|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Course Outline and Evaluation Summary** |  |
|  | **Course Code**: TEJ4M**Grade**: 12 University/College **Title of Course**: Computer Engineering Technology |  |
|  | **Department**: Computer Studies, 416-395-3210 |  |

|  |
| --- |
| **Course Description** |
| This course extends students’ understanding of computer systems and computer interfacing with external devices. Students will assemble computer systems by installing and configuring appropriate hardware and software, and will learn more about fundamental concepts of electronics, robotics, programming, and networks. Students will examine related environmental and societal issues, and will explore postsecondary pathways leading to careers in computer technology.**Prerequisite:** Computer Engineering Technology, Grade 11, University/College Preparation |

|  |
| --- |
| **Course Assessment / Evaluation**Course evaluations incorporate one or more of the achievement categories (KICA). A brief description of each category can be found [here](https://www.dcp.edu.gov.on.ca/en/assessment-evaluation/categories-of-knowledge-and-skills). The final grade is calculated using the weighted percentages below. |
| **Term Work:** | **A variety of tasks where you show your learning and have marks assigned using the Achievement Categories/Strands** | **Summative****Evaluation:** | **Marked summative tasks which assess your learning on the entire course, CULMINATING TASK.** |
| **70%** | 25% | Knowledge & Understanding | **30%** | 25% | Knowledge & Understanding |
| 20% | Thinking & Inquiry | 20% | Thinking & Inquiry |
| 35% | Application | 35% | Application |
| 20% | Communication | 20% | Communication |

|  |
| --- |
| **Learning Skills** |
| Learning skills provide Information to help students understand what skills, habits & behaviors are needed to work on to be successful. These are not connected with any numerical mark. A brief description of each skill can be found [here](http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf#page=17). **Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation**E – Excellent G – Good S – Satisfactory N – Needs Improvement |

|  |
| --- |
| **Required Materials:** Any educational resource required for this course will be provided by the school. Students must be prepared to take notes during class and to follow all lesson processes and procedures.  |

|  |
| --- |
| **School/Departmental/Classroom Expectations** |
| **Attendance:** The student is expected to attend class on time. Parents/guardians will be contacted if lates/attendance becomes an issue/hindrance. If the student knows about an absence in advance, they should contact the teacher.**Plagiarism/Cheating:** A mark of 0 will be assigned for any work submitted that does not belong to the student. A mark of 0 will be assigned to a student who was found to have cheated. Parents/guardians will be informed.**Artificial Intelligence (AI) Use:** If a teacher suspects a student of using AI to complete assessed course work, they will approach the student with their concerns. The teacher may decide to further interview the student on the work they submitted. Should this interview result in the teacher being unsatisfied with the student’s knowledge of the work they submitted a mark of 0 may be assigned. Parents/guardians will be informed.**Missed Work:** If a student is absent from class, (e.g. illness, sports team) it is **their** responsibility to find out what they have missed and to catch up. The student is responsible for completing all of the work that was missed due to an absence. If a student misses an assignment or test without a legitimate explanation and documentation, marks up to and including the full value of the evaluation may be deducted. Make-up tests must be arranged to be written.**Late Work:** Late work may result in a deduction of marks up to and including the full value of the evaluation.**Cell Phone Policy:** Personal mobile devices must be stored out of view and powered off or set to silent mode during instructional time, except when their use is explicitly permitted by the educator for the following circumstances: for educational purposes (as permitted by your teacher), for health and medical purposes, and to support special education. If your teacher sees a personal mobile device that is not stored out of view, they can request that device be handed in for the instructional period and the device must be placed, by the student, in a storage area in a location in the classroom. Administration will be called, and the student will be removed from the classroom should the student fail to comply with the teacher's requests in a timely manner. Parents/guardians will be informed. |

|  |
| --- |
| **Course Assessment Tasks** |
| ***Big Ideas*** | ***Major Assignment(s) / Evaluation(s)*** | ***Estimated Duration*** |
| **Course Content: (Topics may not be presented in order shown.)** **- Health Safety and Ethics****- Computer Hardware (Review of G11), Laptops and Mobile Devices****- Windows Installation and Configuration(Review of G11), Mobile, Linux and OSX Operating Systems****- Number Systems (Binary/Octal/Hexadecimal )****- Digital Logic****- Advanced Networking****- Software Engineering Application (SDLC – Business requirement, Development, Testing)****- Careers** | **Hands-on Activities****Class Discussion****Assignments****Presentations****Quizzes****Independent Research****Tests** | **Approx. 100 Hours** |

Equity Statement

All courses within TDSB are taught in learning environments that promote inclusive education, and identify and eliminate discriminatory biases, systemic barriers, and power dynamics that limit the ability of students to participate, learn, grow, and succeed. All students see themselves reflected in the curriculum, their physical surroundings, and the broader environment, so that they are engaged in and empowered by their learning experiences.

Communication of Student Achievement

Student progress and achievement are communicated to the students on an ongoing basis, student-teacher conferences, verbal/written feedback, daily practices, formative assessments, and summative evaluations. See student agenda for detailed information on mid-term and final reporting of student achievement of curriculum expectations and learning skills.
Learning is the responsibility of the students. If students experience any kind of difficulty with their studies, access to remedial help is available from the teacher by arrangement. The teacher may contact parents/guardians regarding any concerns about student progress and achievement.
A parent/guardian may contact the teacher regarding any concern or issue about student progress and achievement via email at xuan.feng@tdsb.on.ca .

Accommodations for Exceptional and ESL / ELD Students

Appropriate accommodations for exceptional and ESL/ELD students are provided by the teacher following recommendations as outlined in each identified student’s Individual Education Plan (IEP) and/or Annual Education Plan (AEP).