



TGJ20

Communications Technology

Graphic Design: Comic Strip

Abstract

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Project Overview

In this Communications Technology course, students are encouraged to use the design process to investigate, plan, create, and evaluate a collaborative group project. This project allows students to explore the elements and principles of design, pre-production, production and post production techniques. Students will work in the areas of print and graphic communications and photography. The project consists of three parts; part one and two will be done within the group (pre-production and production) and part three will be done individually (post production). The final output will be submitted individually.

Project Challenge

As a group, you will investigate the different elements and layout techniques of Comics. Your group will brainstorm the storyline for a two-page comic layout. You will be responsible for writing an outline, thumbnail sketches, script and storyboard for a minimum of twelve panels. Your story should be original and have a definite beginning, middle and end. There should also be some sort of challenge, adversity or climax to add interest to the plot-line. Once your group is satisfied with the outline you will need to develop detailed sketches, a script and storyboard. The more detail you add to each of these elements in the pre-production process the more it will help your group be successful during the production and post production stages.

The goal of this group project is to fully develop an original storyline and use the techniques of pre-production, production and post production in order to produce a cohesive and dynamic two-page comic spread. Students will write and edit text for conversations and storytelling. Consider using topics that raise awareness of issues that are relevant to teenagers.

Connections

Differentiated Instruction TIP

Provide an open-end approach when having students select a Comic Strip topic. Find out student interests and help them tap into these interests as they brainstorm their topic.

Ontario's Equity And inclusive Education Strategy

This project is designed to reflect and promote the ideas set out in the Ontario Equity and Inclusive Education Strategy. Through script and storyline development students can embrace multiculturalism, human rights and diversity as fundamental values. However, as stated in the policy, there are ongoing incidents of discrimination in our society that require our continuing attention.

SEF

Assessment for, as and of Learning

1.3 Students and educators build a common understanding of what students are learning by identifying, sharing, and clarifying the learning goals and success criteria.

1.4 During learning, timely, ongoing, descriptive feedback about student progress is provided based on student actions and co-constructed success criteria.

1.7 Ongoing communication about learning is in place to allow students, educators and parents to monitor and support student learning.

School and Classroom Leadership



	<p>2.5 Staff, students, parents and school community promote and sustain student well-being and positive student behaviour in a safe, accepting, inclusive and healthy learning environment.</p> <p>Student Engagement 3.1 The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives. 3.4 Students demonstrate a wide range of transferable skills such as teamwork, advocacy, leadership and global citizenship.</p> <p>Curriculum, Teaching and Learning 4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning. 4.6 Resources for students are relevant, current, accessible, inclusive and monitored for bias. 4.7 Timely and tiered interventions, supported by a team approach, respond to individual student learning needs, and well-being.</p> <p>Ontario's Equity and Inclusive Education Strategy</p> <ul style="list-style-type: none"> • review classroom strategies and revise them as needed to ensure they are aligned with and reflect school-wide equity and inclusive education policies. <p>Innovative, Creativity, Entrepreneurship (ICE) This project can be part of an ICE initiative through collaboration with the art and other technology program areas (e.g., Visual Arts, Photography and Yearbook).</p> <p>THINK LITERACY: Cross-Curricular Approaches, Grades 7-12 Getting Ready to Read: Making Notes (Project Management) Encourage note-taking and organizing thoughts. Provide a tool for summarizing information and ideas. Make connections and apply strategies to specific projects. Provide strategies for remembering what one reads</p>
<p>Project Criteria</p>	<p>Examples</p>
<p>Create one final individual two-page comic layout. Note that the story outline, thumbnail sketches, script and storyboard</p>	<p>How to Create Your own Comic Examples</p>



will be done as a group. The group will then **digitally photograph** each shot from the script and storyboard using different shot types and angles. This will provide a large variety of RAW images. Afterwards, each group member will upload a copy of all the RAW images to their individual digital storage. Finally, each group member will use Adobe Photoshop and Adobe InDesign to individually edit and place their chosen photographs in a two-page layout.

The final product will be submitted to the school newspaper for review for publication. Each student must submit a brief summary of their storyline.

The final product will also be submitted to the school's Yearbook Advisor for possible publication. Each student must submit a brief caption that would accompany the two-page comic layout in the school's yearbook.

The submission must include graphic design and photography techniques learned through prior knowledge and through this project.

[How to Create Comic Effects Examples](#)

[Reading with Pictures Resources](#)

[Reading with Pictures Comic Terminology Resource](#)

[Comic Examples](#)



Project Synopsis and Timelines					
Act #	Activity Title/Name	Time (hrs.)	Curriculum Expectations	Assessment & Evaluation	Connections?
1	Pre-Production Research, Brainstorming, Planning of Idea or Concept, Script and Storyboard Writing	4.0 Hours	A.1, A.3, A2.1, A3.2, B1, B1.1, B2.2	<ul style="list-style-type: none"> ● K/U ● T/I ● C 	<ul style="list-style-type: none"> ● Ontario Curriculum ● Growing Success ● DI ● Literacy ● Math Literacy ● Equity Inclusive... ● ICE ● FNMI First Nations, Metis
2	Production Equipment, Location and Lighting Setup for Photo Shoot of RAW Images	4.0 Hours	A.3, A1.3, A2.2, A3.3 B2, B1.2, B2.4 B3.1, D1, D1.2 D2.4	<ul style="list-style-type: none"> ● K/U ● T/I ● C ● A 	<ul style="list-style-type: none"> ● Ontario Curriculum ● Growing Success ● DI ● SEF ● Math Literacy ● Literacy ● Equity Inclusive... ● ICE ● FNMI First Nations, Metis
3	Post Production Photo Effects and Manipulation, Graphic Design Layout	12.0 Hours	A2, A1.2, A2.3, B3, B2.5, B3.2	<ul style="list-style-type: none"> ● K/U ● T/I ● C ● A 	<ul style="list-style-type: none"> ● Ontario Curriculum ● Growing Success ● DI ● SEF ● Math Literacy ● Literacy ● Equity Inclusive... ● FNMI First Nations, Metis



CONNECTIONS RESOURCE LIST

1	The Ontario Curriculum, Grade 11-12, Revised 2009	http://www.edu.gov.on.ca/eng/curriculum/secondary/2009teched1112curr.pdf
2	Growing Success	http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf
3	Student Success: Differentiated Instructions Educator's Package, 2010(DI)	http://www.edugains.ca/resourcesDI/EducatorsPackages/DIEducatorsPackage2010/2010EducatorsGuide.pdf
4	School Effectiveness Framework, 2013 (SEF)	http://www.edu.gov.on.ca/eng/literacynumeracy/SEF2013.pdf
5	Think Literacy	http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/
6	Leading Math Success	http://www.edu.gov.on.ca/eng/document/reports/numeracy/numeracyreport.pdf
7	Ontario First Nations, Metis, and Inuit Education Policy Framework (FNMI)	http://www.edu.gov.on.ca/eng/aboriginal/fnmiFramework.pdf
8	Ontario's Equity and Inclusive Education Strategy	http://www.edu.gov.on.ca/eng/policyfunding/equity.pdf
9	Ontario Skills Passport (OSP)	http://www.skills.edu.gov.on.ca/OSP2Web/EDU/DisplayEssentialSkills.xhtml
10	OCTE Resources: SafeDocs, SafetyNet	http://www.octelab.com/



Activity 1 - Idea Development

Minds On (Engaging Prior Knowledge)

Activity 1 Project Research and Information Gathering

Activity Description:

This is the pre-production and planning phase for the development of the Comic strip. Students will need to complete a variety of activities and tasks to come up with a storyline to produce. This will include topic research, brainstorming, storyboarding, thumbnail sketches, shot list production, group debriefing and planning.

