TECHNOLOGY EDUCATION
Mr. Jerrett

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Technology Education will be a computer-based program designed using a project/inquiry-based learning approach to develop critical thinking skills and provide students an opportunity to be creative. Technology Education is designed for all learners and will offer students both, opportunity and choice with each project. Due to the current provincial restrictions, the sharing of materials and equipment limits our ability to provide some hands-on opportunities, however does not limited students who may have interests in working on projects at home. By the end of Technology Education 8 & 9, learners will be expected to be able to use a range of technological tools, processes, and applications; integrate technology education with other academic disciplines; design (and create) devices and objects that solve technological problems; and explain the consequences of technology and how it affects our global society.

Mrs. C. Christianson
PRINCIPAL

Mr. L. Matheson
VICE-PRINCIPAL

Mr. E. Lang
GUIDANCE

Mrs.S. McIntyre
SECRETARY

8 Outcomes:
- Overarching Outcome:
  - Students will be implementing the design process in relation to the concept of Netukulimk *(a Mi'kmaq word which means the use of the natural bounty provided by the Creator for the self-support and well-being of the individual and the community).*
- Communication and Multimedia:
  - Evaluate the elements and principles of design and implement a possible solution for communications.
- Energy, Engineering, and Innovation:
  - Construct solutions to design challenges and formulate possible improvements for an existing product.
- Production Technology:
  - Implement safe practices to all applicable tools, machines and locations and construct a project in response to audience need.

9 Outcomes:
- Module 5:
  - Knowledge, solutions, and development of the design process.
- Production Technology:
  - Knowledge, solutions and development of production plans.
- Innovations and Inventions:
  - Knowledge, solutions, and development of existing and new products.
- Energy Engineering:
  - Knowledge, solutions, and development of energy sources.
- Communications Technology:
  - Knowledge, solutions, and development of communication techniques.

Evaluations and Assessments:
- Formative Assessment (day-to-day ongoing student monitoring)
- Class Participation (discussions, question period, etc.)
- Individual and Group Projects (Inquiry/Project based focus)
- Summative Assessments (Video and Oral Presentations)

Curricula Renewal Grade 7 & 8

Over the past two school years, teams of teachers have worked at the Nova Scotia Department of Education and Early Childhood Development to renew curricula for grades 7 and 8 using a *universal design for learning* approach to support student-centred learning.

Highland Park is entering year 2 of piloting the new, draft curricula for the 2019/2020 school year.

Universal Design for Learning:

Universal design for learning encompasses curricula design, learning resources, instruction, and assessment practices that guide the development of a flexible learning environment focused on accommodating and supporting individual learning needs.

Inquiry Based Learning: Learners are engaged in the learning process and they make decisions and take ownership and responsibility for their learning and discovery. Inquiry can be a guided or an open process, allowing learners to identify questions for investigation and independently or collaboratively design a plan to discover meaning.

Cross-curricular/ project-based learning:
An instructional method in which learners perform an active and dynamic exploration of authentic real-world problems and challenges.

A **competency** is an interrelated set of attitudes, skills and knowledge that is drawn upon and applied to a particular context for successful learning and living.
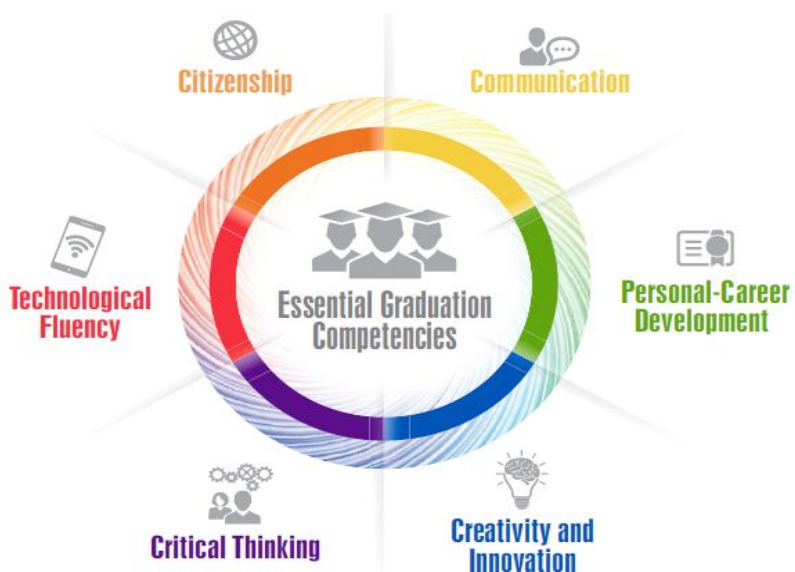
Competencies are developed over time through outcomes and a supportive learning environment.