

Ontario Skills Passport (OSP) Resource for Grade 7 *Language*



<http://skills.edu.gov.on.ca>

Essential Skills are used in virtually all occupations and throughout daily life.

Essential Skills demonstrated in these activities:

- ✓ Reading
- ✓ Writing
- ✓ Use of documents
- ✓ Use of computers
- ✓ Oral communication
- ✓ Job task planning
- ✓ Decision making
- ✓ Finding information

Linking the OSP with Choices into Action

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In this series of activities, students will ...

- investigate how Essential Skills are used in different occupations and relate them to subjects and activities they have completed at school, at home and in the community;
- research a career of interest; and write a letter describing what their life will be like 10 years in the future.

In any given classroom, students may demonstrate a wide range of learning styles and needs. Teachers plan programs that recognize this diversity and give students tasks that respect their particular abilities so that all students can derive the greatest benefits possible from the teaching and learning process. Options for planning programs for exceptional students include: no accommodations (i.e. individualized teaching and assessment strategies), human supports, and/or individualized equipment); or accommodations only; or modified curriculum expectations, with the possibility of accommodations. Some students may need an alternative program or courses. For detailed information about planning programs for exceptional students, please visit the Special Education section of the Ontario Ministry of Education website at <http://www.edu.gov.on.ca/eng/teachers/speced.html>. Another resource for accommodations is *The Special Education Companion*. Go to <http://www.ocup.org>, and then click on: Resources; Teacher Companions; and Special Education Companion.

Ontario Curriculum Connections (Grade 7 - Language)

Specific Oral Communication Expectations

- 1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups
- 2.2 demonstrate an understanding of appropriate speaking behaviour in most situations, adapting contributions and responses to suit the purpose and audience

Specific Reading Expectations

- 1.1 read a wide variety of increasingly complex or difficult texts from diverse cultures, including literary texts and informational texts
- 1.2 identify a variety of purposes for reading and choose reading materials appropriately for those purposes
- 1.3 identify a variety of reading comprehension strategies and use them appropriately before, during and after reading to understand increasingly complex texts
- 1.4 demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea
- 1.6 extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them
- 3.1 automatically read and understand most words in a wide range of reading contexts


Specific Writing Expectations

- 1.1 identify the topic, purpose, and audience for more complex writing forms
- 1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a multi-paragraph piece of writing, using a variety of strategies and organizational patterns
- 2.2 establish a distinctive voice in their writing appropriate to the subject and audience
- 2.4 vary sentence structures to give their writing rhythm and pacing by using a variety of connecting and/or introductory words and phrases to help combine short, simple sentences into longer, more complex sentences
- 2.6 identify elements in their writing that need improvement, selectively using feedback from the teacher and peers, with a focus on voice, diction, and an effective beginning and ending
- 2.7 make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies
- 2.8 produce revised draft pieces of writing to meet identified criteria based on the expectations
- 3.1 spell familiar words correctly
- 3.4 use punctuation appropriately to communicate their intended meaning in more complex writing forms, including forms specific to different subject areas, with a focus on the use of: periods after initials, in abbreviations, and in decimal numbers; parentheses; punctuation to indicate intonation, pauses, or gestures
- 3.5 use parts of speech correctly to communicate their meaning clearly, with a focus on the use of relative pronouns; prepositions, including prepositional phrases; adjectives; conjunctions; adverbs; present, past and future verb tenses; present and past participles
- 3.6 proofread and correct their writing using guidelines developed with peers and the teacher

Assessment and Evaluation

Task	Evaluation Tool	Type of Evaluation
Lesson 1, Activity 2 Choose that Essential Skill	Observation	Formative
Lesson 2, Activity 3 Essential Skills in Action	Observation	Formative
Lesson 3, Activity 4 Investigating Career Pathways	Checklist	Formative
Culminating Task Activity 5, Parts A and B My Future Career	Checklist	Summative
Culminating Task Activity 5, Part C	Peer Editing Checklist Rubric	Formative Summative

