

*Alternative  
Cooperative  
Experiential Program  
(ACE)*

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## *Acknowledgements*

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We would like to acknowledge the work of Dr. Ryan Champeau, Principal of Waukesha North High School, Wisconsin, and Sue Ruf, Program Coordinator, Waukesha North High School, who first established this alternative education model in 1999 and generously shared their knowledge and advice.

Much of the process elements of the program are derived and adapted directly from the guidelines established at Waukesha North. This includes the timelines, application process, benchmark, demerit concepts, student profiles, and attendance requirements.

Diane Richards, Principal of St. Joseph Secondary School, Dufferin-Peel CDSB, is acknowledged for committing her energy to ending the 'revolving door scenario' that she witnessed at her large, urban secondary school. Diane was inspired by the Waukesha model and supported its adaptations to the culture of St. Joseph's. ACE would not have been established without her leadership.

Jean Courtney piloted and established the program from 2000–2003 and gave ACE its name. She adapted its structure to conform to Dufferin-Peel CDSB norms, created the partnership with Outward Bound, incorporated Cooperative Education, selected the curriculum, and adapted the original model during the foundation years. Nancy McHardy, DPCDSB Social Worker, worked closely with Jean to find solutions to the many and varied challenges that go hand-in-hand with establishing a 'school within a school.' Administrators were very supportive.

Many staff members gave a great deal of their time, energy, enthusiasm, and wisdom to create a learning environment that was rigorous yet personalized; structured yet flexible; and (as much as possible) experiential, whether participating in adventure-based learning or in Cooperative Education, or in designing and leading assemblies for the school.

In particular, the writers of the integrated project led by Marg Smits include Amber Scotchburn, Cori Nay, Pasquale Vasile, and all teachers who are to be acknowledged for compiling their combined wisdom and expertise and sharing it more broadly.

The students of ACE are to be congratulated for their courage and perseverance.

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## *Alternative Cooperative Experiential (ACE)*

ACE is a one-year program for senior students who lack credit and are at risk of dropping out of school before receiving their secondary school diploma. There is an admission and selection process for program entry, as well as contractual attendance and academic expectations. Specific program procedures address congruence with mainstream education. Cooperative Education and integrated curriculum are essential elements.

### *Program Highlights*

Each year the ACE program curriculum is designed to meet the current students' academic needs as a whole. In this one year program, students take credit courses in Mathematics, English, senior Social Science, Healthy Active Living, and four credits in Cooperative Education that link with courses they are taking. A total of ten credits are available through the program with more possible through credit recovery.

Students sign a contract that outlines attendance, behavioural norms, and academic expectations. A project-based interdisciplinary curriculum with learning opportunities beyond the classroom and diverse evaluation methods such as portfolios, presentations, and seminars form part of the strategies for teaching and learning.

### *Program Benefits*

Students benefit in a number of ways from taking part in the program. They:

- connect with the school community and community at large;
- demonstrate increased maturity in relationships with parents;
- improve their attendance;
- decrease the need for disciplinary actions;
- develop healthy friendships;
- increase support networks;
- acquire employability skills.

Staff involved in the program realize benefits such as:

- a minimized stress level;
- significant one-on-one student contact;
- having a cost-effective internal solution to programming.

### *Student Profile*

Candidates for the ACE program usually have one or more of the following attributes. He/she:

- is older than most peers at the grade level;
- is credit deficient (usually fewer than 15 credits by the end of Grade 11);
- is a teen parent;
- is a chronic truant;
- has a history of alcohol or other substance abuse;
- receives support services or has been recommended for support through ISET;
- has been involved with the court system;
- has lost a loved one through death or divorce;
- has difficulties with authority;
- has few friends;
- has moved frequently.

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### *Program Staffing*

- The program coordinator and teachers should have experience in two different disciplines and hold Guidance and Cooperative Education qualifications. They should demonstrate a passion for working with at-risk students; a collaborative work ethic; and a desire to integrate experiential learning.
- There should be a ratio of 2 teachers per 20 students in delivering the program. Two teachers should always be in the classroom.
- Staff should have a scheduled common-planning time.
- The following support services should be included:
  - a social worker to address, for example, major crisis issues and community support referrals.
  - a child and youth worker to work with identified behavioural issues, e.g., providing anger management and communication workshops.
  - community agencies for support with specific issues such as substance abuse.

The Guidance department and administration need to be heavily invested and involved. The program is usually spearheaded by the Guidance department. At least one guidance counsellor and one administrator should be associated with the program so all students receive consistent information and discipline.

A successful way to involve a child and youth worker (CYW) and social worker is to include them in the team-building activities at the beginning of the year. It is very important that these workers are seen as individuals who are part of the students' program support team. Partnering with outside agencies approved by the Board also works well if an individual cannot be assigned full time.

Consistency and stability is something that students in the program react to positively. The individuals who will be a part of the program must be involved from the beginning and must be committed to the students on a regular and routine schedule. Building trust with the students is an important aid in effecting change in their lives.

## *Program Scheduling*

The ACE program schedule should coincide with the regular secondary school schedule. The students experience integrated curriculum through combined assignments during periods 1 and 2.

At the beginning of the first semester, students are involved in team-building and circle activities. Contract expectations are reviewed with a practice “Benchmark.”

*Example:*

### *First Semester*

|                 | Day 1                            | Day 2 | Day 3 | Day 4 | Day 5 |
|-----------------|----------------------------------|-------|-------|-------|-------|
| <b>Period 1</b> | English (ENG4C)   Math (MBF3C) * |       |       |       |       |
| <b>Period 2</b> | Navigating the Workplace (GLN4O) |       |       |       |       |
| <b>Period 3</b> | Lunch                            |       |       |       |       |
| <b>Period 4</b> | Co-op                            |       |       |       |       |
| <b>Period 5</b> | Co-op                            |       |       |       |       |

### *Second Semester*

|                 | Day 1 | Day 2 | Day 3                                                                                | Day 4                                                                                | Day 5                                                                                |
|-----------------|-------|-------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <b>Period 1</b> | Co-op | Co-op | English (ENG4C)<br>Math (MBF3C) *                                                    | English (ENG4C)<br>Math (MBF3C)                                                      | English (ENG4C)<br>Math (MBF3C)                                                      |
| <b>Period 2</b> |       |       | Issues in Human Growth and Development (HHG4M)                                       | Issues in Human Growth and Development (HHG4M)                                       | Issues in Human Growth and Development (HHG4M)                                       |
| <b>Period 3</b> |       |       | Lunch                                                                                | Lunch                                                                                | Lunch                                                                                |
| <b>Period 4</b> |       |       | Religion                                                                             | Religion                                                                             | Religion                                                                             |
| <b>Period 5</b> |       |       | Miscellaneous (social service agencies, leadership opportunities, Co-op integration) | Miscellaneous (social service agencies, leadership opportunities, Co-op integration) | Miscellaneous (social service agencies, leadership opportunities, Co-op integration) |

\* English and Math are delivered in 0.5 credit allocations each semester in this year long model.

