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# Work-Oriented Training Path

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Pinasuvvimuulingajunik



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Pre-Work Training  
(PWT)

Training for  
Semi-Skilled Trades  
(TST)

## Handbook – 2023

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# 1. What is the Work Oriented Training Path? (WOTP)

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## 1.1 Description of WOTP

The Quebec Education Program (QEP) describes WOTP as a program that “enables young people with learning difficulties to pursue their studies through adapted instruction in different contexts, and to obtain certification through qualifying training which prepares them for the job market”<sup>1</sup>.

WOTP is an umbrella pathway that offers two different programs: the Pre-Work Training Program (PWT) and Training for a Semi-Skilled Trade (TST). The minimum age for admission into either program is 15 years old as of September 30<sup>th</sup> of that school year. Both programs differ in their duration and format as well as in their certification, but they both offer a general education and a practical education. WOTP is a modified pathway; there is no equivalence to Secondary Cycle 2. **WOTP does not lead to a Secondary School Diploma (SSD) without continued education.**

## 1.2 Description of Pre-Work Training (PWT)

The **three-year** Prework Training program is designed to provide students with a gradual transition into work and community life, in addition to academic instruction aligned with each student’s needs, abilities and IEP goals. The Prework Training certificate attests to students’ general employability skills with no secondary equivalent credits.

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<sup>1</sup> <http://www.education.gouv.qc.ca/en/contenus-communs/school-administrators-public-and-private-schools/work-oriented-training-path/>

### 1.3 Description of Training for a Semi-Skilled Trade (TST)

The **one-year** Training for a Semiskilled Trade program provides focused training in the workplace leading to certification in a designated semiskilled trade, in addition to the opportunity for intensive academic study in the three core academic subjects: First language, Second language and Mathematics. The Certificate for a Semi-skilled trade attests to the student employability skills and their general education, students can also attain credits in secondary cycle 1 core courses (Secondary 1.1 or 1.2)

Note that a semi-skilled trade is not the same as a professional or skilled trade, therefore trainings must reflect that limitation as the certificate will also attest to the semi-skilled ability of the student.

A semi-skilled trade can be recognized as an 'assistant' or 'helper' or laborer position adjacent to a professional or a trade that does not require specialized training (example: Cooks Helper, Cashier, Stock Handler, Solid Wood Preparation Worker, Gas Station Attendant).<sup>2</sup>

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<sup>2</sup> <http://www.education.gouv.qc.ca/en/adult-learners/toward-the-job-market/semiskilled-trades/directory-of-semiskilled-trades/>

## 1.4 Table Summary of the Two Programs





## 2. Student Enrollment in WOTP

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### 2.1 Inclusive Learning Community

It is important to keep in mind that the school board's goal is to include all learners in the regular classroom (Inclusion). A student with a learning challenge should always have the option of remaining in the regular program with the support of appropriate services, with accommodations, IEP or even a modified program.<sup>3</sup>

### 2.2 Criteria For WOTP Enrollment

According to the **Basic School Regulation** admission to WOTP must follow the criteria below. Therefore, an Individual Education Plan (IEP) is a mandatory document for admission to WOTP and must demonstrate a history of support provided prior to enrollment.<sup>4</sup>

**23.3.** At the secondary level, the work-oriented training path comprises the following 2 training paths: pre-work training and training leading to a semi-skilled trade.

A student who is at least 15 years of age on September 30 of the school year in which he or she begins the training may enroll in either training path if the student's last report card of the school year or individualized education plan shows that

(1) the training path, among all the training paths offered at the secondary level, is most likely to meet the student's interests, needs and abilities;

(2) the student meets the special requirements for admission to pre-work training set out in section 23.4 or to training leading to a semi-skilled trade set out in section 23.5, as the case may be.

**23.4.** A student may be admitted to pre-work training if **the student has not achieved the objectives of the elementary level programs of studies for language of instruction and mathematics.**

**23.5.** A student may be admitted to training for a semi-skilled trade if

(1) the student has achieved the objectives of the elementary level programs of studies for language of instruction and mathematics, but **has not earned the credits in the first cycle of the secondary level in those subjects;** and

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<sup>3</sup> CS-01 Directive on the organization of services for students with handicaps, social maladjustments or learning difficulties: (1.4) Integration in regular classes.

<sup>4</sup> [CS 01 - Directive on the organization of services for students with handicaps, social maladjustments or learning difficulties](#)

(2) the student meets the special requirements established by the Minister for admission to the program leading to the semi-skilled trade. (23.3 [1])<sup>5</sup>

### 2.2.1 Understanding the difference; a Modified Pathway, Adapted Program, Modified Program

WOTP is a *modified pathway*, it does not lead directly to a Secondary School Diploma. Pre-Work Training is a *modified program* based on the specifications in the enrollment criteria. Training for Semi-Skilled Trades is an *Adapted program* that follows the Secondary Cycle 1 competencies without modification. All students must have an Individual Education Plan (IEP) before being considered for enrollment in WOTP. Students in PWT should have a *modified* IEP that dictates their learning objectives. **The student modification process is strenuous, and all due processes must be completed prior to applying for a modification.** For more information contact CCS.<sup>6</sup>

### 2.3 Creating an Individual Education Plan

The IEP process **may begin as early as kindergarten** if necessary and may only require adaptations or pedagogical flexibility (minor interventions). The graphic below maps out the main steps that lead up to the creation of an IEP.

Within 15 days of submitting *Appendix A*, the Special Education Committee will meet and if deemed necessary, will put in place services to support the student and the teacher.<sup>7</sup> The committee will clarify services, pedagogical flexibility and adaptation means. This meeting may result in the creation of a student IEP as the committee sees fit.

The school must have the parent complete the *KI Parental Consent Form* from Compassionate and Complimentary Services (CCS) to deliver additional services to the student, including assessments and special education withdrawal support.<sup>8</sup>

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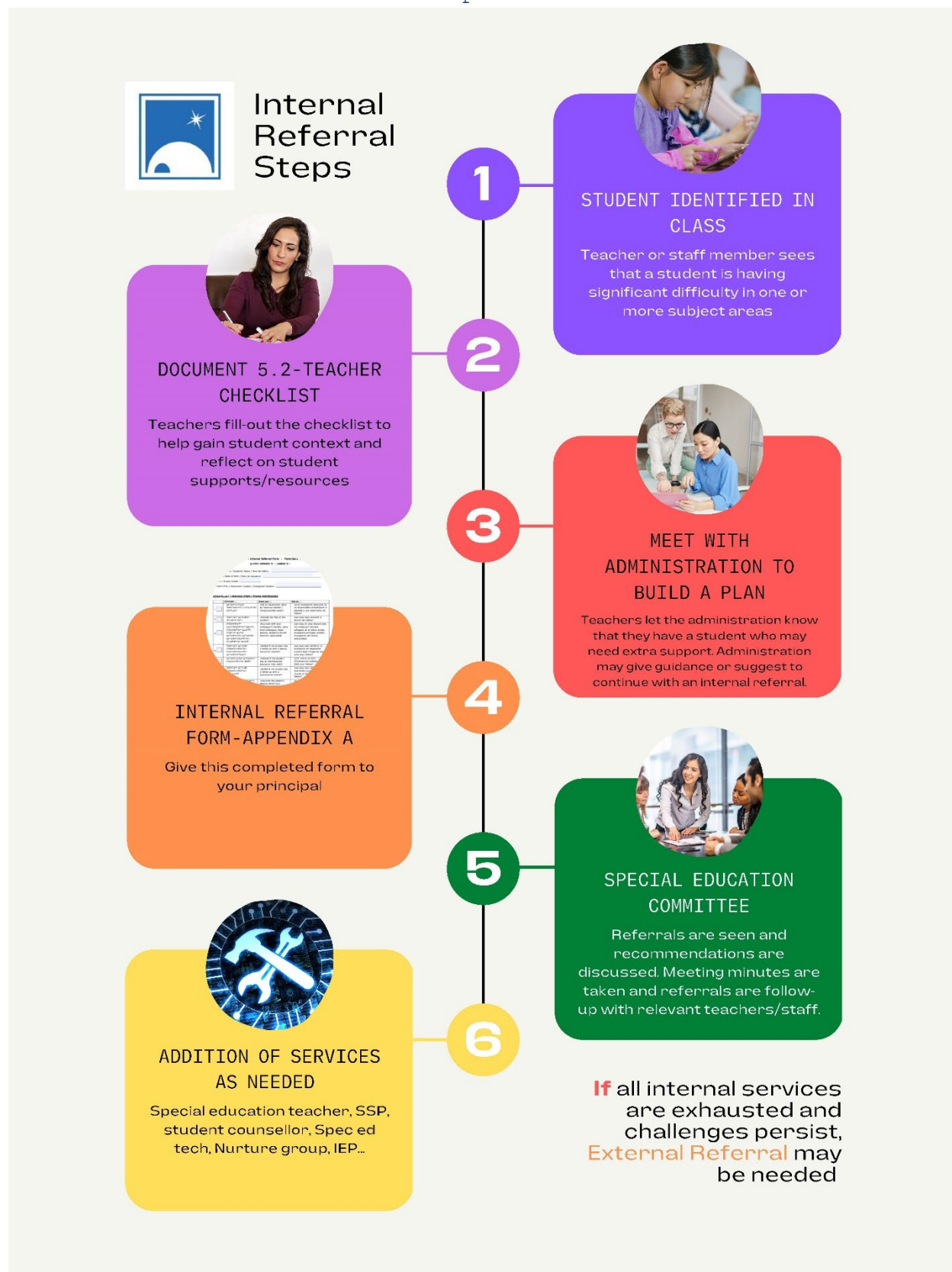
<sup>5</sup> [i-13.3, r. 8 - Basic school regulation for preschool, elementary and secondary education](#)

<sup>6</sup> [cc.services@kativik.qc.ca](mailto:cc.services@kativik.qc.ca)

<sup>7</sup> <https://www.kativik.qc.ca/wp-content/uploads/2021/09/CS-01-Organization-of-Services-for-Students-with-Handicaps-or-Learning-Difficulties-E-2022-11.pdf>

<sup>8</sup> [KI Consent Form 2020 .pdf](#)

## 2.3.1 Internal Referral Graphic



## **2.4 Review the IEP – Special Education Committee**

The IEP and its effectiveness must be reviewed by January 30th by a team consisting of the homeroom teacher, special education teacher and any relevant specialists. The review should be submitted to the Special Education Committee for any necessary changes; updates, assistance removals or additions.

### **2.4.1 Request for additional Supports**

If local intervention is showing no signs of improvement, a referral for external support may be made to the CCS team. A request for assessment may be made only after all local resources and strategies have been utilized.

The Special Education Committee, teachers and family may submit 1 of the 3 referral forms (Learning Challenges, Behavioural / Emotional Challenges, or Speech, Language and Communication Problems) to CCS for a specialized evaluation. The Special Education Committee must ensure that:

- a. The form is to be completed in full.
- b. Section 2 of the referral form, "Prior Steps," indicates all local steps and resources that were completed prior to making the referral to CCS.<sup>9</sup>

## **2.5 Student Modification Process (PWT Students)<sup>10</sup>**

If a student is unable to meet the minimum expectations (academic delay of 2+ years, according to the KI program expectations) and DESPITE the measures and adaptations being in place for an adequate and sufficient length of time, follow the steps outlined below:

1. Complete the Modification Request Form and send it to the Regional Special Education Consultant in Kuujjuaq, along with the IEP that was created for the student.<sup>11</sup>
2. An analysis of the file will be completed by the Compassionate and Complementary Services team in Kuujjuaq. The request will either be accepted or denied.

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<sup>9</sup> For more information or to have access to the documents mentioned, consult the files in the DBServer under Compassionate and Complimentary Services, the school Special Education Teacher, Principal, or contact CCS directly.

<sup>10</sup> KI Guide for the Development of Individualized Education Plans for Students with Special Needs, 2014, re. 2020

<sup>11</sup> [9.3 Modification Request Forms](#)

3. If accepted, the student's program will be modified, in one or more subjects, and an adapted report card reflecting these modifications will be sent to you.
4. You must set personal goals for the student (for one or more subjects) and record them in the IEP, following a meeting of the Special Education Committee (invite the homeroom teacher to the meeting).
5. If the student and parent(s) are not present when the IEP is presented, they should be informed of the changes made to the program.

#### **2.5.1 Important information about modifications**

1. Modifications are an extreme measure.
2. It is possible for a student to have modifications in one subject but not in another (e.g., modified exercises in French, but not in Math).
3. For primary and cycle 1 secondary (1.0 to 1.2): A student might have modifications one year but not the next (for one reason or another, a student may catch up and return to the regular program(s)).
4. However, if a student is following a modified program in second cycle secondary (2.1 to 2.3), it will not be possible for the student to obtain a MELS diploma. The student will receive a KI diploma which does not allow for admission to CEGEP.
5. It is the teacher's responsibility to modify and provide modified work to the student (e.g. different exercises that correspond to the objectives set for the student, Other). See the table on page 9 and 10 for examples of modifications.

For more information and the correct request forms contact CCS, [cc.services@kativik.qc.ca](mailto:cc.services@kativik.qc.ca)

## 2.6 Finalizing Student Enrollment in WOTP – Principal

Student enrollment should be organized at the end of the previous year but could be done before the September 29<sup>th</sup> Student Registration Day, of the current year<sup>12</sup>.

Students may enter WOTP programs after attending regular sector or after attending *Transition Path*<sup>13</sup>. All necessary documents noted above should already be established before enrollment. The IEP and strategies used must demonstrate a history of support, at least two years of special education intervention within the regular sector.

1. The Local Special Education Committee must meet and discuss the progress of each student proposed for WOTP.
2. The previous IEP and 2 previous yearly report cards must be provided to the committee, any additional documentation such as work samples will help to make an informed decision.
3. The parents and student must be informed of the limitations of the specific WOTP program and the work-training requirements for student success.
4. The parent and student must be consulted to create a Transition Plan which will map the student's future educational pathway.
5. The student must display an interest in joining the program, the student must agree.
6. The parental consent form for entry into WOTP must be signed (appendix 1).
7. The IEP will be updated with the new educational objectives for the specific WOTP program.
8. All documents mentioned above must be collected and sent to the school's corresponding Assistant Director of School Operations for verification and approval.

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<sup>12</sup> Note: If a school has need of a WOTP program or would like to open a new group, the principal may request a teacher allocation in February.

<sup>13</sup> For more information about Transition Path, a modified high school program for students of 12 to 14 years old, please see KI Pathways and Time Allocations document.

## 2.7 Registering Students on Dash – Dash TOS

The Dash TOS will register the student in the correct program, level, and courses, pending information sent to them from the school.

The school must submit to the TOS:

- Student list with the student names, permanent codes, date of birth, etc.
- Indicate which program the student is in (PWT or TST)
  - TST students must also include a Semi-skilled Trade code<sup>14</sup>
- Indicate which year the student is currently in (first, second, or third)

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<sup>14</sup> [The Directory of Semi-Skilled Trades](#)

## 3. School Organization – Principals

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### 3.1 Rules affecting group size

In the *Agreement Regarding the Distribution of Teachers in the Schools*, the student maximum for *Cheminement Particulier* is different than that of the regular sector. As such WOTP will follow the same structure as *Cheminement Particulier* when it is its own group. No more than 12 students should be under the supervision of one teacher in WOTP without compensation.<sup>15</sup> If the WOTP students are mixed into a regular sector classes, the class size will consider the WOTP students as an additional level following the rules for a multi-level student group.

### 3.2 WOTP Homerooms

According to the framework for evaluation, students in WOTP are exempt from being included in the group average.<sup>16</sup> Therefore, students in WOTP must be registered into their own homerooms within Dash separate from the regular sector. WOTP students will follow their program specific courses utilizing the course codes specified in sections 3.6 or 3.7.

### 3.3 Identifying Students on Dash

In the DASH desktop App WOTP students can be quickly identified and their progression confirmed by viewing the level column ('degré'). For the 2023-24 School Year and onward, the codes will reflect a customized format separate from the regular stream.

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<sup>15</sup> <https://aenq.org/wp-content/uploads/HCE/E4-DistributionEnseignants-2018-Eng.pdf>

<sup>16</sup> <http://www.education.gouv.qc.ca/en/contenus-communs/school-administrators-public-and-private-schools/work-oriented-training-path/frameworks-for-the-evaluation-of-learning/>



### **Transition Path**

- Level of instruction - must be 4 High school
- Level - must be 0, 1, or 2
- WOTP program - no selection
- WOTP year of study - no selection
- TST program - no selection

Students with these choices will display in the list of students as R for tRansition path, instead of S for Secondary.

### **Pre-work Training**

- Level of instruction: must be 4 - High school
- Level: must be 3, 4, or 5
- WOTP program: W Pre-work training (PWT)
- WOTP year of study: choose one
- TST program: no selection

Students with these choices will display in the list of students as W for pre-Work training, instead of S for Secondary.

### **Training in Semi-skilled Trade**

- Level of instruction: must be 4 - High school
- Level: must be 3, 4, or 5
- WOTP program: T - Training in semi-skilled trade (TST)
- WOTP year of study: must be 1 or 2
- TST program - choose one

Students with these choices will display in the list of students as T for training in semi-skilled Trade, instead of S for Secondary.

### **Pre-vocational**

- Level of instruction: must be 4 - High school
- Level: must be 3, 4, or 5
- WOTP program - V Pre-vocational training (Pre-Voc)
- WOTP year of study - must be 1 or 2
- TST program - no selection

Students with these choices will display in the list of students as V for pre-Vocational, instead of S for Secondary.

If a student is placed in the incorrect program or level, please advise the Dash TOS.

### 3.4 Pairing Homerooms

Pairing WOTP students with the regular sector or with other programs is possible and sometimes necessary for schools to maximize their teacher allocations, it is a practice often used in the regular sector. Some pairings complement each other better than others. The school must consider that when a group is added to a classroom (increase the number of levels) it will impact the teacher's task and class size limits. The teacher will also need to differentiate their evaluation practices, section 11.2.

When pairing homerooms, the school should consider the following factors when combining WOTP with other programs.

- Age discrepancy
- Student competency level and required differentiation
- Availability of specialists
- Work training Schedules
- Half-Day programs/courses (Transition Path (TrP), TST, Pre-Vocational (PVo))

Examples:

- Students in PWT could share the same general education courses with regular sector 1.1 / 1.2 or 2.1, depending on the age gap, and availability of staff
- Students in TST could share the same general education courses with the regular sector 2.1 and receive differentiated instruction for 1.1 or 1.2
- TST and PVo could share the same schedule and have differentiated instruction for their respective levels
- PWT and TST could be paired in the same classroom and have differentiated instruction and scheduling
- Specialists' courses (Culture, Physical Education and Health, etc) could be effectively paired with most programs

### 3.5 Dash Schedule

If a schedule is not set up at the beginning of the school year, one must be set up before September 29th. PWT and TST attendance must be taken for every period throughout the day. If the attendance cannot be taken on Dash as it is still being set up, it must be recorded manually and updated when dash is available.

PWT utilizes project-based learning on a regular basis, often activities from one subject spill into another. While the class routine may not perfectly reflect the schedule setup, the number of periods per week must be respected by subject. For example, a teacher might use two or three periods of second language one day for a specific project and make up the other subjects the following day, the key is to allow teachers to be fluid and flexible while ensuring a balanced education.

### 3.6 Dash Course Codes for PWT

The following codes must be used for courses in PWT, note that the yearly progression does not demonstrate academic progress, but hours completed.

<b>Pre-Work Training</b>	Year 1	Year 2	Year 3
Inuktitut Language Arts	KI10014	KI11014	KI12014
English or French	KE10012	KE11012	KE12012
Mathematics	KE20014	KE21014	KE22014
Technological and Scientific Experimentation	KE30012	KE31012	KE32012
Geography, History and Citizenship Education	KE40212	KE41212	KE42212
Culture & Land Survival	KI50501	KI51501	KI52502
Physical Education and Health	KI60101	KI61101	KI62102
Preparation for the Job Market (PWT)	KE90712	KE91712	KE92714
Introduction to the World of Work	KE90262	KE91262	KE92262
Work Skills	KE90414	KE91414	KE92414
Remedial - personal project/homework plan	KE90412	KE91412	KE92412

\*To be confirmed with sanctions department

### 3.7 Dash Course Codes for TST

The following codes must be used for courses in TST, note the distinction between each year in general education courses. Students who have completed secondary 1.2 courses cannot enroll in TST. Students who have completed secondary 1.1 courses may only complete TST year 2.

<b>Training for a Semi-Skilled Trade</b>	Sec.1	Sec.2
Inuktitut Language Arts	KI11016	KI12016
English or French	KE11014 KF11014	KE12014 KF12014
Mathematics (French)	KE21016 KF21016	KE22016 KF22016
Preparation for the Job Market (TST) or CCD	KI91712	KI92712
Preparation for a Semi-Skilled Trade	KE91414	KE92414
Remedial - personal project/homework plan	KE91412	KE92412

### 4. WOTP Certification Process - Principals

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Certifications are not sent to the school; they are sent directly to the student home address on file. The ministry will not re-print certificates without justifiable cause (example, lost in a house fire, change of address). It is essential that the home postal address (PO BOX) of the student is up to date, so the certificate is not lost.

The certification process is an automatic mechanism from the Ministry based on the recommendation of the school board, that the student has successfully achieved the competencies of their program.

The school board must submit the program code and a Success (SUC) or Fail code through the Charlemagne system at the end of each school year, with the addition of a trade code for TST students.

#### **4.1 Pre-Work Training Code**

**(Program number 850100(0) - English / 800100(0) - French)**

The information that is sent to the ministry for certification in the Pre-Work Training is the program code and a success or fail code.

These two pieces of information are to be submitted at the end of the 3<sup>rd</sup> year by the DASH TOS.

If successful, this action will begin the automatic process of sending out the certification to the home address of the student (PO box indicated in their DASH file).

#### **4.2 Training for a Semi-Skilled Trade Codes**

**(Program number 860100(0) - English / 886000(0) - French)**

The information that is sent to the ministry for certification in the Training for Semi-skilled Trades program is the TST program code, a trade code<sup>17</sup>, and a Success or Fail code.

The trade code is selected in the student registration process by the Dash TOS base on the information provided by the principal. If the student changes their specific trade throughout the year, the trade code must be updated.

If successful, these three pieces of information will begin the automatic process of sending out the certification to the home address of the student (PO box indicated in their DASH file).

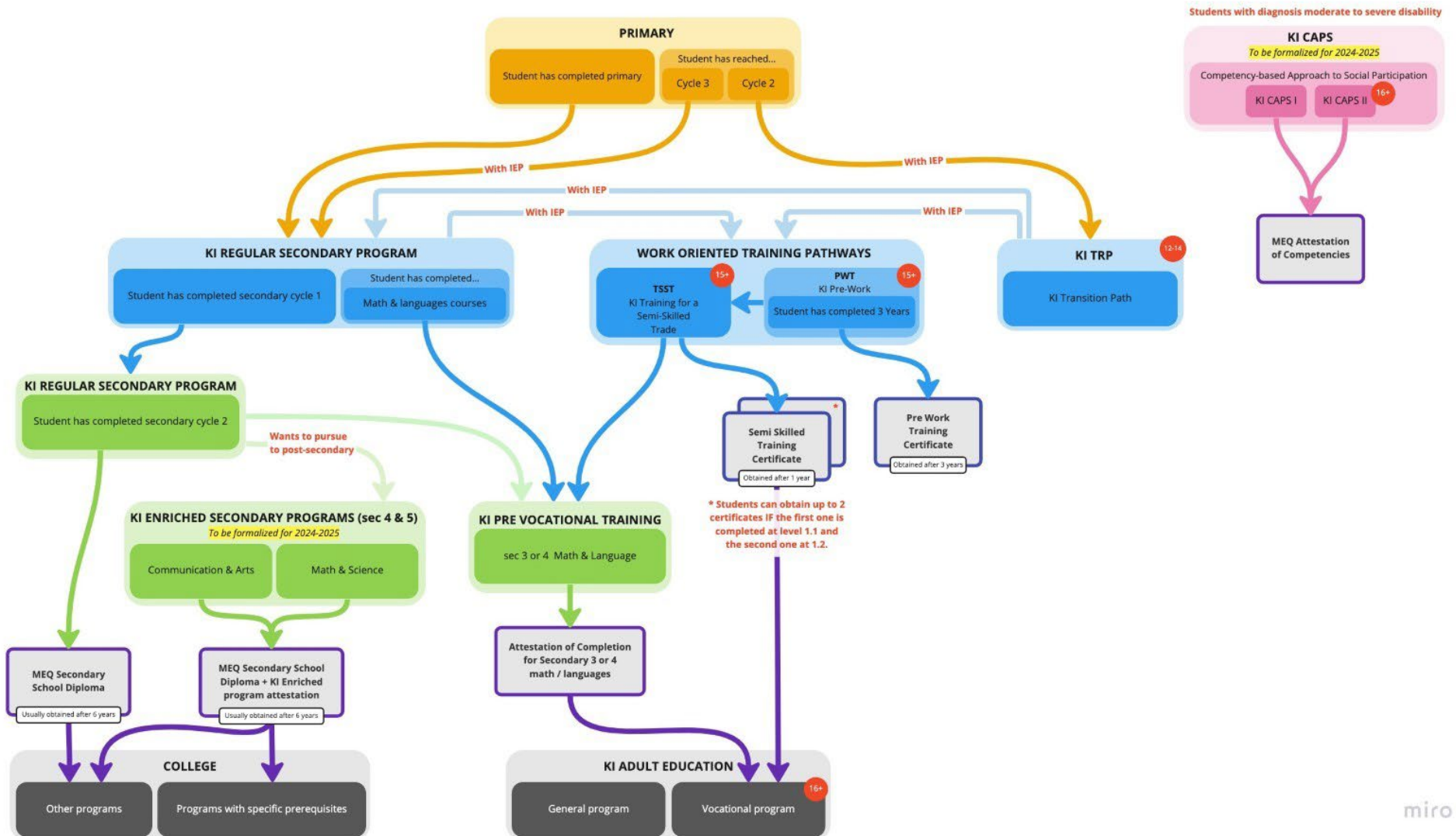
#### **4.3 MEQ Calendar for Emissions and Missing Certifications**

Ministry certificates for WOTP are sent out in December or January of the following year. This process should be automatic, but if the student does not receive their certification by the end of January of the following year, a request to Administrative Services should be made by the school.

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<sup>17</sup> [The Directory of Semi-Skilled Trades](#)

## 5. KI Educational Pathways (Graphic)



## 6. Alternative Programs and Transitions

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KI maintains that the objective of special education and alternative pathways are to include students in the regular stream as much as possible to continue their social development and promote the highest level of achievement possible. There are multiple pathways that a student may traverse, and ways students may still experience success and inclusion; However, temporary withdrawal and exposure to a different learning environment may allow a student to experience greater success.

### 6.1.1 Enter Transition Path (TrP)

The Transition Path is a modified program, for students who have not met the competency objectives of Primary cycle 2 or 3 but are too young to enter WOTP. Students in TrP are able to reintegrate into the regular sector, secondary cycle 1, if they can demonstrate the required competencies. Transition path may be experienced as a full-day or half-day program depending on student needs.

If by the end of TrP, the student has not demonstrated the required competencies to reintegrate, their next educational progression would be to WOTP. If the student is able to demonstrate competencies comparable to secondary cycle 1 they should not transition into PWT, they can instead transition into TST 1.1 or 1.2, depending on their ability.

### 6.1.2 Enter PWT

Students may only enter PWT through the Transition Path (TrP) or the regular stream at age 15. If the student is able to demonstrate a competency greater than primary cycle 3, they should transition into TST 1.1 or 1.2 as they are able. The student could reintegrate back into the regular sector, but this must be cautioned as the same expectations for success apply and supports for success must still be made available to them (Modifications).

### 6.1.3 Enter TST

A student can enroll into TST from the regular stream at the age of 15 if they fit the criteria of section 2.1. The level of education in TST reflects the competencies of Secondary cycle 1, therefore the student must demonstrate primary cycle 3 (grade 6) or higher to consider this option. Students who have successfully completed secondary 1.2 cannot be considered for TST but could be considered for PVo.

#### Entering TST from TrP

A student who completed TrP with a competency level of grade 6 or above in Languages and Mathematics could be considered for TST if the regular stream is not a viable option.

#### Entering TST from PWT

A student can enter TST at any point of their progression after their first year of PWT. If the student transitions out of PWT without completing year 3, the student forfeits the hours accumulated towards their PWTC. Forcing a transition and failing to assess the student's ability will lead to continued experiences of failure and increased likelihood of student drop out.

### 6.1.4 Enter Pre-Vocational (PVo 2.1 or 2.2)

If the student from the regular sector successfully demonstrates secondary cycle 1 (1.2) competencies but is unlikely to find success in secondary cycle 2, the student could be considered for the pre-Vocational program. Likewise, the student who desires to enroll in PVo 2.2 must first have completed competencies from 2.1.

A student who has completed TST with secondary cycle 1.2 could be considered for the pre-Vocational program (2.1).

