

COURSE COM2015: MEDIA IMPACT

Level: Intermediate

Prerequisite: COM1005: Visual Composition

Description: Students explore different media forms and examine their impact on personal, community and national interests. Using various media, students plan, create and present a simple message.

Parameters: Specialized facilities depend on the direction taken in the course. Students should have access to still and video cameras, video and image software, some type of print production equipment and a computer with appropriate software (either in the lab or through a community source).

Supporting Course: COM1015: Media

Outcomes: The student will:

- 1. analyze various media messages, e.g., radio, television, photography, Web or print, and describe the impact of the various messages from a personal, community and national perspective**
 - 1.1 describe the various roles of media; e.g., advertising, role modelling, stereotyping, cultural representation, propaganda, consumerism
 - 1.2 identify a current issue of media interest and describe its impact from a personal, community or national perspective
 - 1.3 identify and describe the media format(s) used to present selected commercially produced messages and the impact of the media on the effectiveness of message delivery
 - 1.4 develop and apply criteria to compare the anticipated effectiveness of media selected for delivering the message to the actual effectiveness of the result (audience reaction)
- 2. design and produce a simple message, and communicate it through a specified media; e.g., print, audio, video, animation or combination**
 - 2.1 develop a plan for producing a message in specified media or multimedia; e.g., consider target audience, intent of message, type of media
 - 2.2 use appropriate planning procedures for selected media; e.g., storyboard, script, outline, shot list, thumbnails, composites
 - 2.3 produce a specified media message from a personal, community or national perspective in one or more media formats; e.g., commercial or advertising layout, news item or interview (audio, video, print or combination), public service announcement, billboard design
- 3. identify copyright restrictions and permissions and put them into practice**
- 4. present a selection of work completed in this course to an audience**
 - 4.1 discuss work regarding:
 - 4.1.1 how the elements and principles of design help facilitate good composition in his or her work
 - 4.1.2 the technical and creative aspects of the work; e.g., quality, uniqueness
 - 4.1.3 areas of concern/difficulty (if applicable)
 - 4.1.4 meeting school and community standards; e.g., appropriate language
 - 4.1.5 the use of tools and equipment

- 4.2 participate in peer/teacher assessment
- 4.3 add the selected work to a portfolio
- 5. apply consistent and appropriate work station routines**
 - 5.1 demonstrate good health and safety practices; e.g., posture, positioning of hardware and furniture
 - 5.2 demonstrate security for hardware, software, supplies and personal work
- 6. demonstrate basic competencies**
 - 6.1 demonstrate fundamental skills to:
 - 6.1.1 communicate
 - 6.1.2 manage information
 - 6.1.3 use numbers
 - 6.1.4 think and solve problems
 - 6.2 demonstrate personal management skills to:
 - 6.2.1 demonstrate positive attitudes and behaviours
 - 6.2.2 be responsible
 - 6.2.3 be adaptable
 - 6.2.4 learn continuously
 - 6.2.5 work safely
 - 6.3 demonstrate teamwork skills to:
 - 6.3.1 work with others
 - 6.3.2 participate in projects and tasks
- 7. identify possible life roles related to the skills and content of this cluster**
 - 7.1 recognize and then analyze the opportunities and barriers in the immediate environment
 - 7.2 identify potential resources to minimize barriers and maximize opportunities

COURSE COM2025: ELECTRONIC LAYOUT & PUBLISHING 1

Level: Intermediate

Prerequisite: COM1005: Visual Composition

Description: Students develop skills and practical working knowledge of electronic publishing computer hardware and software and create well-designed documents and publications using desktop publishing technology.

Parameters: Access to a computer, storage medium, appropriate software, support resources.

Outcomes: The student will:

- 1. explain the importance of page layout and electronic publishing**
- 2. discuss the various forms of electronic publishing that one sees every day; e.g., books, magazines, posters**
- 3. produce print/electronic documents; e.g., pamphlets, posters, booklets, packages using industry standard techniques**
 - 3.1 create a plan for a document layout (e.g., brief, thumbnails), considering the following factors:
 - 3.1.1 message/purpose
 - 3.1.2 audience
 - 3.1.3 content
 - 3.1.4 media type; e.g., black and white, colour, electronic, print
 - 3.1.5 graphics/images
 - 3.1.6 consistent use of elements and principles of design in page layout
 - 3.2 lay out the document taking into consideration the following:
 - 3.2.1 number of pages
 - 3.2.2 orientation
 - 3.2.3 size of document; e.g., legal, letter, A4
 - 3.2.4 gutters
 - 3.2.5 margins
 - 3.2.6 output
 - 3.2.7 preproduced templates
 - 3.2.8 master pages
 - 3.2.9 objects
 - 3.2.10 styles; e.g., create, apply and modify
 - 3.3 work with text to:
 - 3.3.1 add and edit text; e.g., actual text or placeholder
 - 3.3.2 insert special characters; e.g., glyphs
 - 3.3.3 adjust text box/frame options; e.g., columns, inset, justification
 - 3.3.4 manipulate text flow through the use of text threading, resizing and text wrap
 - 3.3.5 import .rtf or .doc file and link style names to styles in a current document
 - 3.3.6 use bullets and numbering

- 3.4 work with tables to:
 - 3.4.1 edit and format a table
 - 3.4.2 modify tables
 - 3.4.3 create, apply, import, modify and organize cell and table styles
 - 3.4.4 update the information when original data has been changed
- 3.5 use graphics to:
 - 3.5.1 determine the best settings for choosing and placing an image
 - 3.5.2 import and/or place files from various sources; e.g., vector, raster, .pdf, .psd, .ai
 - 3.5.3 manage linked files
- 3.6 demonstrate understanding of colour and transparency by:
 - 3.6.1 using named swatches
 - 3.6.2 creating, modifying and applying gradients to objects or text
 - 3.6.3 using transparency effects
- 3.7 export document; e.g., print, .pdf
- 4. identify copyright restrictions and permissions and put them into practice**
- 5. present a selection of work completed in this course to an audience**
 - 5.1 discuss work regarding:
 - 5.1.1 how the elements and principles of design help facilitate good composition
 - 5.1.2 the technical and creative aspects of the work; e.g., quality, uniqueness
 - 5.1.3 areas of concern/difficulty (if applicable)
 - 5.1.4 meeting school and community standards; e.g., appropriate language
 - 5.1.5 the use of tools and equipment
 - 5.2 participate in peer/teacher assessment
 - 5.3 add the selected work to a portfolio
- 6. apply consistent and appropriate work station routines**
 - 6.1 demonstrate good health and safety practices; e.g., posture, positioning of hardware and furniture
 - 6.2 demonstrate security for hardware, software, supplies and personal work
- 7. demonstrate basic competencies**
 - 7.1 demonstrate fundamental skills to:
 - 7.1.1 communicate
 - 7.1.2 manage information
 - 7.1.3 use numbers
 - 7.1.4 think and solve problems
 - 7.2 demonstrate personal management skills to:
 - 7.2.1 demonstrate positive attitudes and behaviours
 - 7.2.2 be responsible
 - 7.2.3 be adaptable
 - 7.2.4 learn continuously
 - 7.2.5 work safely
 - 7.3 demonstrate teamwork skills to:
 - 7.3.1 work with others
 - 7.3.2 participate in projects and tasks
- 8. identify possible life roles related to the skills and content of this cluster**
 - 8.1 recognize and then analyze the opportunities and barriers in the immediate environment
 - 8.2 identify potential resources to minimize barriers and maximize opportunities

COURSE COM2035: RASTER GRAPHICS 1

Level: Intermediate

Prerequisite: COM1035: Graphics Tools

Description: A raster format is commonly used in full colour images/graphics and photographs by using a data structure representing a generally rectangular grid of pixels or points of colour. In this course, students are introduced to the fundamental skills of raster graphics and their application.

Parameters: Access to a computer, electronic storage equipment, graphic creation/manipulation software and image-capture devices.