1. Six Panel Comic Jam Practice
2. Brainstorm
3. ICE can play a role here as students brainstorm ideas for their theme
4. Pick a theme
5. Story Outline
6. Further development of the storyline will be developed through a script, thumbnail sketches and a storyboard

Activity 1 Criteria and Instructions

Students will pick a theme for their Comic Strip and start to brainstorm ideas for a related storyline. Students need to focus on a concept that will relate to their target audience: teenagers. All great ideas start with open communication and great group collaboration.

The students will start off by participating in a six panel Comic Jam Exercise. Each group member receives a worksheet with six blank panels on it. Each student will have five minutes to draw the first panel based on a theme of their choice. Then, each student will pass along their worksheet to another group member. The next group member will continue the storyline in panel two. This format will continue until each group member has drawn six panels on six different worksheets, each worksheet containing a different storyline.

The students should take a moment to reflect on the themes that were introduced during the Six Panel



Comic Jam Exercise. The group should make a short list of possible themes and discuss them in detail to see which is most appealing to the group. Once a concept has been chosen, the group will begin developing the plotline through character development and thumbnail sketches. They will also decide on the story elements. Once the basic storyline has been worked out the group will write and produce a script and storyboard. The script and storyboard will include the dialogue, possible shot types and angles and a list for cast and crew, props and costume, and set locations.

The students will incorporate prior learning of the production process, which includes script writing, storyboarding, and the Principles of Photography.

Activity 1 Prior Knowledge	Connections
<ul style="list-style-type: none"> ● Group Work Skills ● Google Research Skills ● Basic Computer Literacy ● School Code of Conduct ● Brainstorming Techniques ● Thumbnail Sketching ● Script Writing ● Storyboarding ● Photography Shot Types and Angles ● Photography Composition Rules ● Elements and Principles of Design ● Working Knowledge of a DSLR Camera ● Visual Arts Course Experience an asset ● ICE Training an asset ● respect for the rights, responsibilities, and contributions of self and others 	<p>SEF Student Engagement 3.1 The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives.</p> <p>Pathways Planning and Programming 5.2 Opportunities for authentic learning experiences and experiential learning exist in all classrooms, schools and community programs.</p> <p>Leading Math Success: Math Literacy Photography - Rule of Thirds, ISO, Depth of Field, Exposure and camera angles Units of Measurement Conversion (i.e. inches to picas) Digital File Compression</p> <p>Teacher Tips Guest Speakers and/or In School Workshops (Animator, Photographer, Graphic Designer etc). Experiential learning can be done through field trips to Toronto International Film Festival, The ROM or AGO.</p>



	<p>Reach ahead opportunities to college programs such as OCAD, Sheridan, or York.</p>
<h2>Activity 1 Planning Notes</h2>	<h2>Connections</h2>
<ul style="list-style-type: none"> • Develop the daily schedule, an outline of deadlines and the necessary teaching resources for the assignment (lesson plans, handouts, presentation materials, and supplementary resources such as videos, websites and online tools) • Review the learning goals and success criteria with the students and, if necessary, with the parents • Check all recommended resources prior to beginning the lessons and activities • Do an equipment assessment and inventory • Review safety procedures for all necessary equipment • Ensure that all students have access to online teaching materials, school network access and digital storage space • Divide the students into fair and equitable groups • Provide a sample of possible theme ideas (i.e. Bullying, Body Image, Mental Health, Friendships, School Spirit) • Explain and facilitate the Six Panel Comic Jam exercise • Encourage further theme exploration and supervise the final decision process • Explore Comic fundamentals, terminology and techniques • Review and confirm access to prior teaching materials regarding thumbnail sketching, script writing, and storyboarding (including shot types, angles, and composition rules in photography) • Consult the Visual Arts teacher for drawing strategies for the non-drawers in the class • Provide digital and hardcopy access to all necessary templates for thumbnail sketches, scripts and storyboards • Remind the students that a script and storyboard are dynamic working pieces. They may change during the next production stage. • This activity is ideal for allowing students personal devices in their research 	<p>SEF Assessment for, as and of Learning 1.3 Students and educators build a common understanding of what students are learning by identifying, sharing, and clarifying the learning goals and success criteria.</p> <p>School and Classroom Leadership 2.5 Staff, students, parents and school community promote and sustain student well-being and positive student behaviour in a safe, accepting, inclusive and healthy learning environment.</p> <p>Curriculum, Teaching and Learning 4.6 Resources for students are relevant, current, accessible, inclusive and monitored for bias.</p> <p>Home, School and Community Partnerships 6.4 Learning opportunities, resources and supports are provided to help parents support student learning and have productive ongoing parent-teacher-student conversations.</p> <p>Ontario’s Equity and Inclusive Education Strategy Schools will (2010-2011):</p> <ul style="list-style-type: none"> • review classroom strategies and revise them as needed to ensure they are aligned with and reflect school-wide equity and inclusive education policies. <p>Guiding Principles of the Equity and Inclusive Education Strategy Equity and inclusive education:</p> <ul style="list-style-type: none"> • is a foundation of excellence; • meets individual needs; • identifies and eliminates barriers; • promotes a sense of belonging; • involves the broad community; • builds on and enhances previous and existing initiatives; • is demonstrated throughout the system.



