

Work-Oriented Training Path

Summary of Evaluation Plan



IMPORTANT DATES:

- Curriculum Night: September 21, 2023
- First Communication: by October 15, 2023
- First Report Card: by November 20, 2023
- First Parent/Teacher Interviews: November 30, 2023
- Second Report Card: by March 15, 2024
- Second Parent/Teacher Interviews: February 29, 2024
- Third Report Card: by July 10, 2024

HOMEWORK POLICY

It is the student's responsibility to keep up with any missed work due to absence. Homework includes not only written assignments, but both study and review. Homework is an important part of the learning process and students are required to:

- prepare ahead for a classroom discussion by reading and researching at home;
- improve skills introduced in class through appropriate guided practice;
- review material and prepare for tests.

Students are responsible for completing work by the assigned due date.

Students who wish to do well should apply themselves conscientiously and consistently. Students are expected to do 1-2 hours of homework nightly depending on grade level.

LATENESS POLICY FOR ALL ASSIGNMENTS

Due dates are assigned for all in-class assignments and homework and students are expected to complete their work in the allotted time. Under exceptional circumstances, a student may require additional time to complete the work, which may be granted at the discretion of the teacher. The student must meet the teacher, with evidence of work completed and a suggested alternate due date. Following that, failure to complete the assignment on time will result in the student receiving a grade of zero on that assignment. Teachers will communicate with parents and administration when a student is at risk of receiving a zero on an assignment.

ACADEMIC INTEGRITY

All students must be honest and forthright in their academic studies. To falsify the results of one's research, to steal the words or ideas of another, to cheat on an assignment or evaluation, or to allow or assist another to commit these acts corrupts the educational process. Students are expected to do their own work and neither give nor receive unauthorized assistance. Any student who fails to live up to this expectation will be given a grade of "0". Furthermore, Administration reserves the right to impose additional sanctions if necessary.

REPORT CARD TERM WEIGHTING

Term 1 – 20%

Term 2 – 20%

Term 3 – 60%

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The Work-Oriented Training Path (WOTP) is a Secondary Cycle 2 Pathway introduced as an alternative to the traditional, academic General Education Pathway. Students who enroll in the Work-Oriented Training Path often find that the **smaller class size and personal focus** offers them the opportunity to achieve success and enjoy learning in ways that previously did not seem possible for them. The Work-Oriented Training Path consists of two distinctly different programs: Prework Training and Training for a Semiskilled Trade.

Prework Training

The Prework Training (PWT) program is a **three-year program** designed for students 15 years of age who are progressing at their own pace at an elementary level in their literacy and numeracy skills according to their IEP. Prework Training offers a gradual and supportive transition into work and community life. Students have the opportunity to spend a significant portion of the second and third years of the program training at a variety of local businesses and volunteer organizations. Students who successfully complete the work placement requirements of the PWT program receive an official Prework Training Certificate from the *Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche (MEESR)* which attests to their employability skills. Also, students can transition into the Training for a Semiskilled Trade program in the final year of PWT, depending on their progress in core academics and workplace autonomy and skills. Students in PWT are always encouraged to continue their learning!

Training for a Semiskilled Trade

The Training for a Semiskilled Trade (TSST) program is a **one-year program** designed for students who, at 15 years of age, are currently working at a Secondary Cycle I level in English Language Arts and Mathematics. The academic portion of the TSST program offers students the opportunity to focus exclusively on improving their English, Mathematics and French Second Language skills, while at the same time training for a specific Semiskilled Trade. Successful TSST students receive an official certificate from the *Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche (MEESR)* which indicates the chosen Semiskilled Trade on the front of their certificate.

There are over 150 semiskilled trades identified by the *MEESR* for certification in this program, offering a rich variety of job possibilities. For more information, please consult the official Directory of Semiskilled Trades on-line at:

<http://www.mels.gouv.qc.ca/en/contenus-communs/education/directory-of-semiskilled-trades/>

Finally, students who complete a TSST certificate AND satisfy certain academic pre-requisites may be admitted into a limited number of vocational training programs identified by the *MEESR*.