Outcomes: The student will:

1. create raster images using graphic applications

- 1.1 set up a document, considering:
 - 1.1.1 size
 - 1.1.2 resolution
 - 1.1.3 colour mode
 - 1.1.4 background
- 1.2 organize and manage image files using correct file conventions by:
 - 1.2.1 considering aspects of file size
 - 1.2.2 explaining the benefits of different file formats
- 1.3 correct, paint and retouch images by:
 - 1.3.1 adjusting options and painting; e.g., brush types, pencil, blending
 - 1.3.2 using retouch tools appropriately given various situations
 - 1.3.3 creating and using gradients and patterns
 - 1.3.4 using filters
- 1.4 work with selections by:
 - 1.4.1 creating a selection using the appropriate selection tool
 - 1.4.2 saving and loading selections
 - 1.4.3 moving and transforming selections
- 1.5 create and use layers by:
 - 1.5.1 creating and arranging layers appropriately; e.g., using layer groups
 - 1.5.2 creating and using layer effects
 - 1.5.3 creating and using layer styles
- 1.6 work with masks by:
 - 1.6.1 explaining the use of masks
 - 1.6.2 using masks and painting tools to create and edit a layer mask
- 1.7 work with vector tools by:
 - 1.7.1 creating shape layers and paths using vector tools
- 1.8 automate tasks
- 1.9 manage colour by:
 - 1.9.1 describing the process and components of colour management; e.g., profiles, working spaces, rendering intents, settings
 - 1.9.2 describing the proper colour conversion given common situations; e.g., red-green-blue (RGB) colour model for Web and video, cyan-magenta-yellow-key black (CMYK) colour model for prepress

- 1.10 prepare image for output by:
 - 1.10.1 creating a proof
 - 1.10.2 discussing and using options in print dialog box
 - 1.10.3 creating a flattened CMYK image
 - 1.10.4 creating a layered RGB with layer comps
 - 1.10.5 creating a .pdf with vector layers
- 2. identify copyright restrictions and permissions and put them into practice**
- 3. present a selection of work completed in this course to an audience**
 - 3.1 discuss work regarding:
 - 3.1.1 how the elements and principles of design help facilitate good composition in his or her work
 - 3.1.2 the technical and creative aspects of the work; e.g., quality, uniqueness
 - 3.1.3 areas of concern/difficulty (if applicable)
 - 3.1.4 meeting school and community standards; e.g., appropriate language
 - 3.1.5 the use of tools and equipment
 - 3.2 participate in peer/teacher assessment
 - 3.3 add the selected work to a portfolio
- 4. apply consistent and appropriate work station routines**
 - 4.1 demonstrate good health and safety practices; e.g., posture, positioning of hardware and furniture
 - 4.2 demonstrate security for hardware, software, supplies and personal work
- 5. demonstrate basic competencies**
 - 5.1 demonstrate fundamental skills to:
 - 5.1.1 communicate
 - 5.1.2 manage information
 - 5.1.3 use numbers
 - 5.1.4 think and solve problems
 - 5.2 demonstrate personal management skills to:
 - 5.2.1 demonstrate positive attitudes and behaviours
 - 5.2.2 be responsible
 - 5.2.3 be adaptable
 - 5.2.4 learn continuously
 - 5.2.5 work safely
 - 5.3 demonstrate teamwork skills to:
 - 5.3.1 work with others
 - 5.3.2 participate in projects and tasks
- 6. identify possible life roles related to the skills and content of this cluster**
 - 6.1 recognize and then analyze the opportunities and barriers in the immediate environment
 - 6.2 identify potential resources to minimize barriers and maximize opportunities

COURSE COM2045: VECTOR GRAPHICS 1

Level: Intermediate

Prerequisite: COM1035: Graphics Tools

Description: Vector graphics are commonly used in graphic design, page layout, typography, logos, sharp-edged artistic illustrations, technical illustrations, diagramming and flowcharting. In this course, students use vector editing software to create basic vector graphics.

Parameters: Access to a computer, electronic storage equipment, graphic creation/manipulation software and image-capture devices.

Outcomes: The student will:

1. create raster images using graphic applications

- 1.1 set up a document, considering:
 - 1.1.1 printed area; e.g., single or multipage documents, artboards
 - 1.1.2 document profile; e.g., print, Web, mobile devices, video and film, basic cyan-magenta-yellow-key black (CMYK) colour model, basic red-green-blue (RGB) colour model
 - 1.1.3 colour spaces
- 1.2 draw and transform objects by:
 - 1.2.1 creating and modifying a vector object using a pen tool and bezier controls
 - 1.2.2 adjusting stroke settings
 - 1.2.3 cutting, erasing or deleting portions of an object by using the appropriate tool(s)
 - 1.2.4 editing objects, groups, symbols and more layers
 - 1.2.5 creating a mask to hide parts of objects
 - 1.2.6 using open and closed paths, compound paths and compound shapes
 - 1.2.7 selecting one or more objects and arranging their stacking order
 - 1.2.8 modifying an object with one or more transformation tools
- 1.3 manage colour and transparency by:
 - 1.3.1 setting up colour management settings and proofing colour onscreen
 - 1.3.2 creating or loading colour swatches
 - 1.3.3 applying transparency options to objects
- 1.4 use type by:
 - 1.4.1 creating text objects
 - 1.4.2 formatting type by using character and paragraph attributes
 - 1.4.3 creating and applying character and paragraph styles to text
 - 1.4.4 using special characters
- 1.5 control effects, appearance and styles by:
 - 1.5.1 adjusting the appearance of objects
 - 1.5.2 saving and applying graphic styles
- 1.6 build objects by:
 - 1.6.1 creating and formatting a graph
 - 1.6.2 using and controlling gradient match
 - 1.6.3 using and adjusting the settings for blend tool
 - 1.6.4 choosing and/or creating the appropriate brush

- 1.7 import images into the document
- 1.8 prepare for electronic output by:
 - 1.8.1 creating output for the Web and/or mobile devices using proper settings
 - 1.8.2 choosing the correct over-printing options
 - 1.8.3 previewing and analyzing colour separations
- 1.9 prepare for print output
- 2. identify copyright restrictions and permissions and put them into practice**
- 3. present a selection of work completed in this course to an audience**
 - 3.1 discuss work regarding:
 - 3.1.1 how the elements and principles of design help facilitate good composition in his or her work
 - 3.1.2 the technical and creative aspects of the work; e.g., quality, uniqueness
 - 3.1.3 areas of concern/difficulty (if applicable)
 - 3.1.4 meeting school and community standards; e.g., appropriate language
 - 3.1.5 the use of tools and equipment
 - 3.2 participate in peer/teacher assessment
 - 3.3 add the selected work to a portfolio
- 4. apply consistent and appropriate work station routines**
 - 4.1 demonstrate good health and safety practices; e.g., posture, positioning of hardware and furniture
 - 4.2 demonstrate security for hardware, software, supplies and personal work
- 5. demonstrate basic competencies**
 - 5.1 demonstrate fundamental skills to:
 - 5.1.1 communicate
 - 5.1.2 manage information
 - 5.1.3 use numbers
 - 5.1.4 think and solve problems
 - 5.2 demonstrate personal management skills to:
 - 5.2.1 demonstrate positive attitudes and behaviours
 - 5.2.2 be responsible
 - 5.2.3 be adaptable
 - 5.2.4 learn continuously
 - 5.2.5 work safely
 - 5.3 demonstrate teamwork skills to:
 - 5.3.1 work with others
 - 5.3.2 participate in projects and tasks
- 6. identify possible life roles related to the skills and content of this cluster**
 - 6.1 recognize and then analyze the opportunities and barriers in the immediate environment
 - 6.2 identify potential resources to minimize barriers and maximize opportunities

COURSE COM2055: WEB DESIGN 2

Level: Intermediate

Prerequisite: COM1055: Web Design 1

Description: Students learn intermediate coding and software applications to produce a Web site.

Parameters: Access to a computer workstation and the Internet.

