Ontario eSecondary School
Course Outline
2026-2027

Ministry of Education Course Title: Communications Technology and the Skill Trades	
Ministry Course Code: TGJ2O	
Course Type: Open	
Grade: 10	
Credit Value: 1.0	
Prerequisite(s): None	
Department: Technological Education	
Course developed by: Brad Strassburger	**Date: September 1st, 2024** **Revised: August 1, 2026**
Length: One Semester	**Hours:** 110
This course has been developed based on the following Ministry documents: 1. *Technological Education (2009)* 2. *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)* 3. *Learning for All (2013)*	

COURSE DESCRIPTION/RATIONALE

This course introduces students to communications technology from a media perspective. Students will work in the areas of TV/video and movie production, radio and audio pro- duction, print and graphic communications, photography, and interactive new media and animation. Student projects may include computer-based activities such as creating videos, editing photos, working with audio, cartooning, developing animations, and designing web pages. Students will also develop an awareness of environmental and societal issues related to communications technology, and will explore secondary and post- secondary education and training pathways and career opportunities in the various communications technology fields.

OVERALL CURRICULUM EXPECTATIONS

A. Communication Technology Fundamentals

By the end of this course, students will:

- A1. demonstrate an understanding of the core concepts, techniques, and skills required to produce a range of communications media products or services;
- A2. demonstrate an understanding of technical terminology, basic scientific concepts, and mathematical concepts used in communications technology and apply them to the creation of media products;
- A3. demonstrate an understanding of and apply the interpersonal and communication skills necessary to work effectively in a team setting.

B. Communications Technology Skills

By the end of this course, students will:

- B1. apply project management techniques to the planning and development of communications media products;
- B2. apply a design process or other problem-solving processes to meet a range of challenges in communications technology;
- C3. create products or productions that demonstrate competence in the application of creative and technical skills.

C. Technology, the Environment, and Society

By the end of this course, students will:

- C1. describe the impact of communications media technologies and activities on the environment and identify ways of reducing their harmful effects;
- C2. demonstrate an understanding of social effects and issues arising from the use of communications media technologies and the importance of representing cultural and social diversity in media productions.

D. Professional Practice and Career Opportunities

By the end of this course, students will:

- D1. demonstrate an understanding of and apply safe work practices in communications technology activities;
- D2. identify career opportunities in communications technology and demonstrate an understanding of the skills, work habits, education, and training required for entry into postsecondary programs or employment in these fields.

COURSE CONTENT

Unit	*Length*
Unit 0: Welcome and Intro	1 hours
Unit 1: History, Ethics, Careers, and Education	10 hours
Unit 2: Introduction to Graphic Design	15 hours

Unit 3: Applied Graphic Design	15 hours
Unit 4: Photography	15 hours
Unit 5: Basics of Video Production	20 hours
Unit 6: Full Video Production	20 hours
Unit 7: Final Project and Portfolio	12.5 hours
Final Exam	1.5 hours
Total	**110 Hours**

UNIT DESCRIPTIONS

Unit 0 - Welcome and Introduction
Students will learn about what the course is about, what they can expect from each unit, and an overview of the major assignments in the course.

Unit 1 - History, Ethics, Careers, and Education
Students will learn about the history of the technology used in the creation of media, ethical challenges around the creation of media, as well as educational paths and career options available to students who are interested in the various areas of communications technology.

Unit 2 - Introduction to Graphic Design
Students will learn about the principles of graphic design as well as how to use basic graphic design software. Students will then apply their knowledge of design to develop their own production company logo.

Unit 3- Applied Graphic Design
Students will learn how to use software to apply the principles of graphic design to photographs. They will then have the opportunity to analyze examples of graphic design in magazines. Finally they will create their own magazine cover for the type of magazine that interests them..

Unit 4 - Photography
Students will learn about the elements of photography as well as the techniques involved in capturing pictures to convey meaning and purpose. This will lead to a final project where they will have several options for how to demonstrate their skills.