Teaching Notes - Lesson 1

<ol style="list-style-type: none">1. Hand out a copy of Activity 1: The Essential Skills Walkabout to each student. Instruct students to find one classmate to initial a square that represents their skills. Each box must be initialled by a different classmate. (10 minutes)2. Review Discussion: The Essential Skills with the class.3. Hand out Activity 2: Choose That Essential Skill. Have students work in pairs to determine the skill being demonstrated in the description. Discuss with the class using the Answer Key found in Appendix 1. (25 minutes)	<p style="text-align: center;">Ontario Skills Passport (OSP) Resource for Grade 7 Language</p>  <p style="text-align: center;">http://skills.edu.gov.on.ca</p> <p style="text-align: center;">Materials Required</p> <ul style="list-style-type: none">• copies of <i>Activity 1: The Essential Skills Walkabout</i> for each student• overhead of <i>Discussion: The Essential Skills</i>• copies of <i>Activity 2: Choose That Essential Skill</i> for each pair of students
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Ontario Curriculum Connections for Lesson 1

Grade 7 - Language

Specific Oral Communication Expectations

1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups

2.2 demonstrate an understanding of appropriate speaking behaviour in most situations, adapting contributions and responses to suit the purpose and audience












Activity 1: The Essential Skills Walkabout

Find someone who ...

<p>Loves all kinds of reading materials ... magazines, novels, newspapers ...anything!</p>	<p>Writes messages in greeting cards, keeps a journal or likes to write stories or poems.</p>	<p>Is good at filling in forms; likes working with charts.</p>
<p>Spends a lot of time using computers and improving their computer skills.</p>	<p>Can calculate GST and PST on anything!</p>	<p>Is great at planning a party and keeping on budget.</p>
<p>Likes cooking and measures out all the ingredients.</p>	<p>You use your Essential Skills everyday!</p>	<p>Is good at estimating the number of jellybeans in a jar.</p>
<p>Likes to talk a lot and enjoys presenting in front of the class.</p>	<p>Likes to keep the team on task during group work.</p>	<p>Weights all the options before choosing what to do.</p>
<p>Likes to listen to problems and find appropriate solutions ... a regular Dr. Phil!</p>	<p>Is great at finding information in any kind of manual or on the Internet.</p>	<p>Likes to track the stats of their favourite sports team.</p>

DISCUSSION: THE ESSENTIAL SKILLS

Essential Skills are the skills people need for work, learning and life. They provide the foundation for learning all other skills and are the cornerstone of lifelong learning. Through extensive research, the Government of Canada and Province of Ontario have identified and validated the following **Essential Skills**. These skills are used in virtually all occupations and throughout daily life in different forms and at different levels of complexity.

 <p>Reading Reading materials in the form of sentences or paragraphs such as notes, letters, memos, manuals, specifications, books, reports and journals.</p>	 <p>Writing The preparation of written materials for a variety of purposes. Completing such tasks as filling in forms, writing text and using computers to write.</p>
 <p>Use of Documents Reading different types of material such as labels, signs, lists, tables, graphs, forms, diagrams, blueprints and other similar material.</p>	 <p>Use of Computers The use of any type of computerized technology.</p>
 <p>Money Math The use of mathematical skills in making financial transactions, such as handling cash, preparing bills, and making payments.</p>	 <p>Scheduling or Budgeting and Accounting Planning for the best use of time and money, as well as monitoring of the use of time and money.</p>
 <p>Measurement and calculation The measurement and calculation of quantities, areas, volumes, and/or distances.</p>	 <p>Data Analysis The collection and analysis of data in numerical form.</p>
 <p>Numerical estimation The production of estimates in numerical terms.</p>	 <p>Oral Communication Using verbal skills to exchange ideas and information with others.</p>
 <p>Job Task Planning Planning and organizing your own work.</p>	 <p>Decision Making Making a choice among options using appropriate information.</p>
 <p>Problem Solving The identification and solving of problems.</p>	 <p>Finding Information The use of a variety of sources, including written text, people, computerized databases, and information systems.</p>

Activity 2: CHOOSE THAT ESSENTIAL SKILL

Working in pairs, decide which Essential Skill is being demonstrated in each of these activities.

DESCRIPTION	SKILL
Loves all kinds of reading materials ... magazines, novels, newspapers, anything!	
Likes to keep the team on task during group work.	
Spends a lot of time using computers and improving their computer skills.	
Likes to track the stats of their favourite sports team.	
Can calculate PST and GST on anything!	
Writes messages in greeting cards, keeps a journal or likes to write stories or poems.	
Likes to listen to problems and find appropriate solutions ... a regular Dr. Phil!	
Is good at estimating the number of jellybeans in a jar.	
Likes to talk a lot and enjoys presenting in front of the class.	
Likes cooking and measures out all the ingredients.	
Weighs all the options before choosing what to do.	
Is good at filling in forms; likes working with charts.	
Is great at planning a party and keeping on budget.	
Is great at finding information in any kind of manual or on the Internet.	

