

## Ontario Skills Passport (OSP) Resource for Grade 8 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
- ✓ Finding information

Work habits demonstrated in these activities:

- ✓ Teamwork
- ✓ Reliability
- ✓ Initiative

### Helpful web sites

Human Resources and Skills Development Canada - Essential Skills Research  
[http://srv600.hrdc-drhc.gc.ca/esrp/english/general/home\\_e.shtml](http://srv600.hrdc-drhc.gc.ca/esrp/english/general/home_e.shtml)

Podcasting and iTunes  
<http://www.apple.com/itunes/podcasts/techspecs.html>

KidCast - Podcasting in the Classroom  
<http://www.intelligent.com/kidcast/>

The TDSB Podcasting Learning Community  
<http://podcastingclc.blogspot.com/>

## OSP Skilled Trades Awareness Resource

### Writer

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### In this set of activities, students will ...

- identify misconceptions and myths related to Skilled Trade Workers;
- research a specific Skilled Trade; and
- prepare a report that will be shared via podcast\*, a school newsletter, speech, or school website.

\*A podcast is a method of distributing multimedia files over the Internet for playback on mobile devices and personal computers. (Source: Wikipedia - [http://en.wikipedia.org/wiki/Main\\_Page](http://en.wikipedia.org/wiki/Main_Page))

### Prior Knowledge

- Placemat – cooperative learning strategy
- Writing opinion paragraphs
- Familiarity with technology used in the creation of podcasts (if you choose this as an option)

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.

## Assessment and Evaluation

Task	Evaluation Tool	Type of Evaluation
Placemat Activity	Anecdotal Records	Formative
Skilled Trade Research	Template	Formative
Written Text for a podcast, school newsletter, speech, or school website	Peer Editing Checklist	Formative
“Skilled Tradecast” Presentation	Rubric	Summative

## ***Ontario Curriculum Connections***

### **Grade 8 - 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 working in groups

2.2 demonstrate an understanding of appropriate speaking behaviour in most situations, using a variety of speaking strategies and adapting them 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

1.4 demonstrate understanding of increasingly complex and difficult texts by summarizing important ideas and explaining how the details 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 texts, and to the world around them

3.1 automatically read and understand most words in a wide range of reading contexts

3.3 read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose

#### ***Specific Writing Expectations***

1.3 gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic sources

1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a summary, a debate, or a report of several paragraphs, using a variety of strategies and organizational patterns

1.6 determine whether the ideas and information they have gathered are relevant, appropriate, and sufficiently specific for the purpose, and do more planning and research if necessary

2.6 identify elements in their writing that need improvement, selectively using feedback from the teacher and peers, with a focus on depth of content and appropriateness of tone

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

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

#### ***Specific Media Literacy Expectations***

3.2 identify an appropriate form to suit the purpose and audience for a media text they plan to create and explain why it is an appropriate choice

3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message

3.4 produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques

## Teaching Notes - Lesson 1

### Activity Summary

Students explore how people use their Essential Skills at work.

1. Introduce and/or review the Essential Skills and work habits. Depending on your students' familiarity with Essential Skills, you may choose to complete the activities in Lesson 1 over two periods. *Essential Skills and OSP Work Habits reference sheets have also been included with this resource.*

Introductory activities, such as the “*Essential Skills Walkabout*” and are available on the OSP web site.

- Go to <http://skills.edu.gov.on.ca>.
- Click on “Links” at the top of the page.
- Click on “OSP Resources” or scroll down the page and check out Essential Skills-related activities in “The Big Picture.”
- There are also OSP Icons available that can be downloaded on to your computer. You can “copy” and “paste” the OSP Icons into your handouts to help students understand the skills and work habits they are demonstrated as they complete classroom activities.

2. Use the **Why are these skills called Essential Skills?** overhead to help facilitate a discussion about different types of skills. Spend a brief period of time defining the terms “essential” and “skills”.

3. Review the **Types of Skills** handout so that students understand how Essential Skills fit into the overall skills framework.

4. Elicit names of various occupations from students and brainstorm examples of how Essential Skills, technical skills, job/workplace skills and personal skills/work habits are demonstrated in different occupations and in the student's daily lives.

