

A variety of strategies will be used in the online delivery of this course. Some instructional strategies include:

- brainstorming;
- video conference;
- interviewing;
- independent research (e.g., students explore and research a specific topic related to photographic history, photography processes, and careers);
- application (creation of photographs to demonstrate a specific function, portray a design concept, or communicate personal expression);
- presentation, ongoing oral, visual, and written presentation;
- viewing photographs, present art visuals to focus discussion regarding subject matter, content, use of the elements and principles of design, cultural influences, and styles;
- group display of photography timelines;
- critiques, critical analysis of student, peer, historical, and contemporary photography work;
- exploration, experimentation with a variety of materials and techniques;
- drawing journal/information file, collection of visual and written information for photography, research and experimentation;
- display, refinement and preparation of work for formal public display;
- portfolio, a collection of student works reflecting skills, knowledge, and understanding accumulated throughout the year/semester.

Learning goals will be discussed at the beginning of each assignment and success criteria will be provided to students. The success criteria are used to develop the assessment tools in this course, including rubrics, checklists, and exemplars.

Evaluation

The final grade will be determined as follows (Ontario Ministry of Education, 2010):

- Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course (p. 47).

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. Toronto ON: Queen's Printer for Ontario.

Type of Assessment	Category	Details	Weighting %
Term Work (70%)	Knowledge/ Understanding	Demonstrate an understanding of core concepts, photography history, techniques, using digital technology, different types of software, media products, services and skills required to produce a variety of digital imaging.	16
	Thinking	Adhere to legal requirements and ethical standards relating to communications through photography. Identify careers in photography for which post-secondary education is required or advantageous.	16
	Communication	Describe the impact of current media technologies such as photojournalism, the effects on the environment and identify ways of reducing harmful effects, especially of the social effects of media technologies and importance of respecting cultural and societal diversity in the photography projects.	19
	Application	Produce photography designs, photographic products and projects effectively in a specific area and theme using specific software that incorporate current photography standards, processes, formats and technologies	19
Final Evaluation (30%)	Culminating Activity (20%)	Knowledge/Understanding	4
		Thinking	4
		Communication	6
		Application	6

	Final Exam (10%)	Knowledge/Understanding	3
		Thinking	4
		Communication	4
		Application	4
TOTAL			100

Assessment/Evaluation Strategies

Students will be assessed and evaluated through a variety of methods, strategies and tools which will include diagnostic, formative and summative activities within this course and each unit. Some examples include: computer generated images, online submissions, specific unit photographic projects, quizzes, slide presentations, digital portfolios, performance assessment; and personal communication.

The four major categories of assessment/evaluation will be incorporated into the design of the various assessment strategies used in the course, as illustrated in the following table.

Knowledge/ Understanding	Thinking	Communication	Application
Quizzes online tests, including matching columns and short answer; essays, written exam, organizers, journals recording, photographic and technological experiences, question and answer by forum online discussion, critiquing self and peers	Tests and examinations (open-ended questioning), essays, Researching specific areas of photography, creation of communication products (digital portfolio) and online presentations and displays, self-evaluation	Open-ended questions - tests, exams, essays, organizers, digital presentations (audio, webs), essays, creation of communication products (imaging and digital portfolio) and online displays	Open-ended questions allowing for knowledge to be applied to a new situation/problem. Essays, Digital projects portfolio, Rubrics, Computer programs, Creation of photographic and digital presentations, products and displays

Evidence of student achievement is collected from various sources, including the following:

- Observation of individual contribution in a group role-playing activity
- Ongoing observations of most consistent work, with consideration given to most recent work
- Conversation about student's portfolio, including discussions about personal growth and areas for improvement
- Media presentation expressing an opinion and creative content
- Specific photography projects
- ePortfolio featuring their projects, self-critique and opinion
- Final exam

Resources

- Ontario Ministry of Education. (2017). *The Journey Together: Ontario's Commitment to Reconciliation with Indigenous Peoples*. Retrieved from <http://ontario.ca/page/journey-together-ontarios-commitment-reconciliation-indigenous-peoples>
- Ontario Ministry of Education. (2016). Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements. Retrieved from <http://edu.gov.on.ca/eng/document/policy/os/index.html>
- Growing Success, Assessment, Evaluation, and Reporting in Ontario Schools (First Edition), 2010
- Photosensitive - *Summer of Hope* https://www.huffingtonpost.ca/2018/08/30/comic-books-diversity_a_23512781/ and <https://www.photosensitive.com/projects.php?id=14>
- *Images of Our First Nations* <https://www.photosensitive.com/first-nations-images.php>
- Brent Wesley Photography - *Eagle Lake Powwow 2014* <https://brentwesley.wordpress.com/tag/eagle-lake-first-nation/>
- *David Williams Photography* (Portraits) <https://davidwilliams.blog/2014/06/11/wordless-wednesday-06-11-14/#jp-carousel-5250>
- *In the Shadow of the Maple Leaf* (Andrew Stawiciki) <https://ansionnachfionn.files.wordpress.com/2012/07/children-of-the-first-nations-in-canada-photo-andrew-stawiciki.jpg>
- Nadya Kwandibens - First Nations Photographer focuses on Thriving Indigenous Community <https://www.cbc.ca/news/indigenous/first-nations-photographer-focuses-on-thriving-indigenous-community-1.2652716>
- *Christopher Martin Photography* <https://christophermartinphotography.com/tag/first-nations/> Check out his Portfolios, Landscapes and Wildlife as well.

Software

- Adobe Photoshop CC
- Adobe Photoshop Elements 8.0
- Adobe Lightroom
- Google Photo, Drive,
- iMovie
- iPhoto
- Youtube
- Photostory 3
- Windows Movie Maker
- Microsoft Office
- Open Office

Websites: Graphic design, production and tutorials
www.photoshop.com
www.adobe.com/ca
www.youtube.com
www.gmail.com
<http://www.kodak.com>

Program Planning

This version of TGP3M is offered to Indigenous students living in isolated northern First Nation communities, which do not have access to the usual high school facilities, amenities and equipment associated with standard secondary education.

The course is uniquely tailored to the KiHS program in part, as many of the units require use of computer software and computer access time, both of which are provided. The course makes use Internet for some instruction, direction and research. Where applicable, the course attempts to make use of the computer equipment and resources available, to provide a practical experience.

As the course is related to many fields of work in the computer and media industry, where appropriate, reference will be made to opportunities and trends that currently exist in the workplace. This is done through Internet research with reference to software and course material that is covered.

Students may also receive support from various programs at KiHS, including the First Nation Student Success Program and the Special Education Program.

Indigenous and local content is used throughout the course to meet students' learning needs.

Considerations are made to the learning preferences of the student population and lessons can be adjusted for individual students as required.