### 6.1.5 Enter Adult Education

Students may enter the KI Adult Education sector for upgrading and vocational training after the age of 16. **Once the student has been enrolled in the Adult Education sector they cannot return to the Youth Sector.** Note that Vocational training requires prerequisites higher than secondary cycle 1.



## **7. Graduation and Post Program Opportunities**

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WOTP is designed to transition students to the job market after they complete their program. However, there are many opportunities for students to continue their education through the youth sector or adult education if they desire. These pathways should be explicitly discussed with the student and their parents before admitting them to WOTP or any alternative pathway. For more information on the other alternative pathways please consult the *Pathways to Success and Time Allocation Guideline*, you can also contact the WOTP Education Consultant.

### **7.1 Opportunities After Graduating PWT**

After a student completes PWT they have several options to continue their education.

#### **7.1.1 Bridge to Semi-Skilled Trade**

After completing year 3 of PWT: they may enroll in TST at either secondary 1.1 or 1.2 general education, provided that they completed the competencies of primary cycle 3. If successful, the student would receive a Training Certificate in a Semi-Skilled Trade in addition to the Pre-Work Training Certificate.

#### **7.1.2 Continuing through Adult Education**

After completing PWT, or when they are 16 years old, a student may apply to Adult Education, where they can take upgrading courses to attain their secondary 2.1 and 2.2, Math and Languages credits (L1 & L2). These are the standard prerequisites for vocational training or to complete their secondary school diploma.

#### **7.1.3 Continuing in the Regular Sector**

Exceptionally, a student who completes PWT or during PWT, may return to the regular sector, pending a local assessment of their ability. In most cases, a student would continue their general education in the Adult Sector due to the existing age gap. Any modifications or adaptations should follow the student in their IEP pending the review of the Special Education Committee.

## **7.2 Opportunities After Graduating TST**

After a student completes TST, they have several options to continue their education. Keep in mind the general education courses of TST reflects secondary 1.1 or 1.2 competencies.

### **7.2.1 Complete an Additional Semi-Skilled Trade**

If the student was enrolled in TST secondary 1.1 general education courses, the student may complete an additional TST with secondary 1.2 general education courses and receive a second Training Certificate for a Semi-Skilled Trade in another field. However, if the student already completed secondary 1.2 courses, they may not complete an additional TST. For specific students who would like to attempt pre-Vocational and obtain a TST Certification at the same time, please contact Administration Services.

### **7.2.2 Continue in the Regular Sector**

Students who complete TST with secondary 1.2 course codes may continue into secondary 2.1. Note that any modifications or adaptations in their IEP will follow them into the regular sector. The Special Education Committee should review the IEP to determine if the modifications or adaptations are still relevant and necessary.

### **7.2.3 Continue in Pre-Vocational (2.1)**

Students who complete TST 1.2 may consider the Pre-Vocational Pathway (PVo). PVo is not a ministry recognized pathway like WOTP. A student who has finished TST may want to pursue vocational training but does not have the requisite level of education for Vocational Training (VT). The Pre-Vocational Pathway allows a student to focus on the three core-subjects (1<sup>st</sup> language, 2<sup>nd</sup> language and Mathematics) and pursue experiential projects in the field of their vocational interest. The student would receive a KI attestation, attesting to their success at either 2.1 or 2.2.

#### 7.2.4 Continuing Through Adult Education

Students who want to pursue vocational training or a SSD, but have only completed TST 1.2, are required to take the respective prerequisite upgrading courses.

#### 7.2.5 Passerelle to Vocational Training

[This] bridge enables holders of a Training Certificate for a Semiskilled Trade (TCST) to be admitted to a certain number of [vocational training programs \(DVS\) in the Prerequisite 2 category](#). Therefore, they can obtain their DVS by passing the courses associated with their choice of vocational training program.

To be eligible for admission, students must:

- be at least 16 years old on September 30 of the school year in which they start vocational training
- hold a TCST (have done at least 900 hours of training and successfully completed the practical training component)
- have earned the required credits in language of instruction, second language and mathematics in Secondary Cycle One in general education in the youth sector or in Secondary II in adult general education.<sup>18</sup>

#### 7.2.6 Passerelle to Skilled Training Certificate

3.1.11 Provisional bridge between a Training Certificate for a Semiskilled Trade (TCST) and a vocational training program of study leading to a Skills Training Certificate (STC)  
Reference: BVTR, s. 12, para. 2

For the years 2022-2023 to 2026-2027, the Minister has authorized the establishment of a provisional bridge that allows holders of a TCST to be admitted to the targeted programs leading to an STC. A complete list of these programs is available on Inforoute (<https://www.inforoutefpt.org/ministere/aep>).

To be admitted to vocational training under this provisional bridge, individuals must satisfy all of the following conditions:

- be at least 16 years of age on September 30 of the school year during which they begin their vocational training
- hold a TCST
- have obtained the required credits in language of instruction, second language and mathematics in Secondary Cycle One in general education in the youth sector or in Secondary II in adult general education.<sup>19</sup>

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<sup>18</sup> <http://www.education.gouv.qc.ca/en/adult-learners/toward-the-job-market/semiskilled-trades/bridges-between-training-programs/>

Note that the TST bridge or *Passerelle* to DVS has not yet been experienced within KI. The TST bridge to DVS is now a permanent pathway of education.

<sup>19</sup> [Portrait 2022-2023 Vocational Training Services and Programs of Study](#)

## **8. Establishing Partnerships with the School, Students and Local Workplaces**

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### **8.1 WOTP Stakeholders and Their Roles**

#### **8.1.1 Role of the student**

- Invest themselves in their learning, projects, and training (set competencies to develop and scaffolded goals)
- Be on time and have a good attendance
- Communicate challenges with their teacher or supervisor

#### **8.1.2 Role of the teacher**

- Provide students with necessary support.
- Consult the Directory of Semiskilled Trades
- Develop and present a list of available work trainings in their community (job banks) with the support of their CD and local organizations.
- Identify the student's interests, abilities, and needs
- Guide students in choosing their work training
- Support student in choosing appropriate competencies from the Directory of Semi-Skilled Trades and set scaffolded goals.
- Provide students with consistent support throughout their workplace training
- Hold routine meetings with each student to address individual matters
- Help students reflect on their experience(s) in the workplace (TST) and/or during Work Skills course (PWT)
- Meet with the workplace supervisor before and during the training (TST) and/or during Work Skills course (PWT)
- With the support of their school Special Education Committee assess student's competencies to make sure there are following the appropriate pathway to school success.
- Establish, sign and file the Work Agreement with the student and employer, required for insurance.

#### **8.1.3 Role of the school**

- Establish different course schedules to meet the needs of the students and the characteristics of the community
- Allocate resources that are linked with the characteristics of the community and the interests of the student
- Ensure the Special Education Committee meets regarding the alternative pathway students at regular intervals
- Ensure students are receiving the appropriate prerequisites for continued education

#### **8.1.4 Role of the Workplace Supervisor (Employer)**

- Maintain the same educational objective as the school: to help students develop the competencies associated with the Work Skills program
- Provide guidance adapted to the students' needs
- Demonstrate how to perform job specific tasks
- Demonstrate and emphasize a positive culture of work ethics
- Always ensure constant supervision of the student while they are at work, the student is not left alone.
- Exchange information with the teacher and the school regarding the progress of the student, challenges, all accident reports

### **8.2 First Meeting with Local Employers**

Before introducing students to the workplace or employers, it is important for the teacher to first establish an introduction and understanding of the program objectives with the potential employer.

Maintaining employer-school partnerships is an essential part of running a WOTP program. The work training is an essential part of the learning process and without it WOTP will not function as intended. It is important to develop a high level of trust and open communication with the employers, ensuring that the teacher and school will be committed to making the partnership succeed. The teacher should meet with the employers routinely to ensure the employee is supported.

There are several incentives to promote when establishing a new partnership. In addition to gaining access to additional labour for their business, training potential employees at reduced cost, and sharing their knowledge with youths, the employer can file for a Tax Credit Reimbursement for any funds spent on the student wages, equipment, or training.<sup>20</sup>

### **8.3 Introducing Students to the Workplace**

Two courses in WOTP; *Introduction to the World of Work* and *Preparation for the Job Market*, emphasize the study of the local and regional job market (e.g., community organizations, local employment centers, services, etc.) Using this time in the school schedule, the teacher can develop the partnerships between the school, workplace community and the student.

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<sup>20</sup> <https://www.revenuquebec.ca/en/citizens/tax-credits/tax-credit-for-an-on-the-job-training-period/>

After developing a relationship with potential employers, the teacher should arrange for visitation of the workplaces with the students. This will introduce the students to the environment, the staff, and the employer. It may help to have transportation available for field trips, consult your local Center Director for the specific resources available in your community.

#### **8.4 Establish a Job Bank**

Once the students are familiar with their surrounding workplaces, the teacher and students can establish a 'Job Bank' or stock of workplace trainings with clear objectives taken from the Directory of Semi-Skilled Trades. The Job Bank should include specific details for the students to make informed decisions:

- The name and location of the company
- The employer or supervisor
- Vocational Sector (Directory of Semi-Skilled Trades)
- Available tasks
- Job specific health and safety measures and PPE required (if any)
- Number of students the company can accommodate (simultaneously or at different periods over the year)

The work training must fit the interest of the student, so establishing a priority list or 'top 3 choices' is a strategy to ensure the student is in a field of their interest.

To help establishing a thorough job bank, the [Nunavik Job Directory 2017.pdf](#) is a document that compile every job available in Nunavik<sup>21</sup>. This document also provides information about the main characteristics of every job, such as the job prospect, the level education required, the job location and the main employer.

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<sup>21</sup> This document is under revision and might contains outdated or inaccurate information but can be a good reference.

## 9. Teaching WOTP

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### 9.1 Teacher Skill Set

Teaching WOTP requires a specific set of skills including patience, leadership, compassionate approach, and the ability to apply classroom differentiation and universal designs for learning. In addition to a background in special education, a teacher with vocational training is also strongly recommended to facilitate project-based learning in WOTP.

### 9.2 Professional Improvement

Additional training can be acquired through policy [HR 14 - Directive regarding the Professional Improvement Fund for Teachers](#)

Depending on availability, trainings can be made available through requests with Principal and the Education Consultant of WOTP.

### 9.3 WOTP Students

Students in WOTP have a great number of strengths and abilities that are not normally expressed in the regular classroom. Hands-on learning is recommended, as it invites students to demonstrate their knowledge and skills in authentic situations, interacting with physical materials and exercise major and minor motor skills. Teachers should develop project-based learning environments, especially those that revolve around land and cultural practices. It is in that setting that students should be invited to create solutions to real-life problems. WOTP teachers observe a strong sense of family and teamwork among students, with an important sense of responsibility.

Students in WOTP are likely to have a combination of exceptionalities that impeded their success in the regular sector. Their needs, strengths, and challenges, as well as support put in place toward their success must be documented in an IEP.

Students enrolled in WOTP should have a well documented history of support:

- IEP in use for the last two years (note: PWT student must have a modified IEP)
- Appropriate professional evaluation: ears, eyes, intellectual and physical impairments, etc.
- Regular interventions and follow up the school Special Education Committee, demonstrating that all resources have been exhausted

#### **9.3.1 Students who should not be enrolled in WOTP**

Students who have a behavioural disorder, are at-risk (e.g. excessive absenteeism) or have an intellectual or a physical handicap should not be placed in WOTP solely on those grounds. The student must display a learning difficulty as defined in the admission criteria.

#### **9.4 Modifications (For PWT)**

PWT is a modified program, requiring a modified IEP. The details of the modification must be detailed in the student IEP. Unlike accommodations, which do not change the instructional level, content, or performance criteria, modifications alter one or more of those elements on a given subject. Modifications are changes to student expectations and evaluations, based on their individual abilities. The Pass/Fail report card for PWT is an example of modification.

##### **9.4.1 Modifications inherent in the PWT program**

- Evaluation of success is reduced to Pass/Fail (AB/CD)
- Curriculum is reduced in competency and course content, focused on job market.
- Removal of all Secondary cycle credits



### 9.4.2 Additional Modifications that could occur

#### Reading:

- Reduce the task given to the student, remove questions that are too difficult, remove certain evaluation criteria.
- Use text to speech technology
- Use of alternative books or materials, with reduced difficulty, on the topic being studied
- Replace reading criteria with personal objectives

#### Writing:

- Allow speech to text technology
- Allow use of a scribe
- Reduce number of correction criteria (ignore spelling, punctuation, conjugation etc.)
- Replace writing criteria with personal objectives

#### Mathematics:

- Provide a concrete example that the student can reproduce
- Change the level of difficulty of a situational problem, reducing the words, numbers, steps etc.
- Remove elements that are too difficult
- Replace evaluation criteria with personal objectives

#### General:

- Word bank of choices for answers to test questions
- Film or video supplements in place of reading text
- Reworded questions in simpler language
- Projects instead of written reports
- Highlighting important words or phrases in reading assignments

For more comprehensive information and strategies involving modifications, please consult KI-Compassionate and Complimentary Services.<sup>22</sup>

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<sup>22</sup> "ccservices" <[cc.services@kativik.qc.ca](mailto:cc.services@kativik.qc.ca)>

## 10. The Directory of Semi-Skilled Trades

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The Ministry of Education Directory of Semi-Skilled Trades is an approved list of trades, divided by their vocational sector used to support and specify the learning competencies for the WOTP practical training.<sup>23</sup> The list of trades is annually updated to include new trades or remove outdated trades, teachers should regularly use this resource as a reference when planning student practical trainings. An *KI-Adapted Directory of Semi-Skilled Trades* is available in the DBServer and WOTP SharePoint as a reference that demonstrates how trades could be utilized in the Nunavik context.

Teachers can use the Directory in several ways:

- Help students choose what competencies and vocation they should gain proficiency
- Specify which TST program the student will complete
- Identify key tasks and criteria to be completed with employer and student
- Link trades to Nunavik specific work trainings and available jobs

### 10.1 The Directory for PWT

In Pre-Work Training, students must complete a total of 7 different competencies included in the Ministry Directory in Semi-Skilled Trades during their *Work Skills* course. These competencies can be completed in any order, from any combination of trades or difficulty levels and completed in any year of *Work Skills*, so long as by the end of year 3 the student has successfully completed at least 7 competencies. The competencies should be selected by the teacher and student together to ensure there is student interest. These competencies will be included in the report card, see section 11.4.

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<sup>23</sup> [http://www1.mels.gouv.qc.ca/sections/metiers/index\\_en.asp?page=recherche](http://www1.mels.gouv.qc.ca/sections/metiers/index_en.asp?page=recherche)

## 10.2 The Directory for TST

The course, *Preparation for a Semi-Skilled Trade*, is less flexible than *Work Skills* from PWT. The student is confined to complete only 1 semi-skilled trade and must complete all of the mandatory competencies within it. All mandatory competencies are noted with a ⓘ symbol. Optional competencies are noted with a ⚙ symbol. The competencies must be included in the report card under the 'Description of Material Covered' section 11.4.

Exception: Some employment centres in Nunavik do not handle money (Such as the NV garage) it is therefore acceptable for students to not complete the competency 'Receive payment from customer' if it is impossible to attain within the circumstances, however the other competencies must be successfully met.

### 10.3 Example of a Trade from the Directory of Semi-Skilled Trades

Vocational Sector: **Sector: 10 - Motorized Equipment Maintenance** ⓘ

Youth Sector Semi-skilled trade code: **8842** ⓘ **Service Station Attendant**

Adult Sector Semi-skilled trade code: **M842** ⓘ

<b>Field of application</b> ⓘ	Service station attendants work in service stations that sell gas and diesel for automobiles, heavy vehicles, and recreational vehicles such as motorcycles, snowmobiles and all-terrain vehicles.		
<b>Other job titles</b>	Gas station attendant		
<b>834201 - Serve customers in a service station</b> ⓘ		<a href="#">Add to my plan</a>	<b>2</b> ⓘ
<b>Performance criteria</b> ⓘ <ul style="list-style-type: none"> <li>• Staying within the limits of the occupation</li> <li>• Courteous, efficient service</li> <li>• Relevant, accurate and clear information provided</li> <li>• Concern for client satisfaction.</li> </ul> <b>Tasks</b> ⓘ <ul style="list-style-type: none"> <li>• Greet customers.</li> <li>• Take note of customers' requests.</li> <li>• Provide information on how the equipment works, directions, tourist sites, location of public buildings, etc.</li> <li>• Recommend products (oil, windshield washer fluid, etc.).</li> <li>• Detect various problems (shoplifting, incapacitated driver, etc.), and notify the person in charge.</li> </ul>			
<b>834202 - Provide service at the gas pump</b> ⓘ		<a href="#">Add to my plan</a>	<b>1</b> ⓘ
<b>Performance criteria</b> ⓘ <ul style="list-style-type: none"> <li>• Observance of occupational health and safety rules</li> <li>• Compliance with work instructions</li> <li>• Vigilance</li> </ul> <b>Tasks</b> ⓘ <ul style="list-style-type: none"> <li>• Make sure health and safety rules are observed (engines turned off, no lit cigarettes, etc.).</li> <li>• Choose the appropriate fuel and fill the gas tank.</li> <li>• Wash the windshield, windows, headlights and backlights.</li> <li>• Detect various problems (breakages, malfunctioning equipment, etc.), and notify the person in charge.</li> </ul>			
<b>834203 - Do minor maintenance on vehicles</b> ⓘ		<a href="#">Add to my plan</a>	<b>2</b> ⓘ
<b>Performance criteria</b> ⓘ <ul style="list-style-type: none"> <li>• Observance of occupational health and safety rules</li> <li>• Observance of environmental laws and regulations</li> <li>• Compliance with work instructions</li> <li>• Staying within the limits of the occupation</li> <li>• Proper use of tools and instruments such as a pressure gauge</li> <li>• Concern for customer safety</li> </ul> <b>Tasks</b> ⓘ			

- Check and top off the oil if necessary (choose the product, add the required quantity to the oil tank and replace the cap).
- Check and top off the other fluids if necessary (choose the product, add the required quantity to the appropriate tank and replace the cap).
- Check the tire pressure, add air if necessary, and check the tires for wear.
- Check the belt tension. ⚙️
- Replace accessories (windshield wipers, bulbs, etc.).

## 10 - Receive payment from customers ⓘ

[Add to my plan](#)

2 ⓘ

### Performance criteria ⓘ

- Compliance with work instructions
- Courteous service
- Honesty
- Accurate calculations and data entered
- Proper use of computerized equipment

### Tasks ⓘ

- Receive money and give change.
- Use a cash register, computerized sales equipment or a point-of-sale terminal to receive payment by credit or debit card.
- Charge amounts to customers' accounts. ⚙️
- Give receipts, sales slips, transaction records, etc.

## 834204 - Provide emergency services ⓘ ⚙️

[Add to my plan](#)

2 ⓘ

### Performance criteria ⓘ

- Observance of occupational health and safety rules
- Compliance with work instructions
- Proper use of tools and equipment
- Concern for client satisfaction.

### Tasks ⓘ

- Jump start a battery (open the hood, connect the jumper cables to the battery and disconnect them).
- Replace a tire (lift the vehicle to the required level using a manual or hydraulic jack, choose the tools, remove the tire, put the new tire on, tighten the lug nuts and lower the vehicle).
- Repair a flat tire (locate the puncture, sand the puncture site, apply an adhesive, and press the patch on firmly).
- Replace headlight bulbs.

## 834205 - Assist the tow truck driver ⓘ ⚙️

[Add to my plan](#)

2 ⓘ

### Performance criteria ⓘ

- Observance of occupational health and safety rules
- Compliance with work instructions
- Proper use of tools and equipment
- Concern for client satisfaction.
- Appropriate behaviour toward customers (aggressive individuals, etc.)

### Tasks ⓘ

<b>834205 - Assist the tow truck driver</b> ⓘ ⚙️	<a href="#">Add to my plan</a>	<b>2</b> ⓘ
<ul style="list-style-type: none"> <li>• Answer drivers' questions regarding location (read a map; use a Global Positioning System (GPS), a CB radio or cell phone).</li> <li>• Remove any objects that could interfere with the movement of the tow truck. ⚙️</li> <li>• Direct traffic. ⚙️</li> <li>• Attach chains, steel cables and other accessories.</li> <li>• Handle hydraulic and mechanical levers.</li> </ul>		
<b>712 - Handle food and other products</b> ⓘ	<a href="#">Add to my plan</a>	<b>1</b> ⓘ
<p><b>Performance criteria</b> ⓘ</p> <ul style="list-style-type: none"> <li>• Observance of occupational health and safety rules</li> <li>• Observance of hygiene and cleanliness rules</li> <li>• Observance of rules with respect to hazardous materials</li> <li>• Compliance with work instructions</li> <li>• Proper application of work techniques</li> <li>• Proper use of materials-handling equipment</li> <li>• Concern for the safety of people and goods</li> <li>• Careful handling of products</li> </ul> <p><b>Tasks</b> ⓘ</p> <ul style="list-style-type: none"> <li>• Choose the materials-handling equipment in accordance with the form and weight of the products.</li> <li>• Check the condition of the materials-handling equipment.</li> <li>• Lift boxes, bags, materials or any other cumbersome items and place them on the equipment.</li> <li>• Move products.</li> <li>• Place the products in the designated locations.</li> <li>• Detect any problems and notify the person in charge.</li> </ul>		
<b>834206 - Clean and tidy up the work areas of a service station</b> ⓘ	<a href="#">Add to my plan</a>	<b>1</b> ⓘ
<p><b>Performance criteria</b> ⓘ</p> <ul style="list-style-type: none"> <li>• Observance of occupational health and safety rules</li> <li>• Observance of environmental laws and regulations</li> <li>• Proper use of equipment and cleaning products</li> <li>• Order and cleanliness</li> </ul> <p><b>Tasks</b> ⓘ</p> <ul style="list-style-type: none"> <li>• Put away materials and equipment.</li> <li>• Put away products (containers of oil and other fluids, filters, etc.).</li> <li>• Clean counters and workbenches.</li> <li>• Pick up debris.</li> <li>• Sweep and wash floors.</li> <li>• Maintain public washrooms and make sure hygiene products are available.</li> <li>• Sweep or remove snow around pumps and the parking area.</li> <li>• Empty garbage cans.</li> <li>• Dispose of used oil and hazardous materials.</li> </ul>		

## 11. WOTP Curriculum Framework & Evaluation of Learning

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### 11.1.1 Curriculum framework (PWT)

The curriculum framework for PWT has already been established by the Ministry of Education.<sup>24</sup> The courses and set numbers of hours follow the structure specified by the Education Act, 2700 hours over three years with 900 of those hours dedicated to practical training. The competencies of each course are laid out in the program documents provided by the ministry of education and summarized in section 15.

The competencies for PWT are limited and allow the students to progress at their own pace. While the style of learning is open-ended, the specific course content is laid out in the ministry documents by subject. Material used should be tailored to Nunavik context (Inuit pedagogy, second language background, Nunavik Job market, etc.) and the needs of the student specified in their IEP.

### 11.1.2 Curriculum Framework (TST)

The curriculum framework for TST has already been established by the Ministry of Education. The course structure focuses learning around the three core subjects, First Language (Inuktitut), Second language (English or French) and Mathematics and a practical training. The program consists of 900 hours, of which 375 are dedicated for practical training. The competencies and course content for TST follow the same curriculum used for Secondary Cycle 1, without modification.

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<sup>24</sup> <http://www.education.gouv.qc.ca/en/contenus-communs/school-administrators-public-and-private-schools/work-oriented-training-path/>

## 11.2 Frameworks for the Evaluation of Learning and report card<sup>25</sup>

### 11.2.1 The Evaluation of Learning - PWT

Students in Pre-Work Training are given special exemptions from the regular sector regarding the examinations. Students in WOTP will be exempt from:

- Including them in the group average as described in section 30.1 of the Basic school regulation for preschool, elementary and secondary education.
- The weighting for each term and the expression of marks as percentages, as provided for under section 30.2 of the Basic school regulation.
- The obligation to include the student's result for an examination set by the Minister (20%) in the calculation of the student's final mark, in keeping with section 30.3 of the Basic school regulation.

For students in PWT, the results recorded in section 2 of the report card prescribed by the Basic school regulation must be expressed as a letter grade using the following rating scale:

A	The student meets the requirements set for him/her very well.
B	The student meets the requirements set for him/her.
C	The student partially meets the requirements set for him/her.
D	The student does not meet the requirements set for him/her.

A pass mark in each subject corresponds to a score of A or B.

A failing mark in each subject corresponds to a score of C or D

At the end of the school year, the teacher is required to indicated if the student succeeded of failed the year. A specific section in the report card is dedicated to do so, near Principal's signature.

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<sup>25</sup> <http://www.education.gouv.qc.ca/en/contenus-communs/school-administrators-public-and-private-schools/work-oriented-training-path/frameworks-for-the-evaluation-of-learning/>



### 11.2.2 The Evaluation of Learning - TST

Students enrolled in Training for a Semiskilled Trade also have exemptions:

- Being included in the group average as described in section 30.1 of the Basic school regulation.
- the obligation to include the student's result for an examination set by the Minister (20%) in the calculation of the student's final mark, in keeping with section 30.3 of the Basic school regulation.

Unlike PWT, the results recorded in the student's report card are expressed as percentages, with 60% representing a minimum for a passing score.

At the end of the school year, the teacher is required to indicate if the student succeeded or failed the year. A specific section in the report card is dedicated to do so, near Principal's signature.

### 11.3KI - Report Card for WOTP

The following information will be included in the report card for WOTP students following the Ministry of Education Framework for the Evaluation of Learning. Sample report cards are available in the DBServer and WOTP SharePoint.<sup>26</sup>

#### 11.3.1 Pre-Work Training Report Card:

General Education:

- Mark (AB/CD)
- Attendance
- General Comments
- Pass/Fail (Final Term Report Card)

Practical Training: Work Skills, Introduction to World of Work, Preparation for the Job Market

- A Mark, either (AB/CD)
- Attendance
- General Comments
- Description of Material Covered (Work Skills only)
- Pass/Fail (Final Term Report Card)

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<sup>26</sup> XXXXXXXXXX

### 11.3.2 Training for a Semi-Skilled Trade Report Card:

General Education:

- Mark (Percentage, minimum 60% for success)
- Attendance
- General Comments
- Pass/Fail (Final Term Report Card)

Practical Training: Preparation for a Semi-Skilled Trade, Preparation for the Job Market

- Mark (Percentage, minimum 60% for success)
- Attendance
- General Comments
- Description of Material Covered (Preparation for a Semi-Skilled Trade)
- Pass/Fail (Final Term Report Card)

### 11.4 Description of Material Covered (Dash Report Card Tabs - CONPWT / CONSST)

#### PWT - CONPWT

At the beginning of the school year, the teacher needs to select, with the student, specific competencies from the [Directory of Semi-Skilled trades](#). The student will aim to master at these by the end of the year. This function is in direct relation to the competencies in Preparation for the Job Market, 15.1.8, competency 3: Carries out a socio-vocational integration plan.

At the end of Year 3 the student must master a minimum of 7 different competencies.

In the teacher portal, the selected trade and competency codes with their labels, must be copied into the description of material covered. This information will appear on the student's report card under Work Skills. The set of competencies should remain the same throughout each term unless there is a change in the work training. The competencies in the final term report card will be considered completed.

Each year of PWT, this exercise needs to be done with the teacher and student to accumulate at least 7 complete competencies.

## **TST - CONSSST**

At the beginning of the year, the teacher and student select 1 specific trade that the student will aim to master. For TST, that list of competencies is limited to the single trade chosen. The student must complete all mandatory competencies of the selected trade. The Dash TOS must be informed to the trade chosen and they will program the trade into the student file. The trade will appear on the TST certification.

If a student in TST changes their work training to a different trade, the code must be updated by the Dash TOS and the competencies in their next term report card must reflect the new training.

In the teacher portal, the selected trade and competency codes with their labels, must be copied into the description of material covered. This will appear in the report card under Preparation for a Semi-Skilled Trade.


### **Example of codes and labels for the report card:**

Trade code	<b>8793 Cashier</b>
Competency code	829301 - Open the checkout
	829302 - Prepare the shelves and display cases located near the checkout
	829303 - Serve the customers at the checkout
	829304 - Carry out sales-related transactions

#### **11.4.1 Additional Details - Work Skills**

- If, by the end of the term 3, the student in did not demonstrate a mastery of all the competencies, the teacher may remove the failing competencies from the term 3 report card and give the student a pass for the completed competencies. The student would still have to make up the missing competencies in their next year/s.
- Students cannot be assessed on competencies they have successfully completed in years previously.
- Students in PWT must master a total of 7 different competencies by the end of PWT year 3 or continue into a 4<sup>th</sup> year.

#### **11.4.2 Additional Details - Preparation for a Semi-Skilled Trade**

- TST students must complete all mandatory competencies within their specific semi-skilled trade. All mandatory competencies are noted with a  symbol in the Directory of Semi-Skilled Trades.
- Students in TST cannot complete two certificates for the same semi-skilled trade.