Outcomes: The student will:

1. develop a multipage Web site

- 1.1 identify the purpose, audience and audience needs for a Web site
- 1.2 prepare Web page content that is relevant to the Web site purpose and appropriate for the target audience
- 1.3 plan the Web site navigation and pages; e.g., storyboarding, thumbnail sketches, site map
- 1.4 create a Web site according to the World Wide Web Consortium (W3C) standards, including:
 - 1.4.1 pages
 - 1.4.2 text
 - 1.4.3 graphics
 - 1.4.4 basic Hyper Text Markup Language (HTML) tags to set up an HTML document, format text, add links, create tables and build ordered and unordered lists
 - 1.4.5 original navigation bars, rollover images and buttons
 - 1.4.6 image maps
 - 1.4.7 Web page templates
 - 1.4.8 basic cascading style sheets (CSS) to implement a reusable element
 - 1.4.9 importing tabular data to a Web page; e.g., copy and paste
 - 1.4.10 rich media; e.g., video, sound, animation
 - 1.4.11 importing and displaying content from a document and spreadsheet
 - 1.4.12 creating forms
 - 1.4.13 inserting and/or writing code with or without software
- 1.5 demonstrate knowledge of W3C accessibility standards
- 1.6 demonstrate project management tasks and responsibilities
- 1.7 outline tasks and alternative strategies for Web site maintenance; e.g., in-house Webmaster, contract services
- 1.8 publish site files to a local or remote server and update them when necessary

2. identify copyright restrictions and permissions and put them into practice

3. present the Web site to an audience

- 3.1 make Web page development decisions based on analysis and interpretation of design specifications
- 3.2 consider multiple assessments; e.g., after initial creation, revisions, final version
- 3.3 add the Web site to portfolio

4. enhance Web site

- 4.1 update data
- 4.2 modify text and text properties
- 4.3 modify images and image properties

- 5. apply consistent and appropriate work station routines**
 - 5.1 demonstrate good health and safety practices; e.g., posture, positioning of hardware and furniture
 - 5.2 demonstrate security for hardware, software, supplies and personal work
- 6. demonstrate basic competencies**
 - 6.1 demonstrate fundamental skills to:
 - 6.1.1 communicate
 - 6.1.2 manage information
 - 6.1.3 use numbers
 - 6.1.4 think and solve problems
 - 6.2 demonstrate personal management skills to:
 - 6.2.1 demonstrate positive attitudes and behaviours
 - 6.2.2 be responsible
 - 6.2.3 be adaptable
 - 6.2.4 learn continuously
 - 6.2.5 work safely
 - 6.3 demonstrate teamwork skills to:
 - 6.3.1 work with others
 - 6.3.2 participate in projects and tasks
- 7. identify possible life roles related to the skills and content of this cluster**
 - 7.1 recognize and then analyze the opportunities and barriers in the immediate environment
 - 7.2 identify potential resources to minimize barriers and maximize opportunities

COURSE COM2105: AV PREPRODUCTION 1

Level: Intermediate

Prerequisite: COM1105: Audio/Video

Description: Students examine the value and need for audio and video preproduction, and explore strategies used to plan an audio and/or a video project using a variety of techniques. Students understand that preproduction is stage one in the audio and video process.

Parameters: No specialized facilities or equipment required. This course supports the audio, video and animation sequence of courses.

Outcomes: The student will:

- 1. describe various media preproduction considerations**
 - 1.1 describe the different types of production work flow; e.g., storyboard, script, shot list, flowchart
 - 1.2 consider final output and the criteria that it dictates
 - 1.3 describe the characteristics of a plan; e.g., beginning, middle, end; appropriate length; audience needs
- 2. identify and use an appropriate planning process in creating preproduction for a media format**
 - 2.1 understand that preproduction follows a process; e.g., identify a topic, conduct research, choose the medium/format and justify selection, develop a content/story line, develop a draft plan, collect and use feedback to further the planning process, develop a final production plan
 - 2.2 identify and describe the principles of planning for more than one media format
 - 2.3 produce a production plan
- 3. identify copyright restrictions and permissions and put them into practice**
- 4. present and discuss a production plan; e.g., project plan, shot list or storyboard, edited project**
 - 4.1 discuss the work regarding each of the following, if applicable:
 - 4.1.1 how the elements and principles of design help facilitate good composition
 - 4.1.2 the technical and creative aspects of the work; e.g., quality, uniqueness
 - 4.1.3 areas of concern/difficulty
 - 4.1.4 the relationship of the short outline/script to the production plan
 - 4.1.5 the quality of the completed project
 - 4.1.6 meeting school and community standards; e.g., appropriate language
 - 4.2 participate in peer/teacher assessment
 - 4.3 add the selected work to a portfolio
- 5. apply consistent and appropriate work station routines**
 - 5.1 demonstrate good health and safety practices; e.g., posture, positioning of hardware and furniture
 - 5.2 demonstrate security for hardware, software, supplies and personal work
- 6. demonstrate basic competencies**
 - 6.1 demonstrate fundamental skills to:
 - 6.1.1 communicate
 - 6.1.2 manage information
 - 6.1.3 use numbers
 - 6.1.4 think and solve problems

- 6.2 demonstrate personal management skills to:
 - 6.2.1 demonstrate positive attitudes and behaviours
 - 6.2.2 be responsible
 - 6.2.3 be adaptable
 - 6.2.4 learn continuously
 - 6.2.5 work safely
- 6.3 demonstrate teamwork skills to:
 - 6.3.1 work with others
 - 6.3.2 participate in projects and tasks
- 7. identify possible life roles related to the skills and content of this cluster**
 - 7.1 recognize and then analyze the opportunities and barriers in the immediate environment
 - 7.2 identify potential resources to minimize barriers and maximize opportunities

COURSE COM2115: AV PRODUCTION 1

Level: Intermediate

Prerequisite: COM1105: Audio/Video

Description: Students expand on basic audio and/or video production techniques with an emphasis on following a production plan, capturing content to edit and ensuring that continuity is maintained. Students understand that production is stage two in the audio/video process.

Parameters: Access to basic audio and video equipment.

Supporting Course: COM2105: AV Preproduction 1

Outcomes: The student will:

1. develop skills using production elements

- 1.1 use correct terminology in describing equipment, techniques, processes and procedures
- 1.2 demonstrate a variety of production elements through project work; e.g., camera framing and focusing, lighting, audio manipulation
- 1.3 demonstrate continuity and sequencing; e.g., costumes, lighting, location
- 1.4 identify and employ correct use of audio and video file formats

2. complete a production, using audio and/or video equipment

- 2.1 follow prepared production plans and storyboards
- 2.2 set up and operate audio and/or video recording equipment in a safe and responsible manner
- 2.3 record audio and/or video using specific techniques as described in production plan

3. identify copyright restrictions and permissions and put them into practice

4. present a selection of work completed in this course to an audience

- 4.1 discuss the work regarding each of the following, if applicable:
 - 4.1.1 how the elements and principles of design help facilitate good composition in his or her work
 - 4.1.2 the technical and creative aspects of the work; e.g., quality, uniqueness
 - 4.1.3 areas of concern/difficulty
 - 4.1.4 the use of tools and equipment
 - 4.1.5 the relationship of the production plan to the production
 - 4.1.6 the quality of the completed project
 - 4.1.7 meeting school and community standards; e.g., appropriate language
- 4.2 participate in peer/teacher assessment
- 4.3 add the selected work to a portfolio

5. apply consistent and appropriate work station routines

- 5.1 demonstrate good health and safety practices; e.g., posture, positioning of hardware and furniture
- 5.2 demonstrate security for hardware, software, supplies and personal work

6. demonstrate basic competencies

- 6.1 demonstrate fundamental skills to:
 - 6.1.1 communicate
 - 6.1.2 manage information
 - 6.1.3 use numbers
 - 6.1.4 think and solve problems

- 6.2 demonstrate personal management skills to:
 - 6.2.1 demonstrate positive attitudes and behaviours
 - 6.2.2 be responsible
 - 6.2.3 be adaptable
 - 6.2.4 learn continuously
 - 6.2.5 work safely
- 6.3 demonstrate teamwork skills to:
 - 6.3.1 work with others
 - 6.3.2 participate in projects and tasks
- 7. identify possible life roles related to the skills and content of this cluster**
 - 7.1 recognize and then analyze the opportunities and barriers in the immediate environment
 - 7.2 identify potential resources to minimize barriers and maximize opportunities

COURSE COM2125: AV POSTPRODUCTION 1

Level: Intermediate

Prerequisite: COM1105: Audio/Video

Description: Students expand on basic audio and/or video production techniques with an emphasis on following a plan, capturing content to edit and ensuring that continuity is maintained. Students understand that postproduction is stage three in the audio and video process.