Teaching Notes – Lesson 2

1. Hand out or use the overhead to discuss **Activity 3: Essential Skills in Action** using the Answer Key found in **Appendix 2**. (15 minutes)

2. Using **Appendices 3 and 4**, cut out the career cards, place in separate containers, and have students draw a career card from each container.

TIP: Copy Appendices 3 and 4 on different colours of paper (i.e. blue and yellow). The occupation on blue paper is used in Part A and the occupation on yellow paper is used in Part B.

3. Hand out **Activity 4: Investigating Career Pathways Using the Ontario Skills Passport**, discuss the expectations with the class and have them record their careers and NOC Codes in the spaces provided in Step 1, Parts A and B. **Assign Step 2 in Parts A and B for homework.** (20 minutes)

Ontario Skills Passport (OSP) Resource for Grade 7 Language



<http://skills.edu.gov.on.ca>

Materials Required

- overhead or copies of *Activity 3: Essential Skills in Action*
- copy and cut cards in *Appendices 3 and 4*
- copies of *Activity 4: Investigating Career Pathways Using the Ontario Skills Passport* assignment for each student

Ontario Curriculum Connections for Lesson 2

Grade 7 - Language

Specific Reading Expectations

1.1 read a wide variety of increasingly complex or difficult texts from diverse cultures, including literary texts and informational texts

Idea: Create an *Ontario Curriculum Connections* overhead (page 2 of this resource). Use the overhead at the beginning of each lesson to help students understand the expectations associated with the different activities in this resource.

Activity 3: ESSENTIAL SKILLS IN ACTION

Match the following tasks to the **Essential Skills** by circling the correct answer.

1. May write notes to parents requesting special clothing or supplies.

(Babysitters, Nannies and Parents' Helpers – NOC 6474)



Reading



Oral Communication



Writing



Data Analysis

2. Look up names and addresses in phone books, postal code books or apartment directory lists to verify address information.

(Letter Carriers – NOC 1462)



Finding Information



Job Task Planning



Use of Computers



Decision Making

3. Determine how to reconnect a conference call.

(Telephone Operators – NOC 1424)



Oral Communication



Problem Solving



Data Analysis



Use of Computers

4. Calculate the exchange between currencies.

(Hotel Front Desk Clerks – NOC 6435)



Scheduling or Budgeting and Accounting



Money Math



Measurement and Calculation



Writing

5. Interact with customers to explain the features of products, respond to customer inquiries and to persuade them to make a purchase.

(Retail Sales Associates – NOC 6421)



Use of Documents



Reading



Oral Communication



Decision Making

6. Estimate the weight of a heavy panel feeder to decide how to move it.

(Construction Electricians – NOC 7241)



Decision Making



Reading



Numerical Estimation



Writing

7. Use graphics software to do exhibit layouts, information graphics and designs.

(Heritage Interpreters – NOC 5212)



Use of Documents



Use of Computers



Finding Information



Money Math

8. Complete forms, such as weekly inventory sheets. (Material Handlers – NOC 7452)



Decision Making



Use of Documents



Oral Communication



Job Task Planning

9. Determine which of several possible routes will be the most efficient for the customer. (Taxicab Drivers – NOC 7413)



Writing



Decision Making



Use of Documents



Problem Solving

10. Read equipment and safety manuals that describe safe operating procedures. (Welders – NOC 7265)



Money Math



Writing



Reading



Numerical Estimation

11. Schedule the time and cost required to complete a project efficiently. (Cabinet Makers – NOC 7272)



Problem Solving



Money Math



Decision Making



Scheduling or Budgeting
and Accounting

12. Measure ingredients according to menu specifications and the number of people to be served. (Cooks – NOC 6242)



Use of Documents



Use of Computers



Measurement and
Calculation



Reading

13. Calculate average profitability of various types of businesses. (Small Business Counsellors – NOC 4163)



Reading



Oral Communication



Writing



Data Analysis

14. Dental assistants' workdays are organized according to the scheduled appointments. They assess what preparation is required for each patient, sometimes helping several patients at the same time. (Dental Assistants – NOC 3411)



Money Math



Job Task Planning



Finding Information



Numerical Estimation

Activity 4: INVESTIGATING CAREER PATHWAYS USING THE ONTARIO SKILLS PASSPORT

Occupations in the world of work are based on a set of skills. Practicing these skills while you are in school will help ensure your future success in the workplace. When you start investigating different occupations, you will find that there are varying degrees of complexity in the use of these skills and some Essential Skills may be more important than others. For example, “Job Task Planning” is one of the most important essential skills for Cooks because they need to carefully plan how long it takes to prepare and serve meals.