## 12. Attendance, Passing, Failing

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WOTP relies heavily on student attendance to ensure the student is achieving their learning goals. Students in PWT must complete a combined total of 2700 hours of general education and practical training combined, while students in TST must complete a combined total of 900 hours. These hours are built directly into the school schedule, therefore it is no longer required to count work hours.

A minimum of 75% attendance is required to maintain a passing grade in the three core subjects and practical training courses. If the final report card attendance is below 75%, the final mark for that subject should be marked as failed.

### 12.1 Passing or Failing a Year in WOTP

While modified or adapted, students in WOTP are expected to successfully complete their general and practical education to progress in or complete their program. The standard for passing is the same as the regular sector, a student may progress if they achieve a passing mark in two-thirds of their core subjects. In addition to the core subjects, the students in WOTP must also achieve a passing grade in their practical education.

- Students in PWT must pass Introduction to the World of Work, Preparation for the Job market and Work Skills each year.
- Students in TST must pass Preparation for the Job Market and Preparation for a Semi-Skilled Trade.

Students who fail a subject due to attendance could still pass their year depending on the situation. If a student fails their first term due to absenteeism, they can still pass the year with improved attendance. But to achieve this goal, the school must perform a local intervention with the student to assess the situation and implement tools to help the student succeed. A minimum of 75% attendance is required to pass each subject, not withstanding justifiable absences (medical, judicial, etc.).

## 13. Course List, Time Allocations

### 13.1 Pre-Work Training

- Courses in **black** are usually taught by the homeroom teacher.
- Courses in **blue** are usually taught by specialists.
- The course in **purple** is not compulsory and associated time can be redistributed where need be.
- The course in **green** is associated with the student's personal integrative project (which should be a work internship).
  - The student must be supervised at all times, either by the homeroom teacher or with the support of other adults (special education teacher, coaches, employers, etc.).
  - The corresponding time for this supervision is included in the teaching minutes calculation below which brings the teacher over its teaching minutes, therefore support from other adults for internship supervision is essential.<sup>27</sup>

	5-days cycle	
	45 min period	Minutes for 45 min periods
	Inuktitut Language Arts	4 180
	English (or French)	4 180
	Mathematics	4 180
	Technological and Scientific Exploration	2 90
	Geography, History and Citizenship Education	2 90
	Phys Ed & Health	2 90
	Culture & Land Survival	3 135
Practical Training	Work Skills (work internship or special project)	9 405
	Preparation for the Job Market	2 90
	Introduction to the World of Work	2 90
	Remedial - Study method - personal project	1 45
	Instructional time	35 1575
	Teaching minutes (homeroom teacher)	1170

<sup>27</sup> 2023-24 KI Pathways to Success and Time Allocation Guideline, pg. 24

### 13.2 Training for a Semi-Skilled Trade

- Courses **black** are usually taught by the homeroom teacher.
- Courses in **blue** are usually taught by specialists.
- The course in **purple** is not compulsory and associated time can be redistributed where need be.
- The course in **green** is associated with the student's personal integrative project which must be connected to a specific trade.
  - The student must be supervised at all times which can be done by the homeroom teacher, with the support of other adults of the school board (special education teacher, coaches, etc.). The corresponding time for this supervision is included in the teaching minutes calculation below which brings the teacher over its teaching minutes, therefore support from other adults for internship supervision is essential.
- To avoid repetition for the Preparation to job market course, TST students could follow the Career and Community Development (CCD) course with 2.1. students, for 2 periods and only one period be with their homeroom teacher (+1).<sup>28</sup>

		5-days cycle	
Subject		45 min period	Minutes for 45 min periods
Inuktitut Language Arts		5	225
English (or French)		5	225
Mathematics		5	225
Culture & Land Survival		3	135
Practical Training	Preparation for job market or Career and Community Development (CCD)	3	135
	Preparation for Semi-Skilled Trade (work placement)	12	540
	Remedial - Study method - personal integrative project	2	90
	Instructional time	35	1575
Teaching minutes (homeroom teacher)		25 (+1)	990

<sup>28</sup> 2023-24 KI Pathways to Success and Time Allocation Guideline, pg. 25

## 14. Project Based Learning (PBL)

PBL is an instructional approach designed to give students the opportunity to develop knowledge and skills through engaging projects. Instead of studying theory, students will be asked to work on different hands-on projects asking them to apply what they know and have learned. The learning objectives of each general education subject can be accomplished by combining subject material with an activity or project that demonstrates the specific learning goal they need to attain to be functional and contributing members of the work force. By working on a project over an extended period, students will engage solving a real-world problem answering a complex question.<sup>29</sup>



in  
or

For better chances of participation from the students, the projects should give them just enough challenge that will be able to do it without relying entirely on the teacher. Also, those projects should reflect situations and problems students may face in their day-to-day life.

Exceptionally, there should still be some traditional sit-down academic style classes, but the bulk of the academic learning should be experienced through guided activities.

<sup>29</sup> <https://www.pblworks.org/>

#### 14.1.1 Implementing PBL<sup>30</sup>

Planning and Design: The teacher can begin the planning and design phase by creating or adapting a project for the student context.

1. The teacher chooses a topic based on student interests, subject area, and student needs.
2. The project must align with the curriculum to ensure that it addresses key knowledge(s) and understanding from the relevant subject area(s).
3. The Teacher will design a hook / entry event. This should engage students in solving a real-world problem or answering a complex question.
4. Decide how students will present their results and how they will be evaluated.

Establish a Procedure: The teacher plays a key role as a facilitator. This involves creating a culture of collaboration within the classroom, where students are given space and time to come to conclusions and contribute to the solution.

1. Create a procedure for dialog that facilitates collaboration.
2. Instruct the students in the procedure.
3. Test the procedure on a small scale.
4. Make corrections to the procedure if necessary.
5. Deliver the Hook / Entry Event.

Facilitate the Project: The teacher has no answers, they are not an expert. The goal is for students to come to conclusions and decide the next step.

Students should engage in a brainstorming activity to frame possible solutions to "the hook".

Creating a driving question captures the heart of the project in a clear, compelling language, which gives the students a sense of purpose and challenge.

Teams or Group: The brainstorm might yield multiple solutions worth considering. The teacher might divide the class into teams, or everyone might opt into one group idea.

Delegate Tasks: Students and teacher will establish some initial tasks and a deadline, then regroup and decide on the next steps based on what the team discovered. The Team will also decide how they are going to meet the final requirements by deciding on their final product and presentation.

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<sup>30</sup> <https://workpress.createandgoal.ca/2019/12/04/project-based-learning/>



Develop Additional Skills: If the solution requires specific knowledge to complete the task, the teacher will facilitate learning by putting in place specific lessons.

Present Findings: The students will present their findings in the format that suites them best. Ideally, the teacher will support the student lead presentation by reviewing their findings in small group environments, graduating to a class presentation and finally a presentation to an outside audience.

#### **14.1.2 Project examples**

Here are some examples of Projects that were successful throughout KI;

- Students prepared, packaged, and sold homemade Nikku (traditional dried meat)
- Student led canteen at recess and after school
- Hand crafted jewelry using resins, polished stones, antler and plants
- Community greenhouse or indoor garden
- Community mechanic garage for snowmobiles and ATVs
- Traditional tool crafting, making harpoon heads, qamutiks, ulu

More information about the various projects that can be done with students is available on the Nunvaik-IcE WOTP's section.

## 15. Curriculum Competencies, Evaluation Criteria and Course Content

### 15.1 Pre-Work Training Curriculum

The following competencies are taken directly from the ministry of education PWT curriculum, they are supported with suggestions for course content related to the Nunavik reality.

#### 15.1.1 Inuktitut Language Arts

(Adapted from PWT – English Language Arts Curriculum)<sup>31</sup>

Competency 1: Uses language/talk to communicate and to learn	Evaluation Criteria:
<ul style="list-style-type: none"><li>• Produces spoken texts for a known, familiar audience in specific contexts</li><li>• Interacts with peers and teacher in specific learning contexts</li><li>• Explores the social practices of the classroom and community</li></ul>	<ul style="list-style-type: none"><li>- Engagement in a process of collaborative inquiry</li><li>- Organization of information for a specific audience</li><li>- Self-evaluation of development as a learner</li></ul>

#### Learning Targets:

- The student draws on a repertoire of resources to communicate in specific contexts. S/he has developed a sense of the formal and informal, and is able to use different language registers in different contexts, e.g. uses a more formal register when presenting her/his portfolio to the teacher and when discussing a book or movie with peers.
- The student interacts with peers and teacher in collaborative talk groups and inquiry-based learning. S/he selects from a repertoire of strategies those needed to support knowledge-building within the group, negotiating meaning with peers by questioning, respecting different viewpoints and exercising sound judgment. S/he applies a process of collaborative inquiry to learn and think through talk, and participates in inquiry-based projects to examine problems and issues of both personal and social significance, e.g. in own presentations, in sharing ideas and information with others, etc.
- The student participates as a member of the classroom by assuming an active role in her/his learning and by evaluating her/his development as a learner. S/he also organizes and maintains an Integrated Profile of work done in all the competencies of the program and presents it at regular student-teacher conferences. S/he uses a process of self-evaluation and reflection to talk about her/his work. S/he also talks about the processes and strategies s/he uses for communicating and learning through talk, e.g. collaborating with peers, discussing issues, interviewing, etc.

<sup>31</sup> [Work Oriented Training Path, Languages \(Chapter 6\) – Secondary English Language Arts – Pre-Work Training](#)

<b>Competency 2: Reads and listens to written, spoken and media texts</b>	<b>Evaluation Criteria:</b>
<ul style="list-style-type: none"> <li>• Integrates reading profile, stance, and strategies to make sense of a text in a specific context</li> <li>• Uses a response process when reading, listening to and viewing texts</li> <li>• Constructs own view of the world by reading, viewing, and listening to texts</li> </ul>	<ul style="list-style-type: none"> <li>- Selection of reading strategies and stance to construct meaning</li> <li>- Use of discussion to clarify and extend own meaning(s)</li> <li>- Construction of meaning(s) based on reader-text connection(s)</li> <li>- Self-evaluation of growth as reader of spoken, written and media texts</li> </ul>

### **Learning Targets:**

- The student participates in a classroom community, reading spoken, written and media texts that reflect her/his personal interests, preferences and expanding reading profile. S/he talks about her/his own reading interests and reads for pleasure and to learn. S/he has developed a repertoire of reliable reading strategies that s/he draws on to make sense of literary, popular and information-based texts. When reading, s/he consciously adjusts the focus of her/his attention to take account of different reading contexts and purposes for reading.
- When working with information-based texts, the student uses strategies to make sense of what s/he is reading and applies information s/he has read in different situations, e.g. gives and follows instructions. S/he follows a process to construct meaning(s) of a narrative text that reflect her/his reading and life experiences, sharing her/his ideas with clarity and confidence.
- Throughout the cycle, the student organizes and maintains a record of her/his development as a reader of spoken, written and media texts. S/he evaluates her/his reading development by presenting her/his Integrated Profile in student teacher conferences that take place on a regular basis. During these conferences, s/he describes current text preferences, reports changes over time in her/his interests, indicates texts that have been recommended to her/him, and discusses her/his repertoire of reading strategies. S/he demonstrates an awareness of her/his reading profile when talking about the purposes for reading and the pleasures s/he finds in reading

<b>Competency 3: Produces written, spoken and media texts</b>	<b>Evaluation Criteria:</b>
<ul style="list-style-type: none"> <li>• Collaborates with peers to produce texts</li> <li>• Follows a production process in order to communicate for specific purposes with a specified audience.</li> <li>• Explores the relationship between producer, text, and audience in specific contexts</li> </ul>	<ul style="list-style-type: none"> <li>- Production of texts for specific purposes and known audience</li> <li>- Collaboration with peers in various production situations</li> <li>- Adaptation of production process and strategies to the context</li> <li>- Self-evaluation as a producer</li> </ul>

### **Learning Targets:**

- The student produces a range of self-selected and assigned texts for different purposes, including to record and communicate information, as well as for personal reasons, as would be the case in a journal.
- When producing texts, s/he follows a production process and works collaboratively with peers and teacher. S/he is aware of her/his audience and uses this knowledge to guide production decisions.
- S/he calls upon the features of different media, such as a visual in a PowerPoint® presentation, in order to effectively communicate her/his meaning to an intended audience.
- S/he demonstrates her/his capacity to locate and organize relevant information when working in contexts such as those recommended in the program content.
- The student participates in regular, informal and/or formal conferences with peers and teacher about the texts s/he is producing and has produced.

### **Course Content:**

Course content will be adapted from the KI-Inuktitut curriculum and materials available. Consult the Education Services First Language Department.

## 15.1.2 English Second Language Arts

### Ministry Competencies

Competency 1: Interacts Orally in English	Evaluation Criteria:
<ul style="list-style-type: none"><li>• Participates in oral interactions in English</li><li>• Builds a personal language repertoire and an inventory of strategies</li><li>• Constructs meaning of the message</li></ul>	<ul style="list-style-type: none"><li>- Active participation in oral interactions</li><li>- Use of personal language repertoire and strategies</li><li>- Clarity of the message (content)</li></ul>

#### Outcomes

- The students actively participate in oral interactions in English.
- They are able to communicate on a basic level with English speakers in everyday contexts in or outside of school.
- They can communicate small amounts of information, ask questions or give responses in order to satisfy basic needs (safety, getting around, travelling, transportation, work and leisure activities).
- They react to what others say. In order to facilitate their interactions with peers, students adopt a positive attitude toward English speakers and English cultures.
- They take into account their repertoire of language resources and strategies for initiating an interaction, maintaining it, and ending or regulating it. They also have recourse to communication strategies (e.g. gesturing and stalling for time).
- They reflect on their way of using their language repertoire and strategies and add to them as needed. Students respect linguistic conventions during their interactions.
- They use simple sentences and pronunciation that can be understood by an English speaker.

Competency 2: Listens to, Reads and Views Texts	Evaluation Criteria:
<ul style="list-style-type: none"><li>• Constructs meaning of texts</li><li>• Demonstrates understanding of texts</li><li>• Monitors own learning</li></ul>	<ul style="list-style-type: none"><li>- Use of the response process</li><li>- Use of strategies and resources</li><li>- Demonstration of understanding of texts</li></ul>

#### Outcomes

- The students are able to understand short, simple texts in English.
- They read, listen to and view a variety of texts related to their life experiences, job requirements and interests.

- When approaching a text, students rely on visual and contextual clues (e.g. titles, subtitles, pictures and quotations) in order to predict the text's content, to question themselves on the purpose and audience of a text, and to select any relevant information it may contain.
- They also use the response process, strategies and resources to adjust their understanding.
- Through interaction with peers and the teacher with regard to the meaning of the text, students make personal connections with it. This process allows students to come to a deeper understanding of the text in order to carry out a task.
- Students go back over their reading, listening and viewing objectives and evaluate the strategies, resources and response process used.
- They identify what has been learned, especially learning that is connected to their personal, school or working lives, and what is to be pursued.

Competency 3: Writes Texts in English	Evaluation Criteria:
<ul style="list-style-type: none"> <li>• Writes a text</li> <li>• Builds a personal repertoire of writing resources</li> <li>• Monitors own learning</li> </ul>	<ul style="list-style-type: none"> <li>- Production of message (content and form)</li> <li>- Efficient use of strategies and resources</li> </ul>
Outcomes:	
<ul style="list-style-type: none"> <li>- The students write short texts mainly in order to meet their personal, social and work-related needs.</li> <li>- Students take into account their purpose in writing and their target audience.</li> <li>- Students use their personal repertoire of strategies and resources to express their ideas, revise their text, edit it and write a final copy.</li> <li>- They employ words and expressions they have learned.</li> <li>- They apply some linguistic conventions to their texts.</li> <li>- Students write a clear, well-structured text made up of simple sentences.</li> <li>- Students review their writing objectives and evaluate the efficiency of the strategies, resources and writing process used.</li> <li>- They identify what has been learned and what remains to be learned.<sup>32</sup></li> </ul>	

<sup>32</sup> Work Oriented Training Path - Languages (Chapter 6), [Formation Préparatoire au Travail - English as a Second Language](#)

## Course Content: Basic Language Skills

Speaking	Activities:
<p>Produce oral messages in real-life situation, for example:</p> <ul style="list-style-type: none"><li>• Ask for information</li><li>• Give instructions</li><li>• Interact socially and use appropriate language.</li><li>• Express needs.</li></ul> <p>Build vocabulary and speaking situations according to the objectives established with the student</p>	<ul style="list-style-type: none"><li>• Phone an organization to ask questions about the funding of a project.</li><li>• Phone a supplier to clarify the details of an order.</li><li>• Announce an event on the school intercom or on the local radio</li><li>• Explain the steps of a recipe to a colleague.</li><li>• Use appropriate language with customers during a work placement activity.</li><li>• Ask questions to better understand the expectations in a work placement activity.</li><li>• Give information to customers during an entrepreneurial project (restaurant, repairs, craft sale, etc.)</li><li>• Give directions to someone (in the school, the village).</li></ul>
Reading	Activities:
<p>Understand written messages in real-life situations, for example:</p> <ul style="list-style-type: none"><li>• Read a poster</li><li>• Read a short message</li><li>• Read instructions</li><li>• Research information (web site, glossary, etc.)</li></ul> <p>Different types of text according to the objectives established in the IEP</p>	<ul style="list-style-type: none"><li>• Read the important information on the promotional poster of a challenge.</li><li>• Read information posted at the school, at the Coop, etc.</li><li>• Read a note on the board left by the teacher.</li><li>• Read an email from an organization about a project.</li><li>• Read the assembly instructions for a tool.</li><li>• Read the safety rules posted in the workshop.</li><li>• Research a phone number in the alphabetical order.</li><li>• Research information on the Internet.</li><li>• Read the information on an evaluation grid filled out during a work placement activity.</li></ul>

<b>Writing</b>	<b>Activities:</b>
<p>Use writing in real-life situations, for example:</p> <ul style="list-style-type: none"> <li>• Fill-out forms</li> <li>• Write a short message</li> <li>• Write different types of list</li> <li>• Take notes</li> </ul> <p>Build vocabulary and grammar according to the objectives established with the student.</p>	<ul style="list-style-type: none"> <li>• Fill-out an application for a passport, a driver's license, a health card or social insurance number.</li> <li>• Fill-out a job application.</li> <li>• Fill-out an application for funding for a school project.</li> <li>• Write an email to an organization to present a project.</li> <li>• Write a resume.</li> <li>• Write a cover letter for a job resume.</li> <li>• Write and update a list of material for a project.</li> <li>• Write and update a list of tasks for a project.</li> <li>• Take notes of the different steps of a recipe.</li> <li>• Write instructions about how to do something</li> </ul>
<b>Listening</b>	<b>Activities:</b>
<p>Understand oral messages in real-life situations, for example:</p> <ul style="list-style-type: none"> <li>• Understand rules and instructions</li> <li>• Understand information given orally</li> <li>• Understand a film, a TV show, a video clip</li> <li>• Understand the needs expressed by someone</li> </ul> <p>Build vocabulary and listening situations according to the objectives established in the IEP</p>	<ul style="list-style-type: none"> <li>• Do tasks according to oral instructions.</li> <li>• Understand the oral instructions given by a supervisor in a work placement activity.</li> <li>• Understand information given over the phone.</li> <li>• Understand messages on local radio or school intercom.</li> <li>• Understand a short documentary on a topic related to a class project.</li> <li>• Respond to a customer's needs during a work placement activity.</li> <li>• Understand news on TV and radio.</li> <li>• Understand a movie.</li> <li>• Understand the explanations of a colleague on how to do a task.</li> </ul>



## Vocabulary and Expressions

- ☐ I learned and increased my vocabulary related to my field of activity. (Camping, outdoor excursions, mechanics, music, personal interests, cooking, daycare, nutrition, etc.)
- ☐ I can use common expressions to explain what I am doing.

Expressing the future, or promises	<input type="checkbox"/> I will / I won't <input type="checkbox"/> I am going to <input type="checkbox"/> I am not going to
Express preferences, wishes and desires:	<input type="checkbox"/> I like.../I don't like/ I dislike... <input type="checkbox"/> I prefer <input type="checkbox"/> I'd rather... <input type="checkbox"/> I wish/ I wish I could... <input type="checkbox"/> I hope <input type="checkbox"/> I would like to <input type="checkbox"/> I want to / I don't want to <input type="checkbox"/> I hate.../ I hate it when... <input type="checkbox"/> He loves..., They like..., I hate..., She prefers..., He enjoys...
Giving advice (convincing)	<input type="checkbox"/> You should/ I think you should... <input type="checkbox"/> You'd better... <input type="checkbox"/> If I were you, I would... <input type="checkbox"/> Why don't you...
Expressing an opinion	<input type="checkbox"/> I agree/I disagree <input type="checkbox"/> I strongly agree/ I strongly disagree / I totally agree/disagree <input type="checkbox"/> I don't think that..... / I don't think so. <input type="checkbox"/> I don't believe in... <input type="checkbox"/> Everybody should.... <input type="checkbox"/> I worry about... <input type="checkbox"/> Of course! <input type="checkbox"/> I think you're right, I disagree, They believe..., We agree..., I don't think so. <input type="checkbox"/> What about you? Are you sure? What do you think? Is this clear?)
Giving directions and instructions (explains the steps of a procedure)	<input type="checkbox"/> First, then, after, finally, at the end... <input type="checkbox"/> You should... / you shouldn't <input type="checkbox"/> You have to.../ You must... <input type="checkbox"/> Do / Don't <input type="checkbox"/> It's mandatory /It's forbidden to... <input type="checkbox"/> It's dangerous... <input type="checkbox"/> Be careful with...

Using some connectors	<input type="checkbox"/> So..., Then..., Next..., Finally..., Also..., For example..., You see..., Well...
Asking for help and expressing needs	<input type="checkbox"/> I need <input type="checkbox"/> I can / I can't <input type="checkbox"/> Please, could you... <input type="checkbox"/> I need you to... <input type="checkbox"/> How do you say...? What does... mean? Could you help me? How do you write...? How do we do this? Is this right? <input type="checkbox"/> Where can I find...? Do you have...? Who...? Why...? What...?
Expressing the importance of something	<input type="checkbox"/> The priority is... <input type="checkbox"/> The most important is <input type="checkbox"/> We must...
Expressing feelings and emotions	<input type="checkbox"/> I am afraid of... <input type="checkbox"/> I regret... <input type="checkbox"/> I am glad... <input type="checkbox"/> I can't wait to... <input type="checkbox"/> I worry about... <input type="checkbox"/> I like people who... <input type="checkbox"/> I like this because... <input type="checkbox"/> I am proud of... <input type="checkbox"/> I am curious... I am surprised... <input type="checkbox"/> I'm happy/ She is sad.
Explain the utility of a tool	<input type="checkbox"/> I use a hammer to fix. <input type="checkbox"/> We need glue to paste. <input type="checkbox"/> This is useful for.../ This is useless <input type="checkbox"/> This is necessary for...
Explain the reason for a decision	<input type="checkbox"/> We can't because... <input type="checkbox"/> We have to... because... <input type="checkbox"/> The reason is...
Asking a question (about a project, an event, or a profession)	<input type="checkbox"/> Why, where, what, who, how, how much, how many? <input type="checkbox"/> Do you... / Did you... <input type="checkbox"/> How long... / Since when...

Comparing things

- ☐ It's the same.../ It's similar to.../ It's not the same...
- ☐ It looks like...
- ☐ It's different
- ☐ More than/ less than,
- ☐ Ex. This fruit is expensive. This fruit is more expensive than the other one. This pizza is less salty. This one is THE MOST/ THE LEAST salty.
- ☐ Adjective + er/est :
  - o close - closer- closest / higher - higher - highest / cheap - cheaper - cheapest. *Some exceptions: good - better - the best*
- ☐ Ex. This building is high. This building is higher than the other one. This building is the highest. This pizza is spicier.
- ☐ It's even / It's uneven

Using Strategies

- ☐ Non verbal expression to express a message
- ☐ Confirm his/her understanding of what someone said
- ☐ Repeat or re-explain to make sure he/she is understood
- ☐ Make a pause or takes time to think about his/her answer
- ☐ Reformulate, use different words to explain

### 15.1.3 Mathematics

#### Ministry Competencies

<b>COMPETENCY 1: Solves a situational problem</b>	<b>Evaluation Criteria:</b>
<ul style="list-style-type: none"><li>• Decodes the elements that can be processed mathematically</li><li>• Represents the situational problem using a mathematical model</li><li>• Works out a mathematical solution</li><li>• Validates the solution</li><li>• Shares information related to the solution</li></ul>	<ul style="list-style-type: none"><li>- Oral or written explanation showing that he/she understands the situational problem</li><li>- Correct application of mathematical knowledge appropriate to the situational problem</li><li>- Development of a solution (i.e. a procedure and a final answer) appropriate to the situational problem</li></ul>
<b>Learning Targets:</b>	
<ul style="list-style-type: none"><li>- By the end of the program, students solve situational problems in a variety of everyday or work-related contexts. These more or less complex situations include several steps and address either purely mathematical questions or practical issues (e.g. balancing a budget).</li><li>- Students can use various strategies for representing a situational problem and developing and validating a solution.</li><li>- As needed, they explore different tentative solutions and use networks of concepts and processes related to one or more branches of mathematics.</li><li>- They present a well-structured solution including a process and a result, and can justify and explain its steps using mathematical language.</li></ul>	
<b>COMPETENCY 2: Uses mathematical reasoning</b>	<b>Evaluation Criteria:</b>
<ul style="list-style-type: none"><li>• Defines the conditions inherent in a mathematical situation</li><li>• Selects and applies networks of mathematical concepts and processes</li><li>• Justifies actions or conjectures using mathematical concepts and processes</li></ul>	<ul style="list-style-type: none"><li>- Oral or written demonstration of his/her understanding of the situation</li><li>- Correct use of the concepts and processes selected</li><li>- Oral or written justification of an action or series of actions appropriate to the situation</li></ul>

### Learning Targets:

- By the end of the program, students apply concepts and processes appropriate to the situation in order to confirm or refute conjectures or statements in everyday or work-related situations (e.g. determining whether it is possible to rent an apartment on a given salary).
- They demonstrate an understanding of concepts and processes associated with one or more branches of mathematics.
- They use mathematical reasoning and structure their process using strategies such as observing methodically or looking for connections between facts and events in order to draw conclusions.

### **COMPETENCY 3: Communicates by using mathematical language**

### **Evaluation Criteria:**

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Analyzes a situation involving mathematical communication</li><li>• Interprets or conveys mathematical messages</li><li>• Produces mathematical messages</li></ul> | <ul style="list-style-type: none"><li>- Correct interpretation of a mathematical message</li><li>- Production of an oral or written message appropriate to the situation</li></ul> |
|--|--|

### Learning Targets:

- By the end of the program, students know how to interpret and analyze mathematical messages, and to critique and improve them based on the requirements of the situation.
- They interpret, produce and transmit oral and written messages using everyday and mathematical language. The messages they produce are clear, coherent and adapted to the situation (e.g. giving directions).
- They use different types of representation to demonstrate their understanding of the elements of a message or to produce a message.<sup>33</sup>

<sup>33</sup> Work-Oriented Training Path - Mathematics, Science and Technology (Chapter 7) - [Pre-Work Training - Mathematics](#)

## **Program Content: Basic Math Skills**

### **Arithmetic and Operations with Natural Numbers**

- I can read and write natural numbers from 0 to 1000.
- I can skip count (by 2s, 5s, and 10s) to 1000.
- I can compare numbers and identify equivalent expression
- I can arrange numbers in increasing (or decreasing) order up to 1000.
- I can recognize even and odd numbers (e.g. looking on one side of the street for even numbers of houses or businesses).
- I can estimate numbers.
- I can approximate the result of an addition or subtraction involving natural numbers.
- I can use conventional processes to determine the sum of 2 natural numbers up to 4 digits (with borrowing if necessary).
- I can use conventional processes to determine the difference of 2 natural numbers up to 4 digits (with borrowing if necessary).
- I can approximate the result of a multiplication or division involving natural numbers.
- I understand the process of multiplication (multiple groups) and I can calculate answers either mentally, with a strategy, or with a calculator.
- I understand the process of division (equal groups) and I can calculate answers either mentally, with a strategy, or with a calculator.
- I understand the concept of negative numbers in everyday life (temperature - weather, boiling/freezing points, historic timeline)

### **Fractions, Decimals and Percentages**

- I can represent a fraction in a variety of ways based on a whole or on a collection of objects.
- I can recognize fractions (half, third, fourth) in everyday life (e.g. measuring cups).
- I can identify the different meanings of fractions (sharing, division, ratio, measurement).
- I can read and write fractions.
- I can compare a fraction to 0,  $\frac{1}{2}$ , 1, OR a fraction used in my daily activity
- I can verify whether 2 fractions are equivalent.
- I can do basic operations with fractions related to everyday life (e.g. doubling a recipe, dividing a pizza, etc.)