Unit 5 - Basics of Video Production
Students will learn about the basics of video production focussing specifically on video editing. This will lead to a project creating a stop-motion music video.

Unit 6 - Full Video Production
Students will learn about the components of video production from the very beginning of the process through the selection of scenes and the composition of them to create a story. Students will learn the importance of shot selection and how to write a short script. For a final project students will create a short commercial for a product of their choosing.

Unit 7 - Final Activities
Students will use everything they have learned in the course to create a public service announcement, an accompanying poster, and submit a portfolio demonstrating course learning and development throughout the course.

TEACHING AND LEARNING STRATEGIES

In this course, students will experience the following activities.

Participation activities are seven standardized, course-wide prompts (Teach the Teacher, Concept in Action, Spot the Error, Concept Connections, Take a Position, Claim/Support/Question, and a culminating Course Takeaways video) embedded at set points throughout the course. They build metacognitive engagement with unit concepts and contribute to the course's participation grade.

Presentations with embedded videos are utilized to outline concepts, explain theory with the use of examples and practice questions, and incorporate multi-media opportunities for students to learn more (e.g. online simulations, quizzes, etc.).

Reflection is an opportunity for students to look back at concepts and theories with new eyes, to relate theory to practice, and to align learning with their own values and beliefs.

Discussions with the instructor are facilitated through video conferencing, discussing the concepts and skills being studied. This enables two-way communication between the student and the instructor, to share ideas and ask questions in dialogue. This also helps to build a relationship between the student and instructor.

Discussion forums are an opportunity for students to summarize and share their ideas and perspectives with their peers, which deepens understanding through expression. It also provides an opportunity for peer-to-peer feedback.

Practical extension and application of knowledge are integrated throughout the course. The goal is to help students make connections between what they learn in the classroom and how they understand and relate to the world around them and their own lives. Learning becomes a dynamic opportunity for students to be more aware that their learning is all around them and enable them to create more meaning in their lives.

Individual activities/assignments assessments are completed individually at a student's own pace and are intended to expand and consolidate the learning in each lesson. Individual activities allow the teacher to accommodate interests and needs and to assess the progress of individual students. For this reason, students are encouraged to discuss IEPs (Individual Education Plans) with their teacher and to ask to modify assessments if they have a unique interest that they feel could be pursued in the assessment. The teacher plays an important role in supporting these activities by providing ongoing feedback to students, both orally and in writing.

Design projects are an opportunity for students to put their learning to the test in a real-world scenario, to address a design problem with a direct connection to people, the environment, economics, etc. Students collect information, apply problem solving, and use critical thinking to develop practical solutions that directly address their design problems.

Portfolios are a collection of student work that represents student learning and achievement over a period of time. It allows students to relate learning artefacts into a whole in a meaningful story.

Reflective analysis and self-assessment is very important in this course. Concepts and skills/techniques are modelled in examples (exemplars), which students can refer to and utilize to further develop their own work. Students are encouraged to relate their work to real life situations and their growth and learning over time.

Graphics/images are visual representations of ideas/concepts. Visuals are thought to promote cognitive plasticity - meaning, they can help us change our minds or help us to remember an idea.

Creating and evaluating artefacts (products, packaging, etc.) involves active learning with critical thinking. These artefacts/evaluations provide evidence of skill development as a basis for providing feedback to help students improve and further develop knowledge and skills.

ASSESSMENT, EVALUATION, AND REPORTING

Assessment: The process of gathering information that accurately reflects how well a student is achieving the identified curriculum expectations. Teachers provide students with descriptive feedback that guides their efforts towards improved performance. These assessments are not for marks.

- In assessment for learning (AFL), teachers provide students with descriptive feedback and coaching for improvement.
- In assessment as learning (AAL), teachers help students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

Evaluation: Assessment of Learning (AOL) focuses on evaluation which is the process of making a judgement about the quality of student work on the basis of established criteria over a limited, reasonable period of time.