Parameters: Access to basic audio and video equipment, a basic studio facility and editing equipment/facility.

Supporting Courses: COM2105: AV Preproduction 1
COM2115: AV Production 1

Outcomes: The student will:

- 1. apply postproduction techniques to complete an audio and/or a video project according to a production plan**
 - 1.1 produce an audio and/or video project, using prepared production plans and storyboards
 - 1.2 identify and employ appropriate use of file formats
 - 1.3 investigate and explain emerging editing technologies and recording and editing methods
 - 1.4 import audio and/or video
 - 1.5 edit, manipulate and arrange imported audio and/or video in a time line
 - 1.6 use audio and/or video effects to enhance the final production
 - 1.7 show responsibility for assigned role(s) during postproduction
 - 1.8 operate audio and/or video editing equipment in a safe and responsible manner
 - 1.9 use correct terminology in describing equipment, techniques, processes and procedures
- 2. identify copyright restrictions and permissions and put them into practice**
- 3. present the final work completed in this course to an audience; e.g., production plan, shot list or storyboard, edited project**
 - 3.1 discuss work regarding:
 - 3.1.1 how the elements and principles of design help facilitate good composition in his or her work
 - 3.1.2 the technical and creative aspects of the work; e.g., quality, uniqueness
 - 3.1.3 areas of concern/difficulty (if applicable)
 - 3.1.4 the use of tools and equipment
 - 3.1.5 the relationship of the production plan to the final product
 - 3.1.6 the quality of completed project
 - 3.1.7 meeting school and community standards; e.g., appropriate language
 - 3.2 participate in peer/teacher assessment
 - 3.3 add the selected work to a portfolio
- 4. apply consistent and appropriate work station routines**
 - 4.1 demonstrate good health and safety practices; e.g., posture, positioning of hardware and furniture
 - 4.2 demonstrate security for hardware, software, supplies and personal work

5. demonstrate basic competencies

5.1 demonstrate fundamental skills to:

- 5.1.1 communicate
- 5.1.2 manage information
- 5.1.3 use numbers
- 5.1.4 think and solve problems

5.2 demonstrate personal management skills to:

- 5.2.1 demonstrate positive attitudes and behaviours
- 5.2.2 be responsible
- 5.2.3 be adaptable
- 5.2.4 learn continuously
- 5.2.5 work safely

5.3 demonstrate teamwork skills to:

- 5.3.1 work with others
- 5.3.2 participate in projects and tasks

6. identify possible life roles related to the skills and content of this cluster

- 6.1 recognize and then analyze the opportunities and barriers in the immediate environment
- 6.2 identify potential resources to minimize barriers and maximize opportunities

COURSE COM2145: ANIMATION 2

Level: Intermediate

Prerequisite: COM1145: Animation 1

Description: Students explore the evolution of various animation styles and techniques (traditional and digital). Students apply planning, idea development and storytelling techniques to create an effective animation.

Parameters: Access to basic animation equipment and/or a computer with animation software.

Supporting Courses: COM2105: AV Preproduction 1
COM2115: AV Production 1
COM2125: AV Postproduction 1

Outcomes: The student will:

- 1. demonstrate knowledge of various animation styles, techniques, applications and terminology**
 - 1.1 identify and provide examples of applications of animation that use storytelling to convey their message; e.g., cartoons, film, advertising
 - 1.2 identify and describe the evolution of traditional and digital animation styles and techniques; e.g., cel animation, stop-motion animation, pixilation, digital animation
 - 1.3 identify and describe principles of animation; e.g., personification, exaggeration, secondary action, anticipation, stretch/squash
- 2. produce an animation that develops an idea and tells a story; e.g., establishes a theme, evokes an emotional response**
 - 2.1 prepare a proposal and storyboard; e.g., description of the images or scenes to be animated, description of the story or idea
 - 2.2 select an animation technique to produce a project
 - 2.3 demonstrate a variety of animation production elements; e.g., visuals or models, backgrounds and/or sets as required, movement, beginning and/or end credits/titles, audio components such as voiceover, music and/or sound effects
- 3. identify copyright restrictions and permissions and put them into practice**
- 4. present a selection of work completed in this course to an audience**
 - 4.1 discuss work regarding:
 - 4.1.1 how the elements and principles of design help facilitate good composition in his or her work
 - 4.1.2 the technical and creative aspects of the work; e.g., quality, animation style
 - 4.1.3 areas of concern/difficulty (if applicable)
 - 4.1.4 the use of tools and equipment
 - 4.1.5 the relationship of the storyboard to the story told in the animation project
 - 4.1.6 the quality of completed project
 - 4.1.7 meeting school and community standards; e.g., appropriate language
 - 4.2 participate in peer/teacher assessment
 - 4.3 add the selected work to a portfolio

- 5. apply consistent and appropriate work station routines**
 - 5.1 demonstrate good health and safety practices; e.g., posture, positioning of hardware and furniture
 - 5.2 demonstrate security for hardware, software, supplies and personal work
- 6. demonstrate basic competencies**
 - 6.1 demonstrate fundamental skills to:
 - 6.1.1 communicate
 - 6.1.2 manage information
 - 6.1.3 use numbers
 - 6.1.4 think and solve problems
 - 6.2 demonstrate personal management skills to:
 - 6.2.1 demonstrate positive attitudes and behaviours
 - 6.2.2 be responsible
 - 6.2.3 be adaptable
 - 6.2.4 learn continuously
 - 6.2.5 work safely
 - 6.3 demonstrate teamwork skills to:
 - 6.3.1 work with others
 - 6.3.2 participate in projects and tasks
- 7. identify possible life roles related to the skills and content of this cluster**
 - 7.1 recognize and then analyze the opportunities and barriers in the immediate environment
 - 7.2 identify potential resources to minimize barriers and maximize opportunities

COURSE COM2155: DESIGN – BRAND IDENTITY

Level: Intermediate

Prerequisite: COM1035: Graphics Tools

Description: Students are introduced to the value and importance of branding and the process of creating and establishing strong brands. Students work through the process of creating branding from planning, to the creation of a new, unique brand, through to creating touch points.

Parameters: Access to a computer, audio and video equipment or multimedia production technology or software.

Supporting Courses: COM2035: Raster Graphics 1
COM2045: Vector Graphics 1
COM2105: AV Preproduction 1
COM2115: AV Production 1
COM2125: AV Postproduction 1

Outcomes: The student will:

- 1. explain the difference between brand and brand identity and how each is important**
- 2. describe a brand's primary functions; e.g., navigation, reassurance, engagement**
- 3. examine the process used to establish branding, including:**
 - **conducting research**
 - **developing a strategy**
 - **designing identity**
 - **creating touch points**
 - **managing assets**
- 4. identify and explore common brand touch points**
 - 4.1 define touch points
 - 4.2 identify a variety of touch points and explain why and how a brand may use them; e.g., publications, speeches, packaging, experiences
- 5. create a brand**
 - 5.1 identify and interview stakeholders/target audiences
 - 5.2 state mission and vision
 - 5.3 conduct quantitative and qualitative market research; e.g., survey
 - 5.4 write a creative brief outlining the basic precepts of the brand
 - 5.5 create and justify name and tag line through research
 - 5.6 design a logo with vector graphic software, considering:
 - 5.6.1 various uses; e.g., black and white, spot colour, full colour
 - 5.6.2 colour scheme
 - 5.6.3 typography
 - 5.6.4 application
 - 5.6.5 presentation
 - 5.6.6 touch points
 - 5.6.7 legal needs; e.g., copyright, trademark
 - 5.7 discuss the value of characters used in brand identity; e.g., Michelin Man