- I can calculate fractions of a set for regular fractions (half, third, fourth) in everyday life (e. g. t- shirt is \$12, and half off!)
  - I can read and write numbers written in decimal notation.
  - I can understand the position and value of decimals (I can compare numbers with decimals)
  - I can compose and decompose decimals (e. g. I need \$12.15, so I need 1 ten, 1 toonie, 1 dime, 1 nickel).
  - I can round numbers to the nearest decimal place or nearest whole number.
  - I can match a fraction to a decimal to a percent (for basic numbers).
  - I can differentiate between whole numbers (dollars) and decimal numbers (cents) up to 1000\$.
  - I can calculate percent of a set for regular percentages (10%, 50%) in everyday life (e. g. buy one, get 2nd 50% off).
- Operations: I can do add and subtract with decimal numbers (with or without a calculator)
- Operations: I can multiply or divide a decimal number with a whole number (with or without a calculator)

## Geometry and Measurements (volume, mass, time, temperature)

Space, solids and figures	<ul style="list-style-type: none"> <li>• I can locate objects on an axis (e.g. find something on a map).</li> <li>• I can identify the main solids (sphere, cone, cylinder, prism, pyramid).</li> <li>• I can identify plane figures (square, rectangle, triangle, circle, pentagon, hexagon, octagon, and decagon).</li> <li>• I can identify and construct parallel and perpendicular lines</li> <li>• I can measure an angle using a protractor</li> </ul>
Measurement	<ul style="list-style-type: none"> <li>• I can measure objects using millimeters, centimeters, decimeters, meters, and kilometers.</li> <li>• I can convert measurements from one unit to another (see units above).</li> <li>• I understand the concepts of area, and can calculate the area of basic shapes (square, triangle, rectangle, circle).</li> <li>• I understand the concept of perimeter and I can calculate the perimeter of basic shapes (square, triangle, rectangle, circle).</li> <li>• I can estimate and measure capacity using unconventional units.</li> </ul>

Volume	<ul style="list-style-type: none"> <li>• I understand the concept of volume</li> <li>• I can estimate and measure conventional units (L, ml).</li> <li>• I can establish relationships between units of measure (e. g. 1L=1000ml).</li> <li>• Mass - I understand the concept of mass</li> <li>• I can estimate and measure mass.</li> <li>• I can estimate and measure mass using conventional units (kg, g).</li> <li>• I can establish relationships between units of measure (e.g. 1kg = 1000 grams).</li> </ul>
Time	<ul style="list-style-type: none"> <li>• I can estimate and measure time using conventional units.</li> <li>• I can establish relationships between units of time (day, hour, minute, second) (</li> <li>• I can follow a schedule (e. g. start time, break time, etc.)</li> <li>• I can follow an agenda or calendar (e. g. months, days of the week, holidays, etc.)</li> </ul>
Temperature	<ul style="list-style-type: none"> <li>• I can read a thermometer from -40 degrees Celsius up to + 40 degrees Celsius.</li> <li>• I can calculate a change in temperature.</li> <li>• I can read, write and/or understand different symbols used for measurement (g, kg, mm, cm, m, ml, L, °F , °C, etc.)</li> </ul>

### Statistics and Probability

- I can gather data and organize it to discover some trends and make decisions.
- I can recognize variability in possible outcomes and predict (certain, impossible, possible, more likely, probable).
- I can interpret and display data in a table.
- I can interpret and display data in a bar graph.
- I can understand and calculate the arithmetic mean.

### Tools

- I can use Excel or Word to create a graph.
- I can use Survey monkey (or similar) to compile the results of a survey (or statistics)
- I can use the basic functions of a calculator.



#### 15.1.4 Technological and Scientific Experimentation

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##### Ministry Competencies

Competency 1: Seeks answers or solutions to scientific or technological problems	Evaluation Criteria:
<ul style="list-style-type: none"><li>• Defines a problem</li><li>• Chooses an investigation or designs a scenario</li><li>• Carries out the procedure</li><li>• Considers his/her results or solution</li></ul>	<ul style="list-style-type: none"><li>- Understanding of the situation</li><li>- Development of a suitable procedure for the situation</li><li>- Implementation of the procedure</li><li>- Development of conclusions, explanations, or solutions</li></ul>

##### Learning Targets:

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- At the end of the program, students can describe certain aspects of an everyday problem (e.g. water contamination), a problem related to the world of work (e.g. using simple machines) or a problem involving a personal need (e.g. taking care of a skateboard).
- With regard to the scientific process, students can identify, understand and explain a simple, concrete problem. They can conduct an experiment. They present the results obtained and propose explanations or solutions to the questions raised. They adjust their approach where necessary.
- As for the technological design process, students consider a few scenarios, taking into account certain constraints and the means available. They select and implement a scenario. They test their solution. They revise their approach and, if necessary, suggest improvements.
- They demonstrate openness, rigour and safety when dealing with scientific and technological questions.

Competency 2: Makes the most of his/her knowledge of science and technology	Evaluation Criteria:
<ul style="list-style-type: none"><li>• Identifies the effects of science and technology</li><li>• Understands how technical objects work</li><li>• Understands natural phenomena</li></ul>	<ul style="list-style-type: none"><li>- Formulation of appropriate questions</li><li>- Appropriate use of scientific and technological concepts and models</li><li>- Relevant explanations or solutions</li><li>- Identification of certain effects of science and technology on human beings and their environment</li></ul>

### **Learning Targets:**

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- By the end of the program, the students can apply some of their knowledge of science and technology in the appropriate contexts, especially with respect to the world of work (e.g. the recycling of industrial waste).
- They briefly analyze different situations from a scientific and technological perspective.
  - When students briefly analyze a situation from a scientific point of view, they observe the phenomenon in question and identify certain properties. They propose explanations or tentative solutions and then verify them on the basis of scientific concepts, laws, theories and models.
  - When students briefly analyze a situation from a technological point of view, they observe the technical object and identify how it works. They handle the object and, if necessary, take it apart to understand its main systems and mechanisms. They describe the operating principles of the object using scientific and technological concepts. They explain the solutions they chose for making the object and, if necessary, do maintenance or repairs.
- Where applicable, students study the advantages and disadvantages of different solutions.
- They identify possible consequences of their decision for individuals, society, the environment and the economy.

### **Competency 3: Communicates in the languages used in science and technology**

- Participates in exchanging scientific and technological information
- Interprets scientific and technological messages
- Produces and shares scientific and technological messages

### **Evaluation Criteria:**

- Active participation in information sharing
- Accurate interpretation of scientific and technological messages
- Appropriate production or transmission of scientific and technological messages
- Use of appropriate scientific and technological terminology, rules, and conventions in the production of messages

## Learning Targets:

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- By the end of the program, students can actively exchange scientific and technological information.
- They can share their understanding of certain phenomena and the means they used to achieve this understanding.
- They interpret, produce or transmit oral, written or visual scientific or technological messages drawn from real-life situations.
- They explain in everyday language the meaning of the messages they interpreted, produced or transmitted.
- They use their knowledge of science and technology to explain everyday situations or phenomena.<sup>34</sup>

## Course Content: Technological and Scientific Experimentation

<b>Material World</b>	<ul style="list-style-type: none"><li>• Properties of commercial products (detergents, pesticides, paints, solvents, aerosols, metals, oil)</li><li>• Properties of products and their risks or effects on health or environment (flammable, corrosive, toxic, allergies, pollution, contamination, pH scale, acid precipitation)</li><li>• Different states of matter (gas, liquid, solid) e.g. freezing, boiling, evaporation, distillery</li><li>• Physical change in matter (mixtures, solutions, phase changes)</li><li>• Chemical changes in matter (cooking, oxidation, combustion, thermal insulation, composting) e.g. food processing, fire prevention, etc.</li><li>• Electricity: positive and negative charges, attraction and repulsion, electrical field, northern lights</li><li>• Waves: reflection, refraction, shadow. e.g. sun protection, telecommunications, greenhouse effect</li><li>• Magnetism: magnets, poles, attraction, repulsion e.g. compass, speaker, etc.</li></ul>
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<sup>34</sup> Work-Oriented Training Path - Mathematics, Science and Technology (Chapter 7) - [Pre-Work Training - Technological and Scientific Experimentation](#)

<b>Living World</b>	<b>Nutrition</b> <ul style="list-style-type: none"> <li>• Learn about types of food or drugs (proteins, carbohydrates, fats, vitamins, poison) and their effect on health e.g. allergies</li> <li>• Understand digestion of food (ingestion, digestion, absorption and elimination)</li> <li>• Understand some risks related to food and how to prevent them (allergies, cross-contamination, preservation of food, hygiene rules)</li> </ul>
<b>Living World (Continued)</b>	<b>Health</b> <ul style="list-style-type: none"> <li>• Respiratory system, reproduction, circulatory system e.g. Risks of hypothermia, dehydration, frostbite, CPR, bleedings, injuries, first aid, etc.</li> <li>• Air quality, pollution, smoking</li> <li>• The senses, risks on health (safety glasses, ear protection, etc.)</li> </ul> <b>Environment</b> <ul style="list-style-type: none"> <li>• Ecosystems, flora and fauna e.g. migrations, resources, hunting quotas, etc</li> </ul>
<b>Earth and Space</b>	<ul style="list-style-type: none"> <li>• Water cycle, minerals, climate change, types of energy (wind energy, hydroelectric),</li> <li>• Meteorology, seasons, natural phenomena (storms, blizzards, tides)</li> <li>• Minerals e.g. mining industry</li> <li>• Outdoor excursion: taking decisions accordingly to weather conditions (tides, currents, storms, etc.)</li> </ul>
<b>Technological World</b>	<ul style="list-style-type: none"> <li>• Engineering, forces and motion, mechanisms for transmission of motion</li> <li>• Electricity: conduction, insulation, protection, power</li> <li>• Simple machines - lever, screw, wedge</li> <li>• Transportation technology: bike, skidoo, boat, skateboard...</li> <li>• Informatics: hardware, software, etc.</li> </ul>

### 15.1.5 Geography, History and Citizenship Education

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#### Ministry Competencies

##### Competency 1: Builds a sense of belonging to his/her home territory

- Describes his/her home territory
- Examines development in his/her home territory
- Expresses an opinion on development in his/her home territory

##### Learning Targets:

Students demonstrate an understanding of their home territory when they:

- identify characteristics of the territory
- make connections among these characteristics
- use the appropriate concepts

Students express their opinions of development in their home territory when they:

- propose solutions to the problems they observe
- use relevant arguments
- identify forums and ways of expressing their opinions
- use the appropriate concepts

##### Evaluation Criteria:

- Understanding of his/her home territory

- Expression of an opinion on development in his/her home territory

##### Competency 2: Builds a sense of belonging to Québec society

- Describes certain aspects of Québec society
- Examines a current social issue in Québec
- Expresses his/her opinion on a current social issue

##### Learning Targets:

Students demonstrate an understanding of their belonging to Québec society when they:

- identify some characteristics of Québec society
- make connections among these characteristics
- use the appropriate concepts

Students express their opinions of a current social issue in Québec when they:

- propose solutions to the problems they observe
- use relevant arguments
- identify forums and ways of expressing their opinions
- use the appropriate concepts

##### Evaluation Criteria:

- Understanding of his/her sense of belonging to Québec society

- Expression of his/her opinion on a current social issue in Québec

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<sup>35</sup> Work-Oriented Training Path - Social Science (Chapter 8) - [Prewrite Training - Geography, History and Citizenship Education](#)

## Framework for the Evaluation of Learning<sup>36</sup>

C1 -Builds a sense of belonging to his/her home territory

C2 -Builds a sense of belonging to Québec society

Subject specific knowledge targeted in the program		Understanding, application, and use of this knowledge	What the student demonstrates (evidence of learning)
Proficiency of subject-specific knowledge targeted in the program:			Execution of the following intellectual operations:
<b>C1</b>	<ul style="list-style-type: none"> <li>• <b>Housing</b></li> <li>• <b>Work</b></li> <li>• <b>Recreation</b></li> </ul>	<i>Appropriate use of knowledge</i>	<ul style="list-style-type: none"> <li>• Situate in time and space</li> <li>• Establish facts</li> <li>• Characterize a territory</li> <li>• Make comparisons</li> <li>• Determine explanatory factors and consequences</li> <li>• Determine elements of continuity and changes</li> <li>• Establish connections between the facts</li> <li>• Establish causal connections</li> </ul>
<b>C2</b>	<ul style="list-style-type: none"> <li>• <b>Exercise of basic rights and freedoms</b></li> <li>• <b>Economic development</b></li> <li>• <b>The roles of citizens and the state</b></li> </ul>		
<p>The student must be provided with feedback on this element, but the element must not be considered when determining the student's mark in the report card.</p> <ul style="list-style-type: none"> <li>• Research process</li> <li>• Techniques</li> </ul>		<i>Expression of a well-founded opinion</i>	Argument defending a position on an issue (territorial or social)

<sup>36</sup> LearnQuebec PWT Social Studies Map -

[https://www.learnquebec.ca/documents/20181/132228/SocSci\\_GHC\\_Curriculum\\_Maps.pdf/ec54ae48-2e7f-4992-8f12-eca6b1ea3b00](https://www.learnquebec.ca/documents/20181/132228/SocSci_GHC_Curriculum_Maps.pdf/ec54ae48-2e7f-4992-8f12-eca6b1ea3b00)

The MEQ Prewrite Training curriculum document states that, "The teacher chooses from among the proposed content –provided as an example only– those the students will cover, taking into account their skills, needs and degree of autonomy."

This curriculum map has separated the course content into what is recommended for Year 1 and content that is better suited for Year 2 and 3 students. There is no timeline recommended as each teacher should use their best judgment when considering the needs of their students.

### Year 1: Curriculum Map Program Content: Geography, History and Citizenship

Subject specific knowledge targeted in the program	Specific Program content	Competency
<b>Housing</b>	<ol style="list-style-type: none"> <li>1. <i>Public Works</i></li> <li>2. <i>Territories</i></li> <li>3. <i>My Territory</i></li> </ol>	<b>Builds a sense of belonging to his/her home territory</b>
<b>Recreation</b>	<ol style="list-style-type: none"> <li>1. <i>Age specific activities</i></li> <li>2. <i>Accessibility</i></li> <li>3. <i>Urban vs. Rural</i></li> <li>4. <i>Reading/using a map</i></li> </ol>	
<b>Work</b>	<ol style="list-style-type: none"> <li>1. <i>Careers: Past, Present and Future</i></li> <li>2. <i>Primary, Secondary and Tertiary Sectors</i></li> </ol>	
<b>Exercise of Basic Rights and Freedoms</b>	<ol style="list-style-type: none"> <li>1. <i>Citizenship</i></li> <li>2. <i>My Identity</i></li> </ol>	<b>Builds a sense of belonging to Québec society</b>
<b>Economic Development</b>	<ol style="list-style-type: none"> <li>1. <i>Industrialization</i></li> <li>2. <i>Regions and Resources</i></li> </ol>	
<b>Roles of Citizens and the State</b>	<ol style="list-style-type: none"> <li>1. <i>Government</i></li> <li>2. <i>Political Parties</i></li> </ol>	

**Year 2/3: Curriculum Map Program Content: Geography, History and  
Citizenship**

<b>Subject specific knowledge targeted in the program</b>	<b>Specific Program content</b>	<b>Competency</b>
<b>Housing</b>	<ol style="list-style-type: none"> <li>1. <i>Development</i></li> <li>2. <i>Vision of the Future</i></li> </ol>	<b>Builds a sense of belonging to his/her home territory</b>
<b>Recreation</b>	<ol style="list-style-type: none"> <li>1. <i>Safety and Responsibility</i></li> <li>2. <i>Laws and Licenses</i></li> <li>3. <i>Local Recreational Opportunities</i></li> </ol>	
<b>Work</b>	<ol style="list-style-type: none"> <li>1. <i>Careers: Past, Present and Future</i></li> <li>2. <i>Working Conditions</i></li> <li>3. <i>Staying Local vs. Moving</i></li> </ol>	
<b>Exercise of Basic Rights and Freedoms</b>	<ol style="list-style-type: none"> <li>1. <i>Charter of Rights and Freedoms</i></li> <li>2. <i>Fighting for Change</i></li> </ol>	<b>Builds a sense of belonging to Québec society</b>
<b>Economic Development</b>	<ol style="list-style-type: none"> <li>1. <i>Unionization</i></li> <li>2. <i>Entrepreneurship</i></li> </ol>	
<b>Roles of Citizens and the State</b>	<ol style="list-style-type: none"> <li>1. <i>Taxes</i></li> <li>2. <i>Taxes / Services</i></li> </ol>	



**Program Content by Topic:** \*Optional Content added for the Nunavik Context

<b>Housing: Year 1</b>	
<p><b>Territories:</b> Types of territories: Regional, Urban, Rural, Agricultural, Native, Protected)</p> <ul style="list-style-type: none"> <li>• Services</li> <li>• Population</li> <li>• Resources</li> <li>• Economic activities</li> <li>• Housing</li> </ul> <p><b>Essential Question:</b> How does the geographical make-up of my territory compare to other territories?</p>	<p><b>Public works:</b></p> <ul style="list-style-type: none"> <li>• Water (well vs. city vs. Truck)</li> <li>• Sewage (septic vs. city)</li> <li>• Municipal services: garbage, recycling and compost</li> <li>• Snow removal</li> <li>• Road repair</li> </ul> <p><b>Essential Question:</b> What services are available to me depending on where I live?</p>
<p><b>My Territory:</b></p> <ul style="list-style-type: none"> <li>• What are the characteristics of my territory <ul style="list-style-type: none"> <li>◦ Geographical make-up</li> <li>◦ People and their cultures</li> <li>◦ Types of housing</li> <li>◦ Green spaces</li> <li>◦ Recreation</li> <li>◦ Roads and transportation</li> <li>◦ Stores</li> <li>◦ Nunavik Parks</li> </ul> </li> </ul> <p><b>Essential Question:</b> What makes my territory unique?</p>	
<b>Housing: Year 2/3</b>	
<p><b>Development:</b></p> <ul style="list-style-type: none"> <li>• Positive and negative development and its impacts (losing green space, increasing residences, more traffic, more tax payers, infrastructure...)</li> <li>• Population growth and its effects</li> <li>• Different things that can change communities (job loss, environmental issues, housing, etc.)</li> <li>• Housing under KMHB vs Owning a house</li> </ul> <p><b>Essential Question:</b> Is "development" a good thing or a bad thing?</p>	<p><b>Vision of the Future</b></p> <ul style="list-style-type: none"> <li>• Current needs and wants</li> <li>• Current trends in development in your area</li> <li>• What's important in your community</li> </ul> <p><b>Essential Question:</b> What would my community look like in 10 years, if I was in control of all forms of development?</p>

<b>Recreation: Year 1</b>	
<b>Age specific Activities</b> <ul style="list-style-type: none"> <li>• Activity Level of teens today (needs and concerns)</li> <li>• Wants vs. needs concerning recreation</li> <li>• Age-appropriate levels of activity</li> <li>• Potential consequences of lack of activity</li> </ul> <b>Essential Question:</b> What kind of recreational activities can I do as I get older?	<b>Accessibility</b> <ul style="list-style-type: none"> <li>• Affordability of different activities; free or costs related</li> <li>• Special needs accessibility; physical and intellectual disabilities</li> <li>• Seasonal vs. year-round activities</li> <li>• Location of recreational activities</li> </ul> <b>Essential Questions:</b> Are local activities and recreational opportunities accessible to everyone in my area?
<b>Urban vs Rural</b> <ul style="list-style-type: none"> <li>• Access and transportation to different facilities/services</li> <li>• Different activities available based on location and season</li> <li>• Recreation and its impact on the environment</li> </ul> <b>Essential Question:</b> How does recreation differ depending on where I live? Urban vs. Rural	<b>Reading/Using a Map</b> <ul style="list-style-type: none"> <li>• Trail maps (bike, snowmobile etc. <b>Topo Maps Canada</b>)</li> <li>• Trans Canada Trail</li> <li>• Provincial and National Parks (<b>Nunavik Parks</b>)</li> <li>• Trip planning/safety</li> <li>• Maps of lakes and rivers</li> </ul> <b>Essential Question:</b> How can reading a map allow me to participate in certain activities
<b>Recreation: Year 2/3</b>	
<b>Safety and Responsibility</b> <ul style="list-style-type: none"> <li>• Safety equipment for activities</li> <li>• Safety precautions for activities</li> <li>• Responsible camping, fishing, biking, ATV's, etc.</li> <li>• <b>Emergency kit/pack</b></li> </ul> <b>Essential Question:</b> How can I safely and responsibly enjoy my recreational activities?	<b>Laws and Licenses</b> <ul style="list-style-type: none"> <li>• Licensing (Equipment, permission permits, etc.)</li> <li>• Laws regarding equipment</li> <li>• Private property (<b>Category Land I, II, III</b>)</li> <li>• Laws regarding where a recreation can take place</li> <li>• <b>Anguvigaq</b></li> </ul> <b>Essential Question:</b> Which laws do I need to follow in order to participate in some recreational activities?
<b>Local Recreation Opportunities</b> <ul style="list-style-type: none"> <li>• Existing recreational opportunities</li> <li>• Current sport and activity trends</li> <li>• Factors that determine participation in an activity</li> </ul> <b>Essential Question:</b> What kind of recreational activities could / should be available in my area?	

<b>Work: Year 1</b>	
<b>Careers: Past, Present, Future</b> <ul style="list-style-type: none"> <li>• Careers of the past introduction</li> <li>• Women in the workforce</li> <li>• Careers of the present</li> <li>• Careers of the future introduction</li> </ul> <b>Essential Question:</b> What influence does the era have on my potential career choices?	<b>Primary, Secondary and Tertiary Sectors</b> <ul style="list-style-type: none"> <li>• Primary - farming, fishing, forestry, mining, etc.</li> <li>• Secondary trades connected with the processing industries, construction, public works, etc.</li> <li>• Tertiary - service activities</li> </ul> <b>Essential Question:</b> Why is understanding the different economic employment sectors in Quebec important to my job search and work pathway?
<b>Work: Year 2</b>	
<b>Careers: Past, Present and Future</b> <ul style="list-style-type: none"> <li>• Past: Tools - what have machines replaced (hand tools, kitchen tools...)</li> <li>• Which tools and jobs will always exist?</li> <li>• Exploring the future of jobs</li> </ul> <b>Essential Question:</b> What careers could I have done 100 years ago, and what will I be able to do 100 years in the future?	<b>Working Conditions:</b> <ul style="list-style-type: none"> <li>• Environmental working conditions (indoor/outdoor, temperature, noise...)</li> <li>• Physical working conditions (standing/sitting, clothing/gear/uniform, cleanliness - personal and work space...)</li> <li>• Health, well-being, and safety (stressful environments, conflict resolution, hours - shift work vs. regular hours, overtime, risks...)</li> </ul> <b>Essential Question:</b> Why are working conditions important to guide my career decisions?
<b>Staying Local vs. Moving</b> <ul style="list-style-type: none"> <li>• Cost of living</li> <li>• Transportation</li> <li>• Earning potential</li> <li>• The role of Family</li> <li>• Rules affecting Housing (KMHB)</li> </ul> <b>Essential Question:</b> What factors would make someone move for a job?	

<b>Basic Rights and Freedoms: Year 1</b>	
<b>Citizenship</b> <ul style="list-style-type: none"> <li>Where does your family come from? 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> generation</li> <li>Responsibilities of a citizen (obeying laws, taking responsibility, jury duty, voting, helping others, protecting, and enjoying heritage and environment)</li> <li>Citizenship test</li> <li>JBNQA beneficiary eligibility <a href="https://leoguidebook.ca/card/">https://leoguidebook.ca/card/</a></li> </ul> <b>Essential Question:</b>  What does it mean to be a Canadian Citizen?	<b>My Identity</b> <ul style="list-style-type: none"> <li>Review all provinces and territories.</li> <li>For each area: capitals and major cities, famous places, symbols, culture, work/economy stereotypes</li> <li>Great Canadians</li> <li>Great Inuit (Kenojuak Ashevak, Annie Mkpiga, Melissa Haney, Johnny May, Elisapie Isaac, Tumasi Quissa Jordin Tootoo, Mary Simon, Charlie Watt, etc.)</li> </ul> <b>Essential Questions:</b>  What makes us Quebecers? What makes us Nunavitmuit?
<b>Basic Rights and Freedoms: Year 2/3</b>	
<b>Charter of Rights and Freedoms</b> <ul style="list-style-type: none"> <li>Why do we need to protect our rights and freedoms?</li> <li>Early Bills of Rights (English Bill of Rights 1689, USA: Declaration of Independence 1776, French Bill of Rights 1789)</li> <li>UN Declaration of Human Rights and Rights of the Child</li> <li>Canada: 1960 Canadian Bill of Rights, Quebec's Charter 1975, Canadian Charter of Rights and Freedoms</li> <li>James Bay and Northern Quebec Agreement 1975 (JBNQA)</li> <li>Worker's Rights</li> <li>Restricting freedoms</li> </ul> <b>Essential Question:</b>  What are my basic rights?	<b>Fighting for Change</b> <ul style="list-style-type: none"> <li>Values of a society - what matters the most and what are our priorities as a society?</li> <li>Quiet Revolution and the October Crisis</li> <li>Worldview: People (Gandhi, Martin Luther King, Malcolm X, Rosa Parks, Bono, Nelson Mandela...)</li> </ul> Current events - what are people doing to incite change?  <b>Essential Question:</b>  What does it take to change the world?

<b>Economic Development: Year 1</b>	
<b>Industrialization</b> <ul style="list-style-type: none"> <li>• What is Industrialization?</li> <li>• The impact of population and cities</li> <li>• Working conditions: historically and present day</li> <li>• The impact of Industrialization</li> </ul> <b>Essential Question:</b> How has Industrialization changed the working world?	<b>Regions and Resources</b> <ul style="list-style-type: none"> <li>• Mapping local resources including job opportunities based on what is available locally</li> <li>• What resources are available in my area? In Quebec? Nunavik?</li> <li>• Natural resources which influence job opportunities.</li> <li>• Where to go for career/job advice?</li> </ul> <b>Essential Question:</b> How does where I live affect the jobs I can do?
<b>Economic Development: Year 2/3</b>	
<b>Unionization</b> <ul style="list-style-type: none"> <li>• Pre-Union history</li> <li>• History of the growth of unions,</li> <li>• Working conditions and workers' rights</li> <li>• Labour disputes and grievances</li> <li>• Current issues in the news</li> </ul> <b>Essential Question:</b> Why do we have unions?	<b>Entrepreneurship</b> <ul style="list-style-type: none"> <li>• Developing a product</li> <li>• Developing a business (service provided)</li> </ul> Local business meeting the needs of the area  <b>Essential Question:</b> How can I start up my own business?

<b>Roles of Citizen and State: Year 1</b>	
<b>Government</b> <ul style="list-style-type: none"> <li>• Democracy vs. communism vs. dictatorship</li> <li>• Federal state, parliamentary democracy, constitutional monarchy</li> <li>• System of government (executive, legislative, judicial branch)</li> <li>• How a bill becomes a law</li> <li>• Political structure (leader, house of commons, senate, GG)</li> </ul> <b>Essential Question:</b> How does the government work	<b>Political Parties</b> <ul style="list-style-type: none"> <li>• Political structure</li> <li>• Political Parties (Federal and Provincial)</li> <li>• Local representation</li> <li>• (Federal, Provincial and Municipal)</li> </ul> <b>Essential Question:</b> How do I become an informed voter?
<b>Elections:</b> <ul style="list-style-type: none"> <li>• Who can vote?</li> <li>• History of the vote - secret ballots</li> <li>• Women and the vote</li> <li>• Indigenous peoples and the Vote</li> <li>• Process of voting</li> </ul> <b>Essential Question:</b> How can I make a difference by voting?	
<b>Roles of Citizen and State: Year 2/3</b>	
<b>Taxes</b> <ul style="list-style-type: none"> <li>• Terminology and definitions</li> <li>• Basic information (rate, process...)</li> <li>• Relationship between taxes and quality of life</li> <li>• Taxes around the world</li> </ul> <b>Essential Question:</b> What do I need to know to pay my taxes?	<b>Taxes - Services</b> <ul style="list-style-type: none"> <li>• Federal Services - EI, national defense, foreign policy...</li> <li>• Provincial Services - \$7/day daycare, Nunavik Daycare Centers mandatory schooling until 16, funding to colleges and universities, health care...</li> <li>• Municipal Services - roads, recycling, policing...</li> </ul> <b>Essential Question:</b> How do we all benefit from taxes?

### 15.1.6 Physical Education and Health

Physical Education and Health follows the Secondary Cycle Two program goals. However, if the goals are to be valid for the students, they will have to be reviewed to reflect the particular needs of certain students.