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### *Program Curriculum*

- The curriculum should be contingent on student needs and teachers' qualifications.
- The curriculum for the ACE program should be customized and interdisciplinary.
- The curriculum can incorporate other programs, such as Junior Achievement and CPR/First Aid training.

### *Highlighting Students in the School Community*

Students in the ACE program are unique within the semestered school because the program operates on a full-year schedule with the same teachers all day and all year. Since these students were part of the school community throughout Grades 9–11, they need to continue to feel that they are a part of the school in its entirety.

To acknowledge the changes that students have gone through and their commitment to their education, it is essential to highlight these students in a number of positive and creative ways. This helps to contribute to their sense of belonging to the school community, as to well as building their self-esteem.

### *Involve the students in school-wide activities such as assemblies:*

Students in the ACE program can take an integral part in the planning and delivery of school-wide assemblies.

#### *An example*

The teachers liaised with the Social Science department and coordinated a Remembrance Day assembly with a Grade 10 History class. The students were responsible for assisting in the setup and cleanup of the assembly. They participated in the delivery of the Remembrance Day messages. As an active member of the Army Reserves, a student volunteer from the ACE program laid a wreath. The administration publicly acknowledged and thanked the students in the ACE program in front of their peers. The students derived a great deal of personal satisfaction from their participation and received positive feedback from both their peers and the teaching staff in the school.

### *Publish students' accomplishments:*

There are extensive opportunities to publish various accomplishments that the students in the ACE program achieve. It can be a part of the routine to update the school community and staff of these students' successes through the school newsletter or school newspaper, as well as to submit stories of success to other publications.

#### *An example*

When the students returned from an Outward Bound experience, an article was submitted to the *Catholic Register*. The students were able to see, in print, the pride the staff had in them for completing such an awesome and overwhelming experience. After students had completed their first-semester Cooperative Education placements, the staff submitted an article to *Ontario Prospects*, highlighting the program and, in particular, the success of one of the students who was hired by her Cooperative Education placement worksite.

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*Acknowledge students and parents personally for of a job well done:*

Several times throughout the term, acknowledge the students personally by writing personalized notes to them and/or their parents. The good feelings that these notes can generate are multi-faceted; they assist the teacher in furthering a relationship with both the student and the home and reconnecting the two.

*An example*

A school made available school notes and postcards to send home. After receiving a note of encouragement or praise for a job well done, the students thanked the teachers for taking the time to write to them and their parents about their accomplishments. Some parents posted these notes on the refrigerator to show their pride in their children's accomplishments.

*Encourage ACE students to volunteer as a part of the school community:*

Students in the ACE program can volunteer in the school community in a number of ways. Volunteering within the school and the broader community can be a positive experience for students.

*An example*

Several students took an active role in volunteering for volleyball tournaments hosted by their school. They also volunteered as assistants during the Advent Family Party put on by the school for staff and their families. Many of the students in the ACE program also volunteered at a children's party at Vita Manor, a home in the community for unwed mothers and their babies. Since this was sponsored by their parish, these students made a connection to the parish and the community through this volunteer initiative.

*Highlight Cooperative Education placements through a Co-Op Career Showcase:*

A positive way to integrate students in the ACE program into the regular school environment is to have them participate in a Career Showcase as a part of profiling the Cooperative Education workplace experience.

*An example*

Through the use of a display board and by relaying personal experiences from their workplace, students shared their successes with the school community. Teachers signed up their classes (particularly the careers classes) to cycle through the displays produced by the Cooperative Education students. Members of the community, as well as the workplace supervisors, were invited to the school to witness the students sharing their work experiences.

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## *Credit Opportunities*

### *(Beyond the 10 Credits Offered in the ACE Program)*

Every opportunity to maximize a student's success should be supported. Therefore, students who need more than the 10 credits to graduate are given the opportunity to review the following methods.

#### *I. Credit Recovery*

Often, the students in the ACE program need more than the 10 credits offered in the program to meet their graduation requirements. They are given the opportunity to retrieve credits that they were not successful in gaining prior to their Grade 12 year and as is outlined in OSS Policy 6.5. They must receive a final course mark between 40–49% and are granted a credit for the course only after completing a culminating activity task that allows them to demonstrate their learning. This task is a comprehensive assignment that thoroughly addresses a topic from the course curriculum being recovered. Adequate completion of the assignment gives students a mark of 50% in the course and the credit is added to their academic record.

#### *II. Independent Learning Courses (ILC)*

After consulting with the student's credit counselling summary and their guidance counsellor, the students in the ACE program who need more than the 10 credits offered through the program are given the opportunity to work on Independent Learning Courses (ILC) provided through the Ministry of Education. Time is allotted on a weekly basis for the students to work on completing their ILCs and time is also available during the exam schedules throughout the year.

#### *III. Night School/Summer School*

The teacher and guidance counsellor work together to ensure that the students have their forms filled out on time, and they suggest what courses need to be taken.

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### *Overview of an ACE Program Project*

The project, A Teen's Definition of Crisis, is an integrated curriculum model that can be used for the second semester of the program. This project forms the basis for the summative task that connects the key learnings of a variety of courses. This flexible model can be used with whichever credits are being offered in the program. For example, the credits in the example provided include English, Grade 12, College Preparation (ENG4C) and Mathematics of Personal Finance, Grade 11, College Preparation (MBF3C) as half credits, as they are worked on for the full year. The other two courses are Issues in Human Growth and Development, Grade 12, University/College Preparation (HHG4M) and Navigating the Workplace, Grade 12, Open (GLN4O) as full credits, as they are only worked on for the second semester. Other possible subject connections include Religion (Grade 12), Introduction to Anthropology, Psychology, and Sociology (Grade 11), and Individuals and Families in a Diverse Society (Grade 12).

### *Why Use an Integrated Curriculum Approach*

The concept of integrated curriculum is especially relevant to students who are at risk. These students easily become disinterested, especially when similar material and expectations are taught repeatedly throughout the day in different courses. By integrating curriculum through grouping similar expectations in various courses, this repetition does not occur.

As well, integrated curriculum enables students to experience a blended day rather than to go from Math to English to Social Science to Guidance classes. If they have anxiety associated with any of the subjects, this is reduced as it is only a component of their project.

Another aim of integrated curriculum is to engage the students by creating curriculum that is relevant to their lives. Because the courses change to meet the needs of the students, integrated curriculum projects based on the expectations of these courses are relevant to the population. For instance, the project modelled in this resource addresses subjects and issues that are very close to the experiences of the students in one ACE program.

The integrated curriculum approach has students working in groups as much as possible and the project can be divided into manageable segments. Concepts and skill sets are taught and explained, as needed by the students. Once the concepts are taught, explained and understood, the students know what they are to work on for the particular segment assigned. Students who still need help can have more support from either the teacher or their group members, and the students that have the concept mastered can go on with the project.