Reporting: Involves communicating student achievement of the curriculum expectations and Learning Skills and Work Habits in the form of marks and comments as determined by the teacher's use of professional judgement.

Assessment & Evaluation at OES: Triangulation of Learning
In alignment with the Ontario Ministry of Education's *Growing Success* policy, student achievement across all high school courses at Ontario eSecondary School (OES) is evaluated through the **triangulation of evidence: observations, conversations, and student products**.
OES courses incorporate each of these evidence sources in a variety of ways to provide every student with equitable opportunities to demonstrate their learning:

- **Observations:** Collected through video recordings, interactive digital tools, learning logs, and synchronous task demonstrations.
- **Conversations:** Gathered via teacher-student conferences, oral defenses, virtual check-ins, and reflective feedback dialogues.
- **Products:** Demonstrated through major projects, essays, lab reports, performance tasks, and final assessments.

By evaluating a balanced variety of evidence, OES teachers apply professional judgment to ensure accurate, fair, and comprehensive assessment of each student's progress.

STRATEGIES FOR ASSESSMENT

Assessments are an important part of the learning process. It is the intention that formative and summative assessments provide students with constructive feedback to help them grow in developing their skills. It is also important that students play an active role in monitoring their own learning and skills development through the use of formative activities. It is also important that students bring their own creativity to the unit summative assessments.

ASSESSMENT ACTIVITIES

- ❑ Discussion forums
- ❑ Diagnostic tests

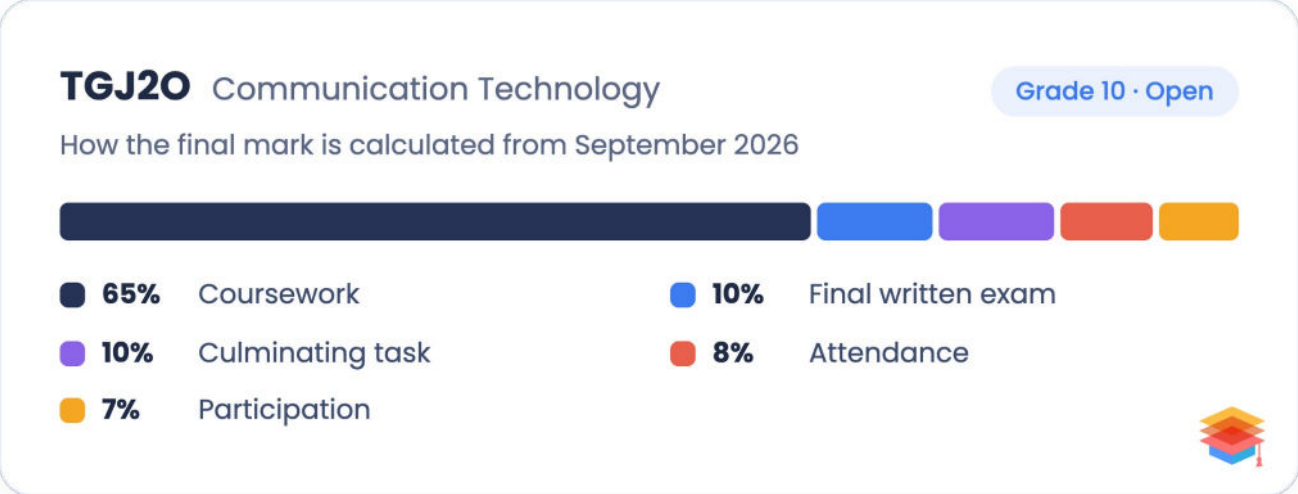
- ❑ Completed templates and graphic organizers
- ❑ Presentations
- ❑ Video assignment
- ❑ Quizzes
- ❑ Design projects
- ❑ End of unit conversations (Google Meets)
- ❑ Culminating Video Project
- ❑ Culminating Portfolio

EVALUATION

The final grade will be determined as follows:

- 65% 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 will be given to more recent evidence of achievement.
- 20% of the grade will be based on a final evaluation administered at the end of the course. This evaluation will be based on evidence from a culminating task and a final written examination, both comprehensive of the course. The final evaluation is an opportunity for the student to demonstrate comprehensive achievement of the overall expectations for the course.
- 15% of the grade will be based on the student's attendance and participation throughout the course, assessed according to Ministry criteria.

