| 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 2021

Developed from:
Ontario Ministry of Education. (2009). *The Ontario curriculum, grades 11 and 12: Technological Education.* Toronto ON: Queen's Printer for Ontario.

Text: None

Prerequisite: None

Credits: One

Length: 110 hours

Principal's Name: Angela Batsford-Mermans

Principal's Approval:

Approval Date: September 21, 2021

Course Description/Rationale

This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues, and will explore college and university programs and career opportunities in the various communications technology fields.

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.

Personal and Social Responsibilities
- Demonstrate an understanding of the role of personal responsibility in independent living, and of the strategies that can be used to meet individual needs;
- Demonstrate an understanding of the rights and responsibilities of employers and employees, including both personal and legal responsibilities;
- Demonstrate an understanding of the role that responsible consumerism plays in living independently.

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

Unit	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

Through exposure to modern and traditional First Nations artists, students are guided through a journey of expressing themselves and their individual First Nations communities through the photographic medium. Exemplars provided to students include FNMI artists such as Nadya Kwandibens of the "Red Chair Project". Students are encouraged to use their increasing competence in photography and photo-editing to demonstrate both the beauty and challenges found within their traditional First Nations territories.

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. Students 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 relative to cultural concepts and Indigenous themes, personal and community identities.

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. Concentration on Indigenous photographers and representation. Students compose and capture images that have personal importance (relevant to self and community), and edit these photographs. The safe and careful handling of sensitive equipment is emphasized.

Unit 3 – Components of a Good Photograph
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 in their home communities as well as regionally, nationally and internationally.

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 reflect on photographs and share information about

personal relevance as well as technique. Students apply ethical standards and policies in their productions while exploring further education and career opportunities in their home communities as well as regionally, nationally and internationally.

Unit 5 – The Digital Darkroom (Basics and Advanced)
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 apply ethical standards and policies in their productions while exploring further education and career opportunities in their home communities as well as regionally, nationally and internationally.

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 is presented to students in remote northern communities via the internet. The eighth week is used for course consolidation, review, and the final examination. Teacher and students communicate over the internet through timely activity feedback, emails, messages, video and audio calls. Classroom mentors assume the role of liaison between the teacher and student while also supporting a holistic approach to motivate, engage and support each individual student.

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

- Brainstorming
- Video conferences
- Interviewing
- Independent research (e.g. students explore and research a specific topic related to photographic history, photography sources, and careers)
- Application (e.g. creation of photographs to demonstrate a specific function, portray a design concept, or communicate personal expression)
- Presentation, ongoing oral, visual and written presentations
- Viewing photographs, present art visuals to focus discussion regarding subject, content, use of the elements and principles of design, cultural influences, and styles
- Group displays 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 and checklists.

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 percent 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. 41).

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
	Exam (10%)	Knowledge/Understanding	2
		Thinking	2
		Communication	3
		Application	3
		TOTAL	**100**

Assessment/Evaluation Strategies

A variety of assessment and evaluation methods, strategies and tools are required as appropriate to the expectation being assessed. These include diagnostic, formative, and summative within the course and within each unit.

Assessment *for* learning and assessment *as* learning is obtained through a variety of means, including the following:
- Ongoing descriptive feedback;
- Wednesday Whine sessions allow for collaboration and assessment as learning between students of the multiple First Nations communities within KiHS
- Self-assessment (e.g. reflections on their work);
- Peer assessment;
- Mentor observations;
- Creation of communication products (e.g. imaging and digital portfolio;
- Online displays;
- Research projects;
- Conversations with students on a regular basis to verbalize observations, ask questions, and clarify understanding.

Evidence of student achievement (assessment *of* learning) is collected from various sources, including the following:
- Observation of individual contribution in group role-playing activities;
- Ongoing observations of most consistent work, with consideration given to most recent work;
- Conversations with students (e.g., about their reflections on their portfolio);
- Media presentation expressing an opinion and creative content
- Specific photography projects;
- ePortfolio featuring their projects, self-critique and opinion;
- Exam.

The Ministry of Education's 2010 document, *Growing Success*, outlines the seven fundamental principles that guide best practice in the assessment and evaluation of students. KiHS teachers use practices that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the course and at other points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning (p.6).

Resources

CBC. (2014, May 24). First Nations photographer focuses on thriving Indigenous community. https://www.cbc.ca/news/indigenous/first-nations-photographer-focuses-on-thriving-indigenous-community-1.2652716

Khoo, I. (2018, Aug. 30). *Comic book creators fight to protect diverse characters.* Huffpost. https://www.huffingtonpost.ca/2018/08/30/comic-books-diversity_a_23512781/

Martin, C. (n.d.). *TsuuT'Ina Pow Wow: Friday's Grand Entrance*. Christopher Martin Photography. https://christophermartinphotography.com/tag/first-nations/

Ontario Ministry of Education. (n.d.). *Indigenous education strategy.* http://www.edu.gov.on.ca/eng/aboriginal/

Ontario Ministry of Education. (2009). *The Ontario curriculum, grades 11 and 12: Technological Education.* http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences.html

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools.* http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf

Ontario Ministry of Education. (2016). *Ontario schools, kindergarten to grade 12: Policy and program requirements.* http://edu.gov.on.ca/eng/document/policy/os/index.html

Stawiciki, A. (2012). *In the shadow of the Maple Leaf.* Ansionnachfionn. https://ansionnachfionn.files.wordpress.com/2012/07/children-of-the-first-nations-in-canada-photo-andrew-stawiciki.jpg

Toulouse, P.R. (2016). What matters in Indigenous education: Implementing a vision committed to holism, diversity and engagement. https://peopleforeducation.ca/wp-content/uploads/2017/07/MWM-What-Matters-in-Indigenous-Education.pdf

Wesley, B. (2014). *Eagle Lake Powwow 2014*. Brent Wesley Photography. https://brentwesley.wordpress.com/tag/eagle-lake-first-nation/

Williams, D. (2014, June 11). *Wordless Wednesday, June 11, 2014*. David Williams Photography. https://davidwilliams.blog/2014/06/11/wordless-wednesday-06-11-14/#jp-carousel-5250

Program Planning

This course is offered to Indigenous students living in isolated, northern Ontario communities. It is offered by qualified teachers in a blended classroom with a balance of academic, wellness, land-based learning, local language and culture to support the success of the whole student. This course uses the internet for instruction, demonstration and research. It utilizes a student-centered semi-virtual classroom which capitalizes on the strengths of internet program delivery to minimize the disadvantages of geographic remoteness.

Students are presented with 1320 minutes of instruction/activity via the internet over the period of one week. All lessons, assignments, questions and course material is presented in this manner, with approved print materials available as a student resource in each classroom. The student and

instructor communicate via the internet, while a classroom mentor (a fully qualified teacher) assists students in completing tasks in a timely manner and provides support as required.

Indigenous and local content is used throughout the course to meet students' learning needs. Opportunities for outdoor activities and land-based learning are also incorporated and students are encouraged to use local knowledge in their products. Considerations are made to the learning preferences of the student population and lessons can be adjusted for individual students as required. Opportunities have been provided for students to apply ideas and concepts encountered in this course to their lives as an individual and as a member of a First Nations community. Teachers consult the Ontario Ministry of Education policies, guidelines and important initiatives when planning a comprehensive program in this area.