	<p>Differentiated Instructions (DI) Knowing the Learner ❖ Continually build awareness of students' learning strengths and needs by observing and assessing their readiness, interests and learning preferences</p> <p>Responding by Differentiating ❖ Use a broad repertoire of effective instructional and assessment strategies to differentiate how students learn and how they demonstrate their learning (content, process, product, and learning environment)</p> <p>FNMI To address the FNMI document, schools will strive to “employ instructional methods designed to enhance the learning of all First Nation, Métis, and Inuit students”, it is recommended that students research some First Nation, Métis, and Inuit Social or Community issues.</p>
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Action (Introduce or Extend Learning)

Activity 1 Instructional Strategies	Connections
<p>Introduce the Comic assignment. Be sure to clearly describe expectations. Use previous design portfolios to give students visual exemplars that provide a clear vision of the final Product.</p> <p>Have students establish design teams of 2-3. Teacher may choose or modify the teams depending on individual strengths and weaknesses. Discuss best practices regarding group work.</p> <p>PICKING A TOPIC and BRAINSTORMING IDEAS</p> <ul style="list-style-type: none"> ● Discuss the overall assignment parameters and provide a clear vision of the success criteria ● Research Comic strips ● Help students, through conversation, discover the different terminology and techniques for Comics 	<p>Differentiated Instructions (DI) Find out about students' interests individually to help connect them to a topic or open up the topic even more if there is something of particular interest to the student.</p> <p>Flexible Learning Groups In a differentiated classroom, students are grouped and regrouped, frequently and flexibly based on their; readiness to learn a concept; interest in a concept learning preferences in working with or thinking about a concept; or environmental or social sensitivities</p> <p>Provide a reasonable number of well-constructed choices that address identified needs/ strengths of students</p>



- Share examples from previous student work, the Internet and comic books
- Is there a topic that is of particular interest to them? Provide possible themes
- Execute the Comic Jam activity. Display and then discuss the results
- Students may also mash-up ideas in groups or pairs
- Use project management tools and techniques to plan and organize their work
- Participate in collaborative/cooperative learning through group research
- List, describe and document a number of themes and styles based on research
- Use exemplars to help understand what quality work looks like and to develop or refine their understanding of success criteria

Thumbnail Sketches - Individual

- Review thumbnail sketching with students
- Review Elements and Principles of Design
- Provide teaching materials
- Do warm-up drawing exercises with the students
- Have the students draw a series of objects at 2-minute, 1-minute, 30-second, 15-second and 5-second intervals (contour drawing)
- Ask each group to work on a series of sketches of possible ideas for development of the characters and storyline by sketching and visual note-taking
- Discuss with the groups/students how to narrow their focus

STORYBOARDING THE IDEA – Group

- Students work in groups of 2-3 to further develop and plan their concepts
- Create a visual storyboard for the Comic from the brainstorming sessions
- Review how to storyboard
- Review the elements of storyboarding (i.e. location list, cast list, prop list, etc.)
- Review shot-types, camera angles and photography composition rules
- Share examples from previous student work, the Internet and YouTube videos
- Introduce drawing techniques for non-drawers
- Allow students to use online resources for drawing
- Provide access to peripheral devices such as tablets, scanners and printers
- Provide teaching materials (digitally and/or hard copy)

SEF

Assessment for, as and of Learning

1.2 A variety of relevant and meaningful assessment data is used by students and educators to continuously monitor learning, to inform instruction and determine next steps.

1.4 During learning, timely, ongoing, descriptive feedback about student progress is provided based on student actions and co-constructed success criteria.

School and Classroom Leadership

2.1 Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning.

2.2 Processes and practices are designed to deepen understanding of the curriculum and refine instruction to improve student learning and achievement.

Student Engagement

3.1 The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives.

3.4 Students demonstrate a wide range of transferable skills such as teamwork, advocacy, leadership and global citizenship.

The Ontario Curriculum, Grade 10, Revised 2009

Overall Expectations: A1, A3, B1
Specific Expectations: A2.1, A3.2, B1.1, B2.2

Ontario Skills Passport

Literacy skills in planning and organizing.

THINK LITERACY: Cross-Curricular Approaches, Grades 7-12

WRITING STRATEGIES Generating Ideas: Setting the Context (Process of Design)

Generate possible topics and subtopics for a design proposal. Identify important ideas, concepts and design rationalization to include in the proposal. Identify and answer the



<ul style="list-style-type: none"> ● Provide continual feedback and consultation to the groups or individual students <p>SCRIPT WRITING – Group</p> <ul style="list-style-type: none"> ● Student work in groups of 2-3 to further develop and plan their concepts ● Create a script for a minimum twelve panel Comic ● Review how to write and format a script ● Provide Google Doc access to each group ● Provide templates for scripts of Comics ● Provide guidance for the flow and development of the plot-line ● Students create a final plan based their storyboard and script to determine their photo shoots ● Have small group discussions to set students up for success re. shoot locations, who will pose, props needed, etc. 	<p>client's needs, the type of audience for the proposal, and ensure that important issues have been addressed.</p> <p>Developing and Organizing Ideas: Webbing, Mapping and More (Process of Design) Identify relationships and make connections among ideas and information. Select ideas and information for possible topics and subtopics. Provide a means to generate design ideas for further analysis.</p> <p>ORAL COMMUNICATIONS Pair Work: Small-group Discussions: Group Roles (Process of Design) Encourage active participation by all group members. Foster awareness of the various tasks necessary in small-group discussion. Make students comfortable in a variety of roles in a discussion group. Encourage structure in group work to foster effective design skills.</p> <p>OCTE SAFETY Docs and PASSPORT TO BE SIGNED FOR: -ergonomics -computer literacy -electronics</p>
<p>Activity 1 Assessment and Evaluation</p>	<p>Connections</p>
<p>Assessment strategies and tools in this assignment will include opportunities in monitoring students' achievement levels as well as learning skills.</p> <p>Assessment Tools:</p> <p>Assessment as Learning Checklists Discussions Sample Rubric for Final Thumbnail Sketches, Script or Storyboard</p>	<p>Growing Success Using the achievement chart to establish a rubric</p> <p>SEF Assessment for, as and of Learning 1.1 Assessment is connected to the curriculum, collaboratively developed by educators and used to inform next steps in learning and instruction. 1.6 Assessment of learning provides relevant and meaningful evidence to evaluate the quality of student achievement at or near the end of a cycle of learning and to determine next steps.</p>



	<p>1.7 Ongoing communication about learning is in place to allow students, educators and parents to monitor and support student learning.</p> <p>Curriculum, Teaching and Learning 4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning.</p>
<p>Activity 1 Accommodations</p>	<p>Connections</p>
<p>Teachers are to be familiar with exceptional students' Individual Education Plans (IEPs) for legislated accommodations, and consult with the appropriate staff. By doing this, teachers will be aware of and can implement prescribed modifications accommodations and/or alternative program goals.</p> <p>Teaching Strategies for students with special needs may include:</p> <ul style="list-style-type: none"> ● grouping design teams with varied abilities to allow for peer support. The teacher may choose or modify the teams depending on individual strengths and weaknesses ● providing a list of websites that will assist with finding specific research materials ● pairing experienced students with those who are not yet familiar with the techniques ● the use of a support staff to assist students in reaching their IEP goals 	<p>The Ontario Curriculum, Grade 10, Revised 2009</p> <ul style="list-style-type: none"> ❖ All students can succeed. ❖ Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students. ❖ Successful instructional practices are founded on evidence-based research, tempered by experience. ❖ Classroom teachers are key educators for a student's literacy and numeracy development. ❖ Each student has his or her own unique patterns of learning. ❖ Classroom teachers need the support of the larger community to create a learning environment that supports students with special education needs. ❖ Fairness is not sameness. <p>SEF</p> <p>Assessment for, as and of Learning</p> <p>1.1 Assessment is connected to the curriculum, collaboratively developed by educators and used to inform next steps in learning and instruction.</p> <p>1.2 A variety of relevant and meaningful assessment data is used by students and educators to continuously monitor learning, to inform instruction and determine next steps.</p> <p>Student Engagement</p> <p>3.1 The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives.</p>



