

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	
Board	Waterloo Catholic District School Board
Development date	July 2010
Contact person	Jan Cox, Andrew Renner
Position	Teachers
Phone	519-578-3660
Fax	519-578-5291
E-mail	jan.cox@wcdsb.ca andrew.renner@wcdsb.ca

Specialist High Skills Major	<i>Health and Wellness</i>
Course code and course title	<i>ENG 4E – Grade 12 Workplace English</i>
Name of contextualized learning activity/activities	<i>Professional Image</i>
Brief description of contextualized learning activity/activities	<i>Students will apply critical thinking techniques to identify aspects of “professional image” in the workplace, and use creative thinking and literacy skills to produce a poster encouraging professional standards for employees in a salon setting. Students will use oral communication skills to introduce their poster to the “employees.”</i>
Duration	<i>6 hours</i>

<p>Overall expectations</p>	<p>Oral Communication 2. Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes; Writing 1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience; 2. Using Knowledge of Form and Style: draft and revise their writing, using a variety of informational, graphic, and literary forms and stylistic elements appropriate for the purpose and audience; 3. Applying Knowledge of Conventions: use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively; Media Studies 1. Understanding Media Texts: demonstrate an understanding of a variety of media texts; 2. Understanding Media Forms, Conventions, and Techniques: identify some media forms and explain how the conventions and techniques associated with them are used to create meaning; 3. Creating Media Texts: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;</p>
<p>Specific expectations</p>	<ul style="list-style-type: none"> • Students will read an article on business attire and answer comprehension questions • Students will find images of people in various media, and identify which ones demonstrate aspects of “professional image” • Students will generate a list of standards for maintaining a professional image, and sort through the list to identify key information • Students will produce a media work (poster) to clearly communicate a message • Students will use oral communication skills to present their poster
<p>Catholic graduate expectations (if applicable)</p>	<p>CGE2b -reads, understands and uses written materials effectively; CGE2d -writes and speaks fluently one or both of Canada’s official languages; CGE3b -creates, adapts, evaluates new ideas in light of the common good; CGE3c -thinks reflectively and creatively to evaluate situations and solve problems;</p>
<p>Essential Skills and work habits</p>	<ul style="list-style-type: none"> • Reading Text • Writing • Computer Use • Oral Communication • 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 Independently • Initiative • Customer Service • Entrepreneurship

Instructional/Assessment Strategies

<p>Teacher’s notes Students should have access to sources for images of men and women in business attire ie: Internet, fashion magazines, newspapers. Students should have access to computer resources, as well as hands-on craft supplies (scissors, glue, markers, Bristol board, etc.) to produce poster. Students may be encouraged to dress up in a manner consistent with their poster for their oral presentation.</p>
<p>Context The students are designing standards of professional image to be used in the staff room of a hypothetical salon setting.</p>
<p>Strategies</p> <ul style="list-style-type: none"> • Students will read the article “Dress for Success.” (appendix A) Students will use highlighters to identify key ideas, and answer questions on worksheet (appendix B, C) • Using Internet, magazine and/or newspaper resources, students will find 5 images of men and women in business attire. For each, they will write a caption and/or label explaining how this image demonstrates an aspect of “professional image.” Students will then find 5 images that fail to meet their standards of professional image, and for each, provide a caption and/or label explaining • Students will generate 3 lists of standards, for 1. professional dress, 2. professional attitude towards customers and 3. professional conduct. They will sort through the lists to identify their 5 best standards in each category. • Students will produce a media work (poster) to clearly communicate the standards of professional image to the employees of a salon. (appendix D) • Students will present their poster

Assessment and Evaluation of Student Achievement

Strategies/Tasks	Purpose
1. Read article, answer worksheet	Formative
2. Image analysis, caption/labels	Formative
3. Lists of standards – writing activity	Formative
4. Poster assignment	Summative
5. Poster Presentation	Summative
<p>Assessment tools</p> <ul style="list-style-type: none"> • Teacher Conference • Rubric (appendix E) 	

Additional Notes/Comments/Explanations

(Provide additional suggestions for teachers that will help them deliver this CLA.)

Resources

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

Authentic workplace materials

(e.g., blueprints, workplace manuals, specification sheets, spreadsheets)

Human resources

OPTIONAL: Contact Judy Carley at the Board Office to see if expert speakers are available re: professional image or business attire

Print

Magazines, newspapers

Video

Software

Websites

www.humanresources.about.com

www.sideroad.com

www.google.ca - image search

Other

Scissors, glue, Bristol Board, markers

Accommodations

(List instructional, environmental, and assessment accommodations.)

Students may use Kurzweil to assist in reading article – teacher may provide an appropriate article from the websites listed. Students may use DRAGON Naturally Speaking to generate captions / lists.
Students may present one on one to the teacher.

List of Attachments

Appendix A – “Dress for Success” article from
Appendix B – “Dress for Success” worksheet
Appendix C – “Dress for Success” answer key
Appendix D – Policy Development: Media Poster Assignment
Appendix E – Poster Presentation Rubric