

TEMPLATE: Contextualized Learning Activities (CLAs)

For the “other required credits” in the bundle of credits, students in a Specialist High Skills Major program must complete learning activities that are contextualized to the knowledge and skills relevant to the economic sector of the SHSM. Contextualized learning activities (CLAs) address curriculum expectations in these courses.

This template must be used to describe the CLAs. The completed form must be submitted to the Ministry of Education for approval.

Submit all material in Microsoft Word.

Contact Information	
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Development date	July 2010
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Specialist High Skills Major	<i>Business</i>
Course code and course title	MAP 4CI - Foundations for College Mathematics, College Preparation
Name of contextualized learning activity/activities	<i>Marketing Mayhem</i>
Brief description of contextualized learning activity/activities	- students will learn about creating and analyzing surveys and will create a survey to conduct marketing research and determine a business idea for their school
Duration	<i>9 hours</i>

Overall expectations	Code not available (section D #1) - collect, analyze, and summarize two-variable data using a variety of tools and strategies, and interpret and draw conclusions from the data;
Specific expectations	<p><i>Working with two variable data:</i></p> <p>1.1 distinguish situations requiring one-variable and two-variable data analysis, describe the graphical summaries and recognize questions that each type of analysis addresses</p> <p>1.2 describe characteristics of an effective survey and design questionnaires or experiments for gathering two-variable data</p> <p>1.3 collect two-variable data from primary sources, through experimentation involving observation or measurement, or from secondary sources, and organize and store the data using a variety of tools</p> <p>1.4 create a graphical summary of two-variable data using a scatter plot, with and without technology</p> <p>1.5 determine an algebraic summary of the relationship between two variables that appear to be linearly related, using a variety of tools and strategies</p> <p>1.6 describe possible interpretations of the line of best fit of a scatter plot and reasons for misinterpretations</p> <p>1.7 determine whether a linear model is appropriate given a set of two variable data, by assessing the correlation between the two variables</p> <p>1.8 make conclusions from the analysis of two variable data and judge the reasonableness of the conclusions</p>
Catholic graduate expectations (if applicable)	<p>CGE1d -develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;</p> <p>CGE2b -reads, understands and uses written materials effectively;</p> <p>CGE2c -presents information and ideas clearly and honestly and with sensitivity to others;</p> <p>CGE2d -writes and speaks fluently one or both of Canada's official languages;</p> <p>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>CGE3b -creates, adapts, evaluates new ideas in light of the common good;</p> <p>CGE3c -thinks reflectively and creatively to evaluate situations and solve problems;</p> <p>CGE4b -demonstrates flexibility and adaptability;</p>
Essential Skills and work habits	<p><i>Check off the Essential Skills and work habits that are addressed in this CLA.</i></p> <ul style="list-style-type: none"> √ Reading Text √ Writing √ Document Use √ Computer Use √ Oral Communication √ Numeracy <ul style="list-style-type: none"> ○ <u>Money Math:</u> ○ <u>Scheduling or Budgeting and Accounting:</u> ○ <u>Measurement and Calculation:</u> ○ <u>Data Analysis:</u> ○ <u>Numerical Estimation:</u> √ Thinking Skills <ul style="list-style-type: none"> ○ <u>Job Task Planning and Organizing</u> ○ <u>Decision Making</u> ○ <u>Problem Solving</u> ○ <u>Finding Information</u> • Working Safely

	<ul style="list-style-type: none"> √ Teamwork √ Reliability √ Working Independently √ Initiative √ Self-advocacy • Customer Service √ Entrepreneurship
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Instructional/Assessment Strategies

Teacher's notes

The outline file describes what is needed each day. This unit is designed to be taught as a class and requires extensive computer lab time. There are a couple of handouts and an excel file that needs to be posted so the students can access it on day 3. The CLA almost a full unit.

Day 1 – Minds on quiz, power point, permission form handout

Day 2 – power point, Text: Pearson “Foundations for College Math 12

Day 3 – power point, Text

Day 4 - Computers, Copies of assignment, assignment ideas

Day 5 - Volunteer classes, copies of student surveys from previous day, computer lab

Context

The students will be performing a statistical analysis in the context of a marketing research assignment but surveying the school and determining a business idea.

Strategies

Day 1 – Students will complete a quiz to get their mind started. Then they will have a note on surveys with some class focus questions. Then they will come up with their own survey idea.

Day 2 – Students will start with a case study which they will hand in for formative feedback. Then they will have a note on creating surveys and will create a small survey to do in class with a partner. Then they will answer a couple of text book questions for formative feedback.

Day 3 – Students will start with a group case study which they will answer the reflection questions for formative feedback. Then there will be a note on analyzing surveys then they will analyze a sample survey.

Day 4 – Students will be given their major assignment and allowed the period to get it started.

Day 5-8 – Students will administer their surveys and analyze them and prepare a power point presentation.

Day 9 – Students will present their surveys for summative feedback.

- Students who are not progressing well may need to be assigned more practice questions to ensure understanding or be moved to a separate location where they can focus.

Assessment and Evaluation of Student Achievement

Day 1 – Students will answer sample questions as a class

Day 2 – Students will hand in answers to a case study. Students will also do a practice survey. Finally they will answer a couple of textbook questions.

Day 3 – Students will hand in reflection questions from the case study. They will also analyze the quick survey.

Day 4-9 – Students will work on and present their major assignment.

Strategies/Tasks <i>(add rows as required)</i>	Purpose <i>Assessment for Learning (diagnostic, formative)</i> <i>Assessment of Learning (summative, evaluation)</i>
1. Day 1	Assessment for learning, formative
2. Day 2	Assessment for learning, formative
3. Day 3	Assessment of learning summative for the reflection questions
4. Day 4-9	Assessment of learning summative major assignment
Assessment tools <ul style="list-style-type: none"> - <i>Assignment tracker</i> - <i>Answers to text questions are in the back of the book</i> - <i>Rubric for major assignment</i> - <i>Work Habit chart</i> <p>The essential skills are quite intensive for this unit. They will need to complete many tasks that involve a lot of thought. These will be assessed with the learning skills.</p>	

Additional Notes/Comments/Explanations

*You can arrange the class visits on your own to have more control or let the students arrange them.
Make sure the excel file is available to the students for day 3 lesson.
Be prepared with ideas for the students to work on to keep them focused.*

Resources

(List all the resources needed to support the implementation of the CLA.)

Authentic workplace materials <i>Spreadsheets</i> <i>Power point</i>
Human resources Student volunteers
Print
Video

Software Power point Microsoft word Excel
Websites
Other

Accommodations

Students can be moved to an individual setting.
More time can be allowed.
Notes can be printed out and given to the students.

List of Attachments

Outline, Assignment tracker, work habits

Day 1 – Outline, Note, God/Goddess Quiz, Permission Form, Power point

Day 2 – Note, Power point

Day 3 – Note, Power point, excel file

Day 3 – Assignment, Rubric, Assignment ideas