In this activity you will investigate tasks related to each of the **Essential Skills** and relate them to subjects you have taken and activities you have completed at school, home and in the community.

Part A: Occupations Requiring High School and On-the-Job Training

Step 1: Pick an occupation card from the **NOC Level C and D Group**.

My occupation _____ 4-digit NOC Code _____

Step 2: What do you think are the **3 Most Important Essential Skills** used in this occupation?

Skill 1: _____

Skill 2: _____

Skill 3: _____

Step 3: Go to the Ontario Skills Passport website: <http://skills.edu.gov.on.ca>

Step 4: Click on “English” and then click on “Create a Work Plan”.

Step 5: Choose “Option B” and click on “Next”.

Step 6: Choose “Option A” and type in the occupation’s 4-digit NOC code. At the bottom of the page, click on “Next”.

Step 7: Choose “Show me the standard OSP Work Plan” and click on “Next”. Click on “Next” again and complete the form by filling in “Your Name”, “User Type” and today’s date in the “Start of Placement” section. Click on “Next”.

Step 8: Review your OSP Work Plan and complete the chart below. Your work plan includes a section on work habits which are also important for success in the workplace.

Occupations Requiring High School or On-the-Job Training

Review your research and complete the chart below. Your OSP Work Plan includes a section on work habits which are also important for success in the workplace.

Name of occupation: _____ NOC Code: _____

Most Important Essential Skills required for this occupation (Note: If there are more than 3 skills listed, choose the ones you want to look at.)	Sample tasks related to occupation List two tasks for each skill	How do I practice this Essential Skill now?		
		Home	School	Community
Skill 1:	1. 2.			
Skill 2:	1. 2.			
Skill 3:	1. 2.			

Part B: CAREERS REQUIRING AN APPRENTICESHIP, COLLEGE OR UNIVERSITY PATHWAY

Step 1: Pick an occupation card from the **NOC Level A and B Group**.

My occupation: _____ 4-digit NOC Code: ____ _

Step 2: What do you think are the **3 Most Important Essential Skills** used in this occupation?

Skill 1: _____

Skill 2: _____

Skill 3: _____

If you have an Ontario Skills Passport card ...	If you have a Career Cruising card ...
1. Go to the Ontario Skills Passport website: http://skills.edu.gov.on.ca .	1. Go to the Career Cruising website: www.careercruising.com
2. Click on “English” and then click on “Create a Work Plan”.	2. Log in using your school’s user-name and password. <i>(ask your teacher for this information)</i>
3. Choose “Option B” and click on “Next”.	3. Click on the “Explore Careers” icon (left side of screen).
4. Choose “Option A” and type in the 4-digit NOC code on the card. Click on “Next” at the bottom.	4. Find information on the occupation using one of the 4 options available.
5. Choose “Show me the standard OSP Work Plan” and click on “Next”.	5. Explore the occupation by selecting a variety of options available. You will not find specific references to the Essential Skills; however, by reading the job description and the interviews, you will be able to identify several Essential Skills and related tasks. You may find information in the “Career Path” section as well.
6. Click on “Next” again and complete the form by filling in “Your Name”, “User Type” and today’s date in the “Start of Placement” section. Click on “Next”.	
7. Review your OSP Work Plan and complete the chart on the next page.	6. Review the information you have collected and complete the chart on the next page.

Notes:

Occupations Requiring an Apprenticeship, College or University

Review your research from the OSP Work Plan or the Career Cruising web site and complete the chart below.

Name of occupation: _____ NOC Code: _____


Most Important Essential Skills required for this occupation (Note: If there are more than 3 skills listed, choose the ones you want to look at.)	Sample tasks related to occupation List two tasks for each skill	How do I practice this Essential Skill now?		
		Home	School	Community
Skill 1:	1. 2.			
Skill 2:	1. 2.			
Skill 3:	1. 2.			