(*Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*. Ontario Ministry of Education Publication, 2010 p.41)



TERM WORK EVALUATIONS (65%)

Evaluation Item	Description	Category	Weight
Unit 1 Career Opportunities Presentation	Students will explore career opportunities in communications technology fields.	K, T, C	5
Unit 2 Create a Logo Assignment	Students will practice their knowledge of unit concepts by participating in an engaging and creative activity.	K, T, C, A	10
Unit 3 Layer Selection Assignment	Students will practice their knowledge of unit concepts by participating in an engaging and creative activity.	K, T	15
Unit 3 Magazine Cover Assignment	Students will practice their knowledge of unit concepts by participating in an engaging and creative activity.	K, T, C, A	
Unit 4 Photography Assignment	Students will practice their knowledge of unit concepts by participating in an engaging and creative activity.	K, T, C, A	10
Unit 5 Stop Motion Music Video	Students will practice their knowledge of unit concepts by participating in an engaging and creative activity.	K, T, C, A	10
Unit 6 Production Quiz	Students will be evaluated on unit concepts and terminology.	K	15
Unit 6 Commercial Assignment	Students will practice their knowledge of unit concepts by participating in an engaging and creative activity.	K, T, C, A	

FINAL EVALUATIONS (20%)

Evaluation Item	Description	Category	Weight
Final Exam	A final, written examination, covering all curriculum expectations for the course.	K, T, C, A	10
Final Project	Public Service Announcement Video and Poster	K, T, C, A	10

ATTENDANCE AND PARTICIPATION (15%)

Evaluation Item	Description	Category	Weight
Attendance	Assessed according to the Ministry's attendance criteria (Growing Success, September 2026 update), based on the proportion of unexcused absences over the course.	N/A	8
Participation	Assessed according to the Ministry's participation criteria (Growing Success, September 2026 update), based on engagement in class discussions and	N/A	7

	activities throughout the course, including the standardized participation prompts (see Teaching and Learning Strategies).		

AAL/AFL/AOL TRACKING SHEET

Unit 1: History, Ethics, Careers, and Education

AAL	AFL	AOL
History Presentation Questions	Key Terms Quiz	Career Opportunities Assignment
Social Issues Discussion Post	Teacher Interview	
Ethics Discussion Post	Portfolio Preparation	
Education Pathways Questions		

Unit 2: Introduction to Graphic Design

AAL	AFL	AOL
What is Graphic Design Notes	Pre-Unit Quiz	Create a Logo Assignment: Observation
Elements of Graphic Design Notes	Graphic Design Quiz	
Intro to Inkscape Activity	Cutting Shapes Activity	
Combining Shapes Activity	Logo Assessment	
Using Text Activity		

Unit 3: Applied Graphic Design

AAL	AFL	AOL
Working with Images Activity	Working with Layers Activity	Layer Selection Assignment
Selection Tools Activity	Working with Text Activity	Magazine Cover Assignment
Magazine Analysis Notes	Teacher Meeting: Conversation	
Portfolio Update		

Unit 4: Photography

AAL	AFL	AOL
Intro to Photography Notes	Pre-Unit Quiz	Photography Assignment: Observation
Camera Shots Activity	Shot Framing Activity	
Rule of Thirds Activity	Camera Angles Activity	
Negative Space Activity	Photography Assignment Proposal	
Using Lines Activity		
Using Colour Activity		
Portfolio Update		