5. Review the list of occupations generated by the students and then circle any occupation that is a Skilled Trade. Explain that they will be focusing on the Skilled Trades in the next few lessons.

### Ontario Skills Passport (OSP) Skilled Trades Awareness Resource Grade 8 Language



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

#### Materials Required

- overhead: *Why are these skills called Essential Skills?*
- copies of *Types of Skills* hand out for each student

**TIP:** Print occupational profiles from the Ontario Skills Passport web site to further explore how people demonstrate their Essential Skills at work.

#### How to print an occupational profile

- Go to OSP web site at <http://skills.edu.gov.on.ca>
- Click on “**Occupations and Tasks in the OSP Database**”.
- Click on “**Sorted by NOC**” or “**Sorted by title**”.
- Scroll through list until you find your occupation and then click on the “**Sample Workplace Tasks**” button beside the occupation.
- Click on “**Print Occupational Profile**” in upper right hand corner.

**Ontario Curriculum Connections for Lesson 1**

**Grade 8 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

**1.6** 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 texts, and to the world around them

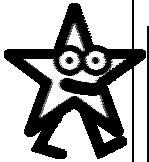
## Teaching Notes - Lesson 2

### Activity Summary

Students research myths and misconceptions associated with Skilled Trades and share the information with the class.

1. Use the **Skilled Trades Shortage** overhead to introduce the topic and assignment. The **Ontario Curriculum Connections** overhead can also be used to discuss the curriculum expectations associated with the activities in this unit.
2. Divide students into groups of 4 or 5 students and distribute the **Skilled Trades Awareness Assignment** to each student in the group.
3. Students complete the “placemat activity” and share information with the class.

Idea: Use the *Ontario Curriculum Connections* overhead at the beginning of each lesson to help students understand the expectations associated with the different activities.



### Ontario Skills Passport (OSP) Skilled Trades Awareness Resource Grade 8 Language



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

### Materials Required

- book computer lab
- overhead: *Ontario Curriculum Connections*
- overhead: *Skilled Trades Shortage*
- copies of *Skilled Trades Awareness Assignment* for each student
- chart paper and markers for placement activity (see Think Literacy – Cross-Curricular Approaches 7-12 2003 for an example of the “placemat” activity)

### Ontario Curriculum Connections for Lesson 2 Grade 8 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 working in groups

#### **Specific Reading Expectations**

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

1.4 demonstrate understanding of increasingly complex and difficult texts by summarizing important ideas and explaining how the details 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 texts, and to the world around them

3.1 automatically read and understand most words in a wide range of reading contexts

3.3 read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose

## Teaching Notes -Culminating Activity

### Part 1

1. Each student chooses a **Skilled Trade Occupation Card** (see Appendix 1).
2. Distribute and review the following:
  - **Part B - Research a Skilled Trade**
  - **Part C - Written Report**
  - **Peer Editing Checklist**
  - **“Skilled Tradescast” Presentation Rubric**

The research may be completed in class. The written report can be assigned as homework or during the next class.

#### Ideas

- Use *Ontario Curriculum Connections* overhead again to identify specific expectations for these assignments.
- Discuss how to be a good peer assessor and self assessor.
- Discuss the media conventions associated with a podcast, school newsletter, etc. as appropriate.

### Part 2

1. Students work in pairs and use the **Peer Editing Checklist** to review each other’s work.
2. Distribute copies of **Let’s Hear What You Have to Say!** and give students in-class time to practice their presentations and review presentation rubric again.

### Part 3

Student presentations.

### Ontario Skills Passport (OSP) Skilled Trades Awareness Resource Grade 8 Language



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

#### Activity Summary

Students research a Skilled Trade and write an opinion paragraph and students perform their “Skilled Tradescast” presentation.

#### Materials Required

The “Skilled Tradescast” report can be shared via a podcast, school newsletter, speech, or the school website. Please integrate materials appropriate to the selected media format(s) where appropriate.