The	Goal	is	Success!
If your son or daughter has been recommended for enrollment in the Work-Oriented Training Path, rest assured that this opportunity will offer new and challenging ways for him or her to learn and grow. Please partner with the school team and work with them to encourage and support your son or daughter.			
Success for your child is everyone's top priority!			

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English Language Arts

General Course Description:

This course is designed to develop the oral communication, reading, writing and media literacy skills that students need for both academic success and in their daily lives.

Subject-Specific Competencies:

Oral Communication

Overall Expectations: By the end of this course, students will:

- Listen to understand and respond appropriately in a variety of situations for a variety of purposes:
- Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes:
- Reflect on and identify their strengths as listeners and speakers, areas for improvement, and strategies they found most helpful in oral communication situations.

Reading Literature Studies

Overall expectations: By the end of this course, students will:

- Read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning;
- Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
- Use knowledge of words to read fluently;
- Reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during and after reading.

Writing

Overall Expectations: By the end of this course, students will:

- Generate, gather, and organize ideas and information to write for an intended purpose and audience;
- Draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience;
- Use editing, proof reading, and publishing skills and strategies, knowledge of knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
- Reflect on and identify their strengths as writers, areas of improvement, and the strategies they found most helpful at different stages in the writing process.

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<p>Mathematics</p>	<p>General Course Description:</p> <p><i>PreWork:</i> A three-year math program that covers many essential topics and concepts bases on the student's level.</p> <p><i>SemiSkilled:</i> A one year program that follows Cycle 1 curriculum.</p> <p>Subject-Specific Competencies and Weighting:</p> <p>Solves a situational problem (30%) Uses mathematical reasoning (70%)</p> <p>Assessments and Evaluations:</p> <p>Term 1 - 20% Term 2 - 20% Term 3 - 60%</p>
<p>French as a Second Language</p>	<p>General Course Description:</p> <p>Les élèves peuvent améliorer leur capacité à comprendre et écrire de courts textes en français et à communiquer oralement dans cette langue. Les élèves peuvent transférer leurs compétences langagières, leur démarche et leurs stratégies dans d'autres sphères de leur vie (personnelle, sociale et professionnelle).</p> <p>Subject-Specific Competencies and Weighting:</p> <p>1) Interagir en français : L'élève est capable d'utiliser le français pour communiquer. 2) Lire des textes variés en français : L'élève est capable de comprendre des textes lus et entendus. 3) Produire des textes variés en français : L'élève est capable de produire des textes à l'oral et à l'écrit.</p> <ul style="list-style-type: none"> ● Interagir: 40%, Lire: 30% et produire: 30% ● Il y aura trois étapes cette année, d'une valeur de 20%, 20% & 60%. ● Les notes attribuées aux élèves sont sous forme de lettres. <p>Assessments and Evaluations:</p> <p>L'évaluation se fait sur une base continue tout au long de l'année. Il y aura différents types d'évaluations tant à l'écrit qu'à l'oral. Les élèves pourront obtenir des crédits de français langue seconde en première et en deuxième secondaire. Les élèves progresseront selon leur rythme et leurs capacités individuelles.</p>

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<p>Prep for the Job Market</p>	<p>General Course Description: Students will follow the program outlined in the Quebec education plan.</p> <p>Course objectives:</p> <ul style="list-style-type: none"> ● To reflect on a self-created personal profile including an updated resume ● To analyze accurately his or her achievements ● To make connections between his or her personal characteristics and occupational aspirations ● To develop an understanding of the characteristics of the job market ● To use available relevant resources ● To gain insights and develop views of the world of work and one's future role as a worker ● To develop an appropriate , relevant socio-vocational plan ● To identify individual objectives and determine the steps to take to implement the plan <p>Subject-Specific Competencies and Weighting:</p> <p>The students will be evaluated on three competencies which are weighted equally. They are as follows:</p> <ul style="list-style-type: none"> - Establishes his/her personal occupational profile - Gains an understanding of the job market - Carries out a socio-vocational integration plan
<p>World of Work</p>	<p>General Course Description:</p> <p>Classrooms are set up as workshops in which students are encouraged to behave as workers would and are given the opportunity to try out tasks associated with different trades.</p> <p>By performing simulated work-related tasks in a variety of areas, the students learn to understand themselves better, understand what is required of them, and adopt the social behaviours needed to successfully enter the work force.</p> <p>Subject-Specific Competencies and Weighting:</p> <p>The students will be evaluated on three competencies which are weighted equally. They are as follows:</p> <ul style="list-style-type: none"> - Understands the requirements of different work situations - Performs tasks associated with different work situations - Adopts attitudes and behaviours appropriate to different work situations

