DESCRIPTION OF COURSE

To participate and make informed decisions in today’s world, a global citizen requires technological and information literacy skills that include the ability to gather, process, and manipulate data. These skills are now as essential as traditional numeracy and literacy. As students study information technology, they develop research and communication skills and learn how to evaluate their work.

The aims of the teaching and study of technology are to encourage and enable students to:

- develop an appreciation of the significance of technology for life, society and the environment
- use knowledge, skills and techniques to create products/solutions of appropriate quality
- develop problem-solving, critical- and creative-thinking skills through the application of the design cycle
- develop respect for others’ viewpoints and appreciate alternative solutions to problems
- use and apply information and communication technology (ICT) effectively as a means to access, process and communicate information, and to solve problems.

FUNDAMENTAL IB CONCEPTS

This course addresses the fundamental IB concepts in the following ways.

**International Mindedness:** exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Intercultural Awareness:** should be encouraged to consider issues from multiple perspectives.

**Communication:** The IB learner profile describes a “communicator” as someone who can understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication.

**Holistic Learning:** students can come to realize that most real-world problems require insights gained from a variety of disciplines.

COURSE UNITS

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<thead>
<tr>
<th>Unit Question</th>
<th>Area of Interaction and how it shapes the content / curriculum</th>
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<tr>
<td>“How do you determine your digital footprint?” – <strong>Applied Digital Communication</strong></td>
<td><strong>Environments:</strong> Everyone has an identity. This identity begins at conception and builds as we develop relationships with others. Our digital identity also builds each time we are online. Good or bad this identity builds over time. Everyone has the responsibility to create a positive personal expression of them over time as well as protect their personal expression from those who have bad intent.</td>
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<tr>
<td>“How do we engage younger students with an interactive story?” – <strong>Digital Media Development</strong></td>
<td><strong>Community and Service:</strong> An interactive story gives life to written words. It creates drama and encourages participation from the reader. Pre-schoolers, kindergarteners, and English as a Foreign Language learners would benefit greatly from these storybooks.</td>
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<tr>
<td>“How do you create a game that is educationally sound and fun?” – <strong>Digital Media Development</strong></td>
<td><strong>Health and Social Education:</strong> Game design begins from the pre-production stage and ends at the final testing stage. Creating a game that is fun and educationally sound requires understanding the behaviours and attitudes of the learners.</td>
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<tr>
<td>“How do we use Web 2.0 features to collaborate effectively?” – <strong>Computer Information Systems</strong></td>
<td><strong>Approaches to Learning:</strong> Web 2.0 is a terms to describe a second generation of the World Wide Web that allows people to collaborate and share information online. Using these types of dynamic applications will serve well in communicating across time and cultures.</td>
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<tr>
<td>“How can we tell a story using a program?” – <strong>Human Ingenuity</strong></td>
<td>Storytelling is an ancient ritual used to pass information to the younger generations.</td>
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Rockridge Secondary School: [http://go45.sd45.bc.ca/schools/rockridge/Pages/default.aspx](http://go45.sd45.bc.ca/schools/rockridge/Pages/default.aspx)
**Computer Programming**

A good storyteller has a plan of action that starts from the first words that is spoken to the final pause in the story. Creating a computer program requires a similar aptitude.

**METHODODOLOGY and ASSESSMENT**

This course will incorporate multiple ways of learning including discussion, labs, project-based work, cooperative learning, reflection, group inquiry and individual inquiry.

Throughout the year, students will create a Design Folder. As students progress through the different stages of the design cycle, they are constantly experimenting with ideas, researching topics, compiling sources, brainstorming issues, sketching possible solutions, making changes, rejecting proposals and critically evaluating their work. All relevant activities and outcomes should be recorded, and dated, in the design folder. The design folder is a compilation of evidence that accompanies the final product/solution for a unit of work. Students formally record the results of their research, their various plans and designs and the evaluation of their finished products/solutions in the design folder. The design folder must be clearly divided into: investigate, design, plan, create, evaluate. It must begin with the student’s investigation and end with the evaluation. Please go to the school website to view the criteria which will be used to assess students’ achievement in this course.

The assessment process reveals what a student understands, knows and can do. The evaluation process indicates the quality of performance based on learner outcomes (curriculum). Assessment and evaluation provide ongoing feedback to teachers, students and parents in order to enhance student learning. Assessment and evaluation are employed when teachers gather information (diagnostic), monitor student progress (formative), and evaluate achievement of learning outcomes for the purpose of report card marks (summative).

Assessment in the MYP aims to:

- support and encourage student learning by providing feedback on the learning process
- promote positive student attitudes towards learning
- promote a deep understanding of subject content by supporting students in their inquiries set in real world contexts using the areas of interaction
- promote the development of higher-order cognitive skills by providing rigorous final objectives that value these skills
- reflect the international-mindedness of the programme by allowing for assessments to be set in a variety of cultural and linguistic contexts
- support the holistic nature of the programme by including in its model principles that take account of the development of the whole student.

**MAJOR INSTRUCTIONAL MATERIALS / RESOURCES**

- [http://mrkim.2myclass.com](http://mrkim.2myclass.com)

**NOTE: YOU MAY ADD ANYTHING YOU LIKE TO THE REST OF THIS DOCUMENT – OR NOTHING AT ALL. SOME TEACHERS MIGHT WANT TO ADD A NOTE ABOUT THEIR LATE POLICY OR A CLASSROOM WEBSITE, REQUIRED MATERIALS, ETC.**

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