#### Ministry Competencies

#### Competency 1: Performs movement skills in different physical activity settings

- Analyzes the situation according to the requirements of the setting
- Performs movement skills considering the different constraints of the environment
- Evaluates own motor efficiency and process considering the goal pursued

Evaluation Criteria:	Learning Targets: Secondary Cycle One:
<ul style="list-style-type: none"><li>- Selection of a variety of movement skills or sequences according to the requirements of different types of physical activities</li><li>- Performance of effective movement skills and sequences according to the rhythm and the required direction and continuity</li><li>- Critical assessment of own choices of movements or sequences and of performance quality in light of the results obtained</li><li>- Use of results of own evaluation to improve performance</li></ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>- take into account the characteristics of a physical activity setting, in order to make appropriate choices regarding the performance of an activity</li><li>- combine movement skills of each of the following different types of activities: cyclical, single-skill, skill and technical/artistic</li><li>- assess their own performance in order to identify their strengths and weaknesses according to the principles associated with performing movement skills</li><li>- apply safety rules determined by the setting</li></ul> <p>Their motor efficiency is significantly improved because they are able to:</p> <ul style="list-style-type: none"><li>- apply principles that respect the constraints of the physical environment</li><li>- master the performance of movement skills</li></ul>

#### Learning Targets: Secondary Cycle Two:

Students will be able to:

- choose different options, taking into account the requirements of the situations and the consequences
- select movement skills and sequences that suit the constraints of the physical environment in three of the following types of physical activities: cyclical activities, single-action activities, skill activities or technical/artistic activities
- autonomously identify the appropriate safety rules and apply them properly
- assess their process and results and determine ways to improve them based on various pieces of information obtained by examining their achievements and difficulties

Students demonstrate their motor efficiency by their ability to:

- work with a large number of constraints - perform movement skills with continuity
- adjust the direction and pace of their movements to meet their objectives

## **Competency 2: Interacts with others in different physical activity settings**

- Cooperates in developing a plan of action
- Participates in carrying out the plan of action
- Cooperates in evaluating the plan of action

<b>Evaluation Criteria:</b>	<b>Learning Targets: Secondary Cycle One</b>
<ul style="list-style-type: none"><li>- Selection of an individual or team strategy that meets the requirements of the physical activity</li><li>- Performance of appropriate individual movements to achieve the set goal, according to the type of activity</li><li>- Demonstration of fair play in different stages of the activity</li><li>- Exercise of critical judgment concerning the plan of action, own contribution and that of partner or partners based on results</li><li>- Use of evaluation results to improve cooperation, performance, and plans of action</li></ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>- establish strategies with teammates that describe the role of each player, and the corresponding movements or tactics, according to the context</li><li>- take into account their partners or opponents when performing the movements or when applying the tactics set out in the plan, while adjusting to unexpected situations</li><li>- identify improvements to be made and elements worth keeping for use in other settings, based on their process and its results</li><li>- observe safety rules and demonstrate fair play</li></ul>
<b>Learning Targets: Secondary Cycle Two</b>	
<p>Students will be able to:</p> <ul style="list-style-type: none"><li>- choose different options and anticipate their consequences in practical contexts involving a relatively high number of constraints related to the physical and social environments</li><li>- develop a plan of action with their partners, using strategies that are consistent with the action rules and the roles to be played</li><li>- consider the requirements relative to the situation in three of the following types of physical activities: cooperative activities, dueling activities, combat activities and group activities</li><li>- demonstrate their motor efficiency by greater mastery in performance and by the continued adjustment of movements and tactics, according to the planned strategy and the unexpected aspects of the activity</li><li>- identify the appropriate safety rules and apply them properly, and demonstrate fair play at all times</li><li>- assess their performance and that of their partners, based on the achievements and difficulties they have faced, and identify possible improvements</li></ul>	



### Competency 3: Adopts a healthy, active lifestyle

- Develops a plan designed to maintain or change some personal lifestyle habits
- Carries out the plan
- Evaluates own process and lifestyle habits

<b>Evaluation Criteria:</b>	<b>Learning Targets: Secondary Cycle One</b>
<ul style="list-style-type: none"><li>- Development of a plan with regard to changing or maintaining certain lifestyle habits</li><li>- Performance of a physical activity of moderate or high intensity for 20-30 consecutive minutes</li><li>- Demonstration of improvement or maintenance of at least three healthy lifestyle habits other than the practice of physical activity</li><li>- Exercise of critical judgment concerning the plan of action and the degree to which objectives have been met</li><li>- Use of evaluation results to pursue or adjust the plan of action</li></ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>- show that they have a good fitness level (flexibility, cardiorespiratory and strength endurance) according to Canadian standards for their age group</li><li>- demonstrate that they have integrated healthy lifestyle habits into their daily lives</li><li>- develop a plan, apply it and assess their progress and results</li><li>- identify desirable improvements or elements worth maintaining</li></ul>

#### **Learning Targets: Secondary Cycle Two**

Students will be able to:

- demonstrate, by means of a plan of action, that they can use various tools to incorporate or maintain into their daily lives at least three healthy lifestyle habits
- show that their physical condition (flexibility, cardiorespiratory and strength endurance) meets the standards for their age group
- integrate an autonomous process to improve healthy lifestyle habits by summarizing results, past difficulties and new challenges they would like to face
- decide, using the information collected, what elements of the plan to maintain or improve and take a critical look at their degree of commitment

**Course Content:****Legend:****P – Performs movement skills in different physical activity settings****I – Interacts with others in different physical activity settings****A – Adopts a healthy, active lifestyle****Blank – Element not subject to study**

Concepts to Be Learned	Cycle One	PWT Year 1	PWT Year 2	PWT Year 3
<b>Physiology of the human body</b>				
Physiology: Cardiovascular system, respiratory system, muscular system		A	A	
The body's response to exercise				A
<b>Musculoskeletal System</b>				
Location of joints, bones and muscles involved in movement: shoulder, elbow, wrist, spine (cervical and lumbar regions), hip, knee, ankle	P			
Role of ligaments	P			
Role of stabilizing and agonist muscles (flexor, extensor, rotator, abductor, adductor)	P			
<b>Kinesthetic Feedback</b>				
Body segments in stable position or in motion on different planes (sagittal, frontal, horizontal)	P	P		
Speed of movement and travel	P	P		
Body and body parts in relation to an object or a space		P		
<b>Development of the Body</b>				
Relation between the increase and decrease in coordination and relative strength	P-A			
Impact of menstruation on physical activities	P-A			
<b>Components of Healthy-Related Fitness</b>				
Cardiovascular endurance	A	A	A	A
Flexibility	A	A	A	A
Strength-endurance	A	A	A	A
<b>Rules Related to Physical Activities</b>				
Code of ethics	P-I	P-I	P-I	P-I
Safety rules	P-I-A	P-I-A	P-I-A	P-I-A
Game rules	P-I-A	P-I-A	P-I-A	P-I-A
<b>Technical Aspects of Movement Related to Activities</b>				
E.g. the classical stride in cross-country skiing: When pushing forward, the upper body is inclined, and the hip, knee and ankle joints are flexed. When gliding forward, body weight is transferred from the pushing ski to the gliding ski. The movement of each arm is synchronized with that of the opposite leg.	P-I	P-I	P-I	P-I

Concepts to Be Learned (Continued)	Cycle One	PWT Year 1	PWT Year 2	PWT Year 3
<b>Lifestyle Habits</b>				
<b>Active lifestyle: psychological benefits</b>				
Mental relaxation	A	A	A	A
Better sleep	A	A	A	A
Sustained or improved concentration	A	A	A	A
Positive emotions	A	A	A	A
<b>Active lifestyle: physical benefits</b>				
Contribution to growth		A		
Improved recovery, increased capacity for work and improved physical response to emergency situations	A	A	A	A
Effects on body weight	A	A	A	A
Improved muscle mass and tone, posture and flexibility	A	A	A	A
Improved coordination and physical efficiency		A	A	A
Improved cardiovascular endurance	A	A	A	A
<b>Healthy lifestyle habits: nutrition</b>				
Needs according to the intensity of the activity (e.g. hydration, food choices before, during and after the activity)	A	A	A	A
<b>Healthy lifestyle habits: personal hygiene</b>				
Personal benefits	A			
Benefits for others	A			
<b>Healthy lifestyle habits: sleep</b>				
Effects on physical well-being	A	A	A	A
Effects on psychological well-being	A	A	A	A
<b>Healthy Lifestyles: Stress Prevention and Management</b>				
Types of stress and impact on daily life		A	A	
Physiological reactions to different types of stress			A	A
Impact of poor stress management on health and well-being			A	A
<b>Effects on different substances on performance and training</b>				
Side effects on different systems (cardiovascular, respiratory, muscular, nervous, etc.) in the short and long term	A	A	A	
Psychological effects	A	A	A	A
Effects on lifestyle habits	A	A	A	A
<b>Excessive use of multimedia technology</b>				
Psychological effects	A	A	A	A
Effects on physical capacity	A	A	A	A

<b>Skills</b>	<b>Cycle One</b>	<b>PWT Year 1</b>	<b>PWT Year 2</b>	<b>PWT Year 3</b>
<b>Principles of Balance (Static and Dynamic)</b>				
Number of body parts in contact with the floor or surface		P-I	P-I	P-I
Position of body parts used for support	P-I	P-I	P-I	P-I
Surface used for support	P-I	P-I	P-I	P-I
Position of the centre of gravity	P-I	P-I	P-I	P-I
Position of body segments	P-I	P-I	P-I	P-I
Movement of body segments	P-I	P-I	P-I	P-I
Transfer of weight	P-I	P-I	P-I	P-I
<b>Principles of Coordination</b>				
Flow in the performance of a movement	P-I	P-I	P-I	P-I
Use of an optimal number of joints	P-I	P-I	P-I	P-I
Use of joints in an appropriate order	P-I	P-I	P-I	P-I
Optimal performance time	P-I	P-I	P-I	P-I
Direction of the movement	P-I	P-I	P-I	P-I
<b>Principles of Communication</b>				
Recognition of messages	I	I	I	I
Communication of clear messages appropriate to the activity (verbal, acoustic, visual cues, touch, body language)	I	I	I	I
Communication of misleading messages appropriate to the activity (verbal, acoustic, visual cues, touch, body language)	I	I	I	I
<b>Principles of Synchronization</b>				
Throwing an object to hit a moving target	A-I	A-I	A-I	A-I
Receiving an object (moving to the point where the object will fall, making contact with the thrown object)	A-I	A-I	A-I	A-I
Moving in relation to teammates and opponents		I	I	I
<b>Action Rules in Cooperative Activities</b>				
Positioning oneself and moving in relation to teammate(s) (e.g. when building a pyramid)	I	I	I	I
Varying force, speed and direction of movements or movement skills in relation to those of teammates	I	I	I	I
<b>Action Rules in Combat Activities</b>				
Using space		I	I	I
Throwing the opponent off-balance		I	I	I
Feinting		I	I	I
Moving in relation to space and to the opponent	I	I	I	I
Varying force, speed and direction of movements	I	I	I	I
Keeping one's balance	I	I	I	I

<b>Skills (Continued)</b>	<b>Cycle One</b>	<b>PWT Year 1</b>	<b>PWT Year 2</b>	<b>PWT Year 3</b>
<b>Action Rules in Combat Activities (Continued)</b>				
Attacking the opponent when he or she is off-balance	I	I	I	I
Reacting to the opponent's movements	I	I	I	I
<b>Action Rules in Dueling Activities</b>				
Recovering		I	I	I
Catching opponents wrong-footed	I	I	I	I
Feinting	I	I	I	I
Using space	I	I	I	I
Using playing surface	I	I	I	I
Attacking at opportune moments	I	I	I	I
<b>Action Rules in Group Activities</b>				
<b>In a separate Space</b>				
Attacking the opposing target		I	I	I
Recovering		I	I	I
Counterattacking		I	I	I
Keeping the object moving		I	I	I
Protecting one's space		I	I	I
Moving in relation to the opponent, partners and the object	I	I	I	I
Using the full width and depth of the playing field	I	I	I	I
Moving the object into the opponent's space	I	I	I	I
Attacking the opponent's open spaces	I	I	I	I
Varying direction and speed (of movements, of the object)		I	I	I
Keeping possession of the object		I	I	I
<b>In a common space</b>				
Passing the object		I	I	I
Recovering the object		I	I	I
Getting back on defence		I	I	I
Using the space available	I	I	I	I
Moving the object toward the opponent's target	I	I	I	I
Attacking the opponent's target	I	I	I	I
Counterattacking	I	I	I	I
Protecting own team's target or goal	I	I	I	I
Moving in relation to the target to be protected, teammates, opponents and the object	I	I	I	I
Moving away from the carrier	I	I	I	I
Scoring	I	I	I	I
Moving into an open space	I	I	I	I
Interfering with the object's progress		I	I	I
Varying direction and speed (of movements, of the object)		I	I	I
Keeping possession of the object		I	I	I

Skills (Continued)	Cycle One	PWT Year 1	PWT Year 2	PWT Year 3
<b>Locomotor Skills</b>				
Walking, running, galloping, jumping, hopping, crossing, twirling, going down, going up, changing direction, braking, going over, rolling, climbing and going around	P-I	P-I	P-I	P-I
<b>Non-locomotor Skills</b>				
Turning, pivoting, pirouetting and adopting postures	P-I	P-I		
<b>Manipulation Skills</b>				
Handling (dribbling, juggling, keeping one's balance)	P-I	P-I	P-I	P-I
Projecting (throwing, hitting, shooting)	P-I	P-I	P-I	P-I
Receiving (catching, blocking, deflecting)	P-I	P-I	P-I	P-I
<b>Regular Physical Activity</b>				
<b>Characteristics of a session of physical activity</b>				
Pacing and target heart rate	A	A	A	A
Regular self-evaluation (cardiovascular capacity and other factors)	A	A	A	A
Recovery periods	A	A	A	A
Exercises to avoid	A	A	A	A
Safety rules for different physical activities	A	A	A	A
Prevention of sports injuries	A	A	A	A
<b>Safe Participation in Physical Activities</b>				
Appropriate clothing (shoes, jewelry, garments, protective equipment)	P-I-A			
Appropriate conduct in potentially dangerous situations		P-I-A	P-I-A	P-I-A
Elements of physical activities (warm-up, action, cool-down)	P-I-A	P-I-A	P-I-A	P-I-A
Proper use and storage of equipment	P-I-A			
Proper handling of heavy objects	P-I-A			
Compliance with standards and rules set by a sports federation, if applicable	P-I	P-I	P-I	P-I
Matching with a partner of similar weight and build, if applicable	I	I	I	I
<b>Relaxation Techniques</b>				
Breath control	A	A		
Variety of techniques (e.g. Jacobson, mental imagery)			A	A

Behaviour	Cycle One	PWT Year 1	PWT Year 2	PWT Year 3
Fair Play				
Equity		P-I-A	P-I-A	P-I-A
Respectful attitude toward opponents		P-I-A	P-I-A	P-I-A
Seeking new challenges		P-I-A	P-I-A	P-I-A
Appreciation of achievements of partners and opponents		P-I-A	P-I-A	P-I-A
Dignity and self-control	P-I-A	P-I-A	P-I-A	P-I-A
Respect for others in words and facial expressions	P-I-A	P-I-A	P-I-A	P-I-A
Strict observation of playing rules		P-I-A	P-I-A	P-I-A
Respect for equipment and the environment, through actions		P-I-A	P-I-A	P-I-A
Respect for roles, standards and the referee or umpire	P-I-A	P-I-A	P-I-A	P-I-A
Help and Mutual Assistance	P-I-A	P-I-A	P-I-A	P-I-A
Acceptance of Differences	P-I-A	P-I-A	P-I-A	P-I-A
Sense of Responsibility	P-I-A	P-I-A	P-I-A	P-I-A
Perseverance in Adopting a Healthy, Active Lifestyle	P-I-A	P-I-A	P-I-A	P-I-A

## Cultural References

A variety of resources can be tapped to find cultural references: everyday objects, research, architecture, lifestyles, heritage objects, values, or key figures in the history of sports. They can be associated with the other elements of the program content. For example, the teacher can help students establish links between improvements to apparel, equipment and techniques, and athletic performance in a particular sport.

### Scientific or technological activities associated with sports

- Improvements to techniques for manufacturing sportswear and sports equipment, and their impact on athletic performance
- Evolution of techniques used in sports

### Everyday objects

- Gear, objects, tools and equipment used in physical education and health
- Types of clothing worn to practise sports according to the season and the customs of different nations

### Heritage objects

- Ski equipment used in 1960
- Snowshoes fashioned by Aborigines

### Events

- The history of sports events (e.g. the Olympics, the Commonwealth Games, sports events held during *Carnaval*)
- Sports- or leisure-related exhibitions (e.g. hall of fame)
- Major news events in connection with physical activity and sports

### Architecture

- Facilities designed for sports events (e.g. the Olympic Stadium)
- Facilities designed for practising different sports (e.g. velodrome, diving pool, speed-skating track)

### Lifestyles

- Determining factors (social, political, economic) of Québec society regarding lifestyle habits
- Lifestyles in the history of our society
- Lifestyle habits in other societies
- The health of Quebecers, especially young people
- Physical activity as practised by families, in the community, with friends, in Québec society, outdoors, indoors, in sports or recreational centres
- Leisure and sports activities practised here and elsewhere

### Key figures

- Key figures in sports here and elsewhere
- Political figures who have had an impact on amateur and professional sports

### Values

- Values that are promoted in the media and that influence behaviour
- Sports ethics



### 15.1.7 Autonomy & Social Participation - Replaced with Culture or Land Survival

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#### **Ministry Competencies**

##### **Competency 1: Demonstrates autonomy in everyday situations**

- Identifies the goal to be achieved in a situation
- Takes action
- Reflects on his/her process

##### **Competency 2: Takes an informed position on everyday issues**

- Forms an initial opinion
- Compares his/her position with those of others
- Asserts his/her position
- Reflects on his/her process

##### **Competency 3: Participates in community life**

- Develops a plan for social participation in his/her community
- Implements the plan
- Evaluates the consequences of his/her actions

### 15.1.8 Preparation for the Job Market

#### Ministry Competencies<sup>37</sup>

Competency 1: Establishes his/her personal and occupational profile	Evaluation Criteria:
<ul style="list-style-type: none"><li>• Examines his/her personal characteristics</li><li>• Reflects on the reasons for his/her achievements</li><li>• Discovers his/her occupational interests through a variety of activities</li></ul>	<ul style="list-style-type: none"><li>- Appropriateness of his/her reflection on his/her personal profile</li><li>- Accurate analysis of his/her achievements</li><li>- Coherent connections between his/her personal and occupational characteristics</li></ul>
<b>Learning Targets:</b>	
<p>At the end of the program, students will:</p> <ul style="list-style-type: none"><li>- Be familiar with their personal and work-related resources and how to mobilize them. By performing simulated or actual work tasks, they will have learned more about themselves.</li><li>- Be able to make an informed judgment on their personal and occupational profile. In particular, students recognize their main strengths and interests.</li><li>- Identify the factors that motivate them and help them meet challenges.</li><li>- Identify and understand the essential aspects of their achievements at school as well as in extracurricular activities.</li><li>- Describe the strategies used and recognize their effectiveness. On occasion, they judge the appropriateness of these strategies to other work-related activities.</li><li>- Through frequent discussion, students share their workshop and practicum experiences. They make coherent connections between their personal characteristics and the requirements of the different work-related activities, which enables them to discover their interests.</li></ul>	
Competency 2: Gains an understanding of the job market	Evaluation Criteria:
<ul style="list-style-type: none"><li>• Becomes familiar with the characteristics of the job market</li><li>• Gathers information about work situations</li><li>• Envisions himself/herself as a future worker</li></ul>	<ul style="list-style-type: none"><li>- Understanding of the characteristics of the job market</li><li>- Variety of means of exploration</li><li>- Relevance of his/her thoughts on his/her future role as a worker</li></ul>

<sup>37</sup> [Work-Oriented Training Path – Career Development \(Chapter 10\)](#)

**Learning Targets:**

At the end of the program, students will:

- Have a relatively clear understanding of the job market. As they will soon enter the job market, they are able to identify its principal aspects and to envision themselves as workers.
- Recognize the different types of work. They understand that there are several types of work organization and fields of activity.
- Take into account the impact of working conditions on their personal and work life.

In order to gather information about today's job market, students diversify their exploration methods, in particular by observing and experiencing different work situations. They also use relevant resources such as Web sites, local newspapers and resource people. They take a critical look at the quality and validity of the information gathered.

In order to envision themselves as future workers, students share their discoveries and understanding of the world of work with others. Thus they put their learning to good use and become aware of the importance of their rights, responsibilities and obligations with respect to their career choice.

**Competency 3: Carries out a socio-vocational integration plan****Evaluation Criteria:**

- Develops a plan
- Implements the plan
- Evaluates the plan

- Determination of the steps involved in the socio-vocational integration plan
- Management of his/her plan
- Relevance of his/her reflections on his/her plan

**Learning Targets:**

At the end of the program, students will:

- Have developed and implemented a socio-vocational integration plan adapted to their personal profile and the opportunities available. Through observation, exploration and experimentation, mobilize the most useful resources for their socio-vocational integration.
- Plan the steps involved in their socio-vocational plan.
- Identify potential practicum positions, communicate with contacts, and take into account the requirements of the job and their own possibilities.
- Carry out each step in their plan.
- In implementing the plan, use the strategies needed to achieve their personal and work-related objectives and develop new ones as needed. They may also use other resources to overcome difficulties encountered.
- Evaluate their plan, examine the effectiveness of the means used and make the necessary adjustments.
- Exercise critical judgment when examining their experiences, which enables them to undertake new challenges and foresee using the same approach in the future.

## Course Content:

The program content is divided into three major themes: personal and occupational identity, the job market and the socio-vocational integration plan.

Personal and Occupational Identity		
Concepts	Processes	Possible Applications
<b>Personal history</b>	<ul style="list-style-type: none"> <li>- A look at his/her family, academic and social history: <ul style="list-style-type: none"> <li>• understanding of past experiences</li> <li>• identification of important aspects</li> <li>• awareness of factors that influence him/her</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Illustrating the highlights of his/her history on a time line</li> <li>- Relating an experience in his/her early school life and explaining to peers the understanding he/she has of that experience today</li> <li>- Making a list of people who influenced his/her choice of recreational activities</li> </ul>
	<ul style="list-style-type: none"> <li>- A look at his/her work-related history: <ul style="list-style-type: none"> <li>• understanding of past experiences</li> <li>• identification of important aspects</li> <li>• awareness of factors that influence him/her</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Relating an event and giving it meaning by making connections with his/her occupational interests. For example: <ul style="list-style-type: none"> <li>• When I was younger, I liked cutting trees in the woods with my grandfather. Today I like being in nature and working outdoors.</li> <li>• While taking care of my sister who was ill, I realized I had the ability to take care of others.</li> <li>• I am interested in mechanics, and when I think about it, my father always did his car repairs himself.</li> </ul> </li> </ul>
<b>Current profile</b>	<ul style="list-style-type: none"> <li>- Exploration of various aspects of his/her personality: <ul style="list-style-type: none"> <li>• personal characteristics</li> <li>• family and social environment</li> <li>• occupational interests</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Verifying others' (peers', parents') perceptions of him/her: What qualities, strengths or behaviours do they attribute to me?</li> <li>- Questioning his/her level of participation in extracurricular activities at school</li> <li>- Explaining to a friend how he/she reacts to a new task</li> <li>- Seeking opportunities to evaluate his/her ability to help others</li> <li>- Identifying job opportunities in his/her socioeconomic environment</li> <li>- Exploring his/her preferences by doing an interest test</li> </ul>
	<ul style="list-style-type: none"> <li>- Consideration of his/her experiences with paid or volunteer work</li> </ul>	<ul style="list-style-type: none"> <li>- Writing a résumé highlighting his/her experiences with paid or volunteer work</li> <li>- Realizing that he/she has developed a real interest in a trade following a summer job</li> <li>- Understanding that his/her ability to keep to a work schedule means that he/she can also fulfill his/her obligations at school</li> </ul>

<b>Personal and Occupational Identity (Continued)</b>		
<b>Concepts</b>	<b>Processes</b>	<b>Possible Applications</b>
<b>Current profile (continued)</b>	<ul style="list-style-type: none"> <li>- Evaluation of his/her level of self-confidence</li> </ul>	<ul style="list-style-type: none"> <li>- Comparing situations that make him/her feel safe with those that make him/her uncomfortable</li> <li>- Reading and summarizing a short text on self-confidence</li> <li>- Describing a person he/she sees as having self-confidence</li> <li>- In teams, listing behaviours that demonstrate a healthy level of self-confidence</li> </ul>
	<ul style="list-style-type: none"> <li>- Construction of his/her identity in real-life situations               <ul style="list-style-type: none"> <li>• empowerment</li> <li>• motivation</li> <li>• ability to adapt to change</li> <li>• ability to take risks</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- In an organized debate, expressing his/her opinion and realizing the influence it can have on other people</li> <li>- Experiencing success and realizing that staying motivated was a key element</li> <li>- Trying a new experience and realizing he/she can handle it</li> <li>- Enrolling in a challenging sport or cultural activity</li> <li>- Stating the strengths and weaknesses he/she observed at work in the workshop or the workplace</li> </ul>
<b>Personal and Occupational Aspirations</b>	<ul style="list-style-type: none"> <li>- Exploration of his/her dreams for the future and visualization of himself/herself in different roles</li> </ul>	<ul style="list-style-type: none"> <li>- Discussing with peers and imagining his/her life in five years and in ten years</li> <li>- Expressing the importance of lasting friendships</li> <li>- Working for a day in a plastics moulding factory in order to explore the field</li> <li>- Hosting a show on the student radio station</li> <li>- Using a band saw in a workshop making a wooden play unit for a daycare centre</li> <li>- Exploring and trying out the duties of a butcher's helper, using a tool on a Web site. (<a href="http://www.repertoireppo.qc.ca/">http://www.repertoireppo.qc.ca/</a>)</li> </ul>

The Job Market		
Concepts	Processes	Possible applications
<b>Characteristics of the job market</b>	<ul style="list-style-type: none"> <li>- Familiarity with certain characteristics of the job market</li> <li>• occupational sectors and associated trades</li> <li>• jobs</li> <li>• working conditions</li> <li>• changes</li> <li>• occupational health and safety (preventive strategies)</li> <li>• traditionally male- and female-dominated trades</li> </ul>	<ul style="list-style-type: none"> <li>- Seeking information about the tasks to be performed in a workshop, practicum or activity. For example: <ul style="list-style-type: none"> <li>• Finding information about the tasks performed by a grocery clerk</li> <li>• Comparing the characteristics of a specific job with those of another job (assistant cook / cook or server / maitre d')</li> </ul> </li> <li>- Finding out about the working conditions associated with the job, for example: flexible hours, noisy environment, refrigerated environment, outdoor work</li> </ul>
	<ul style="list-style-type: none"> <li>- Exploration of jobs</li> </ul>	<ul style="list-style-type: none"> <li>- Trying out a job for a day</li> <li>- Thinking about and discussing a specific work situation experienced in one of the following courses: Introduction to the World of Work, Work Skills or Preparation for a Semiskilled Trade</li> </ul>
	<ul style="list-style-type: none"> <li>- Recognition of the importance of technological changes in the job market</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying two technological changes and their impact on certain jobs</li> <li>- Trying out new technologies or techniques in a workshop</li> </ul>
<b>Impact</b>	<ul style="list-style-type: none"> <li>- Awareness of the impact of paid or volunteer work: <ul style="list-style-type: none"> <li>• contribution to society</li> <li>• self-fulfillment</li> <li>• new relationships</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Identifying how practising a given trade contributes to personal well-being (e.g. food production, health care, housekeeping)</li> <li>- Making a list of the personal advantages of doing paid or volunteer work (e.g. remuneration, experience acquired, broader social network)</li> </ul>
<b>Occupational aspirations</b>	<ul style="list-style-type: none"> <li>- Exploration of connections between the training and the types of jobs available: <ul style="list-style-type: none"> <li>• importance of initial qualifications</li> <li>• practical training</li> <li>• continuing training</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Consulting information documents about qualifying for a given trade</li> <li>- Meeting with a worker to discuss his/her career path</li> <li>- Verifying possible means of qualification</li> </ul>
	<ul style="list-style-type: none"> <li>- Initiative: actions to take</li> </ul>	<ul style="list-style-type: none"> <li>- Submitting a résumé to a potential employer</li> <li>- Enrolling in a course in order to qualify for a job</li> </ul>