	<p>SEF TIP It is recommended that there is regular collaboration in the development of assessment tasks, tools (e.g. rubrics) and practices supports consistency of practice in and between grades, departments and courses. This is especially important with when working with identified students.</p>
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Consolidation & Connections (Provide Opportunities for Reflection)

Activity 1 Reflection Paper/Exit Card	Connections
<p>Through Google classroom, Cloud each group should provide the teacher with a workflow calendar for the assignment and daily log sheet of their progress</p>	<p>Differentiated Instructions and Connections (DI) Teaching strategies may need to be changed based on student feedback.</p> <p>Differentiate our instruction because doing so allows us to forge strong connections between our subject and our students, and that improves student learning.</p> <p>Provide opportunities for consolidation and reflection.</p> <p>SEF Assessment for, as and of Learning 1.6 Assessment of learning provides relevant and meaningful evidence to evaluate the quality of student achievement at or near the end of a cycle of learning and to determine next steps.</p>

Materials, Tools and Resources



Activity 1 Websites

Shot Types and Angles Reference

<http://www.mediacollege.com/video/shots/>

Anatomy of a Comic Storyboarding

<http://www.makingcomics.com/2014/02/05/anatomy-storyboard-part-1-terms-techniques/>

Visual Note Taking

<http://blog.iat.com/2015/08/26/the-best-note-taking-strategies-for-students-teachers-and-experts-weigh-in>

Free Comic Book Resources

<http://comicbookgraphicdesign.com/category/free-comic-book-resources/>

Comic Book Resources

<http://www.comicbookresources.com/>

Photography Rules of Composition

<http://www.photographymad.com/pages/view/10-top-photography-composition-rules>

Storyboard Template

<http://skymag.com/wp-content/uploads/2016/08/storyboard-template-word-paucejbe.jpg>

Activity 1 Publications

- Comic Books
- Graphic Novels
- Magazines

Activity 1 Computer Software

- Internet Accessibility
- Word Processing (i.e. Microsoft Word)
- Adobe Photoshop
- Google Drive for Collaboration if necessary



Activity 1 Human Resources

- Guest Speakers
- Special Education/Resources Staff
- Student and Parent Consultation
- Visual Arts Teacher
- Computer Technician

Activity 1 Other

- Board Computer Policies

Activity 1 Appendices

[Appendix A: Thumbnail Sketch Template 1](#)
[Appendix B: Thumbnail Sketch Template 2](#)
[Appendix C: Storyboard Template](#)
[Appendix D: Script Template](#)
[Appendix E: Comic Jam](#)

Activity 2 - Name of Activity

Minds On (Engaging Prior Knowledge)



Activity 2 Project Research and Information Gathering

Activity Description:

At this point the students will have completed the pre-production phase, and will move on to the production stage of their Comic assignment. During the production stage the students will continue to work in their assigned groups. They will be responsible for the setup and teardown of multiple photo-shoots with lighting. The RAW photos acquired during this stage will then be uploaded to each individual digital storage space.

Activity 2 Criteria and Instructions

Each group of students will have completed their storyboard and script for their Comic concept. The students will continue to plan and work together and set forth a work schedule for each photo-shoot required for the minimum 12 comic panels. The students will need to consider consistency with props, costumes, lighting, and composition. The students will be reminded of the school's Code of Conduct when working outside the classroom, in order to maintain a safe and cooperative group dynamic.

Activity 2 Prior Knowledge

- Group work skills
- skills in cooperative learning techniques (effective interpersonal skills) and an understanding of personal commitment required for group activities
- respect for the rights, responsibilities and contributions of self and others
- Having taken a Visual Arts or Photography class can be an asset
- Mathematical skills relevant to Photography exposure, shutter speed, f-stop and ISO
- Shot Types
- Camera Angles

Connections

Teacher Tips

It may be a good idea to create diagnostic assessment tools to determine specific prior knowledge.

Leading Math Success: Math Literacy

The Expert Panel's vision of mathematical literacy encompasses the ability to:

- ❖ question, reason, and solve problems
- ❖ make connections within mathematics and between mathematics and life



<ul style="list-style-type: none"> ● Elements and Principles of Design ● Photography Rules of Composition <ul style="list-style-type: none"> ○ Rule of Thirds ○ Balance ○ Leading Lines ○ Symmetry and Patterns ○ Viewpoint ○ Background ○ Depth ○ Framing ○ Cropping ○ Continuity ● Knowledge of shooting with a DSLR camera, including Aperture, Depth of Field and Focal Point ● Photography Lighting, including Exposure, Shutter Speed, Aperture, and ISO ● Tripods ● SD cards and uploading of RAW images to digital storage ● Safe use of all necessary equipment 	<p>Photography - Rule of Thirds, ISO, Depth of Field, Exposure and camera angles Units of Measurement Conversion (i.e. inches to picas) Digital File Compression</p> <p>Ontario Skills Passport Literacy, Numeracy and Thinking Essential skills (document use, scheduling, measurement and calculation, job task planning and organizing and problem solving)</p> <p>OCTE SAFETY Docs and PASSPORT TO BE SIGNED FOR: - Cameras and Tripods - Lighting</p>
<h2>Activity 2 Planning Notes</h2>	<h2>Connections</h2>
<ul style="list-style-type: none"> ● Be sure that all computers are in working order and that the necessary software is functional ● Review all activities and prepare all resources (handouts, and materials) necessary for the delivery of content ● If using collaboration software, be sure that all posts are updated and ready for student interaction ● Outline the daily schedule for the production stage of the assignment ● Review the Elements and Principles of Design ● Review the Composition Rules of Photography ● Review the rules when shooting photography outside the classroom ● Remind the students to take multiple shot types and camera angles during each photo-shoot (this will help prevent retakes) ● Some students may want to produce in a group of 2 - 4 students ● Some students may be interested in carrying out their concept individually ● Students may use any method and equipment to produce their photographs to keep it open ended and student centered ● They may want to use tripod, lighting equipment and photography accessories (i.e. lenses, light meters, or flashes) ● Students may get started after reviewing how to use the 	<p>SEF School and Classroom Leadership 2.1 Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning. 2.2 Processes and practices are designed to deepen understanding of the curriculum and refine instruction to improve student learning and achievement. 2.3 Organizational structures are coherent, flexible and respond to the needs of students.</p> <p>Student Engagement 3.1 The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives.</p> <p>Professional Learning Communities Learning teams provide teachers with opportunities to work together to identify challenges and discuss</p>



camera, lighting, tripods and equipment. They are encouraged to try different settings on the camera for experimentation with shots

- Remind students to bring any necessary props the day before (i.e. costumes)
- Remind the students to have all their pre-production work with them when shooting (thumbnail sketches, script and storyboard)

classroom strategies. Actively participating in these communities can help contextualize content. As an example, discuss principles and elements of design teaching strategies with the Art Department

Growing Success

- ❖ plan assessment concurrently and integrate it seamlessly with instruction
- ❖ share learning goals and success criteria with students at the outset of learning to ensure that students and teachers have a common and shared understanding of these goals and criteria as learning progresses
- ❖ gather information about student learning before, during, and at or near the end of a period of instruction, using a variety of assessment strategies and tools
- ❖ use assessment to inform instruction, guide next steps, and help students monitor their progress towards achieving their learning goals

FNMI

To address the FNMI document, schools will strive to “employ instructional methods designed to enhance the learning of all First Nation, Métis, and Inuit students”, it is recommended that students research some First Nation, Métis, and Inuit Social or Community issues.