The classroom can be organized with round tables, and the students can be assigned to their places using a random system at the beginning of each week. Many leadership skills are practised and refined in co-operative learning systems. Study carrels are available for students who need to work in an individual setting.

### *Skill Sets Required*

Students need to acquire several skill sets before they are introduced to the project. For example, the students need to understand what Social Science methodology is and have an awareness of the Social Science inquiry model. By brainstorming with the class societal issues and problems that affect human growth and development, the teacher is effectively introducing the project and topic to the class. (See Bibliography)

This project serves as a hands-on opportunity for students to exercise previous skills acquired in the Mathematics of Personal Finance (MBF3C) course during the first semester. For example, students incorporate fractions and percentages when they examine survey results (these concepts are covered during the Accommodation and the Purchasing a Vehicle units). Students also practise the compilation and graphing of data.

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In the Navigating the Workplace (GLN40) course, students use their personal management skills to effectively apply their time to researching, interviewing, planning, and assessing the issue they chose for this project. They must be aware of the timelines set for completion of all elements of both the written report and the presentation and use their organizational skills and strategies. Another component to the project is interviewing professionals in the community and assessing the support network available for teenagers in crisis situations. During this task, students become aware of a variety of professions that service teenagers and the greater community, and they may be open to doing further research in these fields.

The Grade 12 College English (ENG4C) course can be easily integrated into this project. By incorporating various reading strategies, students select and are able to understand appropriate and relevant information on their topic. They hone their ability to create a research plan and hypothesis in order to focus their search, and gain valuable practice in writing throughout the assignment as they revise, edit, and produce various types of finished written work. Students have the opportunity to practise previously learned oral presentation skills and techniques.

It is suggested that feedback given during this assignment could be used in the students' Annual Education Plan.

### *Sensitivity to Research Topic*

In this research project, students are required to investigate and report on a variety of issues that they and their peers may have had to address in their lives. Some of the issues can be particularly sensitive and it is important that the teacher is sensitive to the students' experiences before beginning this project. By speaking with the students about the nature of the subjects investigated through the project, for example, teenage pregnancy, death (suicide), depression, divorce, and homelessness, the teacher can develop an awareness in the student of the sensitivities surrounding the issue and respond to questions that may arise. Support staff for the ACE program can also be of assistance.

### *Bias*

It is important for students to be aware of how their own biases may be reflected in their knowledge of the topic, building of the project surveys, and the interpretation of the survey results. It is useful to remind the students that they may have preconceived opinions about the topic that they select to research, but that these ideas should not interfere with the surveys and interviews they perform, or their interpretation of all their research.

### *Research Tools and Skills*

The student assignment package addresses the practicalities of brainstorming a hypothesis concerning an issue, designing a plan to effectively create a research plan, building an effective survey, and interpreting the results of surveys. The teacher should provide examples of research tools, how to evaluate the reliability of these tools, and suggestions for how to interview fellow students, family members, and community resource personnel. The assignment package also gives the students ideas for the presentation of their research results.

### *Internet Policy*

The Internet is an integral part of the research component of the project. Check school board policy regarding the use of the school's computer systems, e.g., some boards require the students and parents to sign a contract in order to use the system.

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### *Venues for Sharing the Project Results*

The students introduced to this research project could be challenged by the scope of the project, but they should meet the challenge, as they have personal interests in the topics and should take an active role in the investigation of A Teen's Definition of Crisis. Students may be inspired by the opportunity that this project gives them to share their results and research with the school staff. Possible venues for this sharing include presentations as part of a staff meeting, during professional development days, and during department meetings. Students may also share results with classes linked to the project subject matter.

### *Resources Needed*

- Internet access for topic research
- access to a software program to create graphs and charts
- access to word processing
- reference material from the school library, public libraries, etc.
- access to school support staff such as social workers, CYWs, and guidance counsellors
- multimedia equipment for presentations

### *Accommodations or Modifications for Exceptional Students*

Any students who come to the ACE program with exceptionalities, and therefore have IEPs, must be dealt with accordingly. The student's IEP must be consulted and collaboration between the teachers of the ACE program and the Special Education teachers is essential to make any modifications that are required. With support, students may be capable of articulating what they need as modifications or accommodations. They may require assistance with things such as the time frame of assignments and the editing of written work. Timelines can be made more flexible for the IEP student. An important aspect of the teacher's role is to be able to work with students in the ACE program on an individual basis, as required. The practical applications and experiential learning opportunities in the project model, as well as drawing on everyday situations, should interest and engage these students in their learning.

- Divide the total number of staff members attending the staff development day by the total number of groups presenting topics to determine the maximum number of audience members for each group. This will help to ensure that there will be a balanced number of teachers at all sessions.
- Post a list of topics in the teacher's staff room, along with the room number where the presentation will be taking place. Each member of the staff should sign up for one presentation.
- Provide an opportunity for student groups to set up or prepare the classroom they will be presenting in. Book audiovisual equipment, such as a televisions, VCRs, or (data) projectors, ahead of time, or ask for assistance.

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## *Annotated Bibliography*

Bain, Colin M. and Jill S. Coyler. *The Human Way: Introducing Anthropology, Psychology and Sociology*. Don Mills: Oxford University Press, 2001.

- This text can be used as a resource for several aspects of the assignment, A Teen's Definition of Crisis, and includes information on how to conduct and interpret a survey, locate and select information appropriate to the student's topic, and evaluate and cite sources. This resource is used as the text for the Introduction to Anthropology, Psychology, and Sociology course and is widely available.

Cain, Jim, and Barry Joliff. *Teamwork and Teamplay*. Kendall Hunt Publishers, 1998.

- A guide to cooperative, challenge, and adventure activities that build confidence, cooperation, teamwork, creativity, trust, decision making, conflict resolution, communication, and problem-solving skills.

Ministry of Education. *The Ontario Curriculum, Grades 11 and 12, English*. Toronto: Queen's Printer for Ontario, 2000.

- This document was used to determine which expectations would be met through the project A Teen's Definition of Crisis.

Ministry of Education. *The Ontario Curriculum, Grades 10 and 12, Guidance and Career Education, Open Courses*. Toronto: Queen's Printer for Ontario, 2004.

- This document was used to determine which expectations would be met through the project A Teen's Definition of Crisis.

Ministry of Education. *The Ontario Curriculum, Grades 11 and 12, Mathematics*. Toronto: Queen's Printer for Ontario, 2000.

- This document was used to determine which expectations would be met through the project A Teen's Definition of Crisis.

Ministry of Education. *The Ontario Curriculum, Grades 11 and 12, Social Sciences and Humanities*. Toronto: Queen's Printer for Ontario, 2000.

- This document was used to determine which expectations would be met through the project A Teen's Definition of Crisis.

Thames Valley District School Board. *On your own – A practical guide to research, writing, and information literacy*. London, Ontario: 2002.

- This resource has valuable information on interview techniques and formatting reports attached to the project A Teen's Definition of Crisis.