- 5.8 evaluate and critique a brand; e.g., vision, meaning, authenticity, differentiation, longevity, coherence, flexibility, commitment, value, sustainability
- 6. manage branding assets**
 - 6.1 create a brand standards and guidelines document, containing:
 - 6.1.1 appropriate logo use
 - 6.1.2 visual style elements and how they should be used; e.g., signature, colour palette, typography, tone of voice, graphic devices
 - 6.1.3 tagline application; e.g., “Freedom to create. Spirit to achieve.”
 - 6.2 create a minimum of four branded touch points, using appropriate software and equipment by:
 - 6.2.1 producing touch points following the guidelines and standards document for appropriate stakeholders/audience; e.g., letterhead, business card, packaging, advertising, favicon, Web site, signage
 - 6.2.2 making use of technological advances in media production; e.g., program integration
 - 6.2.3 combining media in a visually appealing composition and effective manner, where applicable
- 7. identify copyright restrictions and permissions and put them into practice**
- 8. present brand touch points completed in this course to an audience**
 - 8.1 assess work regarding:
 - 8.1.1 suitability
 - 8.1.2 clarity
 - 8.1.3 branding standards and guidelines
 - 8.1.4 how the elements and principles of design help facilitate good composition in his or her work
 - 8.1.5 the technical and creative aspects of the work; e.g., quality, uniqueness
 - 8.1.6 areas of concern/difficulty (if applicable)
 - 8.1.7 meeting school and community standards; e.g., appropriate language
 - 8.1.8 the use of tools and equipment
 - 8.2 participate in peer/teacher assessment
 - 8.3 add this selected work to a portfolio
- 9. apply consistent and appropriate work station routines**
 - 9.1 demonstrate good health and safety practices; e.g., posture, positioning of hardware and furniture
 - 9.2 demonstrate security for hardware, software, supplies and personal work
- 10. demonstrate basic competencies**
 - 10.1 demonstrate fundamental skills to:
 - 10.1.1 communicate
 - 10.1.2 manage information
 - 10.1.3 use numbers
 - 10.1.4 think and solve problems
 - 10.2 demonstrate personal management skills to:
 - 10.2.1 demonstrate positive attitudes and behaviours
 - 10.2.2 be responsible
 - 10.2.3 be adaptable
 - 10.2.4 learn continuously
 - 10.2.5 work safely
 - 10.3 demonstrate teamwork skills to:
 - 10.3.1 work with others
 - 10.3.2 participate in projects and tasks
- 11. identify possible life roles related to the skills and content of this cluster**
 - 11.1 recognize and then analyze the opportunities and barriers in the immediate environment
 - 11.2 identify potential resources to minimize barriers and maximize opportunities

COURSE COM2165: PRINTING 2

Level: Intermediate

Prerequisite: COM1165: Printing 1

Description: Students develop printing skills and create a finished product that demonstrates an ability to reproduce multicolour graphics for use on selected media; e.g., banners, signs, T-shirts, uniforms, posters, ceramics, plastics, decals.

Parameters: Access to layout tables, tools and materials and/or computers with graphic layout capabilities and to one or more types of image or printing reproduction equipment/facilities.

Supporting Courses: COM2035: Raster Graphics 1
COM2045: Vector Graphics 1

Outcomes: The student will:

- 1. explore various multicolour printing techniques on a variety of media**
- 2. prepare visual images for printing by various methods**
 - 2.1 prepare a layout using type and/or images suitable for printing reproduction by applying appropriate design elements and principles
 - 2.2 identify the printing or reproduction options available and suggest the most appropriate one for reproducing the designed layout
 - 2.3 select a printing/reproduction method and prepare master(s) for reproduction using that method
- 3. reproduce a multicolour graphic using two or more printing methods**
 - 3.1 place image colours accurately with the aid of registration marks/guides
 - 3.2 ensure proper adhesion to the media
 - 3.3 finish reproductions as required using appropriate equipment; e.g., curing, drying, trimming, collating, pad making, stitching
- 4. identify copyright restrictions and permissions and put them into practice**
- 5. present a selection of work completed in this course to an audience**
 - 5.1 discuss work regarding:
 - 5.1.1 the effective use of the reproduction method used to complete assignments
 - 5.1.2 the quality of the finished product(s)
 - 5.1.3 how the elements and principles of design help facilitate good composition in his or her work
 - 5.1.4 areas of concern/difficulty (if applicable)
 - 5.1.5 meeting school and community standards; e.g., appropriate language
 - 5.1.6 the use of tools and equipment
 - 5.2 participate in peer/teacher assessment
 - 5.3 add the selected work to a portfolio
- 6. apply consistent and appropriate work station routines**
 - 6.1 demonstrate good health and safety practices; e.g., posture, positioning of hardware and furniture
 - 6.2 demonstrate security for hardware, software, supplies and personal work

7. demonstrate basic competencies

- 7.1 demonstrate fundamental skills to:
 - 7.1.1 communicate
 - 7.1.2 manage information
 - 7.1.3 use numbers
 - 7.1.4 think and solve problems
- 7.2 demonstrate personal management skills to:
 - 7.2.1 demonstrate positive attitudes and behaviours
 - 7.2.2 be responsible
 - 7.2.3 be adaptable
 - 7.2.4 learn continuously
 - 7.2.5 work safely
- 7.3 demonstrate teamwork skills to:
 - 7.3.1 work with others
 - 7.3.2 participate in projects and tasks

8. identify possible life roles related to the skills and content of this cluster

- 8.1 recognize and then analyze the opportunities and barriers in the immediate environment
- 8.2 identify potential resources to minimize barriers and maximize opportunities

COURSE COM2175: INTERACTIVE PRESENTATION

Level: Intermediate

Prerequisite: COM1005: Visual Composition

Description: Students refine presentation skills and develop and author interactive multimedia presentations using advanced presentation software tools and techniques.

Parameters: Access to a computer workstation, software, presentation hardware and support resources.

Supporting Courses: COM1035: Graphics Tools
INF1070: Digital Presentation

Outcomes: The student will:

1. plan, develop and create an interactive multimedia presentation

- 1.1 devise a message to deliver to a specific audience using a combination of two or more media
- 1.2 create and follow planning steps in preparing the presentation
- 1.3 prepare a script, storyboard and/or flowchart outlining the presentation content, theme and layout
- 1.4 establish parameters for presentation based on:
 - 1.4.1 time
 - 1.4.2 hardware and software available; e.g., output format, frame size, operating system
 - 1.4.3 client/teacher/student criteria/needs
- 1.5 demonstrate proficiency with software interface
- 1.6 use software in the creation of a presentation that includes the importing and modification of various components, including:
 - 1.6.1 text
 - 1.6.2 graphics
 - 1.6.3 video
 - 1.6.4 audio
 - 1.6.5 animation/transition
 - 1.6.6 standard practice regarding file convention and management
 - 1.6.7 connecting to external files through presentation interface; e.g., slides, movies, files
- 1.7 identify, select and apply software commands; e.g., image/object creation, timing, sequencing, markers, file format, duration, hyperlinks
- 1.8 create a user interface for the presentation from within for easy operation of the presentation
- 1.9 test the presentation to ensure it works as planned, being sure to:
 - 1.9.1 troubleshoot and correct issues; e.g., broken links, tracks and/or segments, display output, project sequence
 - 1.9.2 make revisions as necessary based on feedback
- 1.10 export the original presentation to a minimum of two different formats; e.g., Flash to Movie, Keynote to iPod, PowerPoint to PDF, Prezi to Flash

2. identify copyright restrictions and permissions and put them into practice

- 3. present an interactive presentation completed in this course to an audience**
 - 3.1 discuss work regarding:
 - 3.1.1 the relationship of the approved plan to the final presentation
 - 3.1.2 presentation techniques used to communicate intended message
 - 3.1.3 flow of ideas/information
 - 3.1.4 how the elements and principles of design help facilitate good composition
 - 3.1.5 areas of concern/difficulty (if applicable)
 - 3.1.6 meeting school and community standards; e.g., appropriate language
 - 3.1.7 the use of tools and equipment
 - 3.2 participate in peer/teacher assessment
 - 3.3 add the interactive presentation to a portfolio
- 4. apply consistent and appropriate work station routines**
 - 4.1 demonstrate good health and safety practices; e.g., posture, positioning of hardware and furniture
 - 4.2 demonstrate security for hardware, software, supplies and personal work
- 5. demonstrate basic competencies**
 - 5.1 demonstrate fundamental skills to:
 - 5.1.1 communicate
 - 5.1.2 manage information
 - 5.1.3 use numbers
 - 5.1.4 think and solve problems
 - 5.2 demonstrate personal management skills to:
 - 5.2.1 demonstrate positive attitudes and behaviours
 - 5.2.2 be responsible
 - 5.2.3 be adaptable
 - 5.2.4 learn continuously
 - 5.2.5 work safely
 - 5.3 demonstrate teamwork skills to:
 - 5.3.1 work with others
 - 5.3.2 participate in projects and tasks
- 6. identify possible life roles related to the skills and content of this cluster**
 - 6.1 recognize and then analyze the opportunities and barriers in the immediate environment
 - 6.2 identify potential resources to minimize barriers and maximize opportunities

COURSE COM2205: PHOTOGRAPHY – COMPOSITION

Level: Intermediate

Prerequisite: COM1205: Photography – Introduction

Description: Students expand their photography skills including composition, exposure, basic lighting, camera operation, image processing and proofing, and display.