Teacher Tips

It is recommended that all resources be posted to your board collaboration system to avoid too many handouts and to ensure full accessibility.

Collaborate with Tech Studies teachers within your school, Board or province to establish best practices and curriculum improvements.

Become a member of the Ontario Council for Technology (OCTE) where tech teachers can network and collaborate on common challenges and resource development.

OCTE SAFETY Docs and PASSPORT TO BE SIGNED FOR:

- Lighting
- Cameras and Tripods



	- Code of Conduct before Leaving Room to Film (see appendices)
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Action (Introduce or Extend Learning)

Activity 2 Instructional Strategies	Connections
<p>Introduce ‘Discussion Etiquette’ in preparation for brainstorming design ideas. Students must learn to work cooperatively. Discuss how this teamwork approach is a vitally important in careers related to design.</p> <p>Based on the Activity 1, production teams should now have a production plan established. Conference with teams to ensure the production plan has been created</p> <p>DSLR Camera</p> <p>Equipment (i.e. Tripods, Lenses, and Flashes)</p> <p>Lighting</p> <p>Photo-shoot</p> <ul style="list-style-type: none"> ● Students will now work in groups of 2-3 to further develop and plan their concepts ● Have students refer to their final plan (STORY OUTLINE, SHOT LIST, LOCATIONS, CASTING, PROPS and STORYBOARD) <p>SD Cards and Readers</p> <p>Scanner and Printer</p>	<p>Differentiated Instructions (DI) There are many ways to teach these skills. Use online resources, videos, individual instruction, small group instruction, peer instructions, hands-on is the most effective way - let the students try and test the equipment.</p> <p>Some ways we can differentiate based on readiness include varying the:</p> <ul style="list-style-type: none"> ❖ Pace ❖ Level of complexity ❖ Degree of independence ❖ Amount of structure provided <p>SEF Curriculum, Teaching and Learning 4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school. 4.4 Learning is deepened through authentic, relevant and meaningful student inquiry. 4.7 Timely and tiered interventions, supported by a team approach, respond to individual student learning needs, and well-being.</p> <p>The Ontario Curriculum, Grade 10, Revised 2009 Overall Expectations: A3, B2, D1 Specific Expectations: A1.3, A2.2, A3.3, B1.2, B2.4, B3.1, D1.2, D2.4</p> <p>THINK LITERACY ORAL COMMUNICATIONS Small-group Discussions: Group Roles (Process of Design)</p> <ul style="list-style-type: none"> ❖ Encourage active participation by all group members. ❖ Foster awareness of the various tasks necessary in small-group discussion.



	<p>❖ Make students comfortable in a variety of roles in a discussion group. ❖ Encourage structure in group work to foster effective design skills.</p> <p>OCTE SAFETY and the Safety Passport -Lighting -Cameras and Tripods -Code of Conduct before Leaving Room to Shoot (see appendices)</p>
<p>Activity 2 Assessment and Evaluation</p>	<p>Connections</p>
<p>Assessment strategies and tools in this activity will include opportunities in monitoring students' achievement levels as well as learning skills.</p> <p>Through observation and conference, students can be assessed formally or informally. Checklists, anecdotal comments or the Learning Skills rubric will serve to help assess students. The teacher will document the following:</p> <ul style="list-style-type: none"> ● the student's skills pertaining to conflict management skills ● student's ability to work effectively as an interdependent team member ● student's initiative, leadership and participation in a group <p>Conferencing assessment can take place on a daily basis. Be sure to provide encouragement and praise as tasks are completed to nourish a positive self-image.</p> <p>Assessment As Learning</p> <p>Upload photographs after each photo-shoot. Sort and categorize images for each Comic panel. Provide verbal descriptive feedback on what worked well and what could be improved. Allow students the opportunity to recapture any shots necessary. Students may only need one or two additional shots...allow these opportunities on an on-going basis.</p> <p>Application</p> <p>The students will be assessed on the composition and photographic techniques used to capture their RAW images. The assessment will be based on the specifications outlined on the teaching materials, including checklists and rubrics.</p>	<p>Differentiated Instructions (DI) Tiering: Consider weighting summative activities according to destination (i.e., weigh the application higher for trade/college bound students...T/I & C higher for university bound students)</p> <p>Use assessment to gather information about students' readiness, interests and learning preferences</p> <p>Growing Success ELICITING INFORMATION ABOUT STUDENT LEARNING</p> <ul style="list-style-type: none"> ❖ designing tasks that provide students with a variety of ways to demonstrate their learning ❖ observing students as they perform tasks ❖ posing questions to help students make their thinking explicit ❖ engineering classroom and small-group conversations that encourage students to articulate what they are thinking and further develop their thinking <p>PROVIDING DESCRIPTIVE FEEDBACK</p> <ul style="list-style-type: none"> ❖ Feedback provides students with a description of their learning. The purpose of providing feedback is to reduce the gap between a student's current level of knowledge and skills and the learning goals <p>Levels of Achievement Level 1 represents achievement that falls much below the provincial standard.</p>



Shot Types
Camera Angles
Elements and Principles of Design
Photography Rules of Composition and Photographic Techniques

- Photography Rules of Composition
 - Rule of Thirds
 - Balance
 - Leading Lines
 - Symmetry and Patterns
 - Viewpoint
 - Background
 - Depth
 - Framing
 - Cropping
 - Continuity
 - Depth of Field and Focal Point
 - Exposure

The completed photographic images will be evaluated using a rubric assessment tool. The purpose of this assessment is to gage the student's ability in applying their design and technical skills using the photography equipment.

Thinking

To assess students on their thinking skills, teachers will evaluate the student's ability to cultivate their pre-production work into a fully comprehensive plan for production. Students will develop their own criteria and constraints for their story development and to capture the necessary RAW images for the post-production stage. The student's will problem solve issues that may arise and adjust their production plan accordingly.

Communication

Students will track their individual and group development using their daily log sheets and workflow calendars. Students and teachers will share an open dialogue of their production progress. The students will ask for clarification on production issues when necessary.

