

C.1 Template: Contextualized Learning Activities (CLAs)¹

For the “other required credits” in the bundle of credits, students in an SHSM program must complete learning activities that are contextualized to the knowledge and skills relevant to the economic sector of the SHSM. CLAs, a minimum of six hours and a maximum of ten hours in length, address curriculum expectations in these courses in the context of the sector.

This template must be used to develop a CLA that will be submitted to the ministry. CLAs are posted on the Ontario Educational Resource Bank (OERB) website at <http://resources.elearningontario.ca> as well as on the SHSM e-Community website, a password-protected site for educators, at <http://community.elearningontario.ca>

**Prior to writing a CLA all teachers should have familiarized themselves with the
CLA How-to Write Guide**

In order for a CLA to be posted, it is important to:

- submit all material in a **single** Microsoft Word file (not as a PDF) **please note, no attachments will be accepted (exception: PowerPoint presentations that accompany a CLA)**
- observe all copyright regulations (see *Access Copyright – The Canadian Copyright Licensing Agency* at www.accesscopyright.ca).
- Complete **all** sections of the template including:
 - 4 Key Search Words – these should allow others to search and locate this CLA from an electronic database. You do not need to include the course code and the SHSM sector as key words, as those will be default key words.

<i>e.g. Key Search Words</i>	geometry, manufacturing, conversions, calculations
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- Differentiated Instruction portion of the template
- When saving the CLA, please use the following document naming format:
Sector-Course Code–Title (max 250 characters for entire title)
Ex. H&T–SCH3U–Mole Cookie Lab.doc

Note to CLA Developers: For your convenience, instructions (enclosed in square brackets) have been provided throughout this template. Remove these instructions when you complete the template.

¹ Revised June 2011

Transportation Specialist High Skills Major - CLA

Contact Information	
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Development date	August 2011
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SHSM sector	Transportation
Course code and course title	BTA30 Information and Communication Technology: The Digital Environment
Name of CLA	Creating an E-Business Website Students take their interest and skills in transportation technology through a web presence.
Brief description of CLA	In this activity, students create an e-business website. The purpose of the site is to market transportation related products and/or services. The target audience is potential customers and business partners.
Key Search Terms (Do not use SHSM, CLA, Course Code or Sector)	website, design, e-business
Duration	8 hours (5 – 7, 75 minute periods)
Overall expectations	EBV.03 Design and create an e-business website for a target audience. DLV.03 Demonstrate effective use of tools and techniques of electronic research.
Specific expectations	<ul style="list-style-type: none"> • Analyze the components of an effective e-business site. • Design the layout and navigation structure for their e-business website, following accepted guidelines (e.g., usability, placement); • Use web development tools to create an e-business website appropriate for the target audience (e.g., appropriate and inclusive content, images, and language). • Evaluate information collected from electronic sources for usefulness, accuracy, validity, bias, appropriateness, currency;

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<p>Catholic graduate expectations (if applicable)</p>	<p>CGE2b -reads, understands and uses written materials effectively; CGE2c -presents information and ideas clearly and honestly and with sensitivity to others; CGE2e -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.</p>
<p>Essential Skills and work habits</p>	<p align="center">Essential Skills</p> <ul style="list-style-type: none"> ✓ Reading Text ✓ Document Use ✓ Computer Use <p>Numeracy</p> <ul style="list-style-type: none"> ✓ Money Math ✓ Data Analysis ✓ Numerical Estimation <p>Thinking Skills</p> <ul style="list-style-type: none"> ✓ Job Task Planning and Organizing ✓ Decision Making ✓ Problem Solving ✓ Finding Information <p align="center">Work Habits</p> <ul style="list-style-type: none"> ✓ Teamwork ✓ Reliability ✓ Organization ✓ Working Independently ✓ Initiative

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Instructional/Assessment Strategies

Teacher's notes

Teacher's notes

- ✓ This CLA is developed to meet the needs of the BTA 30 classroom in general – handouts have been modified to reflect the needs of the Transportation High Skills Major
- ✓ The Business teacher needs to communicate with the Transportation teacher on a regular basis and also with the SHSM lead.
- ✓ The teacher should become familiar with the use of the Ministry licensed software Adobe Creative Suite 3 (specifically Dreamweaver CS3). It is not necessary to incorporate Flash but a Flash animated logo could be included in the final product. Teacher should become familiar with Adobe Flash in this case.
- ✓ Teacher should be aware of SHSM students' area of interest within the sector.
- ✓ It will be helpful to have examples of entrepreneurial/personal transportation sector websites to show students.
- ✓ Some teacher knowledge of website design concepts is assumed.