Parameters: Access to a camera with the ability to control aperture and shutter speed independently, and to a metering device, processing and display equipment.

Note: The term photograph refers to either a physical or digital representation, depending on equipment available to the student.

Supporting Course: COM1275: Photography – Digital Processing 1

Outcomes: The student will:

- 1. apply exposure principles and composition guidelines in photography assignments**
 - 1.1 create photographs that demonstrate mastery of basic composition with reference to the following composition guidelines:
 - 1.1.1 simplicity
 - 1.1.2 camera angle
 - 1.1.3 rule of thirds
 - 1.1.4 backgrounds
 - 1.1.5 elements and principles of design
 - 1.1.6 golden triangle
 - 1.1.7 diagonals
 - 1.1.8 formal and informal balance
 - 1.2 demonstrate knowledge of apertures, shutter speeds, one-stop changes, bracketing, and equivalent exposures through log sheets and/or device operation
 - 1.3 use a metering device to determine image capture setting(s) based on the histogram readings
 - 1.4 integrate exposure compensation principles; e.g., underexposing compared to metering
- 2. demonstrate proficiency in the theory and practice of composition guidelines when processing images, proofing and displaying image**
 - 2.1 demonstrate basic retouching skills for an image
 - 2.2 process images with an understanding of final proofs and methods of display
 - 2.3 improve images by using image correction techniques such as dodging and burning
 - 2.4 produce a proof
- 3. produce images demonstrating composition guidelines through processing; e.g., cropping to emphasize subject matter, ensuring contrast, focus, simplicity**
- 4. present a selection of work completed in this course to an audience**
 - 4.1 create a display of photographs
 - 4.2 discuss each photograph regarding:
 - 4.2.1 the triangle (aperture, shutter speed, ISO) aspect that was most important in making the photograph
 - 4.2.2 how the composition guidelines help facilitate good arrangement in his or her work
 - 4.2.3 the technical and creative aspects of the work; e.g., quality, focus, interest

- 4.2.4 areas of challenge/difficulty (if applicable)
- 4.2.5 meeting school and community standards; e.g., appropriate language
- 4.2.6 the use of tools and equipment
- 4.3 participate in peer/teacher assessment
- 4.4 add the selected work to an ongoing portfolio; e.g., photographs, proofs, log sheets
- 5. apply consistent and appropriate work station routines**
 - 5.1 demonstrate good health and safety practices; e.g., posture, positioning of hardware and furniture
 - 5.2 demonstrate security for hardware, software, supplies and personal work
- 6. demonstrate basic competencies**
 - 6.1 demonstrate fundamental skills to:
 - 6.1.1 communicate
 - 6.1.2 manage information
 - 6.1.3 use numbers
 - 6.1.4 think and solve problems
 - 6.2 demonstrate personal management skills to:
 - 6.2.1 demonstrate positive attitudes and behaviours
 - 6.2.2 be responsible
 - 6.2.3 be adaptable
 - 6.2.4 learn continuously
 - 6.2.5 work safely
 - 6.3 demonstrate teamwork skills to:
 - 6.3.1 work with others
 - 6.3.2 participate in projects and tasks
- 7. identify possible life roles related to the skills and content of this cluster**
 - 7.1 recognize and then analyze the opportunities and barriers in the immediate environment
 - 7.2 identify potential resources to minimize barriers and maximize opportunities

COURSE COM2215: PHOTOGRAPHY – COMMUNICATION

Level: Intermediate

Prerequisite: COM1205: Photography – Introduction

Description: Students use photographic prints or digital images to communicate a message or tell a story.

Parameters: Access to a camera and to processing, display and audio equipment.

Note: The term photograph refers to either a physical or digital representation, depending on equipment available to the student.

Supported Course: COM2205: Photography – Composition

Outcomes: The student will:

- 1. plan to communicate a message or story**
 - 1.1 prepare an outline, script, shot list and/or storyboard for a message or story
 - 1.2 identify and describe storytelling and storyboarding techniques
- 2. produce photographic images to communicate a message or tell a story**
 - 2.1 select appropriate subjects and/or topics and capture required photographic images
 - 2.2 select images for display and/or presentation
 - 2.3 create graphics and captions to accompany images
 - 2.4 select and use equipment to complete the assignment
 - 2.5 present the completed production for feedback
- 3. enhance presentation through various means; e.g., music, narration, captions, animation, silence**
- 4. perform interim critiques and make necessary revisions**
- 5. present a selection of work completed in this course to an audience**
 - 5.1 discuss each photograph regarding:
 - 5.1.1 how the composition guidelines help facilitate good arrangement in his or her work
 - 5.1.2 the technical and creative aspects of the work; e.g., quality, focus, interest, writing
 - 5.1.3 areas of challenge/difficulty (if applicable)
 - 5.1.4 meeting school and community standards; e.g., appropriate language
 - 5.1.5 the use of tools and equipment
 - 5.2 participate in peer/teacher assessment
 - 5.3 add the selected work to a portfolio
- 6. apply consistent and appropriate work station routines**
 - 6.1 demonstrate good health and safety practices; e.g., posture, positioning of hardware and furniture
 - 6.2 demonstrate security for hardware, software, supplies and personal work
- 7. demonstrate basic competencies**
 - 7.1 demonstrate fundamental skills to:
 - 7.1.1 communicate
 - 7.1.2 manage information
 - 7.1.3 use numbers
 - 7.1.4 think and solve problems

- 7.2 demonstrate personal management skills to:
 - 7.2.1 demonstrate positive attitudes and behaviours
 - 7.2.2 be responsible
 - 7.2.3 be adaptable
 - 7.2.4 learn continuously
 - 7.2.5 work safely

- 7.3 demonstrate teamwork skills to:
 - 7.3.1 work with others
 - 7.3.2 participate in projects and tasks

8. identify possible life roles related to the skills and content of this cluster

- 8.1 recognize and then analyze the opportunities and barriers in the immediate environment
- 8.2 identify potential resources to minimize barriers and maximize opportunities

COURSE COM2225: PHOTOGRAPHY – DARKROOM TECHNIQUES

Level: Intermediate

Prerequisite: COM1205: Photography – Introduction

Description: Students are introduced to the creative use of the image-capture device and processing techniques in order to produce various photographic effects.

Parameters: Access to a camera with the ability to control aperture and shutter speed independently, and to darkroom equipment.

Note: The term photograph refers to either a physical or digital representation, depending on equipment available to the student.