Knowledge

Students will understand the following:

- Shot types and camera angles
- DSLR camera skills
- Working knowledge of Photography accessories
- Composition Rules of Photography
- Computer skills for uploading of RAW images
- Equipment Safety Practices

Level 2 represents achievement that approaches the provincial standard.
Level 3 represents the provincial standard for achievement.
Level 4 identifies achievement that surpasses the provincial standard.

SEF

Assessment for, as and of Learning

1.1 Assessment is connected to the curriculum, collaboratively developed by educators and used to inform next steps in learning and instruction.

1.3 Students and educators build a common understanding of what students are learning by identifying, sharing, and clarifying the learning goals and success criteria.

1.4 During learning, timely, ongoing, descriptive feedback about student progress is provided based on student actions and co-constructed success criteria.



Activity 2 Accommodations	Connections
<p>Teachers are to be familiar with exceptional students' Individual Education Plans (IEPs) for legislated accommodations, and consult with the appropriate staff. By doing this, teachers will be aware of and can implement prescribed modifications accommodations and/or alternative program goals.</p> <p>Teaching Strategies for students with special needs may include:</p> <ul style="list-style-type: none"> ● grouping design teams with varied abilities to allow for peer support. The teacher may choose or modify the teams depending on individual strengths and weaknesses ● pairing experienced students with those who are not yet familiar with the techniques. Some students have obtained knowledge of photography techniques in previous art and/or technology courses ● the use of a support staff to assist students in reaching their IEP goals <p>TIPS: Provide resources in digital and printed format for students to refer to.</p>	<p>Differentiated Instructions (DI) Differentiated instruction is effective instruction that is responsive to the learning preferences, interests and readiness of individual learners.</p> <p>Differentiated instruction is best thought of as an organizing structure or framework for thinking about teaching and learning.</p> <ul style="list-style-type: none"> ❖ Students working on the same curriculum expectations in various ways with common criteria for success

Consolidation & Connections (Provide Opportunities for Reflection)

Activity 2 Reflection Paper/Exit Card	Connections
<p>Students will be asked to write a Reflection Paper at the end of this assignment. The paper will include a summary of activities and individual and group participation. The purpose of this paper is to allow students to practice the use of proper written language skills. It will also help students reflect on their experiences throughout this unit in preparation for their Final Performance Task.</p> <ul style="list-style-type: none"> ● This paper should include all the key terms discussed throughout the assignment 	<p>SEF School and Classroom Leadership 2.2 Processes and practices are designed to deepen understanding of the curriculum and refine instruction to improve student learning and achievement.</p> <p>Differentiated Instructions (DI) Assessment as Learning Assessment as learning focuses on the role of the student as the critical</p>



- Group work and challenges that were encountered working with peers
- Provide digital and paper copy of these anonymous forms for student feedback

connector between assessment and learning. It occurs when students monitor their own learning and use the feedback from this monitoring to adjust, adapt, or change what they understand.

Teachers help students develop, practise and become comfortable with critically analyzing their own work and with reflection.

Materials, Tools and Resources

Activity 2 Websites

Photography

<http://www.mediacollege.com/photography/>

Photography Workflow

<http://www.cambridgeincolour.com/tutorials/digital-photo-editing-workflow.htm>

Using Digital Cameras

<http://www.dummies.com/how-to/photography-video/digital-photography/using-the-camera.html>

35 Beautiful Photography Websites

<https://www.smashingmagazine.com/2009/07/35-beautiful-photography-websites/>

Lighting

<http://www.mediacollege.com/lighting/>

YouTube - Apollo 13 Movie Clip - Square Peg Round Hole

<https://www.youtube.com/watch?v=C2YZnTL596Q>

Activity 2 Publications

- Classroom Safety Documents
- Search YouTube or other video resources for subject specific supports



Activity 2 Computer Software

- Internet Accessibility
- Word Processing (i.e. Microsoft Word)
- Adobe Photoshop
- Adobe Bridge
- Google Drive for Collaboration if necessary

Activity 2 Human Resources

- Guest speakers: local professionals (survey class for parents, friends and family employed in the graphic design or photography industry)
- Special Education/Resource staff
- Visual Art or Photography teachers
- Computer Technician

Activity 2 Other

- Board computer policies
- Local Art or Photography Exhibits for example: the ROM, Art Gallery of Ontario, Toronto International Film Festival or Hot Docs Theatre

Activity 2 Appendices

[Appendix E: Lighting Safety](#)
[Appendix F: Camera and Tripod Safety](#)
[Appendix G: Ergonomics and Hardware](#)



Activity 3 - Name of Activity

Minds On (Engaging Prior Knowledge)

Activity 3 Project Research and Information Gathering

Activity Description:

The post-production stage of the unit will solidify all the pre-production and production work completed by the student groups. It should showcase how the groups executed their combined ideas and resolved production challenges. At this stage the students will have completed all necessary photo-shoots and a copy of the RAW images has been distributed to each individual group member. Each student will now complete the production stage independently.

Each student will be responsible for sorting and categorizing the RAW images. At this point the student can make slight alterations to the script when selecting their twelve photographs. These alterations are the result of taking multiple shot types and camera angles during the production stage.

Once the student has chosen their twelve photographs they must use Adobe Photoshop to add a Comic effect. The student will then design a two page layout in Adobe InDesign and place their altered images in with text. Each student will output a digital copy of the finished Comic in the required file formats (i.e. .indd and PDF)

Activity 3 Criteria and Instructions

1. Upload all RAW images to each individual's digital storage space.
2. Sort and categorize the images (i.e. by panel and grade).
3. Based on their interpretation of the storyboard and script the students will choose an image for each panel (twelve panels is the minimum).
4. Open the images using Adobe Photoshop, save a copy of the original image and then apply the desired Comic effect. A list of possible Photoshop effects will be provided but the student may choose one of their own.
5. The student will design a two page Comic layout in Adobe InDesign. The layout should include: a minimum of twelve panels with a stroke weight; a title and subtitle; text boxes with captions; and



- an original background.
6. The altered/manipulated images will now be placed into InDesign.
 7. The final layout will be uploaded to a shared space (i.e. Google Drive) and presented to the class for a critique and feedback from the teacher and their peers.
 8. The students will now have a chance to make any final adjustments to their two page layout.
 9. The students will also complete a Reflection Paper; to be handed in with the final submission of their two page layout in the required formats of .indd and PDF.