Socio-vocational Integration Plan		
Concepts	Processes	Possible applications
<b>Development of a socio-vocational integration plan</b>	<ul style="list-style-type: none"> <li>- Preparation of a socio-vocational integration plan               <ul style="list-style-type: none"> <li>• exploration of possibilities</li> <li>• choice of plan</li> <li>• information gathering</li> <li>• determination of the steps involved</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Finding information about trades he/she is interested in (e.g. computer graphics assistant) on educational and vocational Web sites</li> <li>- Visiting companies where people work in different trades and observing the characteristics of certain traditionally male- and female-dominated trades</li> <li>- Finding information about applicable health and safety rules (e.g. for unskilled chemical workers)</li> <li>- Discussing with classmates or adults in their environment information gathered about the CSST, WHMIS (Workplace Hazardous Materials Information System) and CCQ (Commission de la construction du Québec)</li> <li>- Drawing up a schedule of actions to take</li> </ul>
<b>Implementation of the plan</b>	<ul style="list-style-type: none"> <li>- Implementation               <ul style="list-style-type: none"> <li>• contact with people in the field</li> <li>• commitment</li> <li>• use of strategies</li> <li>• action</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Meeting with a worker</li> <li>- Identifying an experience in which perseverance was a real asset</li> <li>- Preparing to convince someone of his/her plan's potential</li> </ul>
<b>Reflection</b>	<ul style="list-style-type: none"> <li>- Recognition of the impact on:               <ul style="list-style-type: none"> <li>• himself/herself</li> <li>• others</li> <li>• his/her future</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Thinking about the possibility of earning a living, becoming independent, contributing to society, meeting new people, etc.</li> <li>- Discussing job-related values and beliefs</li> <li>- Envisioning himself/herself in a specific workplace and imagining the evolution of his/her career over time</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>- Human resources:               <ul style="list-style-type: none"> <li>• parents, other family members, peers, friends, teachers, guidance counsellors, other school staff, etc.</li> </ul> </li> <li>- Resources in the public and private sectors:               <ul style="list-style-type: none"> <li>• agencies offering employability or employment assistance services, integration and training facilities, including government agencies (CSST, local employment centre, Carrefour jeunesse emploi, etc.) and community agencies</li> <li>• businesses: industries, private companies, etc.</li> </ul> </li> <li>- Material resources:               <ul style="list-style-type: none"> <li>• Web sites containing information about the education system, trades and occupations, the job market, legal and regulatory provisions, etc.</li> <li>• educational and vocational information documents and books</li> <li>• <i>Directory of Semiskilled Trades</i>, etc.</li> </ul> </li> </ul>	

### 15.1.9 Introduction to the World of Work

#### Ministry Competencies<sup>38</sup>

Competency 1: Understands the requirements of different work situations	Evaluation Criteria:
<ul style="list-style-type: none"><li>• Becomes familiar with the characteristics of each situation</li><li>• Identifies the resources to mobilize</li><li>• Considers the legal and regulatory provisions</li><li>• Reflects on his/her ability to meet the requirements of each situation</li></ul>	<ul style="list-style-type: none"><li>- Accuracy of the analysis of each situation</li><li>- Relevance of the resources identified</li><li>- Realistic assessment of the impact of legal and regulatory provisions on his/her behaviour</li><li>- Relevance of reflections regarding his/her ability to meet requirements</li></ul>
<b>Learning Targets:</b>	
<p>At the end of the program, the students are able to:</p> <ul style="list-style-type: none"><li>- Clearly understand the requirements of different situations presented in the classroom workshop.</li><li>- Before undertaking a task, accurately analyze the work situation.</li><li>- Recognize certain contextual, technical, sequential and relational aspects of the tasks to be performed.</li><li>- Find the human, material or environmental resources needed to complete the different tasks suggested and discern those that are most likely to assist them in their work.</li><li>- Observe safety standards and meet the requirements of future employers, become familiar with the legal and regulatory provisions that will govern their actions and identify some of the consequences of these provisions on their behaviour.</li><li>- Evaluate their ability to understand the requirements of different work situations and their ability to meet them.</li></ul> <p>Know their strengths, limitations and areas that require improvement, and are thus better prepared to provide quality work.</p>	
Competency 2: Performs tasks associated with different work situations	Evaluation Criteria:
<ul style="list-style-type: none"><li>• Commits to each situation</li><li>• Adjusts his/her behaviour in each situation</li><li>• Reflects on the value of his/her work experience</li></ul>	<ul style="list-style-type: none"><li>- Level of commitment to participating in each work situation</li><li>- Effectiveness of adjustments made with respect to the requirements of each task</li></ul>

<sup>38</sup> [Work-Oriented Training Path – Career Development \(Chapter 10\)- Pre-Work Training, Introduction to the World of Work](#)



	- Emphasis on the impact of his/her experiences on his/her ability to handle a work situation
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### **Learning Targets:**

At the end of the program, the students are able to

- Perform tasks associated with the different work situations they will encounter in the workplace.
- Able to commit to each of the situations presented by taking into account the organization, context and sequence of operations, methods and techniques in which the tasks are to be performed.
- Use human, material, organizational or documentary resources according to their needs, and comply with the requisite legal and regulatory provisions.
- Through frequent exchanges with their teacher and peers, the students assess their behaviour with respect to the requirements of each task, adjust it as needed and occasionally consider other means of improving.
- Recognize the consequences of their experiences on their ability to perform tasks associated with a given situation.
- State their interests and skills, which helps them make the appropriate practicum choices.

Feel increasingly capable of dealing with new work situations.

<b>Competency 3: Adopts attitudes and behaviours appropriate to different work situations</b>	<b>Evaluation Criteria:</b>
<ul style="list-style-type: none"> <li>• Discerns desirable attitudes and behaviours</li> <li>• Demonstrates his/her ability to adapt to different situations</li> <li>• Reflects on his/her attitudes and behaviours in a work situation</li> </ul>	<ul style="list-style-type: none"> <li>- Relevance of attitudes and behaviours adopted</li> <li>- Degree of adaptability to different situations</li> <li>- Accuracy of the analysis of his/her attitudes and behaviours in work situations</li> </ul>

### **Learning Targets**

At the end of the program, the students are able to

- Adopt attitudes and behaviours that are appropriate to the different work situations presented in class.
- Recognize social behaviours appreciated or required by employers, as well as behaviours to avoid when performing tasks related to a job function. To facilitate their learning, the students must remain open-minded and flexible. Depending on the context, they must be able to modify an attitude, a habit or a behaviour.
- Take the necessary means to adapt to different work situations, even the most difficult.
- Develop appropriate affective strategies to improve their ability to adapt. The context of the classroom workshop allows students to become aware of the extent to which they adapt to different situations and explain how they do so.

Through frequent discussions, they are able to benefit from their experience, recognize their strengths and take up new challenges. They

realize that their work has value and they are able to assess their progress in achieving their objective—to become independent, responsible workers.

#### Course Content:

#### Concepts, Types of Actions and Strategies

Concepts	Types of Actions
<b>Nature of work situations</b>	<ul style="list-style-type: none"> <li>- Identification of the different tasks to be performed</li> <li>- Analysis of each of the tasks and the sequence in which to carry them out</li> <li>- Consideration of the different characteristics of the work context</li> </ul>
	<b>Possible Applications</b> <ul style="list-style-type: none"> <li>- In breadmaking, determining the tasks involved in making bread: preheating the oven, mixing the ingredients, kneading the dough and baking the bread</li> <li>- Performing, in the proper sequence, each of the tasks involved in making bread</li> <li>- Taking into account where the task is carried out, who will be using the product or service, what event is targeted, how much time is required to perform the task, etc.</li> </ul>
<b>Raw materials</b>	<ul style="list-style-type: none"> <li>- Identification of the elements required to perform the task (e.g. ingredients, materials)</li> <li>- Use, storage and recovery of materials, ingredients, etc.</li> </ul>
	<b>Possible Applications</b> <ul style="list-style-type: none"> <li>- Identifying: <ul style="list-style-type: none"> <li>- in breadmaking: the type of flour required, the desired texture of the dough, the spices and herbs to use, etc.</li> <li>- in cabinetmaking: the different types of wood and their uses</li> </ul> </li> <li>- In a kitchen, using ingredients appropriately; checking their quality; handling, correctly storing and recovering leftovers for reuse</li> <li>- In a painting shop, using and storing paint safely</li> </ul>
<b>Concepts</b>	<b>Types of Actions</b>
<b>Processes</b>	<ul style="list-style-type: none"> <li>- Assimilation and application of different methods to produce a good or deliver a service</li> </ul>
	<b>Possible Applications</b> <ul style="list-style-type: none"> <li>- Cutting an object by following a template, measurements and techniques (e.g. to make a garment, or a wooden or plastic object)</li> <li>- Sorting objects of different sizes and shapes (e.g. to store tools, cooking utensils)</li> <li>- Following directions for using an appliance or device (e.g. food processor, cell phone, planer)</li> <li>- Adapting a recipe to a situation (e.g. making 5 or 500 loaves of bread, preparing mortar using 3 or 6 elements)</li> <li>- Operating a cash register, checking purchase orders, filling out an invoice, etc.</li> <li>- Explaining a recipe, menu, technique or procedure to a superior, client, coworker, etc</li> </ul>

<b>Concepts</b>	<b>Types of Actions</b>
<b>Equipment</b>	<ul style="list-style-type: none"> <li>- Choice of appropriate equipment</li> <li>- Proper use of equipment, in accordance with recommended techniques</li> <li>- Familiarity with and use of clothing required by or appropriate to the task</li> </ul>
	<b>Possible Applications</b> <ul style="list-style-type: none"> <li>- Identifying and understanding how to operate: <ul style="list-style-type: none"> <li>- in breadmaking: a scale, blender, oven, etc.</li> <li>- in cabinetmaking: a saw, drill, sander, etc.</li> <li>- in horticulture: a spreader, garden hose, etc.</li> </ul> </li> <li>- Using the tools, equipment and instruments specific to different tasks: <ul style="list-style-type: none"> <li>- in cooking: using an electric knife or food processor safely</li> <li>- in cabinetmaking: using a band saw or drill according to directions</li> </ul> </li> <li>- Determining the clothing required by or appropriate to the task: <ul style="list-style-type: none"> <li>- in cooking: wearing an apron, hat and gloves to handle food</li> <li>- in table service: wearing clean clothes</li> </ul> </li> </ul>
<b>Legal and regulatory provisions</b>	<ul style="list-style-type: none"> <li>- Familiarity with and observance of rights and obligations</li> <li>- Familiarity with different forms of supervision and authority</li> </ul>
	<b>Possible Applications</b> <ul style="list-style-type: none"> <li>- Identifying the sanitation, hygiene and safety rules applicable in different contexts</li> <li>- Applying sanitation rules when preparing food</li> <li>- Wearing a safety helmet, goggles or gloves in a woodworking shop</li> <li>- Reporting real and potential hazards</li> <li>- Referring to labour standards, as needed</li> <li>- Identifying persons in authority at home, at school or at the recreation centre, and being familiar with their level of responsibility</li> <li>- Understanding his/her role and responsibilities and the type of supervision required, e.g. greenhouse workers</li> </ul>
<b>Expected behaviours</b>	<ul style="list-style-type: none"> <li>- Identification of appropriate and inappropriate attitudes and behaviours in work situations</li> <li>- Observation of his/her behaviours and attitudes</li> <li>- Identification of necessary adjustments</li> </ul>
	<b>Possible Applications</b> <ul style="list-style-type: none"> <li>- Discussing desired behaviours with respect to authority figures, coworkers and customers (e.g. forms of address, pleasant disposition, respect, tolerance, courtesy, communication, regular attendance, punctuality, discretion)</li> </ul>

<b>Concepts</b>	<b>Types of Actions</b>
<b>Expected Behaviours (Continued)</b>	<b>Possible Applications</b> In the classroom workshop: <ul style="list-style-type: none"> <li>- observing his/her behaviour with respect to authority (e.g. complying with or disregarding rules, a supervisor's instructions)</li> <li>- observing how he/she relates to others (e.g. with respect, goodwill, courtesy, shyness, hostility)</li> <li>- evaluating his/her attitude with respect to attendance, punctuality, dress code</li> <li>- Identifying recurrent behaviour (e.g. systematically challenging authority or blindly submitting to it)</li> <li>- Finding ways of improving, following the teacher's comments regarding his/her lack of cooperation in a workshop activity</li> </ul>
<b>Teamwork</b>	<ul style="list-style-type: none"> <li>- Cooperation and mutual assistance</li> </ul> <b>Possible Applications:</b> <ul style="list-style-type: none"> <li>- Giving a presentation with two or three classmates, following a company visit</li> <li>- Participating in role-playing highlighting the difficulties that arise when a teammate does not listen</li> </ul>
<b>Adaptation</b>	<ul style="list-style-type: none"> <li>- Identification of requirements associated with change</li> <li>- Assimilation of ways of dealing with new situations</li> </ul> <b>Possible Applications</b> <ul style="list-style-type: none"> <li>- Identifying his/her reactions to change (e.g. a new teammate, different working conditions, work setting, rate of production)</li> <li>- Discussing with his/her peers the insecurities that a major change can cause</li> <li>- Using stress management techniques (e.g. deep breathing, relaxation)</li> </ul>
<b>Organizational culture</b>	<ul style="list-style-type: none"> <li>- Assimilation of organizational culture</li> </ul> <b>Possible Applications</b> <ul style="list-style-type: none"> <li>- Exploring, through research and company visits, differences in organizational culture: management styles, types of interpersonal relations, customer service</li> </ul>

Strategies	Explanations
<b>Cognitive strategies</b> These strategies help students process, organize, generalize and structure information.	<ul style="list-style-type: none"> <li>- Visualizing or writing down the steps involved in a task</li> <li>- Applying prior knowledge to a new task</li> <li>- Identifying determining factors in a situation</li> <li>- Verifying his/her understanding of the task:               <ul style="list-style-type: none"> <li>- asking questions</li> <li>- reformulating instructions</li> <li>- taking notes when instructions are given</li> </ul> </li> <li>- Determining the resources needed to perform a task, based on the requirements and the context</li> <li>- Anticipating problems</li> </ul>
Strategies	Explanations
<b>Metacognitive strategies</b> These strategies help students monitor, control and evaluate the strategies used.	<ul style="list-style-type: none"> <li>- Evaluating his/her work and comparing it to the requirements of the task</li> <li>- Reflecting on what he/she learned</li> <li>- Examining his/her work: methods, techniques, equipment and strategies used</li> <li>- Reviewing his/her behaviours</li> <li>- Making adjustments as needed during the task</li> <li>- Considering different ways of improving</li> <li>- Considering his/her attitudes and behaviours, evaluating their consequences and making the necessary adjustments</li> <li>- Making connections between his/her personal resources, interests and aptitudes and the requirements of the task</li> </ul>
<b>Affective strategies</b> These strategies help students regulate and control their emotions, thoughts or attitudes toward learning.	<ul style="list-style-type: none"> <li>- Engaging in positive self-talk</li> <li>- Taking risks</li> <li>- Taking the time to learn and allowing himself/herself to make mistakes</li> <li>- Focusing on the task when he/she is less attentive</li> <li>- Rewarding himself/herself after accomplishing part of the task</li> <li>- Fighting negative thoughts</li> <li>- Adopting ways of controlling his/her anxiety</li> </ul>
<b>Resource management strategies</b> These strategies help students plan, monitor, control and evaluate internal and external resources.	<ul style="list-style-type: none"> <li>- Using a model to develop a work plan or schedule (time management)</li> <li>- Creating conditions in his/her life that are conducive to work</li> <li>- Being familiar with the available resources (e.g. people, documents, Web sites)</li> <li>- Asking for help (e.g. from teachers, classmates) when necessary and determining the best time to do so</li> <li>- Asking for the opinions of peers, parents, the teacher or another meaningful person in his/her life</li> <li>- Learning from other students' experience</li> </ul>

## Examples of Resources

- Human resources:
  - o teachers, guidance counsellors, other school staff, peers, family, friends, etc.
- Material resources:
  - o list of job functions, class notes, examples of work processes and plans, books and documents on trades and occupations, information and communications technologies (ICT), etc.
- Public and private resources:
  - o businesses, government agencies (e.g. CSST, local employment centres, Carrefour jeunesse emploi) and community organizations (e.g. youth centres, recreation centres) Youth Employment Services (YES), Sanajiit Project,

### \*Nunavik Specific Resources

### 15.1.10 Work Skills (Work Training)

#### Ministry Competencies<sup>39</sup>

Competency 1: Develops specific competencies associated with one or more semiskilled trades	Evaluation Criteria:
<ul style="list-style-type: none"> <li>• Recognizes work methods</li> <li>• Performs required tasks</li> <li>• Reflects on his/her methods</li> </ul>	<ul style="list-style-type: none"> <li>- Thorough preparation</li> <li>- Effective strategies</li> <li>- Relevant reflections on his/her work methods and experience</li> </ul>
Learning Targets:	
<ul style="list-style-type: none"> <li>- By the end of the program, students have developed specific competencies associated with one or more semiskilled trades.</li> <li>- They know how to use strategies to improve how they learn, as well as their performance in the practicums. They show concern for the quality of the product or service provided.</li> <li>- To recognize work methods, students are able to examine each task related to the specific competency associated with the chosen trade, clearly understand the sequence of operations involved and identify the methods and techniques appropriate to each work situation.</li> <li>- They can take into account legal and regulatory provisions related to each situation and the particular conditions for performing the different tasks, using different methods. They may, for example, ask questions about aspects they do not understand or observe the practicum supervisor in the workplace.</li> <li>- To perform required tasks, students make effective use of performance strategies. They observe the characteristics of the workplace and model themselves on good workers. They pay attention to instructions and explanations. They make sure they understand the tasks they are to perform.</li> <li>- By sharing their reflections with supervisors and peers, students are able to evaluate how they perform tasks. They can identify their achievements and difficulties encountered and envision ways of improving their performance.</li> <li>- They can also appreciate the impact of their experience on their practical training.</li> </ul>	
Competency 2: Adopts attitudes and behaviours required in the workplace	Evaluation Criteria:
<ul style="list-style-type: none"> <li>• Recognizes expected attitudes and behaviours</li> <li>• Adapts to the workplace</li> <li>• Reflects on his/her attitudes and behaviours in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>- Accurate choice of attitudes and behaviours</li> <li>- Degree of adaptability to the workplace</li> <li>- Relevant reflections on the attitudes and behaviours adopted in the workplace</li> </ul>

<sup>39</sup> [Work-Oriented Training Path - Career Development \(Chapter 10\)- Pre-Work Training, Work Skills](#)

### **Learning Targets:**

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- By the end of the program, students are capable of adopting the attitudes and behaviours employers expect. Through their experience in the classroom and different practicum settings, they can anticipate the impact of certain behaviours and attitudes on the successful completion of their practicums.
- Students are capable of identifying the appropriate attitudes and behaviours in different work situations. To this end, they demonstrate self-discipline (e.g. attendance, punctuality, appropriate attire).
- They consider the general characteristics of the workplace, its nature and function, taking into account the specific requirements imposed by the workplace, as well as other elements that might affect their behaviour. They also demonstrate an ability to deal responsibly with unforeseeable situations and take suitable measures, such as asking their supervisor or a more experienced colleague for help, or expressing their opinion appropriately.
- They are open-minded and flexible, and show concern for establishing harmonious interpersonal relationships. They understand that it is normal to have to deal with delicate situations and take every opportunity to learn and improve their skills. Their self-control, among other things, improves their employability and facilitates their integration into the work force.
- Whether in a practicum setting or in the classroom, students reflect appropriately on their attitudes and behaviours. In frequent discussions, in particular with their supervisors and other people they trust, they identify attitudes and behaviours to retain, improve or develop. Thus they envision ways of making the desired changes and adopting attitudes and behaviours expected in other practicum settings.

### **Course Content:**

Within the competency 1; Students are to develop and improve on **seven** different competencies from the Directory of Semi-Skilled Trades that will be useful in their workplace.<sup>40</sup> This can be completed over 3 years, targeting a few competencies at a time, and specified in the student report card.

Within competency 2; Development is based on training content that can be broken down into four major types of methods to be mobilized:

1. the Learning Process
2. Strategies
3. Attitudes and Behaviours that foster Job Retention
4. Use of Documents and Other Resources

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<sup>40</sup> [Framework for the Evaluation of Learning, Work Skills](#), p. 4



## 1. Learning Process

The learning process in the Work Skills program is divided into three phases: preparation for the practicum, performance in the practicum and integration. It is a dynamic, iterative, and flexible process that can be adapted to students' needs and the available resources. The teacher and practicum supervisor in the workplace must support students throughout the learning process, which will be applied as often as necessary during the two-year program.

<b>Preparation for the Practicum</b>	
Preparation is a determining factor in the students' choice of practicum. During this phase, students must apply all of their knowledge, as well as their personal and occupational profile, which they established in the Preparation for the Job Market program, to choose a practicum based on their interests and aptitudes, particularly those acquired or developed in the Introduction to the World of Work program. This phase also provides them with access to the information they need to make an informed choice. It enables them to focus on their training needs, envision different ways of meeting them, increase their motivation and alleviate their fears about undertaking a practicum.	
<p>The students must:</p> <ul style="list-style-type: none"> <li>• take advantage of their work-related and volunteering experience</li> <li>• define their interests</li> <li>• recognize their aptitudes and potential</li> <li>• validate their perceptions by consulting people they trust</li> <li>• identify the important elements to consider (e.g. employment sector,</li> </ul>	<ul style="list-style-type: none"> <li>• nature of tasks, distance and transportation options, specific requirements)</li> <li>• identify the knowledge they need to perform the tasks</li> <li>• envision expected attitudes and behaviours</li> <li>• anticipate the resources they can use</li> <li>• determine their first and second choice of practicum</li> <li>• review the preparation phase</li> </ul>
<b>Performance in the Practicum</b>	
At this phase, students focus on the development of the targeted specific competencies, as well as on the adoption of attitudes and behaviours expected in the workplace where they will be doing their practicum. They use the necessary knowledge, methods and techniques to perform their tasks and conform to the related legal and regulatory provisions.	
<p><b>The students must:</b></p> <ul style="list-style-type: none"> <li>• become familiar with the work context and organization, the culture of the work environment, appropriate behaviours, etc.</li> <li>• make sure they understand the tasks to be performed: ask questions, pay attention to instructions and reformulate them as needed</li> <li>• become familiar with the supervisory</li> </ul>	<ul style="list-style-type: none"> <li>• structure communication methods, facilities and work tools</li> <li>• follow instructions, respect deadlines and do their best</li> <li>• during the practicum, check with their supervisor or work colleagues that they are meeting requirements and expectations, and make any necessary adjustments</li> <li>• review the performance phase</li> </ul>

<b>Integration</b>	
<p>This phase gives students an opportunity to reflect on all their practicum activities and take a critical look at the quality of their adaptation and training in the workplace. This reflection will enable them to discover their strengths and learning, and to identify any necessary improvements and determine strategies for making them. They may also examine how much the practicum enabled them to validate their perception of the employment sector they chose and whether they are still interested in it. They will then be able to plan the next step in their training.</p>	
<p><b>The Students Must:</b></p> <ul style="list-style-type: none"> <li>• evaluate the quality of their adaptation and performance in the workplace</li> <li>• take a critical look at different work methods and uses of resources</li> <li>• take stock of their discoveries and determine how they enrich their personal and occupational profile</li> <li>• consider their attitudes and behaviours, evaluate their consequences, and make any necessary adjustments</li> </ul>	<ul style="list-style-type: none"> <li>• consider the effectiveness of the strategies used to overcome difficulties, especially in unforeseen circumstances</li> <li>• consider different ways of improving their performance</li> <li>• anticipate applying their competencies in other contexts</li> <li>• reflect on the integration phase</li> </ul>

## 2. Strategies

These strategies are useful resources that enable students to improve their learning approach and performance during the practicum. Students with learning difficulties will most likely need a variety of strategies to take charge of their performance. They must learn to recognize the need to use strategies in order to succeed, to evaluate the effectiveness of the ones they use and to develop new ones as needed. The following table contains strategies associated with each of the phases in the process. Some may be used in other phases as well.

Chart Below:

Preparation Strategies	Performance Strategies	Integration Strategies
<ol style="list-style-type: none"> <li>Learning about the different employment sectors: <ul style="list-style-type: none"> <li>Talking to workers, parents, school staff, friends, classmates, etc.</li> <li>Consulting different resources: The directory of semiskilled Trades, inforoute de la formation professionnelle, emploi-Québec, REPERES (GRICS), etc.</li> </ul> </li> <li>Identify potential Practicum positions: <ul style="list-style-type: none"> <li>Consulting the bank of practicum positions provided by the teacher in the community</li> <li>Consulting directories in local employment centers, (KRG employment agent)</li> <li>Locating potential practicum positions in the community</li> </ul> </li> <li>Envisioning ways of managing stress</li> <li>Making contact with different workplaces in order to make an informed choice</li> <li>Applying for a practicum position</li> </ol>	<ul style="list-style-type: none"> <li>Observing the characteristics of the workplace</li> <li>Modelling themselves on good workers</li> <li>Listening and being open to instructions and explanations</li> <li>Verifying how to perform the required tasks</li> <li>Breaking down the tasks into steps if necessary</li> <li>Repeating certain tasks to facilitate the acquisition of automatic responses</li> <li>Bearing the expecting outcomes in mind</li> <li>Accepting that they will not understand everything and asking questions as needed</li> <li>Taking every opportunity to learn</li> <li>Paying attention to the terminology associated with the employment sector and using it appropriately</li> <li>Reformulating the supervisors instructions to make sure they understand the task asked of them</li> <li>Using a problem-solving process as needed</li> <li>Finding ways of remembering that applicable health and safety rules (e.g. taking notes, paying attention to pictographs)</li> <li>Consulting their workplace or school supervisor when faced with a problem.</li> </ul>	<ol style="list-style-type: none"> <li>Basing their reflections on facts rather than impressions <p>Discussing their experiences in the workplace with classmates</p> <ul style="list-style-type: none"> <li>Support received</li> <li>Working climate</li> <li>Availability of resources</li> <li>Requirements</li> <li>Positive and negative (3:1)</li> <li>Stressful situations</li> <li>Leisure-school-work balance</li> </ul> </li> <li>Discussing different aspects of their competency development with their practicum supervisors at school and in the workplace <ul style="list-style-type: none"> <li>Practical aspects of their integrations into the workplace</li> <li>Adaptation to the new environment</li> <li>Achievements</li> <li>Attitudes and behaviours</li> <li>Difficulties encountered</li> <li>Means used to improve their performance</li> <li>More complex tasks to come</li> </ul> </li> <li>Asking classmates and supervisors for suggestions on how to make improvements</li> </ol>

**3. Attitudes and Behaviours that Foster Job Retention** (select a few each year or teach by theme)

- |  |   |   |
|--|---|---|
| <ul style="list-style-type: none"><li>• Sense of responsibility</li><li>• Respect for life and the environment</li><li>• Self-discipline (e.g. observance of schedules, politeness, courtesy, honesty, appropriate attire)</li></ul> | <ul style="list-style-type: none"><li>• Autonomy</li><li>• Team spirit and mutual assistance</li><li>• Reliability</li><li>• Thoroughness</li><li>• Constancy</li><li>• Curiosity</li><li>• Attentiveness and open-mindedness</li></ul> | <ul style="list-style-type: none"><li>• Sense of initiative (within occupational limits)</li><li>• Self-control</li><li>• Desire to learn and improve their skills</li><li>• Desire to establish harmonious interpersonal relationships</li></ul> |
|--|---|---|

**4. Use of Documents and Other Resources**

- Student uses the Directory of Semi-Skilled Trades to select training representing their interests
- Student follows and utilizes their training plan (Work Agreement)
- Student utilizes other resources, (brochures, books, company directories, procedural guides, directions, calendars, schedules, etc.)

## 15.2 Training for a Semi-Skilled Trade

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### 15.2.1 Inuktitut First Language Arts

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Students in TST should follow the KI secondary cycle one curriculum for this course, either Secondary 1.1 or 1.2.\*

### 15.2.2 English/French Second Language Arts

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Students in TST should follow the secondary cycle one curriculum for this course, either Secondary 1.1 or 1.2.\*

ESL

[http://www.education.gouv.qc.ca/fileadmin/site\\_web/documents/dpse/formation\\_jeunes/PFEQ\\_Chap\\_06.4\\_01.pdf](http://www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/formation_jeunes/PFEQ_Chap_06.4_01.pdf)

FSL

[http://www.education.gouv.qc.ca/fileadmin/site\\_web/documents/dpse/formation\\_jeunes/PFEQ\\_FLS2003\\_LOW.pdf](http://www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/formation_jeunes/PFEQ_FLS2003_LOW.pdf)

### 15.2.3 Mathematics

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Students in TST should follow the secondary cycle one curriculum for this course, either Secondary 1.1 or 1.2.\*

[http://www.education.gouv.qc.ca/fileadmin/site\\_web/documents/dpse/formation\\_jeunes/PFEQ\\_Math\\_2003\\_LOW.pdf](http://www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/formation_jeunes/PFEQ_Math_2003_LOW.pdf)

\*Students who have successfully completed secondary 1.1 cannot repeat the same level and can only be registered in secondary 1.2 courses.

#### 15.2.4 Preparation for the Job Market (PJM)

PJM is the exact same course for PWT and TST.