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## *Research Project: A Teen's Definition of Crisis*

### *Part A: Group Formation and Exploration of Research Topics*

- In groups of two, brainstorm various areas of research that you can see as a crisis or issue for today's teenagers. Identify various aspects of the issue while brainstorming. Examples of issues or crises facing teenagers today include:
  - Death (dealing with grief)
  - Divorce
  - Medical Illnesses (such as asthma or cancer)
  - Teen Pregnancy
  - Teen Alcohol Use
  - Teen Drug Use
  - Homelessness
  - Dropping Out of School
  - Eating Disorders
  - The Effects of Violence in the Media

These are just some examples of areas of concern – feel free to approach the teacher with other ideas.

- Submit your research topic to the teacher for approval. Each group must choose a different topic to research.

### *Part B: Research Plan Components*

- Develop a research plan using Appendix A: Research Plan. Consider the best ways to collect data on the topic and incorporate *Social Science Skills and Methods*. The research plan will be handed in for process marks.
- Carry out student surveys. Think of an appropriate way of presenting the survey results, for example, a bar, circle, or scatter graph.
- Conduct interviews with community resource leaders who are experts in their field. Accumulate the latest data and information and record this information for your report. Prepare a set of questions for the interview and be as specific as possible when recording the responses. Listen attentively to the interviewee and thank him/her for his/her time and insight. In the report, include the sources that are in the community to aid teenagers with the issue being researched.
- Complete interviews with students or adults who have insights into your research topic. Use this information in the report.
- Research news publications, magazines, books, scientific journals, and reputable websites to acquire information on your issue. When acquiring this information, always give credit to the source.

**A Tip:** Keep the information you get from each source separate and record all the bibliographic information needed at the top of each page. This way, you will always be aware of where your information is coming from and you will be able to source the work very easily.
- The references and sources used to form your report will be assessed for their integrity and usefulness. (See Appendix B.)

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### *Part C: The Term Paper/Written Research Project*

When you are writing the report/paper, keep in mind the following:

- The paper must be organized, neat, and presentable.
- The paper must be typed using 12 font, either CG Times or Times New Roman, double-spaced, and with headings in bold.
- Document throughout the paper, giving credit to the sources you used following the proper MLA format.
- Number the pages of your report, beginning at page 2 – do not number the title page or the table of contents.
- Your paper should be 1500–2500 words.
- Charts, diagrams, and graphs should always be labelled and referenced.
- Include a References Cited page, listing all the sources you used when writing the paper; this must also be in MLA format. There should be a minimum of 5–7 various sources, e.g., interviews, websites, books, professional journals.
- The report should be proofread for grammar and spelling.

### *Part D: The Presentation*

- It is important to think about how you will present a “student’s view” of the research topic that will engage your audience.
- One way to support the oral presentation of the information in your report is through the creative use of technology. Employ as many forms of technology as possible, including:
  - an electronic presentation;
  - video/television/DVD clips;
  - videotaped interview segments;
  - CD or recorded music;
  - overheads.
- Prepare a handout with the key concepts about the issue concerning teenagers today that you researched. The handout should be easy to read, with nuggets of information instead of paragraphs, and should be attractively and neatly designed.
- Part of your presentation should involve a brief overview of your research paper, including:
  - why you chose the topic,
  - how teenagers in your school reacted to the survey you administered as part of your research,
  - the results of your interview(s), and
  - the community resources available to assist teenagers with the issue.
- If possible, include an interactive component to your presentation.
- Schedule a brief period of time for questions from the audience.
- Your presentation should be approximately 45 minutes in length.

### *Part E: Staff Development Day Presentation*

#### *(Extension Activity)*

The second presentation of your topic will be made for the staff of the school as part of a staff development day. It will help educate the teachers and administration about the issues that challenge teenagers today, as well as the community resources available to the public.

At the conclusion of the presentation, have the participants fill out a feedback form regarding the usefulness of the information and the quality of the presentation.

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*Appendix A: Research Plan*

**Step 1:** Define the problem or issue.

**Step 2:** Our plan to collect data from teenagers on the problem:

**Step 3:** Our plan to collect data from community resource leaders:

**Step 4:** Our plan for researching this issue (*include news publications, magazines, books, reputable websites, scientific journals, etc.*):

**Step 5:** Our plan for organizing an interview(s) with students and/or adults with insight into the topic:



## Appendix C: Written Report Rubric

| Criteria                                                                               | Level 1<br>50–59%                                                                                                                                                                                                                                | Level 2<br>60–69%                                                                                                                                                                                                                  | Level 3<br>70–79%                                                                                                                                                                                                                                   | Level 4<br>80–100%                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Knowledge</b><br>of the research<br>report format                                   | <ul style="list-style-type: none"> <li>- demonstrates limited understanding of report format</li> <li>- a few related sub-topics</li> <li>- limited logical structure</li> <li>- conclusion is limited in relation to crisis explored</li> </ul> | <ul style="list-style-type: none"> <li>- demonstrates some understanding of report format</li> <li>- related sub-topics</li> <li>- overall, logical structure</li> <li>- conclusion somewhat relates to crisis explored</li> </ul> | <ul style="list-style-type: none"> <li>- demonstrates considerable understanding of report format</li> <li>- logical, related sub-topics</li> <li>- clear and focused structure</li> <li>- conclusion clearly relates to crisis explored</li> </ul> | <ul style="list-style-type: none"> <li>- demonstrates thorough understanding of report format</li> <li>- logical, effectively related sub-topics</li> <li>- highly focused structure</li> <li>- conclusion thoroughly relates to and may extend crisis explored</li> </ul> |
| <b>Understanding</b><br>of information,<br>ideas, concepts                             | <ul style="list-style-type: none"> <li>- uses limited variety of significant/academic sources</li> <li>- connects very few facts and ideas</li> </ul>                                                                                            | <ul style="list-style-type: none"> <li>- uses some variety of significant/academic sources</li> <li>- connects some facts and ideas</li> </ul>                                                                                     | <ul style="list-style-type: none"> <li>- uses a variety of significant/academic sources</li> <li>- connects facts and ideas</li> </ul>                                                                                                              | <ul style="list-style-type: none"> <li>- uses a great variety of significant/academic sources</li> <li>- very clearly connects facts and ideas</li> </ul>                                                                                                                  |
| <b>Thinking</b><br>selection of<br>relevant, significant<br>information                | <ul style="list-style-type: none"> <li>- selects little relevant and accurate information to support crisis explored</li> <li>- demonstrates limited awareness of bias/point of view</li> </ul>                                                  | <ul style="list-style-type: none"> <li>- selects some relevant and accurate information to support crisis explored</li> <li>- demonstrates some awareness of bias/point of view</li> </ul>                                         | <ul style="list-style-type: none"> <li>- selects relevant and accurate information in order to support crisis explored</li> <li>- demonstrates clear awareness of bias/point of view</li> </ul>                                                     | <ul style="list-style-type: none"> <li>- selects highly relevant and accurate information in order to support crisis explored</li> <li>- demonstrates thorough awareness of bias/point of view</li> </ul>                                                                  |
| <b>Communication</b><br>to an audience for a<br>purpose                                | <ul style="list-style-type: none"> <li>- communicates with a limited sense of audience and purpose</li> </ul>                                                                                                                                    | <ul style="list-style-type: none"> <li>- communicates with some sense of audience and purpose</li> </ul>                                                                                                                           | <ul style="list-style-type: none"> <li>- communicates with a clear sense of audience and purpose</li> </ul>                                                                                                                                         | <ul style="list-style-type: none"> <li>- communicates with a strong sense of audience and purpose</li> </ul>                                                                                                                                                               |
| <b>Application</b><br>of language<br>conventions:<br>spelling, grammar,<br>punctuation | <ul style="list-style-type: none"> <li>- uses language conventions with limited accuracy and effectiveness</li> </ul>                                                                                                                            | <ul style="list-style-type: none"> <li>- uses language conventions with some accuracy and effectiveness</li> </ul>                                                                                                                 | <ul style="list-style-type: none"> <li>- uses language conventions with accuracy and effectiveness; few minor errors do not distract from report</li> </ul>                                                                                         | <ul style="list-style-type: none"> <li>- uses language conventions very accurately and effectively; few or no errors</li> </ul>                                                                                                                                            |
| documentation of<br>sources                                                            | <ul style="list-style-type: none"> <li>- uses citations and references with limited accuracy and completeness</li> </ul>                                                                                                                         | <ul style="list-style-type: none"> <li>- uses citations and references with some accuracy and completeness</li> </ul>                                                                                                              | <ul style="list-style-type: none"> <li>- uses citations and references accurately and completely; few minor errors</li> </ul>                                                                                                                       | <ul style="list-style-type: none"> <li>- uses citations and references very effectively; citations are entirely complete; very few or no errors</li> </ul>                                                                                                                 |