ASSESSMENT AND EVALUATION TOOL


Activity 4: Investigating Career Pathways using the Ontario Skills Passport

Student Name: _____


Part A: Occupations Requiring High School or On-the-Job Training

	Completed? 	Comments
Identified 3 Essential Skills	<input type="checkbox"/>	
Created an OSP Work Plan	<input type="checkbox"/>	
Completed the Chart	<input type="checkbox"/>	

Part B: Occupations Requiring an Apprenticeship, College or University

	Completed? 	Comments
Identified 3 Essential Skills	<input type="checkbox"/>	
Created an OSP Work Plan or found appropriate information on Career Cruising web site	<input type="checkbox"/>	
Completed the Chart	<input type="checkbox"/>	

Teaching Notes - Lesson 3

<ul style="list-style-type: none">• Arrange for students to use a computer with Internet access to complete Activity 4: Investigating Career Pathways Using the Ontario Skills Passport. (35 minutes)• Students may complete the “How do I practice this Essential Skill now?” sections for homework. <p>Assessment Tool: Checklist</p>	<p>Ontario Skills Passport (OSP) Resource for Grade 7 Language</p>  <p>http://skills.edu.gov.on.ca</p> <p>Materials Required</p> <ul style="list-style-type: none">• reserve computer lab so that students can complete Activity 4• find out the school’s user name and password for the Career Cruising web site
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Ontario Curriculum Connections for Lesson 3

Grade 7 - Language

Specific Reading Expectations

- 1.1** read a wide variety of increasingly complex or difficult texts from diverse cultures, including literary texts and informational texts
- 1.2** identify a variety of purposes for reading and choose reading materials appropriately for those purposes
- 1.3** identify a variety of reading comprehension strategies and use them appropriately before, during and after reading to understand increasingly complex texts
- 1.4** demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea
- 1.6** extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them
- 3.1** automatically read and understand most words in a wide range of reading contexts

Teaching Notes - Culminating Activity (70 minutes)

<ul style="list-style-type: none">Hand out and discuss the expectations for Activity 5: My Future Career, the culminating activity for this unit. Students will require access to a computer with Internet access to complete Part A. This activity should be completed in class. (70 minutes) <p>Assessment Tools:</p> <ol style="list-style-type: none">Peer Editing ChecklistLetter Rubric	<p>Ontario Skills Passport (OSP) Resource for Grade 7 <i>Language</i></p>  <p>http://skills.edu.gov.on.ca</p> <p>Materials Required</p> <ul style="list-style-type: none">reserve computer lab so that students can complete Activity 5 Part Acopies of Activity 5 (Parts A, B, and C), Peer Editing Checklist and Letter Rubric for each student
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Ontario Curriculum Connections for Culminating Activity

Grade 7 - Language

Specific Reading Expectations

- 1.1 read a wide variety of increasingly complex or difficult texts from diverse cultures, including literary texts and informational texts
- 1.2 identify a variety of purposes for reading and choose reading materials appropriately for those purposes
- 1.3 identify a variety of reading comprehension strategies and use them appropriately before, during and after reading to understand increasingly complex texts
- 1.4 demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea
- 1.6 extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them
- 3.1 automatically read and understand most words in a wide range of reading contexts

Specific Writing Expectations

- 1.1 identify the topic, purpose, and audience for more complex writing forms
- 1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a multi-paragraph piece of writing, using a variety of strategies and organizational patterns
- 2.2 establish a distinctive voice in their writing appropriate to the subject and audience
- 2.4 vary sentence structures to give their writing rhythm and pacing by using a variety of connecting and/or introductory words and phrases to help combine short, simple sentences into longer, more complex sentences
- 2.6 identify elements in their writing that need improvement, selectively using feedback from the teacher and peers, with a focus on voice, diction, and an effective beginning and ending
- 2.7 make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies

2.8 produce revised draft pieces of writing to meet identified criteria based on the expectations

3.1 spell familiar words correctly

3.4 use punctuation appropriately to communicate their intended meaning in more complex writing forms, including forms specific to different subject areas, with a focus on the use of: periods after initials, in abbreviations, and in decimal numbers; parentheses; punctuation to indicate intonation, pauses, or gestures

3.5 use parts of speech correctly to communicate their meaning clearly, with a focus on the use of relative pronouns; prepositions, including prepositional phrases; adjectives; conjunctions; adverbs; present, past and future verb tenses; present and past participles

3.6 proofread and correct their writing using guidelines developed with peers and the teacher

Activity 5: Exploring a Future Career

Now that you have researched two occupations, pick a new occupation that you are interested in! Research this occupation using Ontario Skills Passport, Career Cruising and other career exploration web sites.