#### Part 1

- book computer lab
- *Skilled Trades Occupation Cards* (Appendix 1)
- copies of *Part B - Research a Skilled Trade* handout for each student
- copies of *Part C – Written Report*
- *“Skilled Tradescast” Presentation Rubric*

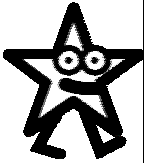
#### Part 2

- copies of *Let’s Hear What You Have to Say!* handout

### *Ontario Curriculum Connections* Grade 8 - 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 working in groups



### ***Specific Reading Expectations***

- 1.4 demonstrate understanding of increasingly complex and difficult texts by summarizing important ideas and explaining how the details support the main idea
- 3.1 automatically read and understand most words in a wide range of reading contexts
- 3.3 read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose

### ***Specific Writing Expectations***















- 1.3 gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic sources
- 1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a summary, a debate, or a report of several paragraphs, using a variety of strategies and organizational patterns
- 1.6 determine whether the ideas and information they have gathered are relevant, appropriate, and sufficiently specific for the purpose, and do more planning and research if necessary
- 2.6 identify elements in their writing that need improvement, selectively using feedback from the teacher and peers, with a focus on depth of content and appropriateness of tone
- 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
- 3.6 proofread and correct their writing using guidelines developed with peers and the teacher

### ***Specific Media Literacy Expectations***

- 3.2 identify an appropriate form to suit the purpose and audience for a media text they plan to create and explain why it is an appropriate choice
- 3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message
- 3.4 produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques







# Essential Skills

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

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

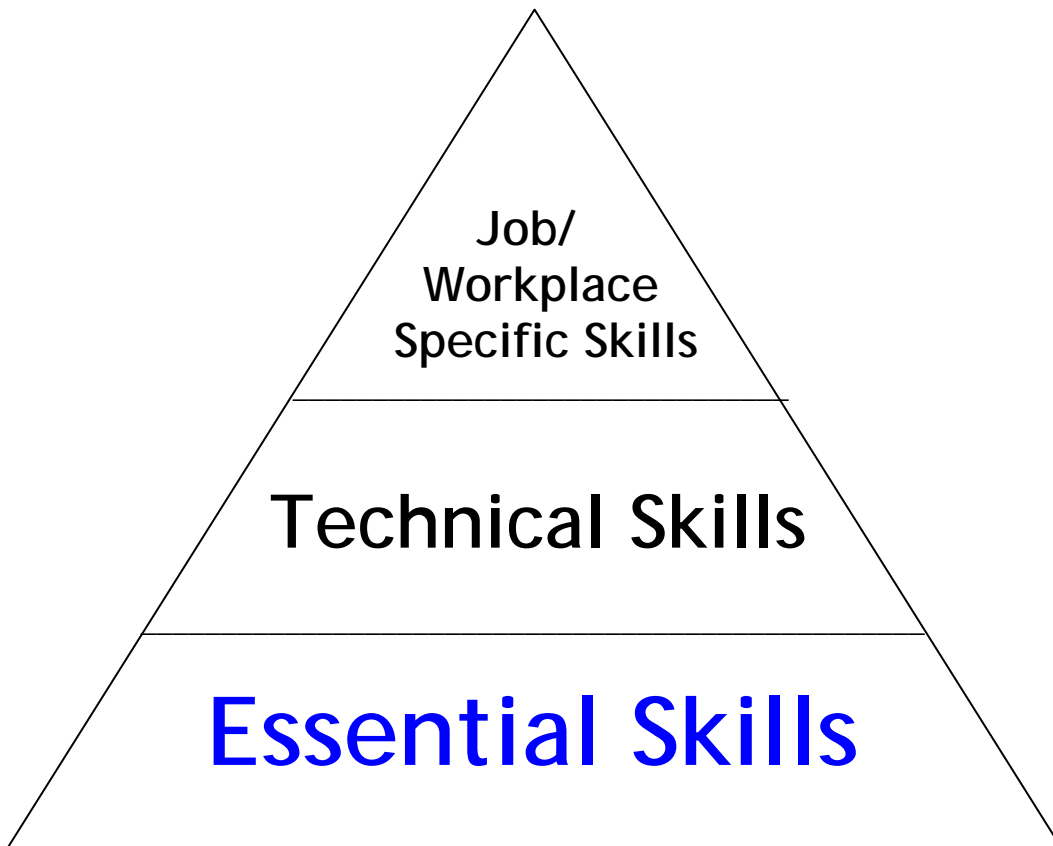
# OSP Work Habits

It is important for everyone in the workforce to have good work habits as well as the appropriate skills.