Supporting Courses: COM1015: Media
COM2035: Raster Graphics 1

Outcomes: The student will:

- 1. use the camera shutter and aperture or other accessories (shooting modes) to create special effects**
 - 1.1 demonstrate photographic effects; e.g., great or shallow depth of field, camera angle, close-up, blurred action, panning, filters
 - 1.2 demonstrate various lighting techniques; e.g., strobe lighting, lens filters
 - 1.3 use a log sheet
- 2. describe and apply processing techniques to create different photographic effects**
 - 2.1 identify tools and equipment used in a darkroom to process film and print
 - 2.2 proof all processed images
 - 2.3 demonstrate processing; e.g., cropping, double exposure, layers, masking, editing filters
 - 2.4 select a portrait image and experiment with vignetting and multiple methods of imaging
 - 2.5 select images with highlight and shadow problems and practise burning and dodging techniques to correct
 - 2.6 manipulate the finished product; e.g., by colouring, cutting, retouching
 - 2.7 select an image and make several displays, experimenting with varying contrast
 - 2.8 apply processing techniques to produce a variety of photographs
 - 2.9 make revisions, if necessary, based on feedback
- 3. present a selection of work completed in this course to an audience**
 - 3.1 create a display of photographs
 - 3.2 discuss each photograph regarding:
 - 3.2.1 the applications used to produce special effects
 - 3.2.2 the possible reasons for choosing various special effects; e.g., how does the use of an effect enhance the design of the planned message
 - 3.2.3 how the composition guidelines help facilitate good arrangement
 - 3.2.4 areas of challenge/difficulty (if applicable)
 - 3.2.5 meeting school and community standards; e.g., appropriate language
 - 3.2.6 the use of tools and equipment
 - 3.3 participate in peer/teacher assessment
 - 3.4 add the selected work to a portfolio; e.g., before and after samples of the photographs, demonstrating various techniques

- 4. apply consistent and appropriate work station routines**
 - 4.1 demonstrate good health and safety practices; e.g., posture, positioning of hardware and furniture
 - 4.2 demonstrate security for hardware, software, supplies and personal work
- 5. demonstrate basic competencies**
 - 5.1 demonstrate fundamental skills to:
 - 5.1.1 communicate
 - 5.1.2 manage information
 - 5.1.3 use numbers
 - 5.1.4 think and solve problems
 - 5.2 demonstrate personal management skills to:
 - 5.2.1 demonstrate positive attitudes and behaviours
 - 5.2.2 be responsible
 - 5.2.3 be adaptable
 - 5.2.4 learn continuously
 - 5.2.5 work safely
 - 5.3 demonstrate teamwork skills to:
 - 5.3.1 work with others
 - 5.3.2 participate in projects and tasks
- 6. identify possible life roles related to the skills and content of this cluster**
 - 6.1 recognize and then analyze the opportunities and barriers in the immediate environment
 - 6.2 identify potential resources to minimize barriers and maximize opportunities

COURSE COM2235: PHOTOGRAPHY – LENSES

Level: Intermediate

Prerequisite: COM1205: Photography – Introduction

Description: Students expand photographic concepts by using various lenses and applying depth of field in composition.

Parameters: Access to a single-lens reflex (SLR) camera, variety of lenses, tripod, monopod, and processing and display equipment.

Note: The term photograph refers to either a physical or digital representation, depending on equipment available to the student.

Outcomes: The student will:

- 1. explain how a lens focuses an image on the focal plane**
 - 1.1 describe how a lens works
 - 1.2 identify and explain the following components of a lens:
 - 1.2.1 lens
 - 1.2.2 filter threads
 - 1.2.3 focus ring
 - 1.2.4 focal length ring
 - 1.2.5 aperture ring
 - 1.2.6 aperture
 - 1.2.7 lens mount
 - 1.3 explain focal length
 - 1.4 describe the relationship of focal length to image size
- 2. discuss camera stabilization techniques; e.g., tripods, monopods, bean bags, gaffer tape, gorilla pods, clamps**
- 3. describe and demonstrate the characteristics of the various types of lenses and their applications**
 - 3.1 describe basic lenses: standard, wide angle, telephoto and zoom
 - 3.2 describe specialty lenses; e.g., macro, fisheye, tele-converters, shift/perspective control lenses
 - 3.3 demonstrate, through photographs, the various lenses and their applications
- 4. explain the function of the f-stop system**
 - 4.1 discuss aperture size and light transmission
 - 4.2 explain how aperture affects depth of field
 - 4.3 discuss relationship of aperture to shutter speed and situations where either would be on priority
- 5. apply depth-of-field principles to obtain a variety of results using a selection of basic lenses; e.g., focal length, speed, sharpness**
 - 5.1 demonstrate, through photographs, how depth of field affects composition
 - 5.2 explain the significance of aperture, focal length and camera–subject distance in depth-of-field control
- 6. demonstrate correct camera/lens cleaning and handling techniques**

- 7. present a selection of work completed in this course to an audience**
 - 7.1 create a display of photographs
 - 7.2 discuss each photograph regarding:
 - 7.2.1 how depth of field affects composition
 - 7.2.2 how the composition guidelines help facilitate good arrangement in his or her work
 - 7.2.3 the technical and creative aspects of the work; e.g., quality, focus, interest
 - 7.2.4 areas of challenge/difficulty (if applicable)
 - 7.2.5 meeting school and community standards; e.g., appropriate language
 - 7.2.6 the use of tools and equipment
 - 7.3 participate in peer/teacher assessment
 - 7.4 add the selected work to a portfolio
- 8. apply consistent and appropriate work station routines**
 - 8.1 demonstrate good health and safety practices; e.g., posture, positioning of hardware and furniture
 - 8.2 demonstrate security for hardware, software, supplies and personal work
- 9. demonstrate basic competencies**
 - 9.1 demonstrate fundamental skills to:
 - 9.1.1 communicate
 - 9.1.2 manage information
 - 9.1.3 use numbers
 - 9.1.4 think and solve problems
 - 9.2 demonstrate personal management skills to:
 - 9.2.1 demonstrate positive attitudes and behaviours
 - 9.2.2 be responsible
 - 9.2.3 be adaptable
 - 9.2.4 learn continuously
 - 9.2.5 work safely
 - 9.3 demonstrate teamwork skills to:
 - 9.3.1 work with others
 - 9.3.2 participate in projects and tasks
- 10. identify possible life roles related to the skills and content of this cluster**
 - 10.1 recognize and then analyze the opportunities and barriers in the immediate environment
 - 10.2 identify potential resources to minimize barriers and maximize opportunities

COURSE COM2285: COM TECH CLIENT SERVICES 1

Level: Intermediate

Prerequisite: COM1005: Visual Composition

Description: Students are introduced to the principles and practices of client services.

Parameters: This course must be taught in conjunction with another specified Com Tech course.

Outcomes: The student will:

- 1. define the term client service and explain the relationship between client and service**
 - 1.1 identify and describe the similarities and differences between internal clients and external clients
- 2. identify and describe the scope of client services available to clients**
 - 2.1 identify industry standards for the selected work area
 - 2.2 identify tasks to standards specified by work to be completed
 - 2.3 identify factors affecting client satisfaction
 - 2.4 identify all resources needed to perform a task, provide a service or complete a project related to selected work area
- 3. demonstrate and document simulated client services**
 - 3.1 apply competencies learned in other courses to a variety of client service simulations
 - 3.2 identify and explain current service abilities and limitations
 - 3.3 use appropriate resources to provide specified client services
 - 3.4 maintain a detailed record of client services delivered
 - 3.5 demonstrate the following communication skills:
 - 3.5.1 effective face-to-face communication
 - 3.5.2 workplace-appropriate language
 - 3.5.3 appropriate responses to praise, complaints and criticism
 - 3.6 identify and demonstrate health, safety and sanitation practices appropriate to the selected work area
 - 3.7 use appropriate tools and procedures for each task
- 4. identify copyright restrictions and permissions and put them into practice**
- 5. demonstrate basic competencies**
 - 5.1 demonstrate fundamental skills to:
 - 5.1.1 communicate
 - 5.1.2 manage information
 - 5.1.3 use numbers
 - 5.1.4 think and solve problems
 - 5.2 demonstrate personal management skills to:
 - 5.2.1 demonstrate positive attitudes and behaviours
 - 5.2.2 be responsible
 - 5.2.3 be adaptable
 - 5.2.4 learn continuously
 - 5.2.5 work safely

- 5.3 demonstrate teamwork skills to:
 - 5.3.1 work with others
 - 5.3.2 participate in projects and tasks
- 6. identify possible life roles related to the skills and content of this cluster**
 - 6.1 recognize and then analyze the opportunities and barriers in the immediate environment
 - 6.2 identify potential resources to minimize barriers and maximize opportunities

COURSE COM2910: COM PROJECT B

Level: Intermediate

Prerequisite: None

Description: Students develop project design and management skills to extend and enhance competencies and skills in other CTS courses through contexts that are personally relevant.