Helpful information:

Ontario Skills Passport web site: <http://skills.edu.gov.on.ca>

Career Cruising: www.careercruising.com (user name: _____ password: _____)

Part A: Researching an Occupation

Title of occupation I am interested in: _____

Notes about this occupation:

Job description:

Educational requirements:

Important Essential Skills in this occupation:

Typical tasks that are completed:

Other information:

Part B: Planning Your Next Steps to Your Career

Time flies! Complete the following chart to help you make your plans for skills development in grades 7, 8 and 9.

Grade 7	How I will build my Essential Skills
at school	
at home	
in the community	


Grade 8	How I will build my Essential Skills
at school	
at home	
in the community	

Grade 9	How I will build my Essential Skills
at school	
at home	
in the community	

Assessment and Evaluation Tools


Activity 5: Exploring a Future Career (Parts A and B)

Student Name: _____

	Completed? 	Comments
Occupation chosen and researched	<input type="checkbox"/>	
Completed Chart in Part A	<input type="checkbox"/>	
Completed Chart in Part B	<input type="checkbox"/>	

Activity 5: Exploring a Future Career (Parts A and B)

Student Name: _____

	Completed? 	Comments
Occupation chosen and researched	<input type="checkbox"/>	
Completed Chart in Part A	<input type="checkbox"/>	
Completed Chart in Part B	<input type="checkbox"/>	

Assessment and Evaluation Tools

Part C: Seeing the Future

Peer Editing Checklist

Student Name: _____

Component	√	Comments
Knowledge and Understanding - depth of understanding of Essential Skills and career pathways	<input type="checkbox"/>	
Thinking Skills - integration of relevant career information into letter	<input type="checkbox"/>	
Communication - overall structure of letter (introduction, body, conclusion) - flow of ideas -use of language conventions (<i>correct spelling, grammar, punctuation, and style</i>)	<input type="checkbox"/>	
Application -connections made between skills development and future career pathways	<input type="checkbox"/>	

Part C: Seeing the Future

Peer Editing Checklist

Student Name: _____

Component	√	Comments
Knowledge and Understanding - depth of understanding of Essential Skills and career pathways	<input type="checkbox"/>	
Thinking Skills - integration of relevant career information into letter	<input type="checkbox"/>	
Communication - overall structure of letter (introduction, body, conclusion) - flow of ideas -use of language conventions (<i>correct spelling, grammar, punctuation, and style</i>)	<input type="checkbox"/>	
Application -connections made between skills development and future career pathways	<input type="checkbox"/>	

Activity 5: Part C
LETTER RUBRIC

Student Name: _____

Ontario Curriculum Expectations – Grade 7 Language

Specific Reading Expectations

- demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea
- extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them

Specific Writing Expectations

- identify and order main ideas and supporting details and group them into units that could be used to develop a multi-paragraph piece of writing, using a variety of strategies and organizational patterns
- vary sentence structures to give their writing rhythm and pacing by using a variety of connecting and/or introductory words and phrases to help combine short, simple sentences into longer, more complex sentences
- spell familiar words correctly
- use punctuation appropriately to communicate their intended meaning
- use parts of speech correctly to communicate their meaning clearly

Categories/Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding				
• understanding of Essential Skills and Pathways	•demonstrated limited understanding of Essential Skills and Pathways	•demonstrated some understanding of Essential Skills and Pathways	•demonstrated considerable understanding of Essential Skills and Pathways	•demonstrated a thorough understanding of Essential Skills and Pathways
Thinking				
• use of decision making, job task planning and critical thinking skills	-integrated relevant career research into letter with limited effectiveness	-integrated relevant career research into letter with some effectiveness	-integrated relevant career research into letter with considerable effectiveness	-integrated relevant career research into letter thoroughly and effectively
Communication				
• overall structure (introduction, body and conclusion)	-incompletely used an introduction, body and conclusion	-in a mechanical way, used an introduction, body and conclusion	•appropriately and logically used an introduction, body and conclusion	•logically and in complex ways used an introduction, body and conclusion