*Appendix D: Seminar Presentation Rubric*

| <b>Criteria</b>                                                           | <b>Level 1<br/>50–59%</b>                                                                                                                                                                                                                          | <b>Level 2<br/>60–69%</b>                                                                                                                                                                                                                                              | <b>Level 3<br/>70–79%</b>                                                                                                                                                                                                                                                                      | <b>Level 4<br/>80–100%</b>                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Knowledge and Understanding</b><br>of information, ideas, and concepts | <ul style="list-style-type: none"> <li>- uses limited variety of significant academic sources</li> <li>- connects few facts and ideas to the identified crisis</li> </ul>                                                                          | <ul style="list-style-type: none"> <li>- uses some variety of significant, academic sources</li> <li>- connects some facts and ideas to the identified crisis</li> </ul>                                                                                               | <ul style="list-style-type: none"> <li>- uses a variety of significant, academic sources</li> <li>- connects facts and ideas to the identified crisis</li> </ul>                                                                                                                               | <ul style="list-style-type: none"> <li>- uses a great variety of significant, academic sources</li> <li>- clearly connects facts and ideas to the identified crisis</li> </ul>                                                                                                                           |
| <b>Thinking</b><br>selection of relevant, significant information         | <ul style="list-style-type: none"> <li>- selects little relevant and accurate information to support crisis</li> <li>- demonstrates limited awareness of community resources available for the identified crisis</li> </ul>                        | <ul style="list-style-type: none"> <li>- selects some relevant and accurate information to support crisis, including survey results and interview results</li> <li>- demonstrates some awareness of community resources available for the identified crisis</li> </ul> | <ul style="list-style-type: none"> <li>- selects relevant and accurate information in order to support crisis explored, including survey and interview(s) results</li> <li>- demonstrates clear awareness of the variety of community resources available for the identified crisis</li> </ul> | <ul style="list-style-type: none"> <li>- selects highly relevant and accurate information in order to support crisis explored, including survey and interview(s) results</li> <li>- demonstrates thorough awareness of the variety of community resources available for the identified crisis</li> </ul> |
| <b>Communication</b><br>to an audience for a purpose                      | <ul style="list-style-type: none"> <li>- communicates with a limited sense of audience, purpose, and enthusiasm</li> <li>- eye contact, pacing, voice modulation, and body language does not effectively contribute to the presentation</li> </ul> | <ul style="list-style-type: none"> <li>- communicates with some sense of audience, purpose, and enthusiasm</li> <li>- eye contact, pacing, voice modulation, and body language is limited in contributing to the presentation</li> </ul>                               | <ul style="list-style-type: none"> <li>- communicates with a clear sense of audience, purpose, and enthusiasm</li> <li>- eye contact, pacing, voice modulation, and body language effectively supports and contributes to the presentation</li> </ul>                                          | <ul style="list-style-type: none"> <li>- communicates with a strong sense of audience, purpose, and enthusiasm</li> <li>- eye contact, pacing, voice modulation, and body language very effectively supports and contributes to the presentation</li> </ul>                                              |

| <b>Criteria</b>    | <b>Level 1<br/>50–59%</b>                                                                                                                                                                                                                                                                                                                                                           | <b>Level 2<br/>60–69%</b>                                                                                                                                                                                                                                                                                                                                                               | <b>Level 3<br/>70–79%</b>                                                                                                                                                                                                                                                                                                                                                          | <b>Level 4<br/>80–100%</b>                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application</b> | <ul style="list-style-type: none"> <li>- components of the presentation are incomplete</li> <li>- class time was not utilized effectively</li> <li>- there was little technology integrated into the presentation</li> <li>- time requirements were not met</li> <li>- little evidence of planning is evident</li> <li>- summary handout with key concepts is incomplete</li> </ul> | <ul style="list-style-type: none"> <li>- components are somewhat complete</li> <li>- class time was inconsistently utilized</li> <li>- there was some technology integrated into the presentation</li> <li>- time requirements were minimally met</li> <li>- some evidence of planning is evident</li> <li>- summary handout with key concepts is complete, with some errors</li> </ul> | <ul style="list-style-type: none"> <li>- components are complete</li> <li>- class time was often utilized effectively</li> <li>- there were several forms of technology integrated into the presentation</li> <li>- time requirements were met</li> <li>- evidence of planning is evident</li> <li>- summary handout with key concepts is complete and free from errors</li> </ul> | <ul style="list-style-type: none"> <li>- components of presentation are enhanced</li> <li>- class time was always utilized effectively</li> <li>- there were many forms of technology used, including electronic presentations, in the presentation</li> <li>- time requirements were met</li> <li>- clear evidence of planning is evident</li> <li>- summary handout with key concepts is complete and free from errors</li> </ul> |

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## *Appendix E: Timeline*

The following is a suggested timeline for your research project.