Context

This CLA is designed for students that plan on pursuing a career in the Transportation sector. The context is to develop an awareness of the myriad of responsibilities transportation sector employees experience in this occupational field.

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Strategies

- Think-Pair-Share - Have students connect their experience with the Web to their varied interests, talents, and skills. (i.e. students individually complete worksheet, pair up with a partner, share information, report common experiences)
- Then, have students examine existing sites in the area of their particular interests (i.e. Car Parts and Service Websites - many Mechanics are entrepreneurs and the Web is one way they can reach potential consumers) to get design ideas from examining existing sites. You may want to bookmark sites for the students.
- Have a webmaster come in to discuss design. Use the 2 online videos to aid in this task as well.
- Assign the website task and distribute the Website Rubric.
- Prior to submitting their website for evaluation, have students peer assess each other's work.
- All student handouts are included in a collection of appendices called:
- WCDSB appendices for BTA30 cla for transportation.doc.
- The PowerPoint presentation is a separate attachment
- Check to see if the YouTube videos on website development and design are actively working. If they are inactive then the teacher may wish to locate 1 new website development video. There are numerous videos available online.

Assessment and Evaluation of Student Achievement

Strategies/Tasks	Purpose
1. Think/Pair/ Share for Focus Analysis	Assessment for Learning (formative)
2. Classroom visit by a Web Master with online video website development tutorials	Assessment for Learning (formative)
3. Website Planning Worksheet	Assessment for Learning (formative)
4. Website Design Activity	Assessment for Learning (formative)
5. Peer Assessment Checklist	Assessment for Learning (formative)
6. Website Rubric	Assessment of Learning (summative evaluation)
7. Transportation Website	Assessment for Learning (summative)
8. Reflection	

Assessment Tools: Website evaluation rubric & Website reflection sheet

Differentiation

Differentiation will be based on:

Readiness Learner Profile Interest

Differentiation will take place through:

Content Process Product Learning Environment

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Additional Notes/Comments/Explanations

Encourage students to follow through by saving a personal digital copy of their website to showcase their talents as part of their Transportation technology portfolio for a prospective employer.

Resources

Authentic workplace materials

Human resources Guest Speaker on website design(contact speaker's bureau).

Print resources: All handouts will be digitally listed

Video resources: YouTube videos on website design

Software: Adobe Dreamweaver and Flash and their online Help Files

Websites

Online Help Files

www.adobe.com

Online Flash Tutorials and Examples:

http://www.entheosweb.com/free_resources.asp

Web Design Tips

<http://www.youtube.com/watch?v=UHpyES6Jbx0>

<http://www.youtube.com/watch?v=3meSOXY9uGA&playnext=1&list=PLD2A981EFEB8EA13D&index=69>

Transportation Website Examples

<http://www.ferrari.com/English/Pages/Home.aspx>

<http://www.napacanada.com>

<http://www.econofix.com/>

Other resources

<http://www.badwebsiteideas.com/>

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Accommodations

- ✓ Individual Education Plans (IEP) should be followed at all times. Be sure to consult the SERT for additional information and suggestions;
- ✓ Instructional Accommodations
 - Provide students with written instructions
 - Provide Kurzweil-ready instructions for students with literacy challenges
 - Use projected visuals
- ✓ Environmental Accommodations
 - Allow students to move around the room if necessary
- ✓ Assessment Accommodations
 - Allow students extra time to complete the website
 - Chunk instruction and expectations

List of Attachments

- ✓ Website Planning Handout
- ✓ Website Design Activity
- ✓ Lesson 3 PowerPoint – additional attachment "Transportation-BTA30-E-business Website Creation
- ✓ Peer Assessment Checklist
- ✓ Website Rubric
- ✓ Transportation Website – Reflection