 <ul style="list-style-type: none"> <li>• Working in a manner that prevents injury to self and others</li> <li>• Reporting unsafe conditions</li> <li>• Participating in health and safety training, as required</li> <li>• Using and wearing all required protective equipment and devices</li> </ul>	 <ul style="list-style-type: none"> <li>• Working willingly with others</li> <li>• Showing respect for the ideas and opinions of others</li> <li>• Taking responsibility for his or her share of the work</li> <li>• Contributing to the team effort by sharing information, resources, and expertise</li> </ul>	 <ul style="list-style-type: none"> <li>• Being punctual</li> <li>• Following directions</li> <li>• Giving attention to detail</li> <li>• Using time effectively and producing work on time</li> <li>• Acting in accordance with health and safety practices</li> </ul>
 <ul style="list-style-type: none"> <li>• Beginning and completing tasks with little prompting</li> <li>• Approaching new tasks with confidence and a positive attitude</li> <li>• Seeking assistance when necessary</li> </ul>	 <ul style="list-style-type: none"> <li>• Listening effectively to determine and meet clients' needs</li> <li>• Interacting positively with both co-workers and clients/customers</li> <li>• Endeavouring to meet and exceed expectations</li> <li>• Creating a positive impression of the company or organization</li> </ul>	 <ul style="list-style-type: none"> <li>• Recognizing and acting on opportunities</li> <li>• Showing a high degree of motivation and a strong need to achieve</li> <li>• Being innovative and creative</li> <li>• Showing perseverance</li> <li>• Being versatile and willing to take risks</li> <li>• Showing willingness to take the initiative</li> </ul>

## Why are these skills called Essential Skills?

They **enable** people to perform tasks required by their jobs as well as adapt to change. They are **generic** skills that are used in virtually all occupations and throughout daily life. They are **transferable** from school to work, job to job and sector to sector and they also provide the **foundation** for learning other skills, such as technical skills and job/workplace skills.



## Types of Skills

### Essential Skills

Human Resources and Skills Development Canada (HRSDC) has identified and validated Essential Skills that are used in nearly all occupations and throughout daily life. They are **transferable** from school to work, job to job and sector to sector.

For example, **writing is an Essential Skill** because it is required in a broad range of occupations. The skill level and frequency of writing varies, of course.

Let's take a look at sample writing tasks in three related occupations.

**Construction Trades Helpers and Labourers (NOC 7611)** fill out reports or maintenance sheets, after installing or servicing products for customers (level 2). This occupation can be entered after completing high school.

**Carpenters (NOC 7271)** write evaluation reports on apprentices who have been assigned to them on the job. This writing task is more complex (level 3) and the occupation requires college education and apprenticeship training.

**Residential Home Builders and Renovators (NOC 0712)** are small business owners who write business plans to detail strategic plans and their implementation. This writing task is even more complex (level 5) and the occupation is a management type of occupation.

**By acquiring strong Essential Skills, we can better develop and apply the technical and job/workplace skills which are also needed to be successful in the workplace.**

### Technical Skills

Technical skills are used in specific occupations and **can be transferable** to other jobs within the field and potentially in related occupations.

For example, a person who started out as a Construction Trades Helper and then became a Carpenter's Apprentice could transfer some technical skills they learned from one job to the next job (i.e. the safe operation of different kinds of tools).

### Job/Workplace Skills

Job/Workplace skills apply to a specific employer or workplace and have **limited transferability** (descriptions are usually found in job descriptions and workplace manuals).

For example, two companies can have very different ways of dealing with paperwork.

# Skilled Trades Shortage

**Canada could be short one million workers by 2020!**

That's right. We've got a problem. Skilled Trades are an integral part of our country and we do not have enough people to do these jobs.

Canadians are not getting the message. We need action! What can you do?