• use of language conventions (correct grammar, spelling, punctuation, usage)	-several major errors and/or omissions	-several minor errors and/or omissions	-few minor errors and/or omissions	-almost no minor errors and/or omissions
• flow of ideas	- with significant assistance connected and supported ideas in paragraph	-with some assistance connected and supported ideas in paragraphs	-independently used connected paragraphs with well supported ideas	-independently used precise, connected paragraphs with creatively and thoroughly supported ideas
Application				
• application of knowledge of Essential Skills and Pathways and connection with future career choices	-applied knowledge of Essential Skills and Pathways and their connection with future career choices with limited effectiveness	-applied knowledge of Essential Skills and Pathways and their connection with future career choices with some effectiveness	-applied knowledge of Essential Skills and Pathways and their connection with future career choices with considerable effectiveness	-applied knowledge of Essential Skills and Pathways and their connection with future career choices thoroughly and effectively

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

APPENDIX 1: Answer Key 1
Choose That Essential Skill

Working in pairs, decide which Essential Skill is being demonstrated in each of these activities.

DESCRIPTION	SKILL
Loves all kinds of reading materials ... magazines, novels, newspapers, anything!	READING
Likes to keep the team on task during group work.	JOB TASK PLANNING
Spends a lot of time using computers and improving their computer skills.	USE OF COMPUTERS
Likes to track the stats of their favourite sports team.	DATA ANALYSIS
Can calculate PST and GST on anything!	MONEY MATH
Writes messages in greeting cards, keeps a journal or likes to write stories or poems.	WRITING
Likes to listen to problems and find appropriate solutions ... a regular Dr. Phil!	PROBLEM SOLVING
Is good at estimating how long it will take to complete a major assignment.	NUMERICAL ESTIMATION
Likes to talk a lot and enjoys presenting in front of the class.	ORAL COMMUNICATION
Likes cooking and measures out all the ingredients.	MEASUREMENT AND CALCULATION
Weighs all the options before choosing what to do.	DECISION MAKING
Is good at filling in forms; likes working with charts.	USE OF DOCUMENTS
Is great at planning a party and keeping on budget.	SCHEDULING OR BUDGETING AND ACCOUNTING
Is great at finding information in any kind of manual or on the Internet.	FINDING INFORMATION

APPENDIX 2: ANSWER KEY - ESSENTIAL SKILLS IN ACTION

Match the following tasks to the *Essential Skills* by circling the correct answer.

1. May write notes to parents requesting special clothing or supplies.

(Babysitters, Nannies and Parents' Helpers – NOC 6474)



Reading



Oral Communication



Writing



Data Analysis

2. Look up names and addresses in phone books, postal code books or apartment directory lists to verify address information. (Letter Carriers – NOC 1462)



Finding Information



Job Task Planning



Use of Computers



Decision Making

3. Determine how to reconnect a conference call. (Telephone Operators – NOC 1424)



Oral Communication



Problem Solving



Data Analysis



Use of Computers

4. Calculate the exchange between currencies. (Hotel Front Desk Clerks – NOC 6435)



Scheduling or Budgeting and Accounting



Money Math



Measurement and Calculation



Writing

5. Interact with customers to explain the features of a product, respond to customer inquiries and persuade them to make a purchase. (Retail Sales Associates – NOC 6421)



Use of Documents



Reading



Oral Communication



Decision Making

6. Estimate the weight of a heavy panel feeder to decide how to move it. (Construction Electricians – NOC 7241)

Decision Making	Reading	Numerical Estimation	Writing

7. Use graphics software to do exhibit layouts, information graphics and designs. (Heritage Interpreters – NOC 5212)



Use of Documents



Use of Computers



Finding Information



Money Math

8. Complete forms, such as weekly inventory sheets. (Material Handlers – NOC 7452)



Decision Making



Use of Documents



Oral Communication



Job Task Planning

9. Determine which of several possible routes will be the most efficient for the customer.

(Taxicab Drivers – NOC 7413)



Writing



Decision Making



Use of Documents



Problem Solving

10. Read equipment and safety manuals that describe safe operating procedures. (Welders – NOC 7265)



Money Math



Writing



Reading



Numerical Estimation

11. Schedule the time and cost required to complete a project efficiently. (Cabinet Makers – NOC 7272)



Problem Solving



Money Math



Decision Making



Scheduling or Budgeting and Accounting

12. Measure ingredients according to menu specifications and the number of people to be served.

(Cooks – NOC 6242)



Use of Documents



Use of Computers



Measurement and Calculation



Reading

13. Calculate average profitability of various types of businesses. (Small Business Counsellors – NOC 4163)



Reading



Oral Communication



Writing



Data Analysis

14. Dental assistants' workdays are organized according to the scheduled appointments. They assess what preparation is required for each patient, sometimes helping several patients at the same time.