Unit 5: Basics of Video Production

AAL	AFL	AOL
Into to HitFilm Activity	Editing Basics Activity	Stop Motion Music Video
Text Effects Activity	Sound and Sound Effects Activity	
Stop Motion Notes		

Unit 6: Full Video Production

AAL	AFL	AOL

Intro to Video Production Notes	Storyboarding Worksheet	Production Quiz
Pre-Production and Planning Notes	Scene Sequence Activity	Commercial Assignment
Establishing Shots Activity	Commercial Assignment Proposal	
Camera Movement Activity		
Shot List Worksheet		

Unit 7: Cumulative Assessments

AAL	AFL	AOL
		PSA Video and Poster: Conversation and Observation
		Portfolio

AOL
FInal Exam

CONSIDERATION FOR PROGRAM PLANNING

PLANNING PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

OES teachers are the key educators of students with special education needs and have a responsibility to help all students learn. Program planning for students with special education needs is guided by the principles set out in Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12 (2013): all students can succeed; each student has their own unique patterns of learning; successful instructional practices are founded on evidence-based research, tempered by experience; and universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students. Where a student has an Individual Education Plan (IEP), the accommodations identified in the IEP — instructional, environmental, and assessment — are implemented within the course, and the online learning environment is adapted accordingly. The asynchronous structure of OES courses provides built-in flexibility that supports many common accommodations, including extended time for assignments and assessments, breaks as needed, access to assistive technology, and the ability to review instructional material multiple times.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most linguistically diverse student populations in the world, and OES serves English language learners across Ontario and internationally. English language learners may be Canadian-born or newcomers; they may have experience of highly sophisticated educational systems or may have come from regions where access to formal schooling was limited. In planning this course, teachers consider the strengths and needs of English language learners and provide appropriate adaptations consistent with English Language Learners / ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12 (2007). Supports within the online environment include modification of instructional language without modification of curriculum expectations, use of visual and multimedia supports, opportunities to replay and review lesson content, extended time where appropriate, and teacher feedback that models academic English. Assessment accommodations, such as granting additional time and permitting the use of bilingual dictionaries, are provided where appropriate.

ENVIRONMENTAL EDUCATION

Consistent with Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools (2009) and Environmental Education: Scope and Sequence of Expectations (2017), environmental education is embedded across the curriculum rather than treated as a separate subject. Teachers help students acquire knowledge about the environment, develop skills to address environmental issues, and foster

attitudes that motivate responsible environmental action. As an online school, OES also models environmental responsibility through paperless course delivery and the elimination of daily commuting. In this course, students consider the environmental dimensions of computing and technology, including energy consumption, electronic waste, and the role of technology in addressing environmental challenges.

EQUITY AND INCLUSIVE EDUCATION

This course is planned and delivered in accordance with Ontario's Equity and Inclusive Education Strategy (2009) and Policy/Program Memorandum No. 119, Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools (2013). OES is committed to an inclusive learning environment in which all students feel welcomed, respected, and able to succeed, regardless of ancestry, culture, ethnicity, sex, gender identity, sexual orientation, disability, race, religion, or socio-economic status. In this course, teachers select learning materials that reflect the diversity of Ontario and the wider world, address bias in texts and resources where it arises, and ensure that assessment practices are fair and free of cultural assumptions. Because OES students learn from communities across Ontario, Quebec, and around the world, discussion activities and teacher feedback are moderated to maintain a respectful, harassment-free environment for all learners.

FINANCIAL LITERACY EDUCATION

In accordance with A Sound Investment: Financial Literacy Education in Ontario Schools (2010) and current Ministry direction on financial literacy, students are provided with opportunities to build the knowledge and skills needed to make informed financial decisions, understand their roles as consumers and citizens, and think critically about the economic forces that affect their lives. OES also supports students in meeting the Ministry's financial literacy graduation requirement, as described in the OES School Course Calendar. In this course, students consider the economic dimensions of technology, including the costs of hardware, software, and services, licensing models, and the entrepreneurial opportunities associated with technological skills.