<h3>Activity 3 Prior Knowledge</h3>	<h3>Connections</h3>
<ul style="list-style-type: none"> ● Group work skills ● skills in cooperative learning techniques (effective interpersonal skills) and an understanding of personal commitment required for group activities ● respect for the rights, responsibilities and contributions of self and others ● Leadership ● Shot Types ● Camera Angles ● Elements and Principles of Design ● Intermediate computer skills for uploading images and file management ● Intermediate knowledge of Adobe Photoshop ● Intermediate knowledge of Adobe InDesign ● Basic knowledge of Adobe Bridge ● Basic knowledge of peripheral devices 	<p>Teacher Tips It may be a good idea to review the Adobe Software Suite and digital file management.</p> <p>SEF School and Classroom Leadership 2.3 Organizational structures are coherent, flexible and respond to the needs of students.</p>
<h3>Activity 3 Planning Notes</h3>	<h3>Connections</h3>
<ul style="list-style-type: none"> ● Check all recommended resources prior to beginning lessons and activity ● Be sure that all computers are in working order and that Internet access is available ● Check school Wi-Fi for accessibility ● Review all activities and prepare all resources (handouts, and materials) necessary for the delivery of content 	<p>Teacher Tips It is recommended that all resources be posted to your board collaboration system to avoid too many handouts and to ensure full accessibility.</p> <p>This activity is ideal for allowing students to use their own personal devices in their research.</p>



- If using collaboration software, be sure that all posts are updated and ready for student interaction
- The idea is to build transferable skills
- If you do not have industry standard graphic design software do not get “stuck”, there are free online editing tools and some school boards already own the licenses to Photoshop Elements - higher end industry standard software is preferred but you are still building capacity and teaching transferable skills
- Prior to airing student should be given feedback from peers and teachers and given an opportunity to improve their final product

TIP: Adobe Creative Cloud allows a trial period, so students could download the software on a trial basis if need be

SEF

Student Engagement

3.1 The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives.

Math Literacy

If student achievement is to improve, teachers must increase not only their expertise in pedagogy but also their mathematics content knowledge. In the past, professional development has focused on techniques rather than concepts, so an innovative approach is necessary.

Differentiated Instruction (DI)

Class Profiles

A class profile provides the teacher with a snapshot of the strengths, needs, interests and/or readiness of the students in the class. It is a resource for planning that conveys a great deal of critical information at a glance.

WAYS OF ORGANIZING FOR DIFFERENTIATED INSTRUCTION STRUCTURES

TIERING - When we tier an assignment, we are creating more than one version of a task so that we can respond to students' varied levels of readiness

THREE-PART LESSON DESIGN

The three-part lesson design template helps us:

- ❖ Plan with the end in mind
- ❖ Determine the elements of the lesson that will be differentiated
- ❖ Outline the strategies and structures that will focus the teaching and learning

FNMI

To address the FNMI document, schools will strive to “employ instructional methods designed to enhance the learning of all First Nation, Métis, and Inuit students”, it is recommended that students research some First Nation, Métis, and Inuit Social or Community issues.



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Action (Introduce or Extend Learning)

Activity 3 Instructional Strategies	Connections
<ul style="list-style-type: none"> Describe what students are expected to learn and how their learning will help with the overall assignment. Provide students with a clear vision of where this activity will lead Distribute previous student exemplars for critique and discussion <p>PHOTOGRAPH SELECTION</p> <ul style="list-style-type: none"> The students will each upload a copy of the RAW images The will provide the opportunity for each student to gain experience with cables, SD card, the transfer of digital files and file management Once the transfer is completed the students will sort and categorize all images. This will allow each student the opportunity to access their photographs based on the Rules of Composition and the Elements and Principles of Design <p>PHOTO EDITING</p> <ul style="list-style-type: none"> The students will each select a Photoshop Comic tutorial to apply to their final selection of images Use of proper image resizing and manipulation techniques The students can apply other design principles using Adobe Photoshop if it strengthens the theme of their storyline The student should seek guidance when needed for technical and design challenges <p>GRAPHIC DESIGN/DESKTOP PUBLISHING</p> <ul style="list-style-type: none"> The students will design a two page layout using Adobe InDesign Two page layout specifications (i.e. unit of measure picas) The teacher will provide final approval of the layout before the students edited images can be placed in The students will have to output their finished design when the requirements specifications <p>CRITIQUE AND EVALUATE</p> <ul style="list-style-type: none"> The students will share their layout on a collaborative platform and present it to the class 	<p>The Ontario Curriculum, Grade 10, Revised 2009 Overall Expectations: A2, B3 Specific Expectations: A1.2, A2.3, B2.5, B3.2</p> <p>SEF Assessment for, as and of Learning 1.1 Assessment is connected to the curriculum, collaboratively developed by educators and used to inform next steps in learning and instruction. 1.2 A variety of relevant and meaningful assessment data is used by students and educators to continuously monitor learning, to inform instruction and determine next steps.</p> <p>Student Engagement 3.3 Students are partners in dialogue and discussions to inform programs and activities in the classroom and school that represent the diversity, needs and interests of the student population.</p> <p>Curriculum, Teaching and Learning 4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school. 4.3 Teaching and learning in the 21st Century is collaborative, innovative and creative within a global context. 4.4 Learning is deepened through authentic, relevant and meaningful student inquiry. 4.6 Resources for students are relevant, current, accessible, inclusive and monitored for bias. 4.7 Timely and tiered interventions, supported by a team approach, respond to individual student learning needs, and well-being.</p> <p>Ontario Skills Passport Literacy, Numeracy and Thinking Essential skills (document use, computer use, measurement and</p>



- The students will have time to discuss each students work and provide verbal and anonymous written feedback

EXPORT AND PUBLISHING

- The students will export the required digital files and submit for evaluation and possible publishing to the school newspaper and yearbook

calculation, decision making, finding information)

Innovation, Creativity and Entrepreneurship

provide opportunities for students to solve their own problems, through a supportive and inclusive learning environment.

Growing Success DEVELOPING INDIVIDUAL GOAL SETTING

As a result of developing self-assessment skills, students learn to identify specific actions they need to take to improve, and to plan next steps – that is, to define their long- and short-term individual goals with increasing clarity and realism. Teachers begin by modelling the setting of individual learning goals for students. They also provide follow-up support, give specific feedback on learning goals, and help students identify and record focused actions they can take to achieve their goals and procedures they can use to monitor their own progress.

Differentiated Instruction (DI) Responding by Differentiating involves

Using appropriate, evidence-based strategies for instruction, assessment and evaluation; using structures or ways of organizing that facilitate student learning; and providing choice, respectful tasks, a shared responsibility for learning and flexible learning groups (key features of differentiated instruction).