##### Ministry Competencies<sup>41</sup>

Competency 1: Establishes his/her personal and occupational profile	Evaluation Criteria:
<ul style="list-style-type: none"><li>• Examines his/her personal characteristics</li><li>• Reflects on the reasons for his/her achievements</li><li>• Discovers his/her occupational interests through a variety of activities</li></ul>	<ul style="list-style-type: none"><li>- Appropriateness of his/her reflection on his/her personal profile</li><li>- Accurate analysis of his/her achievements</li><li>- Coherent connections between his/her personal and occupational characteristics</li></ul>
<b>Learning Targets:</b>	
<p>At the end of the program, students will:</p> <ul style="list-style-type: none"><li>- Be familiar with their personal and work-related resources and how to mobilize them. By performing simulated or actual work tasks, they will have learned more about themselves.</li><li>- Be able to make an informed judgment on their personal and occupational profile. In particular, students recognize their main strengths and interests.</li><li>- Identify the factors that motivate them and help them meet challenges.</li><li>- Identify and understand the essential aspects of their achievements at school as well as in extracurricular activities.</li><li>- Describe the strategies used and recognize their effectiveness. On occasion, they judge the appropriateness of these strategies to other work-related activities.</li><li>- Through frequent discussion, students share their workshop and practicum experiences. They make coherent connections between their personal characteristics and the requirements of the different work-related activities, which enables them to discover their interests.</li></ul>	
Competency 2: Gains an understanding of the job market	Evaluation Criteria:
<ul style="list-style-type: none"><li>• Becomes familiar with the characteristics of the job market</li><li>• Gathers information about work situations</li><li>• Envisions himself/herself as a future worker</li></ul>	<ul style="list-style-type: none"><li>- Understanding of the characteristics of the job market</li><li>- Variety of means of exploration</li><li>- Relevance of his/her thoughts on his/her future role as a worker</li></ul>

<sup>41</sup> [Work-Oriented Training Path – Career Development \(Chapter 10\) – Training for Semi-skilled Trade, Preparation for the Job Market](#)

**Learning Targets:**

At the end of the program, students will:

- Have a relatively clear understanding of the job market. As they will soon enter the job market, they are able to identify its principal aspects and to envision themselves as workers.
- Recognize the different types of work. They understand that there are several types of work organization and fields of activity.
- Take into account the impact of working conditions on their personal and work life.

In order to gather information about today's job market, students diversify their exploration methods, in particular by observing and experiencing different work situations. They also use relevant resources such as Web sites, local newspapers and resource people. They take a critical look at the quality and validity of the information gathered.

In order to envision themselves as future workers, students share their discoveries and understanding of the world of work with others. Thus they put their learning to good use and become aware of the importance of their rights, responsibilities and obligations with respect to their career choice.

**Competency 3: Carries out a socio-vocational integration plan****Evaluation Criteria:**

- Develops a plan
- Implements the plan
- Evaluates the plan

- Determination of the steps involved in the socio-vocational integration plan
- Management of his/her plan
- Relevance of his/her reflections on his/her plan

**Learning Targets:**

At the end of the program, students will:

- Have developed and implemented a socio-vocational integration plan adapted to their personal profile and the opportunities available. Through observation, exploration and experimentation, mobilize the most useful resources for their socio-vocational integration.
- Plan the steps involved in their socio-vocational plan.
- Identify potential practicum positions, communicate with contacts, and take into account the requirements of the job and their own possibilities.
- Carry out each step in their plan.
- In implementing the plan, use the strategies needed to achieve their personal and work-related objectives and develop new ones as needed. They may also use other resources to overcome difficulties encountered.
- Evaluate their plan, examine the effectiveness of the means used and make the necessary adjustments.
- Exercise critical judgment when examining their experiences, which enables them to undertake new challenges and foresee using the same approach in the future.

## Course Content:

The program content is divided into three major themes: personal and occupational identity, the job market and the socio-vocational integration plan.

Personal and Occupational Identity		
Concepts	Processes	Possible Applications
<b>Personal history</b>	<ul style="list-style-type: none"> <li>- A look at his/her family, academic and social history: <ul style="list-style-type: none"> <li>• understanding of past experiences</li> <li>• identification of important aspects</li> <li>• awareness of factors that influence him/her</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Illustrating the highlights of his/her history on a time line</li> <li>- Relating an experience in his/her early school life and explaining to peers the understanding he/she has of that experience today</li> <li>- Making a list of people who influenced his/her choice of recreational activities</li> </ul>
	<ul style="list-style-type: none"> <li>- A look at his/her work-related history: <ul style="list-style-type: none"> <li>• understanding of past experiences</li> <li>• identification of important aspects</li> <li>• awareness of factors that influence him/her</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Relating an event and giving it meaning by making connections with his/her occupational interests. For example: <ul style="list-style-type: none"> <li>• When I was younger, I liked cutting trees in the woods with my grandfather. Today I like being in nature and working outdoors.</li> <li>• While taking care of my sister who was ill, I realized I had the ability to take care of others.</li> <li>• I am interested in mechanics, and when I think about it, my father always did his car repairs himself.</li> </ul> </li> </ul>
<b>Current profile</b>	<ul style="list-style-type: none"> <li>- Exploration of various aspects of his/her personality: <ul style="list-style-type: none"> <li>• personal characteristics</li> <li>• family and social environment</li> <li>• occupational interests</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Verifying others' (peers', parents') perceptions of him/her: What qualities, strengths or behaviours do they attribute to me?</li> <li>- Questioning his/her level of participation in extracurricular activities at school</li> <li>- Explaining to a friend how he/she reacts to a new task</li> <li>- Seeking opportunities to evaluate his/her ability to help others</li> <li>- Identifying job opportunities in his/her socioeconomic environment</li> <li>- Exploring his/her preferences by doing an interest test</li> </ul>
	<ul style="list-style-type: none"> <li>- Consideration of his/her experiences with paid or volunteer work</li> </ul>	<ul style="list-style-type: none"> <li>- Writing a résumé highlighting his/her experiences with paid or volunteer work</li> <li>- Realizing that he/she has developed a real interest in a trade following a summer job</li> <li>- Understanding that his/her ability to keep to a work schedule means that he/she can also fulfill his/her obligations at school</li> </ul>



<b>Personal and Occupational Identity (Continued)</b>		
<b>Concepts</b>	<b>Processes</b>	<b>Possible Applications</b>
<b>Current profile (continued)</b>	<ul style="list-style-type: none"> <li>- Evaluation of his/her level of self-confidence</li> </ul>	<ul style="list-style-type: none"> <li>- Comparing situations that make him/her feel safe with those that make him/her uncomfortable</li> <li>- Reading and summarizing a short text on self-confidence</li> <li>- Describing a person he/she sees as having self-confidence</li> <li>- In teams, listing behaviours that demonstrate a healthy level of self-confidence</li> </ul>
	<ul style="list-style-type: none"> <li>- Construction of his/her identity in real-life situations               <ul style="list-style-type: none"> <li>• empowerment</li> <li>• motivation</li> <li>• ability to adapt to change</li> <li>• ability to take risks</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- In an organized debate, expressing his/her opinion and realizing the influence it can have on other people</li> <li>- Experiencing success and realizing that staying motivated was a key element</li> <li>- Trying a new experience and realizing he/she can handle it</li> <li>- Enrolling in a challenging sport or cultural activity</li> <li>- Stating the strengths and weaknesses he/she observed at work in the workshop or the workplace</li> </ul>
<b>Personal and Occupational Aspirations</b>	<ul style="list-style-type: none"> <li>- Exploration of his/her dreams for the future and visualization of himself/herself in different roles</li> </ul>	<ul style="list-style-type: none"> <li>- Discussing with peers and imagining his/her life in five years and in ten years</li> <li>- Expressing the importance of lasting friendships</li> <li>- Working for a day in a plastics moulding factory in order to explore the field</li> <li>- Hosting a show on the student radio station</li> <li>- Using a band saw in a workshop making a wooden play unit for a daycare centre</li> <li>- Exploring and trying out the duties of a butcher's helper, using a tool on a Web site. (<a href="http://www.repertoireppo.qc.ca/">http://www.repertoireppo.qc.ca/</a>)</li> </ul>

The Job Market		
Concepts	Processes	Possible applications
<b>Characteristics of the job market</b>	<ul style="list-style-type: none"> <li>- Familiarity with certain characteristics of the job market</li> <li>• occupational sectors and associated trades</li> <li>• jobs</li> <li>• working conditions</li> <li>• changes</li> <li>• occupational health and safety (preventive strategies)</li> <li>• traditionally male- and female-dominated trades</li> </ul>	<ul style="list-style-type: none"> <li>- Seeking information about the tasks to be performed in a workshop, practicum or activity. For example: <ul style="list-style-type: none"> <li>• Finding information about the tasks performed by a grocery clerk</li> <li>• Comparing the characteristics of a specific job with those of another job (assistant cook / cook or server / maître d')</li> </ul> </li> <li>- Finding out about the working conditions associated with the job, for example: flexible hours, noisy environment, refrigerated environment, outdoor work</li> </ul>
	<ul style="list-style-type: none"> <li>- Exploration of jobs</li> </ul>	<ul style="list-style-type: none"> <li>- Trying out a job for a day</li> <li>- Thinking about and discussing a specific work situation experienced in one of the following courses: Introduction to the World of Work, Work Skills or Preparation for a Semiskilled Trade</li> </ul>
	<ul style="list-style-type: none"> <li>- Recognition of the importance of technological changes in the job market</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying two technological changes and their impact on certain jobs</li> <li>- Trying out new technologies or techniques in a workshop</li> </ul>
<b>Impact</b>	<ul style="list-style-type: none"> <li>- Awareness of the impact of paid or volunteer work: <ul style="list-style-type: none"> <li>• contribution to society</li> <li>• self-fulfillment</li> <li>• new relationships</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Identifying how practising a given trade contributes to personal well-being (e.g. food production, health care, housekeeping)</li> <li>- Making a list of the personal advantages of doing paid or volunteer work (e.g. remuneration, experience acquired, broader social network)</li> </ul>
<b>Occupational aspirations</b>	<ul style="list-style-type: none"> <li>- Exploration of connections between the training and the types of jobs available: <ul style="list-style-type: none"> <li>• importance of initial qualifications</li> <li>• practical training</li> <li>• continuing training</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Consulting information documents about qualifying for a given trade</li> <li>- Meeting with a worker to discuss his/her career path</li> <li>- Verifying possible means of qualification</li> </ul>
	<ul style="list-style-type: none"> <li>- Initiative: actions to take</li> </ul>	<ul style="list-style-type: none"> <li>- Submitting a résumé to a potential employer</li> <li>- Enrolling in a course in order to qualify for a job</li> </ul>

Socio-vocational Integration Plan		
Concepts	Processes	Possible applications
<b>Development of a socio-vocational integration plan</b>	<ul style="list-style-type: none"> <li>- Preparation of a socio-vocational integration plan               <ul style="list-style-type: none"> <li>• exploration of possibilities</li> <li>• choice of plan</li> <li>• information gathering</li> <li>• determination of the steps involved</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Finding information about trades he/she is interested in (e.g. computer graphics assistant) on educational and vocational Web sites</li> <li>- Visiting companies where people work in different trades and observing the characteristics of certain traditionally male- and female-dominated trades</li> <li>- Finding information about applicable health and safety rules (e.g. for unskilled chemical workers)</li> <li>- Discussing with classmates or adults in their environment information gathered about the CSST, WHMIS (Workplace Hazardous Materials Information System) and CCQ (Commission de la construction du Québec)</li> <li>- Drawing up a schedule of actions to take</li> </ul>
<b>Implementation of the plan</b>	<ul style="list-style-type: none"> <li>- Implementation               <ul style="list-style-type: none"> <li>• contact with people in the field</li> <li>• commitment</li> <li>• use of strategies</li> <li>• action</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Meeting with a worker</li> <li>- Identifying an experience in which perseverance was a real asset</li> <li>- Preparing to convince someone of his/her plan's potential</li> </ul>
<b>Reflection</b>	<ul style="list-style-type: none"> <li>- Recognition of the impact on:               <ul style="list-style-type: none"> <li>• himself/herself</li> <li>• others</li> <li>• his/her future</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Thinking about the possibility of earning a living, becoming independent, contributing to society, meeting new people, etc.</li> <li>- Discussing job-related values and beliefs</li> <li>- Envisioning himself/herself in a specific workplace and imagining the evolution of his/her career over time</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>- Human resources:               <ul style="list-style-type: none"> <li>• parents, other family members, peers, friends, teachers, guidance counsellors, other school staff, etc.</li> </ul> </li> <li>- Resources in the public and private sectors:               <ul style="list-style-type: none"> <li>• agencies offering employability or employment assistance services, integration and training facilities, including government agencies (CSST, local employment centre, Carrefour jeunesse emploi, etc.) and community agencies</li> <li>• businesses: industries, private companies, etc.</li> </ul> </li> <li>- Material resources:               <ul style="list-style-type: none"> <li>• Web sites containing information about the education system, trades and occupations, the job market, legal and regulatory provisions, etc.</li> <li>• educational and vocational information documents and books</li> <li>• <i>Directory of Semiskilled Trades</i>, etc.</li> </ul> </li> </ul>	

### 15.2.5 Preparation for a Semiskilled Trade

Preparation for a Semi-skilled trade follows the exact same competencies and course content as *Work Skills* from PWT, but respects the specific evaluation criteria for TST.

#### Ministry Competencies<sup>42</sup>

<b>Competency 1: Develops specific competencies associated with one or more semiskilled trades</b>	<b>Evaluation Criteria:</b>
<ul style="list-style-type: none"><li>• Recognizes work methods</li><li>• Performs required tasks</li><li>• Reflects on his/her methods</li></ul>	<ul style="list-style-type: none"><li>- Thorough preparation</li><li>- Effective strategies</li><li>- Relevant reflections on his/her work methods and experience</li></ul>
<b>Learning Targets:</b>	
<ul style="list-style-type: none"><li>- By the end of the program, students have developed specific competencies associated with one or more semiskilled trades.</li><li>- They know how to use strategies to improve how they learn, as well as their performance in the practicums. They show concern for the quality of the product or service provided.</li><li>- To recognize work methods, students are able to examine each task related to the specific competency associated with the chosen trade, clearly understand the sequence of operations involved and identify the methods and techniques appropriate to each work situation.</li><li>- They can take into account legal and regulatory provisions related to each situation and the particular conditions for performing the different tasks, using different methods. They may, for example, ask questions about aspects they do not understand or observe the practicum supervisor in the workplace.</li><li>- To perform required tasks, students make effective use of performance strategies. They observe the characteristics of the workplace and model themselves on good workers. They pay attention to instructions and explanations. They make sure they understand the tasks they are to perform.</li><li>- By sharing their reflections with supervisors and peers, students are able to evaluate how they perform tasks. They can identify their achievements and difficulties encountered and envision ways of improving their performance.</li><li>- They can also appreciate the impact of their experience on their practical training.</li></ul>	
<b>Competency 2: Adopts attitudes and behaviours required in the workplace</b>	<b>Evaluation Criteria:</b>
<ul style="list-style-type: none"><li>• Recognizes expected attitudes and behaviours</li><li>• Adapts to the workplace</li><li>• Reflects on his/her attitudes and behaviours in the workplace</li></ul>	<ul style="list-style-type: none"><li>- Accurate choice of attitudes and behaviours</li><li>- Degree of adaptability to the workplace</li><li>- Relevant reflections on the attitudes and behaviours adopted in the workplace</li></ul>

<sup>42</sup> [Work-Oriented Training Path – Career Development \(Chapter 10\) – Training for Semi-skilled Trade, Preparation for a Semi-skilled Trade](#)

### **Learning Targets:**

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- By the end of the program, students are capable of adopting the attitudes and behaviours employers expect. Through their experience in the classroom and different practicum settings, they can anticipate the impact of certain behaviours and attitudes on the successful completion of their practicums.
- Students are capable of identifying the appropriate attitudes and behaviours in different work situations. To this end, they demonstrate self-discipline (e.g. attendance, punctuality, appropriate attire).
- They consider the general characteristics of the workplace, its nature and function, taking into account the specific requirements imposed by the workplace, as well as other elements that might affect their behaviour. They also demonstrate an ability to deal responsibly with unforeseeable situations and take suitable measures, such as asking their supervisor or a more experienced colleague for help, or expressing their opinion appropriately.
- They are open-minded and flexible, and show concern for establishing harmonious interpersonal relationships. They understand that it is normal to have to deal with delicate situations and take every opportunity to learn and improve their skills. Their self-control, among other things, improves their employability and facilitates their integration into the work force.
- Whether in a practicum setting or in the classroom, students reflect appropriately on their attitudes and behaviours. In frequent discussions, in particular with their supervisors and other people they trust, they identify attitudes and behaviours to retain, improve or develop. Thus they envision ways of making the desired changes and adopting attitudes and behaviours expected in other practicum settings.

### **Course Content:**

Within the competency 1; students must demonstrate proficiency in all the specific competencies compulsory to the semiskilled trade chosen.<sup>43</sup>

Within competency 2; Development is based on training content that can be broken down into four major types of methods to be mobilized:

1. the Learning Process
2. Strategies
3. Attitudes and Behaviours that foster Job Retention
4. Use of Documents and Other Resources

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<sup>43</sup> [Framework for the Evaluation of Learning, Preparation for a Semiskilled Trade](#), p.

## 1. Learning Process

The learning process in the Work Skills program is divided into three phases: preparation for the practicum, performance in the practicum and integration. It is a dynamic, iterative, and flexible process that can be adapted to students' needs and the available resources. The teacher and practicum supervisor in the workplace must support students throughout the learning process, which will be applied as often as necessary during the two-year program.

<b>Preparation for the Practicum</b>	
Preparation is a determining factor in the students' choice of practicum. During this phase, students must apply all of their knowledge, as well as their personal and occupational profile, which they established in the Preparation for the Job Market program, to choose a practicum based on their interests and aptitudes, particularly those acquired or developed in the Introduction to the World of Work program. This phase also provides them with access to the information they need to make an informed choice. It enables them to focus on their training needs, envision different ways of meeting them, increase their motivation and alleviate their fears about undertaking a practicum.	
<p>The students must:</p> <ul style="list-style-type: none"> <li>• take advantage of their work-related and volunteering experience</li> <li>• define their interests</li> <li>• recognize their aptitudes and potential</li> <li>• validate their perceptions by consulting people they trust</li> <li>• identify the important elements to consider (e.g. employment sector,</li> </ul>	<ul style="list-style-type: none"> <li>• nature of tasks, distance and transportation options, specific requirements)</li> <li>• identify the knowledge they need to perform the tasks</li> <li>• envision expected attitudes and behaviours</li> <li>• anticipate the resources they can use</li> <li>• determine their first and second choice of practicum</li> <li>• review the preparation phase</li> </ul>
<b>Performance in the Practicum</b>	
At this phase, students focus on the development of the targeted specific competencies, as well as on the adoption of attitudes and behaviours expected in the workplace where they will be doing their practicum. They use the necessary knowledge, methods and techniques to perform their tasks and conform to the related legal and regulatory provisions.	
<p><b>The students must:</b></p> <ul style="list-style-type: none"> <li>• become familiar with the work context and organization, the culture of the work environment, appropriate behaviours, etc.</li> <li>• make sure they understand the tasks to be performed: ask questions, pay attention to instructions and reformulate them as needed</li> <li>• become familiar with the supervisory</li> </ul>	<ul style="list-style-type: none"> <li>• structure communication methods, facilities and work tools</li> <li>• follow instructions, respect deadlines and do their best</li> <li>• during the practicum, check with their supervisor or work colleagues that they are meeting requirements and expectations, and make any necessary adjustments</li> <li>• review the performance phase</li> </ul>

<b>Integration</b>	
<p>This phase gives students an opportunity to reflect on all their practicum activities and take a critical look at the quality of their adaptation and training in the workplace. This reflection will enable them to discover their strengths and learning, and to identify any necessary improvements and determine strategies for making them. They may also examine how much the practicum enabled them to validate their perception of the employment sector they chose and whether they are still interested in it. They will then be able to plan the next step in their training.</p>	
<p><b>The Students Must:</b></p> <ul style="list-style-type: none"> <li>• evaluate the quality of their adaptation and performance in the workplace</li> <li>• take a critical look at different work methods and uses of resources</li> <li>• take stock of their discoveries and determine how they enrich their personal and occupational profile</li> <li>• consider their attitudes and behaviours, evaluate their consequences, and make any necessary adjustments</li> </ul>	<ul style="list-style-type: none"> <li>• consider the effectiveness of the strategies used to overcome difficulties, especially in unforeseen circumstances</li> <li>• consider different ways of improving their performance</li> <li>• anticipate applying their competencies in other contexts</li> <li>• reflect on the integration phase</li> </ul>

## 2. Strategies

These strategies are useful resources that enable students to improve their learning approach and performance during the practicum. Students with learning difficulties will most likely need a variety of strategies to take charge of their performance. They must learn to recognize the need to use strategies in order to succeed, to evaluate the effectiveness of the ones they use and to develop new ones as needed. The following table contains strategies associated with each of the phases in the process. Some may be used in other phases as well.

Chart Below:

Preparation Strategies	Performance Strategies	Integration Strategies
<ol style="list-style-type: none"> <li>Learning about the different employment sectors: <ul style="list-style-type: none"> <li>Talking to workers, parents, school staff, friends, classmates, etc.</li> <li>Consulting different resources: The directory of semiskilled Trades, inforoute de la formation professionnelle, emploi-Québec, REPERES (GRICS), etc.</li> </ul> </li> <li>Identify potential Practicum positions: <ul style="list-style-type: none"> <li>Consulting the bank of practicum positions provided by the teacher in the community</li> <li>Consulting directories in local employment centers, (KRG employment agent)</li> <li>Locating potential practicum positions in the community</li> </ul> </li> <li>Envisioning ways of managing stress</li> <li>Making contact with different workplaces in order to make an informed choice</li> <li>Applying for a practicum position</li> </ol>	<ul style="list-style-type: none"> <li>Observing the characteristics of the workplace</li> <li>Modelling themselves on good workers</li> <li>Listening and being open to instructions and explanations</li> <li>Verifying how to perform the required tasks</li> <li>Breaking down the tasks into steps if necessary</li> <li>Repeating certain tasks to facilitate the acquisition of automatic responses</li> <li>Bearing the expecting outcomes in mind</li> <li>Accepting that they will not understand everything and asking questions as needed</li> <li>Taking every opportunity to learn</li> <li>Paying attention to the terminology associated with the employment sector and using it appropriately</li> <li>Reformulating the supervisors instructions to make sure they understand the task asked of them</li> <li>Using a problem-solving process as needed</li> <li>Finding ways of remembering that applicable health and safety rules (e.g. taking notes, paying attention to pictographs)</li> <li>Consulting their workplace or school supervisor when faced with a problem.</li> </ul>	<ol style="list-style-type: none"> <li>Basing their reflections on facts rather than impressions <p>Discussing their experiences in the workplace with classmates</p> <ul style="list-style-type: none"> <li>Support received</li> <li>Working climate</li> <li>Availability of resources</li> <li>Requirements</li> <li>Positive and negative (3:1)</li> <li>Stressful situations</li> <li>Leisure-school-work balance</li> </ul> </li> <li>Discussing different aspects of their competency development with their practicum supervisors at school and in the workplace <ul style="list-style-type: none"> <li>Practical aspects of their integrations into the workplace</li> <li>Adaptation to the new environment</li> <li>Achievements</li> <li>Attitudes and behaviours</li> <li>Difficulties encountered</li> <li>Means used to improve their performance</li> <li>More complex tasks to come</li> </ul> </li> <li>Asking classmates and supervisors for suggestions on how to make improvements</li> </ol>



**3. Attitudes and Behaviours that Foster Job Retention** (select a few each year or teach by theme)

- |  |   |   |
|--|---|---|
| <ul style="list-style-type: none"><li>• Sense of responsibility</li><li>• Respect for life and the environment</li><li>• Self-discipline (e.g. observance of schedules, politeness, courtesy, honesty, appropriate attire)</li></ul> | <ul style="list-style-type: none"><li>• Autonomy</li><li>• Team spirit and mutual assistance</li><li>• Reliability</li><li>• Thoroughness</li><li>• Constancy</li><li>• Curiosity</li><li>• Attentiveness and open-mindedness</li></ul> | <ul style="list-style-type: none"><li>• Sense of initiative (within occupational limits)</li><li>• Self-control</li><li>• Desire to learn and improve their skills</li><li>• Desire to establish harmonious interpersonal relationships</li></ul> |
|--|---|---|

**4. Use of Documents and Other Resources**

- Student uses the Directory of Semi-Skilled Trades to select training representing their interests
- Student follows and utilizes their training plan (Work Agreement)
- Student utilizes other resources, (brochures, books, company directories, procedural guides, directions, calendars, schedules, etc.)

## 16. Learning Progression

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### 16.1 Learning progression for PWT

The progression of learning is flexible and requires differentiation for each student based on their IEP, abilities and needs. While the competencies and course content stated above are clear; students will progress at their own pace towards their personal goals and objectives as they are able to. There is no set academic level prescribed for students **in PWT there is no credited equivalence to the secondary cycle program.**

Instead, the progression of learning will demonstrate a shift in student autonomy, reducing the student's dependence on the school institution by developing work experience, the student's socio-vocational goals, personal identity, and building a connection to the workforce.

Within the general education courses, the competencies and course content target the same goals as the primary cycle however, throughout the program a student could potentially develop competencies equal to Secondary Cycle 1, in such a case students should be considered for a more advanced alternative pathway, TST.

The practical training courses focus on simulating or experiencing real-life situations to develop skills from the Directory of Semiskilled Trades and develop students' employability skills, ensuring they have achieved enough competency by the end of the program to be certified.

### 16.2 Learning progression for TST

TST is a one-year program that focus on developing a student's numeracy and literacy skills, specific skills linked to a semi-skilled trade as well as develop students' employability skills.

The general education curriculum is the standard Secondary Cycle 1 program for languages and Mathematics; however, the student may still rely heavily on academic supports in the form of *Adaptations*. Students can complete either secondary 1.1 or 1.2 based on their past achievements. If the student completed secondary 1.2 courses in TST, they cannot register in a second year of TST, but could progress into secondary 2.1 or Pre-Vocational 2.1 or into Adult Education Vocation Training for the specific qualifying programs via 'the bridge'.

The practical training courses focus on experiencing real-life situations to develop skills from the Directory of Semiskilled Trades and develop students' employability skills and fulfil their socio-vocational plan.

## 17. Pedagogical Materials (PWT & TST)

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In addition to the course content suggested above, KI has several resources available for use in each subject. In PWT, students can always be evaluated through project-based learning; however, time should be made to reinforce the traditional learning environment of a classroom. Classroom-based learning will allow for a better transition to future pathways of education if the student is able.

Students in TST should learn and be assessed within the regular sector secondary cycle 1 program. These students could be paired with the secondary cycle 1 groups or, respecting their age, taught the secondary cycle 1 materials through differentiation in the secondary cycle 2 group. The TST students could also be taught as their own independent group or with PWT utilizing differentiation.

All resources can be located on the DBserver or the WOTP Teachers Team.<sup>44</sup> If a teacher desires a booklet format of any of the digital files, they may email the KI printing department with the attached file and their specific instructions.

If a teacher would like to share their resources with the other teachers across Nunavik they can contact the Education Consultant for WOTP or start a conversation on the WOTP Teacher Team.

### 17.1 Inuktitut First Language Arts

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KI - Secondary Cycle 1 Inuktitut Program (DBServer & [Nunavik Ice](#))

For more resources, contact the First Language Sector in the Department of Education Services.

### 17.2 English Second Language Arts

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#### **Literacy (Reading, Writing, Speaking, Listening)**

Consult the regular sector English program for primary cycle 3 or Secondary cycle 1. The *Writing Process* may be a good starting point

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<sup>44</sup> [WOTP Teachers Team](#)

for any language program. These resources are available on the DBServer or online.

### **Magazines and Newspapers:**

- What in the World - DBServer
- Canadian Reader Issues - DBServer
- About Air Inuit - <https://www.airinuit.com/en/about-air-inuit>
- Inuit Tapiriit Kanatami (Magazines dating back to 1959) - <https://www.itk.ca/category/inuktitut-magazine/>
- Up Here - <https://uphere.ca/>
- Nipiit Magazine (National Inuit Youth Council) - <https://www.itk.ca/projects/national-inuit-youth-council/>
- First Air, Above & Beyond, Canada's Arctic Journal - [https://issuu.com/arctic\\_journal](https://issuu.com/arctic_journal)
- Nunatsiaq News - <https://nunatsiaq.com/>
- Makivik: Taqralik magazine, maps, audio & video - <http://www.makivik.org/fr/makivik-magazine-online/>
- Qarjuit Youth Council newsletter - <https://issuu.com/qarjuit>

### **Novel Study**

#### **HIP Books (High Interest Publishing)**

HIP Books can be purchased as a set or individual copies and come with a digital teachers guide. The books are written at a primary level, between grade 3 to 6, but cover mature and appropriate content for students in PWT. Subjects include survival situations, bullying, fantasy, horror and mystery, sports and more. The Teacher guides are available on the DBServer for review.

<https://www.hip-books.com/>

#### **Project Gutenberg**

Choose among free epub and Kindle eBooks, download them or read them online. You will find the world's great literature here, with focus on older works for which U.S. copyright has expired. Thousands of volunteers digitized and diligently proofread the eBooks, for you to enjoy.

<https://www.gutenberg.org/>

Consider combining novel study with audio books where possible to support student success.

