HALIBURTON HIGHLANDS SECONDARY SCHOOL

Technology Department

Evaluation Policy

for Technological Design: TDJ3O

Course Code:	**TDJ3O**		
Level:	**Grade 11, Open**	Teacher Contact Information:	
Credit Value:	**1.0**	Teacher:	**Mr. D. Fockler**
Period:	**Period 1** (*on a Week 1*)	By Phone:	**(705) 457-2950 ext: 515**
Room Number:	**14**	By E-mail:	**d.fockler@tldsb.on.ca**
Department Head:	**Mr. Fockler**		

Course Description:

This course enables students to apply a systematic process for researching, designing, building, and assessing solutions to address specific human and environmental challenges. Through their work on various projects, students will explore broad themes that may include aspects of industrial design, mechanical design, architectural design, control system design, and/or apparel design. Students will develop an awareness of environmental and societal issues related to technological design, and will learn about secondary and postsecondary pathways leading to careers in the field.

Prerequisite: None

Strands of Study and Overall Expectations include:

TECHNOLOGICAL DESIGN FUNDAMENTALS

A1. describe the design process, and identify ways in which technological design can address an environmental need or challenge;

A2. describe and apply strategies, techniques, and tools for researching, planning, and organizing projects to meet a specific environmental or other need;

A3. demonstrate an understanding of drafting standards, conventions, and guidelines for representing design ideas graphically;

A4. compare various kinds of models and prototypes and identify criteria, equipment, and methods for assessing them;

A5. demonstrate an understanding of the technical and environmental terminology and the communication methods and formats used in the design process.

TECHNOLOGICAL DESIGN SKILLS

B1. use appropriate tools and strategies to research, plan, and organize design projects that have environmentally sound designs and production processes;

B2. apply appropriate methods for generating and graphically representing design ideas and solutions;

B3. construct models and prototypes using a variety of techniques, tools, and materials, and assess these models and prototypes in terms of the design criteria;

B4. report on the progress, environmental rationale, and results of the design process, using appropriate formats and styles.

TECHNOLOGY,THE ENVIRONMENT, AND SOCIETY

C1. demonstrate an understanding of environmentally responsible design practices and strategies, and apply them in the technological design process and related activities;

C2. describe how society influences technological innovation and how technology affects society.

PROFESSIONAL PRACTICE AND CAREER OPPORTUNITIES

D1. describe and apply appropriate health, safety, and environmental practices and standards throughout the design process;

D2. identify careers related to technological design, and describe the training and education required for these careers.

Efforts will be made to meet the individual learning needs of students in order to ensure these expectations are being met.

Course Outline / Units of Study:

1) Drafting & Design principles
2) Design process
3) Mechanical Design
4) Architectural Design
5) 3-D Modelling
6) Independent Study

Evaluation Structure:

Knowledge/Understanding	20%
Thinking/Inquiry	20%
Communication	20%
Application	40%

The above is reflected both in the term work (worth 70% of the final mark) and the summative culminating activities (worth 30% of the final mark). The culminating activity is a 20% project and a 10% final exam.

Resources:

There is no text for this course. The software that will be used is as follows:
AutoCAD
Autodesk Inventor
Envisioneer Construction Suite

Policy Document:

The Ontario Curriculum Grades 11 and 12
Technology Education (Revised 2009)

Evaluation:

Students will be assessed & evaluated according to the work produced & skills displayed. Methods of providing feedback will include assessing work in process & evaluating completed assignments, tests, co-operative learning activities, simulations and presentations. Peer & self-evaluations will also be utilized.
Student marks will be determined by evaluating process & product according to 4 categories & 4 levels. Please see the chart below for specific skills and key words used to determine student competency in the different categories.