FIRST NATIONS, MÉTIS, AND INUIT EDUCATION

Program planning in this course aligns with the Ontario First Nation, Métis, and Inuit Education Policy Framework (2007), which supports improved outcomes for First Nations, Métis, and Inuit students and promotes awareness and understanding of Indigenous histories, cultures, perspectives, and contributions among all students. Where appropriate to the curriculum expectations, teachers incorporate Indigenous perspectives, authors, and content, and approach these topics with accuracy and respect, drawing on Ministry-recommended resources. All OES students benefit from opportunities to deepen their knowledge of the histories and contemporary realities of First Nations, Métis, and Inuit peoples, including the legacy of the residential school system and the Truth and Reconciliation Commission's Calls to Action related to education.

THE ROLE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

Information and communications technology (ICT) is integral to every OES course: instruction, learning activities, assessment, and teacher-student communication all take place through the school's learning management system. ICT tools — including multimedia lessons, digital texts, simulations, video conferencing for proctored assessments, and word-processing and productivity software — extend and enrich instruction and allow students to collect, organize, and present their learning in a range of formats. Teachers help students develop digital citizenship skills, including responsible and ethical use of technology, critical evaluation of online sources, protection of personal information, and academic integrity in digital environments, consistent with OES's Acceptable Use, Academic Honesty, and Artificial Intelligence policies as published in the School Course Calendar.

CAREER EDUCATION

Consistent with Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools (2013), teachers support students in answering the four questions at the centre of education and career/life planning: Who am I? What are my opportunities? Who do I want to become? What is my plan for achieving my goals? Expectations in this course include many opportunities for students to apply their skills to work-related situations, explore educational and career options, and become self-directed learners. OES

guidance staff support students in course selection, postsecondary application planning (including OUAC, CEGEP, and international pathways), and the development of individual pathways plans. This course supports pathways into software development, information technology, computer engineering, digital media, and related technology fields, and these career connections are highlighted throughout the course.

COOPERATIVE EDUCATION AND OTHER FORMS OF EXPERIENTIAL LEARNING

Planned learning experiences in the community, including job shadowing, work experience, and cooperative education, provide students with opportunities to see the relevance of their classroom learning, explore careers of interest, and develop essential workplace skills consistent with The Ontario Curriculum, Grades 11 and 12: Cooperative Education (2018). Students may earn up to two cooperative education credits toward their compulsory credit requirements for the Ontario Secondary School Diploma. Students interested in experiential learning opportunities related to this course are encouraged to contact OES guidance staff to discuss options available to them.

HEALTH AND SAFETY

Although OES students learn remotely, health and safety remain integral considerations in program planning. Teachers model and promote safe and healthy practices for online learning, including sound ergonomics, balanced screen time, regular breaks, and strategies that support positive mental health and well-being. OES maintains a safe and respectful virtual learning environment consistent with the school's codes of conduct, bullying prevention expectations, and privacy practices as published in the School Course Calendar, and students are provided with clear channels for reporting concerns to their teachers, guidance staff, or the Principal. Students are taught safe and healthy practices for extended computer work, including sound ergonomics, appropriate breaks, and the safe handling of any equipment used in course activities.

ACCOMMODATIONS

Accommodations will be based on meeting with parents, teachers, administration and external educational assessment reports. The following three types of accommodations may be provided:

- ❑ ***Instructional accommodations:*** such as changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- ❑ ***Assessment accommodations:*** such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

Other examples of modifications and aids, which may be used in this course, are:

- ❑ Provide step-by-step instructions.
- ❑ Help students create organizers for planning writing tasks.
- ❑ Allow students to report verbally to a scribe (teacher/ student) who can help in note taking.
- ❑ Permit students a range of options for reading and writing tasks.
- ❑ Where an activity requires reading, provide it in advance.
- ❑ Provide opportunities for enrichment.