(Dental Assistants – NOC 3411)



Money Math



Job Task Planning



Finding Information



Numerical Estimation

APPENDIX 3: Investigating Career Pathways Using the Ontario Skills Passport

Teacher Note: Cut out these occupation cards for use in Activity A:
Occupations Requiring High School or On-the-Job Training.

General Office Clerks NOC 1411	Court Clerks NOC 1443	Collectors NOC 1435	Desktop Publishing Operators NOC 1423	Dental Assistants NOC 3411
Early Childhood Educator Assistants NOC 4214	Nurse Aides NOC 3413	Shippers and Receivers NOC 1471	Retail Sales Associates NOC 6421	Travel Counsellors NOC 6431
Flight Attendants NOC 6432	Hunting Guides NOC 6442b	Airline Sales and Service Agents NOC 6433	Hotel Front Desk Clerks NOC 6435	Survey Interviewers NOC 1454
Sheriffs and Bailiffs NOC 6461	Estheticians NOC 6482	Security Guards NOC 6651	Pet Groomers NOC 6483	Kitchen Helpers and Line Cooks NOC 6641
Welders and Related Machine Operators NOC 7265a	Truck Drivers NOC 7411	Delivery Drivers NOC 7414	Public Works Maintenance Equipment Operators NOC 7422	Waterworks and Gas Maintenance Workers NOC 7442
Material Handlers NOC 7452	Chainsaw and Skidder Operators NOC 8421	Nursery and Greenhouse Workers NOC 8432	Oil and Gas Well Drilling Workers NOC 8412	Aquaculture and Marine Harvest Labourers NOC 8613
Trappers and Hunters NOC 8442	Mine Labourers NOC 8614	Chemical Plant Machine Operators NOC 9421	Photographic and Film Processors NOC 9474	Printing Machine Operators NOC 9471

APPENDIX 4: Investigating Career Pathways Using the Ontario Skills Passport

Teacher Note: Cut out these occupation cards for use in Activity B:
Occupations Requiring an Apprenticeship, College or University

Social Worker NOC 4152 Career Cruising	Police Officer NOC 6261 Career Cruising	Legal Secretary NOC 1242 Career Cruising	Mechanical Engineering Technologist NOC 2232 Career Cruising	Air Pilot NOC 2271 Career Cruising
Chemical Engineer NOC 2134 Career Cruising	Computer Engineer NOC 2147 Career Cruising	Psychologist NOC 4151 Career Cruising	Aerospace Engineer NOC 2146 Career Cruising	Lawyer NOC 4112 Career Cruising
Web Designer NOC 2175 Career Cruising	Pharmacist NOC 3131 Career Cruising	Actors and Comedians NOC 5135 Career Cruising	Graphic Designer NOC 5241 Career Cruising	Chiropractors NOC 3122 Career Cruising
Physician NOC 3112 Career Cruising	Artist NOC 5136 Career Cruising	Architectural Technologist NOC 2251 Career Cruising	Landscape Architect NOC 2151 Career Cruising	Optometrist NOC 3121 Career Cruising
Land Surveyor NOC 2154 Career Cruising	Theatre, Fashion, Exhibit Designer NOC 5243 Career Cruising	Broadcaster NOC 5231 Career Cruising	Curator NOC 5112 Career Cruising	Public Health Inspector NOC 2263 Career Cruising
Special Events Manager NOC 1226 OSP	Human Resources Specialist NOC 1121 OSP	Quality Control Technician NOC 2233b OSP	Retail First Level Manager NOC 6211 OSP	Cook NOC 6242 OSP
Paramedic NOC 3234 OSP	Industrial Electrician NOC 7242 OSP	Glaziers NOC 7292 OSP	Cabinet Makers NOC 7272 OSP	Refrigeration and Air Conditioning Mechanics NOC 7313 OSP
Forest Ranger NOC 2223 Career Cruising	Investment Broker NOC 1113 Career Cruising	Public Relations Consultant NOC 5124 Career Cruising	Fitness Instructor NOC 4167 Career Cruising	Translator NOC 5125 Career Cruising