1. Research Plan 3–4 Days
2. Completed Survey Results 1 Week
3. Rough Interview Notes 2–3 Weeks
  - a) Expert Interview
  - b) Affected Individual Interview
4. Bibliography of Sources Approximately 1 Week
  - include a summary for each entry.
5. Information Check Approximately 2 Weeks
  - You must hand in all information gathered.
6. Term Paper Approximately 2 Weeks
7. Presentation Week of \_\_\_\_\_

Begin to work on the presentation once you complete your survey results and while you are doing your research.

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### *Relating the Summative Task to Curriculum (Sample)*

The sample illustrates how this summative task allows students to demonstrate key learnings identified by the curriculum in a number of Ontario courses.

#### **Courses:**

Mathematics of Personal Finance, Grade 11, College Preparation, MBF3C

Navigating the Workplace, Grade 12, Open, GLN4O

English, Grade 12, College Preparation, ENG4C

Issues in Human Growth and Development, Grade 12, University/College Preparation, HHG4M

#### **Summative Task:**

Student-led Staff Development:

A Teen's Definition of Crisis

#### **Context:**

This task gives students a different perspective of topics they already know about. Students research an area of concern to high school teenagers today and add their perspectives as teenagers to their research findings. The culmination is students presenting their findings and opinions to the school faculty in a small group setting.

This is a unique opportunity for teachers and other staff members to see a project through the students' perspectives.

The task provides opportunities for students to meet the overall and specific expectations for the courses that compose this integrated project. Students are assessed and evaluated on their demonstrations of learning using a variety of tools.

#### **Project Overview:**

Students look within their own school to analyse issues of teenage concern and then turn to the community with this information to see what services, organizations, and resources can be accessed to assist teenagers with these issues. Through their interviews and research, students cover portions of various curricula and also explore possible connections to careers in the community. Students in the ACE program develop an awareness of issues concerning other teens and a concern for assisting others facing these issues.

#### **Goals:**

- Demonstrate the ability to build positive relationships as well as understand the importance of education to their future.
- Identify and effectively apply strategies for managing time, planning tasks, and decision making.
- Identify and describe self-management and teamwork skills and strategies, and use them effectively in working with others.
- Demonstrate effective use of learning and thinking strategies in school and in real and simulated workplace settings.
- Demonstrate the ability to research information about learning and work opportunities, using print, electronic, and human resources.
- Demonstrate the ability to make informed decisions involving life situations.
- Pose and solve problems and communicate the solutions with clarity and justification.
- Collect and graph relevant information related to a decision being made.
- Identify and weigh all options when making a decision.
- Set goals and self-monitor progress.

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## Related Expectations (Ontario courses)

### Integrated Course #1

#### Mathematics of Personal Finance, Grade 11, College Preparation, MBF3C

##### Strand: Models of Exponential Growth

- EGV.01 • demonstrate an understanding of the nature of exponential growth;
- EG1.01 - describe the significance of exponential growth or decay within the context of applications represented by various mathematical models (e.g., tables of values, graphs, equations);
- EG1.03 - pose and solve problems related to models of exponential functions drawn from a variety of applications, and communicate the solutions with clarity and justification;
- EGV.02 • describe the mathematical properties of exponential functions;
- EG2.01 - sketch the graphs of simple exponential functions, given their equations [e.g., those with equations  $y = 2x$ ,  $y = 10x$ ,  $y = \left(\frac{1}{2}\right)^x$ ], without using technology.

##### Strand: Personal Financial Decisions

- PFV.04 • demonstrate the ability to make informed decisions involving life situations;
- PF4.01 - describe a decision involving a choice between alternatives;
- PF4.02 - collect relevant information related to the alternatives to be considered in making a decision;
- PF4.03 - summarize the advantages and disadvantages of the alternatives to a decision, using lists and organization charts;
- PF4.04 - compare alternatives by rating and ranking information and by applying mathematical calculations and analysis, as appropriate (e.g., calculating loan payments or interest rates; constructing graphs or tables), using technology;
- PF4.05 - explain the process used in making a decision and justify the conclusions reached.

### Integrated Course #2:

#### Navigating the Workplace, Grade 12, Open, GLN4O

##### Strand: Essential Skills for Working and Learning

- ESV.03 • demonstrate effective use of learning and thinking strategies in school and in real or simulated workplace settings;
- ES3.01 - demonstrate the ability to use a process to reflect on their home, school, or work experiences (i.e., describe their experience, assess their performance, apply the learning to similar or different situations, set goals for future performance, identify strategies for achieving them), and explain how this reflection process contributes to continuous learning;
- ES3.05 - demonstrate effective use of a problem-solving process to deal with issues in school and in the workplace.

##### Strand: Personal Development

- PMV.02 • identify and describe self-management and teamwork skills and strategies, and use them effectively in working with others in real or simulated workplace settings;
- PM2.01 - describe self-management skills (e.g., prioritizing, stress management, problem solving), and use them to deal effectively with challenging situations in the school, community, or workplace (e.g., situations involving harassment, unreliability of others);
- PM2.04 - identify strategies that contribute to effective teamwork (e.g., presuming positive intentions, managing conflict, paying attention to self and others, seeking diverse strengths and perspectives), and use them to work collaboratively to accomplish team goals in real or simulated workplace settings;
- PM2.05 - identify a specific need in the community and respond to this need, working as part of a team (e.g., organize a career fair for parents and teachers);
- PMV.03 • identify and effectively apply strategies for managing time, planning tasks, and managing personal finances;

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PM3.01 - identify and use time-management skills (e.g., prioritizing, allocating adequate time, limiting interruptions) and time-management tools (e.g., personal planners, schedules, “to-do” lists) to complete tasks and projects in real or simulated workplace settings;

PM3.02 - develop and implement a plan to complete a task or series of tasks in the community or the workplace (e.g., collect and organize materials and resources, sequence components of the task, create a timeline, delegate responsibilities, make adjustments as required), and assess the effectiveness of the plan.

### **Strand: Exploration of Opportunities**

EOV.01 • demonstrate the ability to research information about learning and work opportunities, using print, electronic and human resources;

EO1.01 - use an inquiry process (i.e., formulate questions; gather, organize, interpret, assess, and communicate information) to locate information about postsecondary learning and work options (e.g., on-the-job training, apprenticeship, college, university, fields of work, specific occupations).

## **Integrated Course #3:**

### **English, Grade 12, College Preparation, ENG4C**

#### **Strand: Literature Studies and Reading**

LI1.01 - analyse and assess ideas, issues, and explicit and implicit information in texts (e.g., assess information from a research report to write an executive summary; explain how separate incidents, characters, or elements in a novel work together to communicate the main theme);

LI1.03 - select and use a variety of effective reading strategies (e.g., before reading a magazine article, examine the date of publication and country of origin to determine the context; create subtitles to summarize or highlight sections of a long article; explain how the theme of a short story relates to its social or cultural context).