Parameters: Intermediate project courses must connect with a minimum of two CTS courses, one of which must be at the intermediate level and be in the same occupational area as the project course. The other CTS course(s) can be at any level from any occupational area.

Project courses cannot be connected to other project courses or practicum courses.

All projects and/or performances, whether teacher- or student-led, must include a course outline or student proposal.

Outcomes:

The teacher/student will:

- 1. identify the connection between this project course and two or more CTS courses**
 - 1.1 identify the outcome(s) from each identified CTS course that support the project and/or performance deliverables
 - 1.2 explain how these outcomes are being connected to the project and/or performance deliverables
- 2. propose the project and/or performance**
 - 2.1 identify the project and/or performance by:
 - 2.1.1 preparing a plan
 - 2.1.2 clarifying the purposes
 - 2.1.3 defining the deliverables
 - 2.1.4 specifying time lines
 - 2.1.5 explaining terminology, tools and processes
 - 2.1.6 defining resources; e.g., materials, costs, staffing
 - 2.2 identify and comply with all related health and safety standards
 - 2.3 define assessment standards (indicators for success)
 - 2.4 present the proposal and obtain necessary approvals

The student will:

- 3. meet goals as defined within the plan**
 - 3.1 complete the project and/or performance as outlined
 - 3.2 monitor the project and/or performance and make necessary adjustments
 - 3.3 present the project and/or performance, indicating the:
 - 3.3.1 outcomes attained
 - 3.3.2 relationship of outcomes to goals originally set

- 3.4 evaluate the project and/or performance, indicating the:
 - 3.4.1 processes and strategies used
 - 3.4.2 recommendations on how the project and/or performance could have been improved
- 4. identify copyright restrictions and permissions and put them into practice**
- 5. demonstrate basic competencies**
 - 5.1 demonstrate fundamental skills to:
 - 5.1.1 communicate
 - 5.1.2 manage information
 - 5.1.3 use numbers
 - 5.1.4 think and solve problems
 - 5.2 demonstrate personal management skills to:
 - 5.2.1 demonstrate positive attitudes and behaviours
 - 5.2.2 be responsible
 - 5.2.3 be adaptable
 - 5.2.4 learn continuously
 - 5.2.5 work safely
 - 5.3 demonstrate teamwork skills to:
 - 5.3.1 work with others
 - 5.3.2 participate in projects and tasks
- 6. identify possible life roles related to the skills and content of this cluster**
 - 6.1 recognize and then analyze the opportunities and barriers in the immediate environment
 - 6.2 identify potential resources to minimize barriers and maximize opportunities

COURSE COM2920: COM PROJECT C

Level: Intermediate

Prerequisite: None

Description: Students develop project design and management skills to extend and enhance competencies and skills in other CTS courses through contexts that are personally relevant.

Parameters: Intermediate project courses must connect with a minimum of two CTS courses, one of which must be at the intermediate level and be in the same occupational area as the project course. The other CTS course(s) can be at any level from any occupational area.

Project courses cannot be connected to other project courses or practicum courses.

All projects and/or performances, whether teacher- or student-led, must include a course outline or student proposal.

Outcomes:

The teacher/student will:

- 1. identify the connection between this project course and two or more CTS courses**
 - 1.1 identify the outcome(s) from each identified CTS course that support the project and/or performance deliverables
 - 1.2 explain how these outcomes are being connected to the project and/or performance deliverables
- 2. propose the project and/or performance**
 - 2.1 identify the project and/or performance by:
 - 2.1.1 preparing a plan
 - 2.1.2 clarifying the purposes
 - 2.1.3 defining the deliverables
 - 2.1.4 specifying time lines
 - 2.1.5 explaining terminology, tools and processes
 - 2.1.6 defining resources; e.g., materials, costs, staffing
 - 2.2 identify and comply with all related health and safety standards
 - 2.3 define assessment standards (indicators for success)
 - 2.4 present the proposal and obtain necessary approvals

The student will:

- 3. meet goals as defined within the plan**
 - 3.1 complete the project and/or performance as outlined
 - 3.2 monitor the project and/or performance and make necessary adjustments
 - 3.3 present the project and/or performance, indicating the:
 - 3.3.1 outcomes attained
 - 3.3.2 relationship of outcomes to goals originally set

- 3.4 evaluate the project and/or performance, indicating the:
 - 3.4.1 processes and strategies used
 - 3.4.2 recommendations on how the project and/or performance could have been improved
- 4. identify copyright restrictions and permissions and put them into practice**
- 5. demonstrate basic competencies**
 - 5.1 demonstrate fundamental skills to:
 - 5.1.1 communicate
 - 5.1.2 manage information
 - 5.1.3 use numbers
 - 5.1.4 think and solve problems
 - 5.2 demonstrate personal management skills to:
 - 5.2.1 demonstrate positive attitudes and behaviours
 - 5.2.2 be responsible
 - 5.2.3 be adaptable
 - 5.2.4 learn continuously
 - 5.2.5 work safely
 - 5.3 demonstrate teamwork skills to:
 - 5.3.1 work with others
 - 5.3.2 participate in projects and tasks
- 6. identify possible life roles related to the skills and content of this cluster**
 - 6.1 recognize and then analyze the opportunities and barriers in the immediate environment
 - 6.2 identify potential resources to minimize barriers and maximize opportunities

COURSE COM2950: COM INTERMEDIATE PRACTICUM

Level: Intermediate

Prerequisite: None

Description: Students apply prior learning and demonstrate the attitudes, skills and knowledge required by an external organization to achieve a credential/credentials or an articulation.

Parameters: This practicum course, which may be delivered on- or off-campus, should be accessed only by students continuing to work toward attaining a recognized credential/credentials or an articulation offered by an external organization. This course must be connected to at least one CTS course from the same occupational area and cannot be used in conjunction with any advanced (3XXX) level course. A practicum course cannot be delivered as a stand-alone course, cannot be combined with a CTS project course and cannot be used in conjunction with the Registered Apprenticeship Program or the Green Certificate Program.

Outcomes: The student will:

- 1. perform assigned tasks and responsibilities, as required by the organization granting the credential(s) or articulation**
 - 1.1 identify regulations and regulatory bodies related to the credential(s) or articulation
 - 1.2 describe personal roles and responsibilities, including:
 - 1.2.1 key responsibilities
 - 1.2.2 support functions/responsibilities/expectations
 - 1.2.3 code of ethics and/or conduct
 - 1.3 describe personal work responsibilities and categorize them as:
 - 1.3.1 routine tasks; e.g., daily, weekly, monthly, yearly
 - 1.3.2 non-routine tasks; e.g., emergencies
 - 1.3.3 tasks requiring personal judgement
 - 1.3.4 tasks requiring approval of a supervisor
 - 1.4 demonstrate basic employability skills and perform assigned tasks and responsibilities related to the credential(s) or articulation
- 2. analyze personal performance in relation to established standards**
 - 2.1 evaluate application of the attitudes, skills and knowledge developed in related CTS courses
 - 2.2 evaluate standards of performance in terms of:
 - 2.2.1 quality of work
 - 2.2.2 quantity of work
 - 2.3 evaluate adherence to workplace legislation related to health and safety
 - 2.4 evaluate the performance requirements of an individual who is trained, experienced and employed in a related occupation in terms of:
 - 2.4.1 training and certification
 - 2.4.2 interpersonal skills
 - 2.4.3 technical skills
 - 2.4.4 ethics

3. demonstrate basic competencies

3.1 demonstrate fundamental skills to:

- 3.1.1 communicate
- 3.1.2 manage information
- 3.1.3 use numbers
- 3.1.4 think and solve problems

3.2 demonstrate personal management skills to:

- 3.2.1 demonstrate positive attitudes and behaviours
- 3.2.2 be responsible
- 3.2.3 be adaptable
- 3.2.4 learn continuously
- 3.2.5 work safely

3.3 demonstrate teamwork skills to:

- 3.3.1 work with others
- 3.3.2 participate in projects and tasks

4. identify possible life roles related to the skills and content of this cluster

4.1 recognize and then analyze the opportunities and barriers in the immediate environment

4.2 identify potential resources to minimize barriers and maximize opportunities