Category	Level 1: 50-59%	Level 2: 60-69%	Level 3: 70-79%	Level 4: 80-100%
Knowledge/Understanding ➢ Knowledge of facts & terms ➢ Understanding of concepts & relationships	Limited display of knowledge, skills and ability to apply concepts	Some success in displaying knowledge, skills and application of concepts	Considerable display of knowledge skills and ability to apply concepts	Thorough understanding of concepts and ability to communicate, think creatively and apply concepts
Thinking/Inquiry ➢ Critical thinking skills ➢ Creative thinking skills ➢ Inquiry Skills				
Communication ➢ Communication of ideas & information ➢ Use of symbols & visuals ➢ Oral & written communication				
Application ➢ Applications in familiar contexts ➢ Transfer of concepts to new contexts ➢ Making logical conclusions and predictions ➢ Use of technology ➢ Making connections				

Learning Skills:

Students are expected to reflect the following skills throughout the course:

Responsibility: Fulfils responsibilities. Completes & submits work ON TIME. Manages own behaviour.
Organization: Devises & follows a plan. Establishes priorities & manages time. Uses resources to complete tasks.
Independent Work: Monitors, assesses & revises plans to complete tasks & meet goals. Uses class time wisely. Follows instructions with minimal supervision.
Collaboration: Accepts various roles in a group. Responds positively to ideas, opinions of others. Builds healthy peer relationships. Resolves conflict and builds consensus. Shares resources and promotes critical thinking to solve problems and make decisions.
Initiative: Looks for and acts on new ideas. Innovative and takes risks. Demonstrates curiosity and an interest in learning. Approaches new tasks with a positive attitude. Advocates for all appropriately.
Self-Regulation: Sets goals. Seeks help when needed. Reflects on own strengths, needs & interests. Identifies learning opportunities, choices and strategies. Perseveres and makes an effort when responding to challenges.

Students will receive the following letter grades: **E** - Excellent **G** - Good **S** - Satisfactory **N** - Needs Improvement

HALIBURTON HIGHLANDS SECONDARY SCHOOL

COURSE EXPECTATIONS AND EVALUATION POLICY

Welcome to TDJ3O

Attendance

Regular attendance is essential for academic success in school. It is the student's responsibility to inform the teacher *beforehand* of any planned absences. It is the student's responsibility to get notes assignments and any other information missed while absent from class. This should be done on the student's first day back, either during class, lunch hour or after school. **Any student that is truant the last three days of a semester will not be allowed to write his/her final examination.**

Tests

Students must be prepared to write tests on the assigned day. Students who miss a test for no valid reason will receive a mark of zero. Any student who knows that he/she will be absent for a valid reason during a test must make arrangements with the teacher *before* the period in which the test is to be written. Students who miss a test for any valid reason should be prepared to write the test on the first day back at school or should make suitable arrangements with the teacher on the first day back.

Assignments

If a student is absent on the day work is assigned, it is his/her responsibility to get the assignment from the teacher. If a student is absent when an assignment is collected, it is to be submitted at the beginning of the period on the first day back.

Late Assignment Policy "Not Done is not Acceptable"

Please adhere to our new HHSS Late Assignment Policy. Students received this in their period one class on the first day of the semester.

Plagiarism

Plagiarism is the act of taking someone else's ideas or writing and passing it off as your own. Whatever material students consult in the preparation of essays/projects should be properly credited to the writer or source. Material may be quoted if the student identifies it as a quotation and cites the author. Copying another student's work is cheating, and is also called plagiarism. **A first offense may result in a mark of zero or an opportunity to redo/resubmit the evaluation, after consultation with the student, parent, teacher, department head and school administrator. A second offense will result in a mark of zero, a call home and the student will be referred to the Principal. A third offense will result in a mark of zero and may result in an in-school suspension.**

Computers are tools for education; not entertainment devices. Students who are not on task may have their computer account disabled for the remainder of the day (or longer.)

I hereby acknowledge that I am fully aware of the expectations and evaluation in Grade Eleven Technological Design.

Student Signature: _____ **Parent's/Guardian Signature:** _____

Should it be necessary to contact you about your child's progress, it would be helpful if you would provide the appropriate information below:
Parent(s)/Guardian(s):

_____ Phone: (H) _____ (W) _____

E-mail: _____

_____ Phone: (H) _____ (W) _____

E-mail: _____

For students 18 years of age and over or who will turn 18 during the course:
I give permission for my teacher to contact my parents/guardians with regard to this course: _____