#### **Strand: Writing**

WRV.01 • use a range of print and electronic primary and secondary sources to gather and analyse information and ideas and to develop topics for writing;

WR1.01 - investigate potential topics for written work, including an independent study project, by posing inquiry questions, identifying information needs and purposes for writing, and developing research plans to acquire information and ideas (e.g., use a graphic organizer to plan the questions and strategies for an independent study project; create electronic bookmarks for an Internet search to find information for an oral presentation);

WR1.02 - organize and analyse the information, ideas, and sources to suit specific forms and purposes for writing (e.g., categorize information from a variety of sources to clarify divergent positions on an issue; use suggestions from peer discussion in assessing alternative opinions or ideas for an independent study project);

WR1.03 - formulate and refine a thesis to develop content for expressive and business and technical writing, using information and ideas from prior knowledge and research (e.g., imagine possibilities and test hypotheses while developing a thesis for an essay; consult a reference text of specialized or technical terms to add precision to the statement of the problem in a report);

WRV.02 • select and use informational and literary forms suited to various purposes, audiences, and situations, with a focus on research reports, summaries, and short analytical essays;

WR2.01 - select and use appropriate forms to produce written work for specific audiences and purposes, with an emphasis on research reports, summaries, short analytical essays, and scripts (e.g., use a step-by-step procedure to write and illustrate an instructional pamphlet about snowboard safety; compile a class anthology of short analytical essays as models for next year’s class);

WRV.03 • use a range of organizational structures and patterns to produce unified and effective written work;

WR3.01 - use report structure, essay structure, and organizational patterns such as induction, deduction, and process-analysis to present information and ideas in reports and essays (e.g., use a general-to-specific pattern to organize the headings and content of a report on how a law is passed; use a process-analysis pattern to describe the stages of the writing process);

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WRV.04 • revise their written work, independently and collaboratively, with a focus on accuracy of information, coherent organization, clear expression, and effective style;

WR4.01 - revise drafts to strengthen content and improve organization by adding relevant details and examples, reordering ideas, and strengthening connections (e.g., group relevant information to support key ideas in a short analytical essay; create headings and subheadings to indicate general and specific points in a report);

WR4.02 – revise drafts to improve precision and clarity of expression;

WR4.04 - revise drafts to integrate researched information, ideas, and quotations appropriately and ethically, checking all material for accuracy (e.g., incorporate researched material consistently, using parenthetical referencing, charts, graphs, diagrams, and bibliographies to support opinions and assertions);

WRV.05 • edit and proofread to produce final drafts, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as specified for this course, with the support of print and electronic resources when appropriate;

WR5.01 - cite researched information, ideas, and quotations in a consistent and ethical manner according to acceptable research methodology (e.g., cite sources using a recognized style such as that of the Modern Language Association [MLA] or the traditional footnote/endnote system known as the Chicago style);

WR5.02 - produce, format, and publish written work, using appropriate technology to share writing with intended audiences (e.g., submit a report with the sources of information documented and charts, tables, and/or graphics smoothly integrated into text; use graphics, fonts, and typefaces effectively to enhance the impact of a report; adapt an electronic template for a formal letter);

WR5.04 - edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation.

### **Strand: Language**

LGV.01 • use knowledge of language to read, write, and speak effectively, with a focus on choosing, developing, and sustaining an appropriate style;

LG1.04 - express themselves effectively in a variety of spoken and written communications, with a focus on using specialized vocabulary and figurative language and sustaining an appropriate style (e.g., select precise and specialized vocabulary in revising an independent study report; select arresting vocabulary and figures of speech to use in a simulated political debate);

LG1.05 - recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar, usage, spelling, and punctuation, as prescribed for this course (e.g., consult recognized style guides for information about language conventions);

LGV.02 • use listening techniques and oral communications skills to participate in classroom discussions and more formal activities, with a focus on using business and technical language appropriately in interviews and presentations of portfolios and independent study projects;

LG2.04 - plan and deliver oral presentations and conduct interviews, with a focus on researching information and ideas, organizing, rehearsing, and revising.

## **Integrated Course #4:**

### **Issues in Human Growth and Development, Grade 12, University/College Preparation, HHG4M**

#### **Strand: Human Development**

HDV.04 • analyse changes in human development throughout the lifecycle, including early childhood, adolescence, mid-life, and aging;

HD3.03 - describe the physical, intellectual, psychological, social, and emotional changes that take place during and throughout the remaining stages in the life cycle (e.g., development of identity, capacity for abstract thinking, awareness of aging).

#### **Strand: Socialization and Human Development**

SHV.01 • demonstrate an understanding of the critical role that a family plays in the socialization of its members;

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SH1.01 - explain how the current social issues and personal challenges that families face (e.g.; divorce, unemployment, poverty, dual/single income, stress) affect the socialization of family members;

SH1.03 - demonstrate an understanding of the impact that negative socialization patterns can have on human growth and development (e.g., family violence, addictions);

SH1.04 - identify the various school and community programs and projects designed to assist parents in creating positive home environments that foster optimum human development (e.g., family resource centres; parenting courses; Healthy Babies, Healthy Children Program; family-life education programs);

SHV.02 • investigate and interpret the contributions that schools make to the socialization of individuals across the life span;

SH2.01 - describe the diverse ways in which aspects of the school environment (e.g., teachers, volunteers, peer relationships, play, curriculum, adult-education programs, and extracurricular activities) contribute to the socialization of individuals at various stages of the life cycle;

SH2.02 - identify through research and critical analysis the social issues that schools face in educating individuals across the life span (e.g., safety, defiance of authority), and evaluate strategies for dealing with these issues;

SH2.03 - demonstrate an understanding of the impact that parental involvement in the schools can have on a child's growth and development (e.g., with respect to academic performance, confidence, attendance).

### **Strand: Diversity, Interdependence, and Global Connections**

GCV.01 • demonstrate an understanding of the diverse influences that shape human growth and development;

GC1.03 - describe different forms of socially unacceptable behaviour (e.g., thwarting authority, criminal behaviour, anarchy) and predict their short- and long-term effects in various societies;

GCV.02 • explain why social challenges need to be understood within an integrated framework;

GC2.02 - describe emerging initiatives promoting shared responsibility between parents and society (e.g., developing caring communities, extending maternity/paternal leave, encouraging family-friendly workplaces), and evaluate their effectiveness;

GC2.03 - demonstrate an understanding of the effects that various economic, political and social factors (e.g., poor nutrition, low birth weight, illiteracy, technological change) can have on human development;

GC2.04 - identify and evaluate ways to prevent these factors from negatively affecting human growth and development.

### **Strand: Research and Inquiry Skills**

ISV.01 • use appropriate social science research methods in the investigation of issues related to human growth and development;

IS1.01 - demonstrate an understanding of social science research methods (e.g., case study, ethnographic study, narrative inquiry);

IS1.03 - use appropriate research and inquiry skills to investigate topics related to human growth and development;

ISV.02 • use appropriate psychological and sociological terminology relating to human growth and development;

IS2.01 - demonstrate effective data-collection skills, including the ability to gather and select relevant information from a variety of primary and secondary sources (e.g., interviews, questionnaires, Internet sites);

IS2.03 - organize, analyse, and evaluate the quality of the information gathered through research on a particular aspect of human growth and development;

IS3.01 - communicate the results of their investigations effectively in oral presentations and written reports and essays, using an appropriate format for social science research (e.g., introduction/background, statement of purpose, description of method(s), data collection, analysis, discussion of results, conclusion).