## Make a "Skilled Tradecast"

Get the message out to your school, parents, community, and your country!

In this assignment you will:

- investigate the problem, the myths and the misconceptions around Skilled Trade Workers;
- research a skilled trade and the **Essential Skills** related to that trade; and
- prepare an opinion paragraph for your "Skilled Tradecast" promoting that trade.

The information can be shared via a podcast, school newsletter, speech, or the school website.

# Skilled Trades Awareness Assignment

## Part A: The Problem, the Myths & the Misconceptions

1. Students are divided into groups of 4 or 5 students. Each group member is assigned **one** of the following topics:
  - a. News
  - b. Articles
  - c. Myths and Realities
  - d. Fact Sheets
  - e. Profiles
2. Go to <http://www.careersintrades.ca> and click on the topic you were assigned.
3. Make notes on your topic.



4. After gathering information, return to your group and complete the Placemat activity with your group members (*see instructions below*).

### **Placemat Activity:**

1. Take a sheet of chart paper and draw a rectangle in the middle.
2. In that rectangle, write the subject: Skilled Trades – the problem, the myths, the misconceptions.
3. Divide the rest of the chart paper into sections equal to the number of people in the group.
4. Quietly write down any information that you would like to share with your group in your section of the placemat.
5. Your teacher will give you a signal to stop writing.
6. Share your ideas within your small group.
7. Post your chart paper and share your findings with the class.

## Skilled Trades Awareness Assignment

### Part B: Research a Skilled Trade

1. Pick a Skilled Trade occupation card.

If you have an Ontario Skills Passport card ...	If you have a Career Cruising card ...
1. Go to the Ontario Skills Passport website: <a href="http://skills.edu.gov.on.ca">http://skills.edu.gov.on.ca</a> .	1. Go to the Career Cruising website: <a href="http://www.careercruising.com">www.careercruising.com</a>
2. Click on “ <b>English</b> ” and then click on “ <b>Occupations and Tasks in the OSP Database</b> ”.	2. Log in using your school’s user-name and password. <i>(ask your teacher for this information)</i>
3. Click on “ <b>Sorted by NOC</b> ” and then scroll through the list of occupations until you find the occupation on your card.	3. Click on the “ <b>Explore Careers</b> ” icon (left side of screen) and then click on “ <b>Search by Cluster</b> ”.
4. Click on the “ <b>Sample Workplace Tasks</b> ” button.	4. Click on “ <b>Skilled Trades</b> ” and then scroll through the list to find the occupation on your card.
5. Read the occupation description and click on any of the skill titles to find sample workplace tasks.  6. Review the information you have collected and complete the chart below.	5. Explore the occupation by selecting the 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.
7. Now go to the “ <b>Career Cruising</b> ” web site to continue your research. <b>See instructions in the column on the right.</b>	6. Review the information you have collected and complete the chart on the next page.

**Research a Skilled Trade – Page 2**

<p><b>Occupation Title:</b></p> <p>Identify <b>two</b> Essential Skills demonstrated in this occupation and list two sample tasks for each skill.</p> <p><b>1. Essential Skill:</b> _____</p> <p><b>Sample Task:</b></p> <p><b>Sample Task:</b></p> <p><b>2. Essential Skill:</b> _____</p> <p><b>Sample Task:</b></p> <p><b>Sample Task:</b></p>
<p><b>Technical Skill(s) demonstrated in this occupation:</b></p>
<p><b>Work habits that are important in this occupation:</b></p>
<p><b>What interests you about this trade? What interesting facts did you find?</b></p>
<p><b>Did your research help dispel any myths/misconceptions that we investigated in Activity #1?</b></p>
<p><b>Other notes</b></p>

**Optional:** For more information, you can visit the following web sites:  
[www.careersintrades.ca](http://www.careersintrades.ca), [www.madewithtrades.com](http://www.madewithtrades.com) and [www.wwittnn.com](http://www.wwittnn.com)

## **Skilled Trades Awareness Assignment**

### **Part C - Written Report**

Using your research, prepare the text for your “Skilled Tradecast”. Remember we are trying to dispel myths and misconceptions associated with the Skilled Trades.

