

Competency 1*

The student... **Explores vocational training**

Consults different sources of academic and career information

- Becomes familiar with the classification of programs by sector
- Uses various documentary resources
- Visits training centers and workplaces
- Meets with workers or VT teachers or VT students
- Makes connection between elements of information gathered

Learns about different trades and occupations

- Performs tasks associated with selected trades and occupations
- Considers the specific requirements of these trades and occupations
- Recognizes the advantages and disadvantages of practicing these trades and occupations
- Considers the career prospects associated with these trades and occupations
- *Participates in one or more experiential job-shadowing activity(ies)*

Takes stock of his/her discoveries

- Makes connections between these trades and occupations and the related programs
- Identifies the particular features of VT
- Adjusts his/her perception of the trades and occupations explored and of VT
- *Writes a report on his or her experiential job-shadowing activity(ies)*

Competency 2*

The student... **Contemplates his/her suitability for vocational training**

Updates his/her personal profile

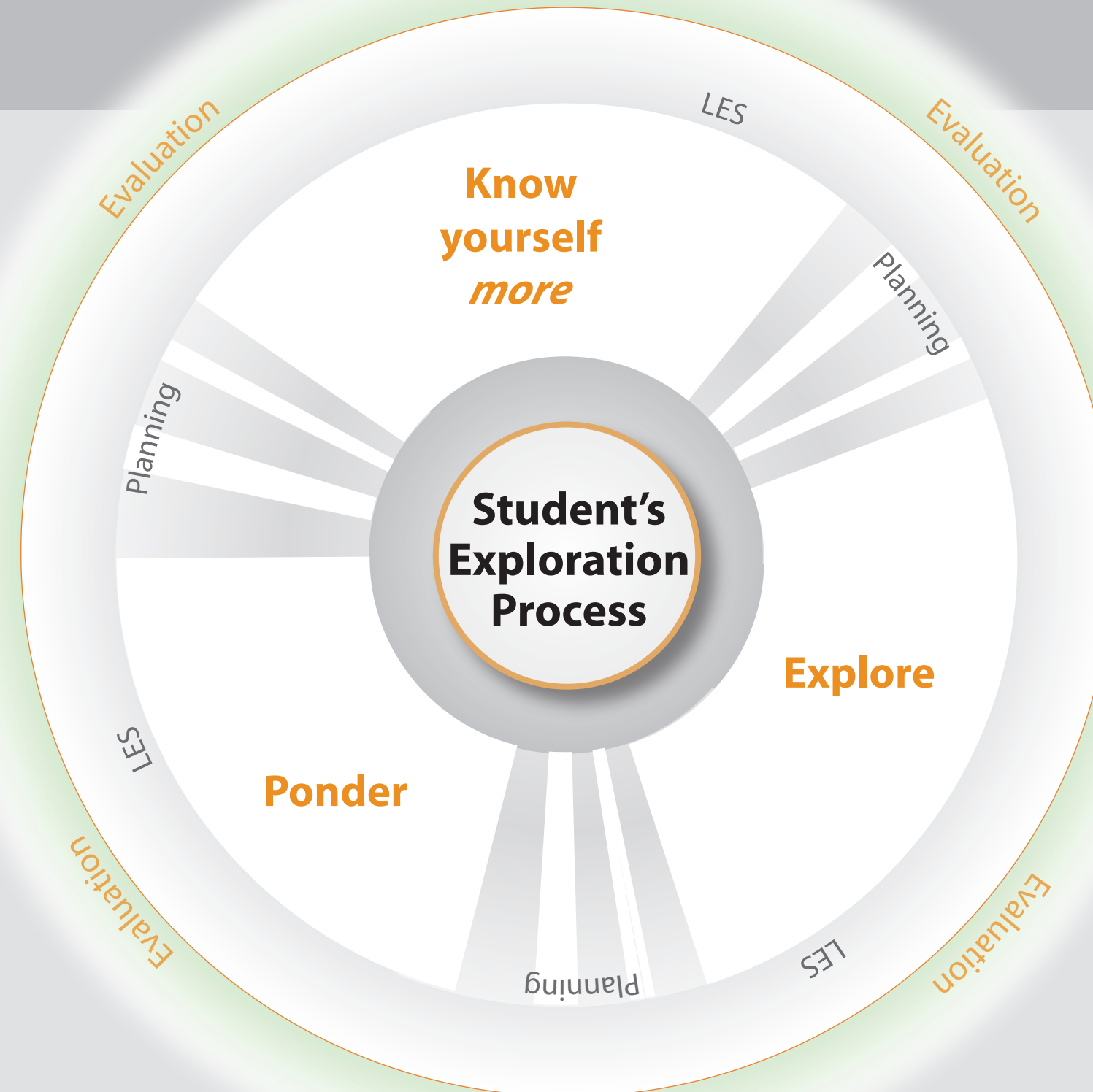
- Re-examines his/her personal qualities
- Makes connections between his/her personal profile and the trades and occupations explored
- Makes connections between his/her personal profile and VT program requirements
- *Takes into account the limitations or obligations of the trades and occupations explored*

Considers the possibility of enrolling in vocational training

- Compares his/her aspirations and aptitudes with VT program requirements
- Envisions a few steps in his/her learning path
- Examines his/her desire to pursue a VT path

Shares his/her reflections

- Discusses the results of his/her exploration with classmates
- Talks with parents or other people he/she trusts
- Draws on these discussions to broaden his/her reflections



EVALUATION CRITERIA

• **Proficiency of subject-specific knowledge targeted in the program content (QEP)***

• **Effectiveness in exploring vocational training**

• **Relevant summary of discoveries**

• **Relevant reflection**

* 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