## Assessment and Evaluation Strategies and Scoring Tools

### Navigating the Workplace, Grade 12, Open, GLN40

| Purpose    | Assessment and Evaluation Strategies                                                                                              | Scoring Tools              | Expectations                                                    | Achievement Chart |
|------------|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------|-----------------------------------------------------------------|-------------------|
| Assessment | Reflective Journal:<br>Thinking Strategies -<br>My Favourites and ones to try!                                                    | Mentoring                  | ESV.03, ES3.01,<br>ES3.05                                       | K/U, T, C         |
| Diagnostic | Self-assessment of Self-<br>Management and Teamwork<br>Skill Knowledge                                                            | One-on-one<br>conferencing | PMV.02, PM2.01,<br>PM2.04                                       | K/U, T            |
| Evaluation | Oral Presentation:<br>The Problem-solving process<br>used for selecting a topic for A<br>Teen's Definition of Crisis              | Rubric                     | ESV.03, ES3.01,<br>ES3.05, PMV.02,<br>PM2.05, PMV.03,<br>PM3.02 | K/U, T, C, A      |
| Assessment | Tip sheet for managing time,<br>prioritizing, and planning tasks                                                                  | Checklist                  | PMV.03, PM3.01,<br>PM3.02                                       | K/U, T, C, A      |
| Assessment | Teamwork Task: Your research<br>plan!                                                                                             | Checklist                  | PMV.02, PM2.01,<br>PM2.02, PMV.03,<br>PM3.02                    | K/U, T            |
| Evaluation | Chart:<br>Staying on Time!<br>What we did                                                                                         | Rubric                     | PMV.03, PM3.01,<br>PM3.02                                       | K/U, T, C, A      |
| Assessment | Discussion on Inquiry Process                                                                                                     | Reflective<br>Learning     | EOV.01, EO1.01                                                  | K/U, T, C         |
| Evaluation | Rich Task:<br>A Teen's Definition of Crisis:<br>As Inquiry Process<br>What does our community have<br>to support a teen in crisis | Rubric                     | EOV.01, EO1.01,<br>PMV.02, PM2.05,<br>PMV.03, PM3.02            | K/U, T, C, A      |

## Assessment and Evaluation Strategies and Scoring Tools

### Mathematics of Personal Finance, Grade 11, College Preparation, MBF3C

| Purpose    | Assessment and Evaluation Strategies                                                                             | Scoring Tools           | Expectations                                                           | Achievement Chart |
|------------|------------------------------------------------------------------------------------------------------------------|-------------------------|------------------------------------------------------------------------|-------------------|
| Assessment | Reflective Journal Topic:<br>Decision Making                                                                     | One-on-one conferencing | PFV.04                                                                 | K/U, T, C         |
| Evaluation | Scenario:<br>Involving a decision to be made                                                                     | Rubric                  | PFV.04, PF4.01, PF4.02, PF4.03, PF4.04, PF4.05                         | K/U, T, C, A      |
| Diagnostic | Self-assessment of Decision Making Knowledge                                                                     | One-on-one conferencing | PFV.04                                                                 | K/U, T            |
| Assessment | Role Play:<br>A life situation involving a decision to be made                                                   | Rating Scale            | PF4.02, PF4.03, PF4.05, EG1.01, EG1.03, EG2.01                         | K/U, T, C, A      |
| Evaluation | Oral presentation of the Decision Making process used for selecting a topic for A Teen's Definition of Crisis    | Rubric                  | PF4.02, PF4.03, PF4.05, EG1.01, EG1.03, EG2.01                         | K/U, T, C, A      |
| Assessment | Tip sheet for how to make an effective decision                                                                  | Checklist               | PF4.03, PF4.04, PF4.05                                                 | K/U, T, C, A      |
| Assessment | Discussion on Inquiry Process                                                                                    | Reflective Learning     | PF4.01, PF4.02, PF4.03, PF4.04, EG1.01, EG1.03, EG2.01                 | K/U, T, C         |
| Assessment | Assignment<br>Graph information gleaned from surveys                                                             | Marking Scheme          | EG2.01                                                                 | K/U, T, C, A      |
| Evaluation | A Teen's Definition of Crisis:<br>As Inquiry Process<br>What does our community have to support a Teen in Crisis | Rubric                  | PFV.04, PF4.01, PF4.02, PF4.03, PF4.04, PF4.05, EG1.01, EG1.03, EG2.01 | K/U, T, C, A      |

## Assessment and Evaluation Strategies and Scoring Tools

| <b>Purpose</b> | <b>Assessment and Evaluation Strategies</b>              | <b>Scoring Tools</b>             | <b>Expectations</b>                                                                                                                                                                                                                            | <b>Achievement Chart</b> |
|----------------|----------------------------------------------------------|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Assessment     | Reflection of research topic and submission for approval | One on one conferencing          | WRV.01, WR1.01, SHV.01, SHV.02, GCV.01, IS2.01                                                                                                                                                                                                 | K/U, T, A                |
| Assessment     | Research Plan                                            | Anecdotal comments, conferencing | WRV.01, WR1.01, WR1.03, ISV.01, IS1.01, IS1.03, IS2.01, IS2.02, IS2.03                                                                                                                                                                         | K/U, T, A                |
| Assessment     | Assessment of references and sources                     | Checklist, conferencing          | LI1.03, IS2.01, IS2.03, ISV.03                                                                                                                                                                                                                 | K/U, T, C                |
| Assessment     | Rough Draft                                              | Checklist, anecdotal comments    | WRV.04, WR4.01, SHV.01 and/or SHV.02 and/or GCV.01 and/or GCV.02                                                                                                                                                                               | K/U, T, C, A             |
| Evaluation     | Written Research Project                                 | Rubric                           | WRV.03, WR3.01, WRV.05, WR5.01, WR5.02, LGV.01, LG1.05, SHV.01, SH1.01, SH1.03, SH1.04, SHV.02, SH2.01, SH2.02, SH2.03, GCV.01, GC1.03, GCV.02, GC2.02, GC2.03, GC2.04, ISV.01, ISI.03, ISV.02, IS2.01, IS2.03, ISV.03, IS3.01, IS3.02, IS3.03 | K/U, T, C, A             |
| Evaluation     | Seminar Presentation                                     | Rubric                           | LGV.01, LGV.02, LG2.04, SHV.01, SH1.01, SH1.03, SH1.04, SHV.02, SH2.01, SH2.02, SH2.03, GCV.01, GC1.03, GCV.02, GC2.02, GC2.03, GC2.04, ISV.01, ISI.03, ISV.02, IS2.01, ISV.03, IS3.01                                                         | K/U, T, C, A             |