#### **STEP 1**

Write an opinion paragraph(s) about the Skilled Trade you researched.

Your opinion paragraph will include the following structural elements:

- a topic sentence that identifies the issue and states the opinion;
- supporting sentences that present reasons to develop the opinion, using facts, examples and details;
- words that show the reader/listener how sentences are linked such as “however”, “in addition”, “next”, “although” and “therefore”; and
- a closing sentence that reminds the reader of the opinion and reemphasizes the most compelling reasons.

Be sure to include information on any myths or misconceptions you uncovered. Also include information on how workers in this skilled trade demonstrate their skills (i.e. Essential Skills, technical skills, job/workplace skills) and work habits.

#### **STEP 2**

Ask another student to edit your work using the “Peer Editing Checklist”.

#### **STEP 3**

Read the “Peer Editing Checklist” and revise your work as necessary.

#### **STEP 4**

Submit the final copy of your assignment to your teacher on \_\_\_\_\_.

#### **STEP 5**

Practice your “Skilled Tradecast”. Review the “Skilled Tradecast Presentation Rubric” so you understand the expectations. Your partner will also give you feedback to help you!

#### **STEP 6**

Perform your “Skilled Tradecast”.

## Skilled Trades Awareness Assignment - Opinion Paragraph Part C - Peer Editing Checklist

Name: \_\_\_\_\_

Criteria	√	Comments
1 Ideas and information are well organized.	<input type="checkbox"/>	
2 The following information is clearly expressed: <ul style="list-style-type: none"> <li>• issues affecting the Skilled Trades; and</li> <li>• how workers in this Skilled Trade demonstrate their skills and work habits.</li> </ul>	<input type="checkbox"/>	
3 The media text is appropriate for the audience and purpose.	<input type="checkbox"/>	
4 There are only a few minor errors in grammar, spelling and punctuation.	<input type="checkbox"/>	

# Skilled Trades Awareness Assignment

## Let's Hear What You Have to Say!!

### Step 1

Make sure that your teacher has a copy of the text for your broadcast.

### Step 2

Review the "Skilled Tradecast Presentation" rubric so you understand the assignment expectations.

### Step 3

Practice your "Skilled Tradecast" with a partner. Your partner will listen for awkward pauses, "uhs", etc.

**Partners:** This is one of the most important jobs when it comes to broadcasting. You are now a producer of a broadcast so it's your job to make your partner sound great.



### Step 4

Perform your broadcast.

Feedback from Your Partner	√	Comments
<ul style="list-style-type: none"> <li>a variety of speaking strategies (i.e. body language, vocal emphasis, etc.) are used effectively</li> </ul>		

## “Skilled Tradecast” Presentation

Name: \_\_\_\_\_

### Ontario Curriculum Expectations – Grade 8 Language

#### Specific Oral Communication Expectations

- demonstrate an understanding of appropriate speaking behaviour in most situations, using a variety of speaking strategies and adapting them to suit the purpose and audience

#### Specific Writing Expectations

- identify and order main ideas and supporting details and group them into units that could be used to develop a summary, a debate, or a report of several paragraphs, using a variety of strategies and organizational patterns
- determine whether the ideas and information they have gathered are relevant, appropriate, and sufficiently specific for the purpose, and do more planning and research if necessary

#### Specific Media Literacy Expectations

- produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques

Categories	Level 1	Level 2	Level 3	Level 4
<b>Knowledge and Understanding</b>				
• understanding of issues affecting Skilled Trades	- demonstrated limited understanding of issues affecting Skilled Trades	- demonstrated some understanding of issues affecting Skilled Trades	- demonstrated considerable understanding of issues affecting Skilled Trades	-demonstrated a thorough understanding of issues affecting Skilled Trades
• understanding of how workers demonstrate their skills/work habits at the workplace	- demonstrated limited understanding of how workers demonstrate their skills/work habits at the workplace	- demonstrated some understanding of how workers demonstrate their skills/work habits at the workplace	- demonstrated considerable understanding of how workers demonstrate their skills/work habits at the workplace	-demonstrated a thorough understanding of how workers demonstrate their skills/work habits at the workplace
<b>Thinking</b>				
• use of decision making, job task planning and critical thinking skills	-integrated relevant career research into presentation with limited effectiveness	-integrated relevant career research into presentation with some effectiveness	-integrated relevant career research into presentation with considerable effectiveness	-integrated relevant career research into presentation thoroughly and effectively
<b>Communication</b>				
• expression and organization of ideas and information in presentation	-expressed and organized ideas and information with limited effectiveness	-expressed and organized ideas and information with some effectiveness	-expressed and organized ideas and information with considerable effectiveness	-expressed and organized ideas and information with a high degree of effectiveness