<https://www.openculture.com/freeaudiobooks>

#### **Learn Quebec Cross Curriculars**

The LES developed by Learn Quebec can be utilized and assessed through language competency as well as the intended subject.

- Autonomy and Social Development (ASD)
- Preparation for the Job Market (PJM)
- Introduction to the World of Work (IWW)

## 17.3 Mathematics

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### **Arctic Hare Series (KI)**

- Shopping at the coop (order or operations)
- My Inukshuk (measurement and geometry)
- The Nature Center (fractions)
- The Greenhouse (data and diagrams)
- It's Hockey Time (statistics and probabilities)

Includes a Student Book, Teacher Guide, posters and reproducible materials available on the DBServer

### **Prism Maths**

- Red: Beginner
- Orange: Intermediate
- Yellow: Advanced

Prism Maths is a basic workbook for students to practice their math skills. While it covers many fundamental competencies it does not demonstrate a practical application of mathematical reasoning. This resource can be used to supplement or differentiate student work. The Prism series can be found on the DBserver

### **Jump Math 7 & 8**

Jump Math is not recommended, but it is available. Workbooks can be ordered along with the Teachers Guide. Digital presentation materials are available on the DBServer.

### **Nelson Mathematics for Knowledge and Employability (8-11)**

### **Nelson Mathematics for Apprenticeship and Workplace (10-12)**

Both Nelson math series workbooks are designed for practical applications and have an accompanying teachers guide which can be ordered; additional digital whiteboard materials can also be ordered but requires an internet connection to access the server.

<https://school.nelson.com/>

## Learn Quebec

Learn Quebec has assembled math resources specifically for PWT. The teacher's guide demonstrates a three-year progression and uses the following textbooks by McGraw-Hill Ryerson & Nelson, workbook and teacher guides purchasable through Nelson. More information can be found on the [Learn Quebec website](#) for PWT.

### Pework Math: Curriculum Guide and Resources

- Math Essentials - Grade 9
- Math Essentials - Grade 10
- Mathematics 12: Workplace & Everyday Life
- Mathematics Concepts and Connections - Grade 10

## 17.4 Technological and Scientific Experimentation

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### **KI Science and Technology Program (Cycle 1) - DBServer**

- Block A
- Block B
- Block C

### **The Nutritower - DBServer & SharePoint**

Every school is equipped with a Nutritower indoor hydroponic garden. Included in the DBServer and SharePoint are instructions on installing and maintaining the equipment as well as many lesson plans that can be used with the product.

### **Food Dehydrator**

Every school is also equipped with Cabela's 80-liter commercial-grade food dehydrator. Included in the DBServer and SharePoint are instructions on installing and maintaining the equipment, as well as recipes, guides and a lesson plan that can be used with the product.

### **Nunavut Arctic Collage Media - <https://nacmedia.ca/>**

NACM has several books that offer an Inuit perspective on the sciences, specifically the environment, stewardship, hunting, health, and more. Consult their website for ordering information.

Select titles:

- Arctic Ecology and Environmental Stewardship
- Hunting Polar Bear in Winter
- Hunting Seal in Summer
- Hunting Caribou in Fall

**Canadian Wildlife Federation** - <https://cwf-fcf.org/en/>

CWF has several resources and lessons available regarding the Living World. Additionally, on the DBServer are several booklets on animals native to Nunavik.

## 17.5 Geography, History and Citizenship Education

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### **KI Social Studies Program (Cycle 1) - DBServer**

- Block A
- Block B
- Block C

#### **Learn Quebec**

Learn Quebec has assembled a three-year progression for PWT Social Studies. In addition there are three different Learning Evaluation Situations (LES). These can be found in the DBServer or on the [Learn Quebec website](#) for PWT.

- [Geography, History & Citizenship Curriculum Map](#)
- LES: Tell Me Your Story
- LES: My Environment? My Possibilities? My Jobs?
- LES: What if it Change?

## 17.6 Autonomy and Social Participation (ASP)

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### **Self-Regulation**

KI - Zones of Regulation

Transformative Life Skills

- Unit 1 - Stress Response
- Unit 2 - Physical and Emotional Awareness
- Unit 3 - Self-Regulation
- Unit 4 - Healthy Relationships

#### **Learn Quebec**

Learn Quebec has assembled a three-year progression for ASD in the form of four different Learning Evaluation Situations (LES). These can be found in the DBServer or on the [Learn Quebec website](#) for PWT.

- ASP LES: Making Sense of Sex: Sex and Making Healthy Choices

- ASP LES: Living in an Apartment
- ASP LES: Healthy Lifestyles Meal Planner
- ASP LES: Your Diet: Friend or Foe?

## 17.7 Preparation for the Job Market (PJM)

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### Learn Quebec

Learn Quebec has assembled a three-year progression for PJM in the form of different Learning Evaluation Situations (LES). In addition to the LES are Lesson Ideas. These can be found in the DBServer or on the [Learn Quebec website](#) for PWT.

- PJM LES: CV-SOS
- PJM LES: Job Interview Coach
- PJM LES: Practicum Planning
- PJM LES: Job Search
- PJM LES: My Portrait

### Lesson Ideas

- Ads and Slogans
- Employer Appreciation
- Job Fair
- Office Etiquette
- Resources for Self-Exploration
- Time Management and Organization
- Working Conditions

## 17.8 Introduction to the World of Work (IWW)

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### Learn Quebec

- IWW LES: Safe and Healthy Cooking

### Career Exploration

Trades and Professions - <https://www.quebec.ca/emploi/metiers-professions>

Vocational Training - <https://www.inforoutefpt.org/>

### Work Safety

Young Workers - <https://www.ccohs.ca/youngworkers>



<https://www.ccohs.ca/images/products/infographics/download/newWorkers.jpg>  
<https://www.worksafeforlife.ca//>

## **Legal Information**

Éducaloi

<https://educaloi.qc.ca/en> (English)

<https://educaloi.qc.ca/> (Français)

## **17.9 Work Skills - Preparation for a Semi-Skilled Trade**

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### **KI - Work Agreement Contract**

Utilize the work contract to specify the learning the student will cover within their training. The contract emphasizes the roles each stakeholder is to play and can be used to remind the student of the expectations of their workplace.

### **Special Projects (PWT only)**

For communities that lack access to reliable work trainings, a 'Special Project' or Work Simulation can take place within the school.

### **Nunavik Directory of Semi-Skilled Trades**

This directory is only meant as a reference to demonstrate how semi-skilled trades can apply to the Nunavik Reality. Available on the WOTP Teachers Team.

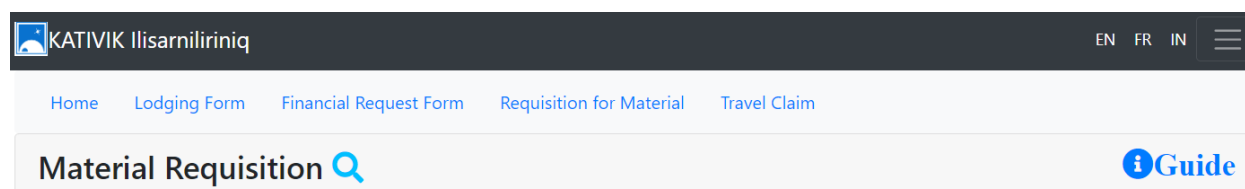
## **18. Ordering, Printing, Shipping and Receiving Materials**

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### **18.1 Material Requisitions**

Teachers are responsible for ordering their own materials. Please follow the instructions provided in the purchasing guideline available on the KI Extranet server under [Requisition for Material](#). Teachers can log into extranet using their Kativik ID login. Upon submitting a requisition through extranet, the teacher will receive a Requisition Number (RQ) by email, which must be signed and coded by the principal. The principal will then forward the order to the purchasing department. A teacher cannot approve their own orders.

A teacher can check the status of all purchase orders by logging into extranet and clicking on the blue magnifying glass.



## 18.2 Purchasing Materials Locally

A teacher may purchase items locally using the school credit card. The method of local purchasing may differ by village. Making a local purchase requires the permission of the school principal. The receipt must be kept, and the budget code must be written on the receipt, the receipt must be submitted to the Centre Director for processing.

## 18.3 Printing Materials

The KI Printing department can print almost anything with the resources at their disposal. Printing is extremely useful when a resource is too large to print locally, requires colour or special binding. To inquire about printing services, contact the printing department [Printing.KSB@kativik.qc.ca](mailto:Printing.KSB@kativik.qc.ca). Before submitting a request, a teacher should consult with their school principal, and have them cc in email correspondence.

## 18.4 Receiving Materials

All material requisitions go through the KI warehouse in Montreal, which are then forwarded to the village the request came from. Included in the package will be a Purchase Order or PO. This is a manifest of all the items requested and shipped. The PO should be kept by the administration team as a reference. To know more about the specific receiving procedures in each village contact the Centre Director.

## 19. Applying for Funding:

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A teacher can apply for funding on behalf of the school for their special projects with the permission of their school principal. Note that KI already has several funds that can be applied for internally.

- **Stay in School (SIS)**  
SIS is a fund provided by the Kativik Regional Government. Each year KI creates a group submission for WOTP and CCD teachers, requests for local submissions are sent out in the spring and fall, where they are collected and given to KRG for review. KRG reserves the right to refuse projects.
- **Healthy Schools**  
Healthy Schools is a fund provided by the Nunavik Regional Board of Health and Social Services (NRBHSS). Submissions to this fund require the support of the local education committee, including a resolution number. Submissions must support healthy lifestyles.
- **New Paths for Education**  
New Paths is a fund provided by the Government of Canada. This fund is specifically designed to promote and provide pedagogical and curriculum development, information and communication technology, and improve community engagement in education.

For more information about these funds or for an application form, contact the School Principal or the Education Consultant for WOTP.

## 20. FAQ & Student Scenarios

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### 1. What should a teacher of WOTP do at the start of a school year?

Completing permission forms will be top priority in the first two weeks of school as WOTP relies heavily on activities outside of the school to improve student engagement. A teacher is legally required to have these completed before leaving the school grounds to ensure that any incident is covered by the school insurance policy.

It is highly recommended to assemble all the forms listed below for the students in advance and clearly mark where signatures are required. Consult the school principal for the relevant forms. If teaching TST,

completing the SIN application should be one of the first forms to be filled as it will be required for the student's work placement.

- General excursion form
- To receive special educational services and assessments
- Agreement for the organization of work placements
- Photo permission form
- Health Form
- [Social Insurance Number](#) (Government)

2. A student is 13 years old and is not experiencing success in the regular stream this year. They have not failed any year previously but passed with some difficulties. They say they want to be in WOTP, or they will drop out. Their attendance is low, and they have an adapted IEP for learning difficulties, no assessment has been made.

The solution is not WOTP, as the student is too young to enter. While they could be registered in Transition Path, this is still not the correct solution at this time. The history of the student demonstrates success with difficulties, the new issue is attendance. The school should work with the parent to establish an intervention with the student regarding their attendance. Additionally, the Special Education Committee should meet to address this student in need and make necessary changes to their IEP to foster success in the regular stream.

3. A student is 15 years old and has not shown success in secondary cycle 1. Their report card shows consistent failures in core subjects. The student is reading and writing at a grade 4 level. Their attendance is low and the strategies in their IEP are not showing any improvement.

This student should be strongly considered for PWT.

4. A student is 16 years old and has failed secondary 3 (2.1). They do not want to repeat Sec 3 again, but they want to go to vocational training to be a heavy equipment operator. What can they do?

This student could be enrolled in pre-Vocational, the student would only have to complete their core subjects and a work training, additional time could be made to support their success in their core subjects. They would get a secondary 3 attestation and could go directly to Adult Education Vocational Training.

5. It is near the end of the school year, a student is 15 years old and failing secondary 1.2, they are not likely to pass their exams. The student wants to drop out and work.

First, the school should investigate why the student is failing and what supports are in place for their success. A meeting of the special education committee the student could try to establish a list of supports if they are not already provided. If the student is determined to drop out, the school could offer an TST in 1.2 to finish their cycle 1 competencies and get them some work experience. This would allow them to better transition into the working world.

6. A student is 16 years old and repeating secondary 2.1 a second time, and they are not likely to succeed. They passed cycle 1 with extreme difficulty. The student has an adapted IEP and the supports are not showing signs of improvement. The student has said they do not want to go to WOTP, they want to stay in their regular class.

The student should not go to WOTP as they have already passed the academic portion of cycle 1 and show no interest. The student file should be reviewed by the special education committee and forwarded to

CCS for a modification. The student would not attain an SSD but would remain in the regular sector on a modification.

7. Do PWT students have to go to work trainings outside of the school?

No, they do not have to go outside of the school. If the school can provide a learning environment that fulfills the required competencies, also known as a work-simulation, the student can remain inside of the school. The student would benefit most from a work training outside of the school; however, this is not always possible.

8. Do students in TST have to participate in work trainings?

Yes, the student must fulfill all competencies of a specific trade. This could be done in the school with only a few select trades, like PWT, students will benefit more from a training outside of the school environment.

9. Can a student in TST participate in multiple work trainings at the same time?

No, Only 1 trade is recognized on the certification, therefore, students in TST should work in a singular environment specified in the Directory for Semi-Skilled Trades. The student could complete a different trade in a second year of TST.

10. If a student is dismissed or leaves the semi-skilled trade internship, can they still graduate?

Yes, the student could still graduate, but they must demonstrate competency in their final workplace. If the student does not complete a work placement they will not be certified.

11. Can a student change their work training throughout the year?

Yes, however, only the final work training will appear on the certificate and the student must demonstrate a mastery of the competencies.

12. What happens if a student passes their academic portion but not the stage?

They would not receive the ministry certification, but could receive recognition for the courses completed (example TST 1.1)

## Appendix

1. WOTP, Parental Consent Form
2. Agreement for the Organization of Work Placements
3. Guidelines for Work Placement - School Coordinator
4. In the Event of an Accident
5. Incident Report
6. Material Damages Report

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Kativik Ilisarniliriniq

**Work-Oriented Training Path**



## Parent/Legal Guardian Authorization Form

I, the undersigned, parent/legal guardian of \_\_\_\_\_  
\_\_\_\_\_, accept the terms and conditions of the  
**Work-Oriented Training Path** offered at \_\_\_\_\_

School. I authorize that my child may participate in work simulations at school and work practicum (or in other work areas) as part of his/her education. I am aware that students in this program will not be obtaining a Secondary School Diploma (SSD) but will receive a certificate from the Ministry of Education, upon completing the performance criteria of this program.

Select the program that will benefit the student's ability and interest:

☐ Pre-work Training  
(3 Years)

☐ Training for Semi-Skilled  
Trades  
(1 Year)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Parent / Legal Guardian

## Agreement for the organization of work placements

### Work-Oriented Training Path (WOTP)

This agreement provides a framework for the conduct of training courses under the Work-Oriented Training Path, which includes the following training programs:

1. Training for a Semi-Skilled Trade (TCST), a one-year training that includes a 375-hour on-the-job training.
2. Prework Training Program (PWTC), a 3 to 5 years training that may include placements of a varying duration, depending on the student's profile.

#### Partners' mandates

The parties agree to the following:

##### THE SCHOOL BOARD

- 1.1 Certifies that the student trainee is enrolled in a school and maintains his/her status as a student for the duration of the internship.
- 1.2 Declares that Kativik Ilisarniliriniq has insurance for its civil liability in all workplace training activities for an unpaid intern. Student trainees are also covered by the insurance plan of Quebec's *Commission des normes, de l'équité, de la santé et de la sécurité du*

travail (CNESST). However, if a host company or organization requires the services of the student outside the scheduled internship hours, the student is no longer under the School Board's responsibility.

- 1.3 Appoints for each student an internship supervisor who will provide adequate support during the internship period.
- 1.4 The internship supervisor, in collaboration with the workplace supervisor appointed by the host company or organization, establishes a training plan for the student trainee, as well as an internship schedule.
- 1.5 Throughout the internship, the supervising teacher assesses the student's performance, attitudes and behaviours in the workplace, in collaboration with the supervisor in the workplace.
- 1.6 A ministerial attestation will be issued to the student trainee who meets all the requirements for successful completion of the Semi-Skilled Trade and Prework Training programs.

#### THE COMPANY OR THE HOST ENVIRONMENT

- 2.1 Introduce the student to his/her work premises for the duration of the internship, in order to enable him/her to develop the skills listed in the *"Student's Training Plan"*.
- 2.2 Agrees with the school supervisor on the student's daily and weekly schedule for the portion of training in the company.
- 2.3 Designates a workplace supervisor who will be responsible for the student in the company for the duration of the internship, and who will assist the student in the learning to be achieved. This supervisor will be the internship contact person in the school.
- 2.4 Ensures that the work placement supervisor works with the school internship supervisor to develop the *Student Training Plan*.
- 2.5 Ensures student safety: ensures that tasks can be performed safely.
- 2.6 Throughout the internship, the workplace supervisor, in collaboration with the teacher in charge of the internship, evaluates the student's performance, attitudes and behaviour in the workplace.
- 2.7 The company undertakes not to hire the student full time before the end of his/her training. Furthermore, the company has no obligation to pay the student a salary. However, it may hire the student outside school hours.
- 2.8 The company undertakes to give the school supervisor free access so that he/she can regularly visit the internship site to discuss with the workplace supervisor and the student the completion of the internship, so as to make the necessary adjustments and ensure better monitoring of the student's progress.

#### CONDITIONS APPLICABLE TO THE STUDENT TRAINEE

- 3.1 Students under 18 cannot be left alone with children; an adult must be present at all times.
- 3.2 Under no circumstances shall a student replace an employee in the

company.

3.3 Throughout the work placement, students shall:

- actively participate in the internship and complete the training in which they are enrolled;
- observe the work schedule as agreed between the school board and the company;
- notify the workplace supervisor and the school supervisor of any absence or problem during the internship;
- comply with the regulations in force in the company;
- adopt a respectful and safe attitude at work towards colleagues, management personnel or any other person with whom they are in contact in the context of their training.

LEGAL AND CIVIL LIABILITIES

- 4.1 Any amendment to this Agreement shall be subject to an agreement between the parties.
- 4.2 The company, in conjunction with the School Board, may terminate the student's internship as a result of exceptional circumstances or conduct prejudicial to the company. The decision is forwarded to the student by the teacher in charge of the internship.
- 4.3 The School Board, the company and the student undertake to respect the rules of ethics regarding the confidentiality of personal information concerning the company and the persons involved in the project.
- 4.4 For each placement, a local agreement will be signed between a representative of the school and a representative of the company. This will include the terms of the internship, the student training plan and the contact information of the local supervisors.
- 4.5 Students who receive on-the-job training and whose activities are unpaid benefit from the protection of the *Quebec Occupational Health and Safety Act* and the Kativik Ilisarniliriniq School Board's portfolio of general civil liabilities.
- 4.6 Students who receive on-the-job training are not paid and are not legally considered as employees of the company and, as such, are subject to the Act respecting labour standards.

**TAX CREDIT**

A company that welcomes one or more individuals on internships as part of the work-study program may receive financial assistance in the

form of a refundable tax credit. For more information, visit [Revenu Québec](#)

#### PARTIES' SIGNATURE

The parties acknowledge that they are aware of the terms and conditions of this partnership agreement, of the conditions set out in the agreement and they undertake to respect its terms and conditions.

For Kativik Ilisarniliriniq:

Signature \_\_\_\_\_ Function \_\_\_\_\_ Date \_\_\_\_\_

For the company:

Signature \_\_\_\_\_ Function \_\_\_\_\_ Date \_\_\_\_\_

### Local Agreement and Student's Training Plan

#### School Program:

- ☐ Pre-work Training Program      Nb of Years in the Program: \_\_\_\_\_
- ☐ Training for Semi-Skilled Trade      Trade: \_\_\_\_\_

#### Student Information:

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

SIN: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_ Emergency Contact: \_\_\_\_\_

#### Work placement Schedule

Dates : From \_\_\_\_\_ to \_\_\_\_\_ Total hours (duration) : \_\_\_\_\_

Working schedule: From \_\_\_\_\_ to \_\_\_\_\_

Monday ☐      Tuesday ☐      Wednesday ☐      Thursday ☐      Friday ☐

**OBJECTIVES OF TRAINING** (what will student be able to do by the end of training):

1.

2.

**MAIN TASKS**

1.

2.

3.

Other comments concerning logistics (ex. meals, equipment required, minimum age, transportation, etc.):

**Partners Contact Information**

Teacher:

Email:

Phone:

Employer (supervisor):

Email:

Phone:

Address:

**Partners roles and responsibilities**

Partners have read the agreement signed by KI and the host organization and are aware of terms and conditions.

**Student's responsibilities:**

1. I respect my schedule. I arrive on time.
2. I attend to my school classes and activities until the end of my training.
3. I respect the rules and regulations of the enterprise.
4. I complete the tasks that are given to me.
5. I respect my colleagues and all staff members.

Signature : \_\_\_\_\_

Date : \_\_\_\_\_

**Employer's responsibilities (supervisor)**

1. Consult the Student Training Plan and clarify expectations
2. Train student on all safety and hygiene rules
3. Give to student tasks and responsibilities in line with his/her Training Plan
4. Share expertise with the student. Teach him/her how to do the work that is expected.
5. Communicate with student and school staff if there is any change in schedule.
6. Inform the student and the teacher of any problem arising during the work placement
7. Give input for student assessment.
8. Other \_\_\_\_\_

Signature : \_\_\_\_\_

Date : \_\_\_\_\_

**School coordinator**

1. In classroom, organize activities in preparation to work placement
2. Support the student with logistics (transport, clothing, meals, SIN number, criminal record check, etc.)
3. Ensure a weekly follow-up with student (individual meetings or group discussions), explore career paths
4. Regular follow-up with the work placement supervisor
5. Communicate any problem to the employer, to school direction and/or to the pedagogic counsellor in charge of the program
6. Have parents sign the consent form

Signature : \_\_\_\_\_

Date : \_\_\_\_\_

☐ Criminal record check of student required

**Guidelines for work placements - School coordinator**

1. By law, school attendance is compulsory until the age of 16. A young person under the age of 16 cannot hold a job during school hours. (However, it is permitted to receive remuneration as part of a training internship).
2. The placement coordinator must obtain a copy of the criminal background check from any employee who works closely with a trainee (mentor, placement supervisor or person in charge at the workplace). A copy must be given to the principal and the to the pedagogic counsellor of the program.
3. Under no circumstances does the trainee replace an employee or perform tasks in his or her place.
4. The company hosting a trainee undertakes not to hire him or her

full time before the end of the training, even if he or she is of legal working age. However, the company is free to hire students outside school hours.

- 5.If the employee responsible for supervising the trainee is absent, the placement period must be cancelled or postponed.
- 6.The school coordinator must be present during students' placement periods if it is part of the agreement with the company or organization.
- 7.Internships are unpaid. Should a company agree to pay compensation to students or the group, the placement coordinator is responsible for managing the money paid to the group.
- 8.A criminal record check of students must be done at the request of companies or organizations. (The student must present themselves at the local police station with two pieces of identification. This is free of charge).
- 9.In the event of an accident, the placement coordinator is responsible for ensuring that all parties have fulfilled their responsibilities (see the procedure in the event of an accident).
- 10.The coordinator must ensure that the activities carried out during the internship meet the objectives of the training and are relevant to the student. (The student does not replace the employee in his duties)
- 11.The coordinator is responsible for maintaining a positive link with partners (by thanking them, by making an adequate follow-up, and by answering their needs and questions).
- 12.The coordinator ensures the continuous improvement of the internship program and relations with partners. Feedback from employers (e.g. training needs, concerns or issues raised, etc.) is forwarded to the pedagogic counsellor of the program.

**Other considerations:**

Some youth already work in their communities after school and



on weekends as part of KRG's Challenge Part-Time program. Be careful that internships are not redundant with their part-time jobs, otherwise students may not see the value of learning a trade they already have and for which they are already paid.

For more information on the laws concerning student workers, consult the [Act respecting labour standards](#) and the CNESST document on insurance (DB Server).

#### **Work-placement conditions for Daycare Centers:**

- The teacher must have a written resolution signed by the local Board of Directors of the childcare. To do so, please contact your local Daycare Center Director and cc. Julie-Ann Berthe, Assistant Director, Childcare, KRG. ([JABerthe@krq.ca](mailto:JABerthe@krq.ca))
- The teacher has to be on-site with the student at all times.
- Students must be at least 16 years old, and provide their judicial verifications (if you need ID for a student, your KRG local office can provide it)
- An educator from KRG (older than 18) must be present at all times. If no educators are there to open a room, the students cannot open the room. They should be relocated to another room where there is a Daycare educator present.

#### **Monetary compensation**

- Childcare Centres cannot afford to pay students for all the hours they are helping in daycares. However, in some cases, an agreement could be worked out between the childcare centre and the school in order for the childcare centre to give an amount of money to the school group. Money could be reinvested in the school projects.

#### **Insurances:**

- ☐ KI students will be covered by the school's insurances as those work placements fall under school projects.
- ☐ KI teachers will be covered by the school's insurances as he/she is conducting a project with his/her employer.

## Workplace Supervisor's Check List

### First steps - Introduction

- Meet with the student and the school coordinator to fill-in *Student Training Plan*
- Welcome the student into the work place, introduce him/her to the team
- Make sure expectations, roles and responsibilities are clear
- Inform student and school coordinator of all safety and hygiene rules that apply on the work place.

## On-the-job training

- Make sure the student respect safety and security rules
- Give to student interesting tasks or challenging tasks (where he/she can gain some useful knowledge or competencies)
- Give to student tasks and responsibilities in line with his/her *Training Plan*
- Give clear instructions, make sure the student understands what he/she has to do and how to do it.
- Share expertise with the student. Teach him/her how to do the work that is expected.
- Give some time to student to reflect upon their experience
- Encourage motivation and school retention (be aware of signs of demotivation)
- Collaborate with school coordinator and allow them to visit the work place.
- Communicate with student and school staff if there is any change in schedule
- Inform the student and the teacher of any problem arising during the work placement
- At any time, the work place supervisor can communicate with the school coordinator to ask for support, help or for any questions.

## Evaluation

- Be attentive to student's needs and progress during work placement
- Support student, et pour l'aider à augmenter sa confiance
- Give input to school coordinator for evaluation

## WHAT TO DO IN THE EVENT OF AN ACCIDENT

What should **STUDENT** do in the event of an accident:

- Inform the employer and my teacher of the event, even if I do not need immediate medical care.
- Fill the Incident Report
- See a doctor as soon as possible, if necessary
- If I consult a doctor, I must ask for a medical attestation or note, and give this attestation to my school teacher.

What should **EMPLOYER** do?

- Keep record of work accidents that happen, in a register

- Have the student sign the register

The *Act respecting industrial accidents and occupational diseases* states that :

« The employer shall enter in a register the work accidents that happen in his establishment that do not make the employee unable to carry on his employment beyond the day his employment injury became apparent; he shall present the register to the worker for his signature confirming that he suffered the accident and the date of its occurrence.”

## INCIDENT REPORT

Student name: \_\_\_\_\_

Phone (at home): \_\_\_\_\_

School and community: \_\_\_\_\_

School program: \_\_\_\_\_

Where did incident occur? (Exact place):

Date of incident: \_\_\_\_\_ Time: \_\_\_\_\_

Detailed description of event (student's testimony). Where? When?  
How? People involved?

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According to you, could this accident have  
been avoided?

☐ Yes ☐ No

If the answer is YES, please explain how:

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#### WITNESSES

Was the student alone when accident occurred? ☐ Yes ☐ No

If the answer is NO, provide names, position and contact  
information of witnesses and their version of the events.

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Describe the injury or pain felt by student.

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On the day of the event, did the student complete  
his/her working shift? ☐ Yes ☐ No

If not, at what time did they leave? \_\_\_\_\_

Date of completion of report : \_\_\_\_\_

Signatures

Student : \_\_\_\_\_ Date: \_\_\_\_\_

Employer or Teacher : \_\_\_\_\_ Date : \_\_\_\_\_

### **MATERIAL DAMAGES - REPORT**

Student name: \_\_\_\_\_

Phone (at home): \_\_\_\_\_

School and community: \_\_\_\_\_

School program: \_\_\_\_\_

Teacher's name: \_\_\_\_\_

WHERE DID EVENT OCCUR?

Contact information of the employer or the person involved.

Name and Last name: \_\_\_\_\_

Name of business/organization: \_\_\_\_\_

Address: \_\_\_\_\_

Phone number: \_\_\_\_\_

Date of incident: \_\_\_\_\_ Time: \_\_\_\_\_

Description of the event (student's testimony). Where? When? How?

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Where there any people injured? ☐ Yes ☐ No \*\*\*If so, fill the Incident Report

#### WITNESSES

Was the person alone when accident occurred? ☐ Yes ☐ No

If the answer is NO, provide name, position, and contact information of witnesses and their version of the events.

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Description of material and equipment:

Description of damages:

Estimation of cost of damages:

#### DESCRIPTION OF DAMAGES

Signatures

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Employer or Teacher: \_\_\_\_\_

Date: \_\_\_\_\_