Categories of Instructional Strategies that Impact Student Achievement

- ❖ Reinforcing effort and providing recognition - Goal-setting with teacher and peer feedback
- ❖ Homework and practice - Application of learning (e.g., in simulations, problem-solving)
- ❖ Setting objectives and providing feedback - Rubrics or checklists with clear learning goals and previously established assessment criteria



	<p>Math Literacy MAKING CONNECTIONS Making mathematics meaningful is a key priority for engaging adolescent learners. Research suggests applying mathematics in ways that are linked to students' experiences, curiosity, imagination, and aspirations. Learning must begin with where students are and what they know.</p> <p>INFORMATION AND COMMUNICATION TECHNOLOGIES Technology supports learning and should be accessible to all students – especially those who struggle with mathematics.</p> <p>THINK LITERACY: Cross-Curricular Approaches, Grades 7-12 Reading Different Text Forms: Reading Informational Texts Technology students are continually having to deal with informational text forms (such as safety rules, instructions, magazine articles and operational descriptions) in order to gather information, and determine how to proceed safely in a technical environment.</p>
<p>Activity 3 Assessment and Evaluation</p>	<p>Connections</p>
<p>Assessment strategies and tools in this activity will include opportunities in monitoring students' achievement levels as well as learning skills.</p> <p>Application</p> <ul style="list-style-type: none"> To assess students on their application skills, teachers will evaluate students' creativity in how they apply their technical skills in Adobe Photoshop and InDesign <p>Thinking</p> <ul style="list-style-type: none"> To assess students on their thinking skills, teachers will evaluate students' creativity in how they lay out their Comic designs. <p>Communications</p>	<p>SEF Assessment for, as and of Learning 1.4 During learning, timely, ongoing, descriptive feedback about student progress is provided based on student actions and co-constructed success criteria. 1.5 Students are explicitly taught and regularly use self-assessment skills to monitor, improve and communicate their learning within the context of the Ontario curriculum and/or Individual Education Plan (IEP) 1.6 Assessment of learning provides relevant and meaningful evidence to evaluate the quality of student achievement at or near the end of a cycle of learning and to determine next steps.</p>



<ul style="list-style-type: none"> The Comic Design will be assessed in terms of the Elements and Principles of Design, the Rules of Composition in Photography and the overall appearance. <p>Learning Skills</p> <ul style="list-style-type: none"> Through observation and conferencing, students will be assessed formally or informally. The Teacher will document the following: The student's skills pertaining to conflict management skills Student's ability to work effectively as a team member and independently Student's initiative, leadership and participation in a group Conferencing assessment can take place on a daily basis. Be sure to provide encouragement and praising effort, as tasks are complete building on a positive self-image. <p>Have the students present their finished work to the class for critique and feedback. Challenge the students to reflect on the verbal and written feedback they received and decide what alternations may be necessary. Then let them re-submit their work to potentially increase their mark. Remind them that design work is not a linear process.</p> <p>Assessment Tools:</p> <ul style="list-style-type: none"> Checklist Rubric 	<p>SEF Connections Accommodations are to be made so students do not lose dignity because of disability, poverty, lack of success, linguistic diversity or race. Teachers foster a positive atmosphere accepting of individual's uniqueness, values, and needs.</p> <p>Growing Success Categories of Knowledge and Skills The categories of knowledge and skills are as follows:</p> <ul style="list-style-type: none"> ❖ Knowledge and Understanding: Subject-specific content acquired in each grade/course (knowledge), and the comprehension of its meaning and significance (understanding) ❖ Thinking: The use of critical and creative thinking skills and/or processes ❖ Communication: The conveying of meaning through various forms ❖ Application: The use of knowledge and skills to make connections within and between various contexts <p>Differentiated Instruction (DI) DESIGNING INSTRUCTION, ASSESSMENT AND EVALUATION Instructional strategies such as questioning, anticipation guides, graphic organizers, jigsaws, and simulations serve a variety of functions in the teaching and learning process. They can be used to introduce, assess and consolidate learning and to gather evidence to evaluate learning.</p>
<p>Activity 3 Accommodations</p>	<p>Connections</p>
<p>Teachers are to be familiar with exceptional students' Individual Education Plans (IEPs) for legislated accommodations, and consult with the appropriate staff. By doing this, teachers will be aware of and can implement prescribed modifications accommodations and/or alternative program goals.</p> <p>Teaching Strategies for students with special needs may include:</p> <ul style="list-style-type: none"> grouping design teams with varied abilities to allow for peer support. The teacher may choose or modify the teams depending on individual strengths and weaknesses 	<p>Equity Indicator Learning experiences are engaging, promote collaboration, innovation and creativity (i.e. are clear, meaningful, challenging, productive and include problem solving and critical thinking on a variety of issues). Students see themselves, their values, culture and interests reflected in their learning environment.</p> <p>PLANNING TECHNOLOGICAL EDUCATION PROGRAMS FOR</p>



<ul style="list-style-type: none"> ● pairing experienced students with those who are not yet familiar with the techniques. Some students have obtained knowledge of design and editing techniques in previous art and/or technology courses ● the use of a support staff to assist students in reaching their IEP goals 	<p>STUDENTS WITH SPECIAL EDUCATION NEEDS Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education resource teachers, where appropriate, to achieve this goal.</p> <ul style="list-style-type: none"> ❖ All students can succeed. ❖ Each student has his or her own unique patterns of learning. ❖ Classroom teachers need the support of the larger community to create a learning environment that supports students with special education needs.
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Consolidation & Connections (Provide Opportunities for Reflection)

Activity 3 Reflection Paper/Exit Card	Connections
<p>Learning Skills Self-Assessment Have students complete a self-assessment form. This will increase responsibility for students' own learning as a result of more opportunities. This will increase responsibility for students' own learning as a result of more opportunities for self-reflection.</p> <p>Have the students fill out an anonymous feedback form for each students design work and presentation. Provide the students with peer and teacher feedback. Use this activity to further development student critical thinking skills.</p>	<p>SEF Assessment for, as and of Learning 1.5 Students are explicitly taught and regularly use self-assessment skills to monitor, improve and communicate their learning within the context of the Ontario curriculum and/or Individual Education Plan (IEP)</p> <p>Student Engagement 3.1 The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives.</p> <p>Differentiated Instructions (DI) Teaching strategies may need to be changed based on student feedback.</p>



	<p>THINK LITERACY: Cross-Curricular Approaches, Grades 7-12 Writing for a Purpose: Using Templates, Writing a Report When students can get the "picture" of a form of writing in their heads, they feel more confident about creating the final product. A template or framework is a skeletal structure for a writing form that allows students to organize their thoughts and researched information in order to write a first draft.</p> <p>Ontario Skills Passport Thinking Skills Critical Thinking</p>
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Materials, Tools and Resources

<h3>Activity 3 Websites</h3>
<p>YouTube https://www.youtube.com</p> <p>Photoshop Essentials http://www.photoshopenessentials.com/</p> <p>Photoshop Tutorials for Beginners http://design.tutsplus.com/series/photoshop-tutorials-for-beginners--psd-12643</p> <p>Photoshop Tutorials - Comic Effects http://design.tutsplus.com/articles/20-insane-comic-book-style-photoshop-effects--psd-296</p>
<h3>Activity 3 Publications</h3>
<ul style="list-style-type: none">• Photoshop Tutorials• Magazines



Activity 3 Computer Software

- Internet Accessibility
- Word Processing (i.e. Microsoft Word)
- Adobe Photoshop
- Adobe InDesign
- Adobe Bridge
- Google Drive for Collaboration if necessary

Activity 3 Human Resources

- Teacher
- Peers

Activity 3 Other

Activity 3 Appendices