• 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
<b>Application</b>				
• applied knowledge of media conventions associated with a podcast, school newsletter, speech or school website to produce an effective presentation	- applied knowledge of media conventions with limited effectiveness	- applied knowledge of media conventions with some effectiveness	- applied knowledge of media conventions with considerable effectiveness	- applied knowledge of media conventions with a high degree of effectiveness

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

## APPENDIX 1 - Skilled Trades Occupation Cards

<p><b>Aircraft Mechanics (NOC 7315)</b></p> <p><i>Career Cruising</i></p>	<p><b>Appliance Repairers (NOC 7332)</b></p> <p><i>Career Cruising</i></p>	<p><b>Autobody Repairers (NOC 7322)</b></p> <p><i>Career Cruising</i></p>	<p><b>Avionics Technicians (NOC 2244)</b></p> <p><i>Career Cruising</i></p>
<p><b>Boilermakers (NOC 7262)</b></p> <p><i>OSP</i></p>	<p><b>Cabinetmakers (NOC 7272)</b></p> <p><i>OSP</i></p>	<p><b>Carpenter (NOC 7271)</b></p> <p><i>OSP</i></p>	<p><b>Conservators (NOC 5112)</b></p> <p><i>Career Cruising</i></p>
<p><b>Construction Electricians (NOC 7241)</b></p> <p><i>OSP</i></p>	<p><b>Commercial Divers (NOC 7382)</b></p> <p><i>Career Cruising</i></p>	<p><b>Drywallers (NOC 7284)</b></p> <p><i>Career Cruising</i></p>	<p><b>Elevator Installers and Repairers (NOC 7318)</b></p> <p><i>Career Cruising</i></p>
<p><b>Farm Equipment Mechanic (NOC 7312)</b></p> <p><i>OSP</i></p>	<p><b>Furniture Finishers (NOC 9494)</b></p> <p><i>OSP</i></p>	<p><b>Glazier (NOC 7292)</b></p> <p><i>OSP</i></p>	<p><b>Locksmith (NOC 7383)</b></p> <p><i>Career Cruising</i></p>
<p><b>Millrights (NOC 7311)</b></p> <p><i>Career Cruising</i></p>	<p><b>Musical Instrument Builder and Repairers (NOC 7445)</b></p> <p><i>Career Cruising</i></p> <p><i>Listed under title: "Other Repairers and Installers" in OSP</i></p>	<p><b>Machinists (NOC 7231)</b></p> <p><i>Career Cruising</i></p>	<p><b>Painters (NOC 7294)</b></p> <p><i>Career Cruising</i></p> <p><i>Listed under title: "Painters and Decorators" in OSP</i></p>
<p><b>Power Plant Operators (NOC 7353)</b></p> <p><i>Career Cruising</i></p>	<p><b>Refrigeration and Air Conditioning Mechanics (NOC 7313)</b></p> <p><i>OSP</i></p>	<p><b>Race Car Mechanics (NOC 7321)</b></p> <p><i>Career Cruising</i></p>	<p><b>Security Systems Technicians (NOC 2242)</b></p> <p><i>OSP</i></p>
<p><b>Sprinkler System Installers (NOC 7252)</b></p> <p><i>Career Cruising</i></p>	<p><b>Small Engine Mechanics (NOC 7335)</b></p> <p><i>Career Cruising</i></p>	<p><b>Tool and Die Maker (NOC 7232)</b></p> <p><i>Career Cruising</i></p>	<p><b>Welders (NOC 7265a)</b></p> <p><i>OSP</i></p>