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<p>Autonomy and Social Participation</p>	<p>General Course Description: The Autonomy and Social Participation program promotes students' overall development. It is designed to help young people, on the brink of adulthood, acquire the tools they will need to meet their needs on their own, to live in harmony with themselves and with others, and to make their contribution to society.</p> <ul style="list-style-type: none"> • Students will demonstrate autonomy in everyday situations: students demonstrate this competency through their ability to analyze personal needs and to plan and carry out the steps required to meet these needs in an autonomous and responsible manner. • Students will take an informed position on everyday issues: this competency helps students to identify issues related to different experiences or hypothetical situations and to comment on the consequences of their decisions for themselves and others. • Students will participate in community life: this competency is intended to provide students with an opportunity to learn about valued social roles and to understand the value of their contribution, both for themselves and the community. <p>Subject-Specific Competencies and Weighting:</p> <ul style="list-style-type: none"> • Demonstrates autonomy in everyday situations (33%) • Takes an informed position on everyday issues (33%) • Participates in community life (34%)
<p>Geography & History</p>	<p>General Course Description: Students will follow the program outlined in the Quebec education plan.</p> <p>Course objectives:</p> <p>To help the students understand their place within the community, province, and country through six themes separated into two competencies.</p> <p>Subject-Specific Competencies and Weighting:</p> <p>The students will be evaluated on two competencies which are as follows:</p> <p>Competency 1 - Contains the first three themes (Housing, Recreation and Work) which allows students to develop a sense of belonging to his/her community or home territory.</p> <p>Competency 2- Contains the three themes (Exercise of basic rights and freedoms, Economic development and the Roles of Citizens and the State) which allows students to develop a sense of belonging to the society and territory in which they live.</p>

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<p>Physical Education & Health</p>	<p>General Course Description:</p> <ul style="list-style-type: none"> ● To encourage and enable students to develop according to their own talents and resources ● To develop an interest in the fundamental knowledge and skills of physical education ● To extend the range of movement skills so that the student can move with ease in different settings ● To use equipment and objects competently ● To develop and improve gross motor skills (i.e., catching, throwing, kicking, etc...) ● To continue the development of the basic concepts of fair play, group cooperation and adult interaction. <p>Subject-Specific Competencies and Weighting:</p> <ul style="list-style-type: none"> ● Performs movement skills in different physical settings (Combined with Competency 2 for 80% T1 and T2) ● Interacts with others in physical activity settings (Combined with Competency 1 for 80% T1 and T2) ● Adopts a healthy active lifestyle (20% T1 and T2) <p>Assessments and Evaluations:</p> <p>Cooperation, Participation and Effort are evaluated DAILY on a 10-point system</p> <ul style="list-style-type: none"> ● Attitude- Respect, motivation, punctuality, encouraging classmates ● Cooperation- Listening, participation, proper use of equipment ● Effort- Consistent dedication and participation for the whole class, while also demonstrating a desire to improve. ● Skill- Performs the required skills using the proper techniques. ● Clothes- Proper RHS Physical Education attire required at all times <p>- If the student is NOT changed to participate in his or her PE class, he or she will receive a zero mark for that class</p> <p>Possible Units – Volleyball, Cooperative Games, Basketball, Long distance Running, Badminton, Ultimate Frisbee, Softball, Soccer, Touch Football, Lacrosse, European Handball, Floor Hockey, Ringuette, Fitness, Track & Field, Field hockey.</p>
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