

Catholic District School Board of Eastern Ontario

Notre Dame Catholic High School

<i>COURSE TITLE:</i>	Navigating the Workplace
<i>COURSE CODE:</i>	GLN 40
<i>CREDIT VALUE:</i>	1
<i>LEVEL OF DIFFICULTY:</i>	Open
<i>AREA OF STUDY:</i>	Guidance
<i>SUGGESTED PREREQUISITE(S):</i>	N/A
<i>NUMBER OF SCHEDULED HOURS:</i>	110
<i>FACILITATOR(S):</i>	Mr. Mark Melville
<i>WRITER(S):</i>	Mr. Mark Melville
<i>DATE OF PREPARATION:</i>	January 2012
<i>MINISTRY GUIDELINES:</i>	The Ontario Curriculum, English, Grades 11 and 12, 2007

COURSE DESCRIPTION:

This course provides students with opportunities to develop the workplace essential skills and work habits required for success in all types of workplaces. Students will explore occupations and careers of interest through participation in real workplace experiences. They will make plans for continued learning and work, work with others to design learning experiences, and investigate the resources and support required to make a smooth transition to their postsecondary destination.

RATIONALE / REAL LIFE CONNECTORS:

STRANDS:

- A. Essential Skills for Working and Learning
- B. Personal Management
- C. Exploration of Opportunities
- D. Preparation for Transitions and Change

CATHOLIC GRADUATE EXPECTATIONS

- an effective communicator
- a reflective and creative thinker
- a self-directed, responsible, life long learner
- a collaborative contributor

- a caring family member
- a responsible citizen

LEARNING EXPECTATIONS:

Available at <http://www.edu.gov.on.ca/eng/curriculum/secondary/guidance1112currb.pdf> (pp 48-56)

COURSE ASSESSMENT

Student achievement will be based on the achievement chart categories outlined below and individual demonstration of the specific expectations. Achievement chart categories will be posted in the classroom and distributed to students for greater awareness and understanding of assessment. All major assignments will be evaluated by levels. Grades will be determined using the students' most consistent and most recent levels of achievements. For purposes of reporting, the percentage grade range will correspond to the following levels as defined by the board:

Level	Mark/ Code	Level	Mark/ Code	Level	Mark/ Code	Level	Mark/ Code
4++	98/100						
4+	94	3+	79	2+	69	1+	59
4	86/90	3	75	2	65	1	55
4-	82	3-	72	2-	62	1-	52

The Achievement Chart

The achievement chart that follows identifies four categories of knowledge and skills in English. The achievement chart is a standard province-wide guide to be used by teachers. It enables teachers to make judgements about student work that are based on clear performance standards and on a body of evidence collected over time.

The purpose of the achievement chart is to:

- provide a common framework that encompasses all curriculum expectations for all courses outlined in this document;
- guide the development of quality assessment tasks and tools (including rubrics);
- help teachers to plan instruction for learning;
- assist teachers in providing meaningful feedback to students;
- provide various categories and criteria with which to assess and evaluate students' learning.

Achievement Chart Category Descriptions

The categories, defined by clear criteria, represent four broad areas of knowledge and skills within which the subject expectations for any given course are organized. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning.

The categories of knowledge and skills are described as follows:

Knowledge and Understanding. Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding).

Thinking. The use of critical and creative thinking skills and/or processes, as follows: planning skills (e.g., generating ideas, gathering information, focusing research, organizing information) processing skills (e.g., drawing inferences, interpreting, analysing, synthesizing, evaluating) critical/creative thinking processes (e.g., oral discourse, research, critical analysis, critical literacy, metacognition, creative process)

Communication. The conveying of meaning through various text forms.

Application. The use of knowledge and skills to make connections within and between various contexts.

Reading Strategies to be implemented

- Predicting
- Activating Prior Knowledge
- Evaluating
- Visualizing

COURSE EVALUATION

Formative Evaluation

Formative Evaluation is used to measure students' learning skills and as a means of diagnostic assessment to improve learning.

Summative Evaluation: 70%

Knowledge and Understanding
Thinking
Application
Communication

Final Assessment: 30%

Culminating Activity 30%

*****Students must submit the culminating activity to pass the course***

COURSE EXPECTATIONS:

Each student in this course is expected to:

1. Treat everyone in the room with respect.
2. Treat the equipment in the room with respect.
3. Come to class with a notebook, paper, and a pen.
4. Be on time for class. Being late for class may merit a detention. Chronic lateness will be dealt with by Administration.
5. Come to class wearing a complete uniform, as outlined under the school uniform guidelines. Uniform issues will be dealt with by administration. Your return to class will be considered a late for attendance purposes.
6. Keep the room in order; ie., no writing on desks, no eating in the classroom, etc.
7. Catch up on all work missed due to absence. This is YOUR responsibility.
8. **Summative Assignments that are not submitted on the given due date are subject to course policy (attached). Note: the late assignment policy for this course differs from the Notre Dame school policy.**
9. Students may, for legitimate reasons, negotiate an extension or due date change with the teacher prior to the original due date. Approval for such a change will be at the discretion of the teacher. Computer printing problems will not be accepted as legitimate reasons for late assignments. If such a situation should occur the student must either present a hand written assignment or a computer disc that the teacher can read on a computer compatible with the Notre Dame computer system. This must be done on the day the assignment is due.
11. Read and abide by the Notre Dame Acceptable Use Policy

*** The above expectations will be continually monitored throughout the course.