

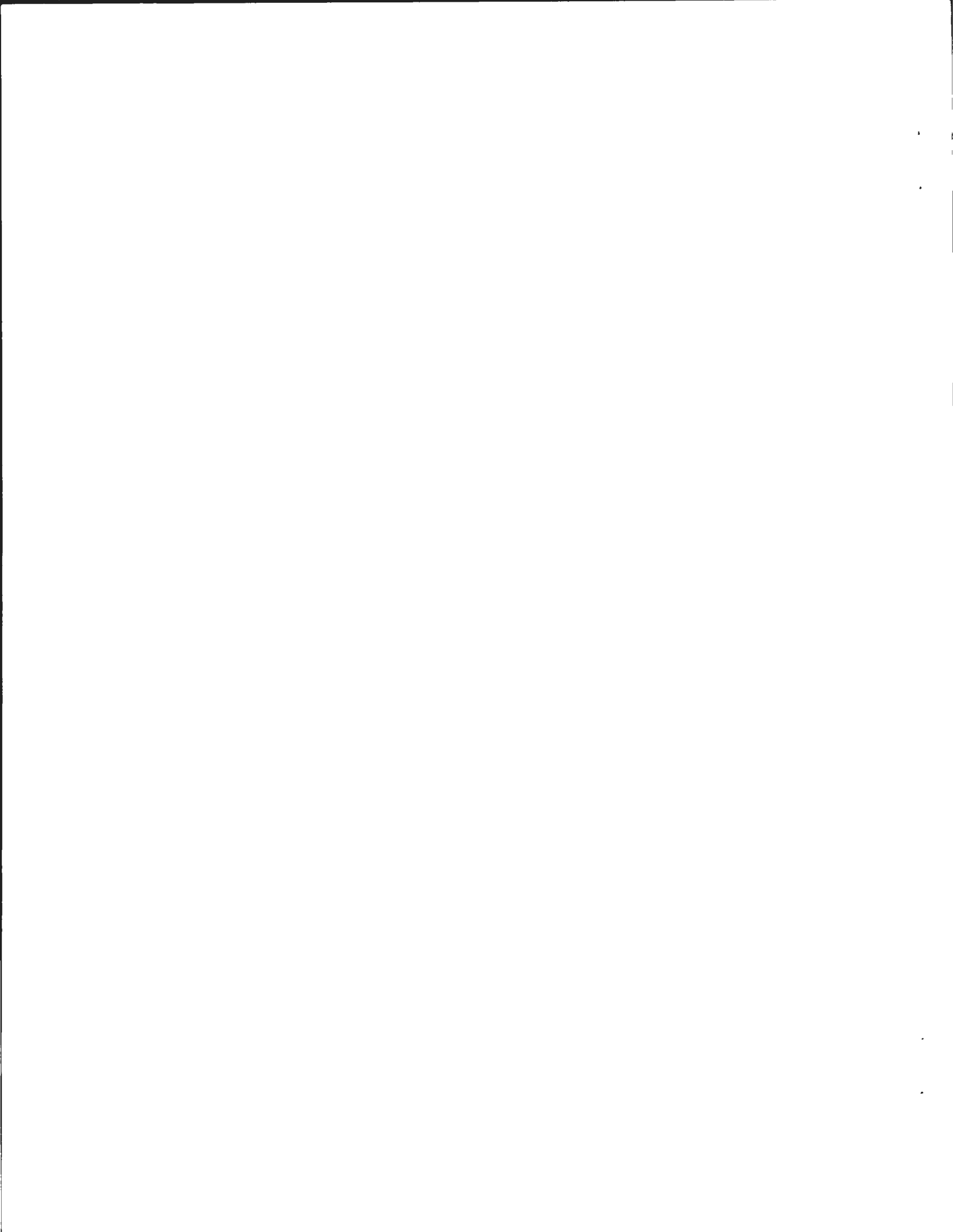


GOVERNMENT OF NEWFOUNDLAND AND LABRADOR
DEPARTMENT OF EDUCATION

PRE – VOCATIONAL
GRADE NINE
GUIDELINES

DIVISION OF INSTRUCTION

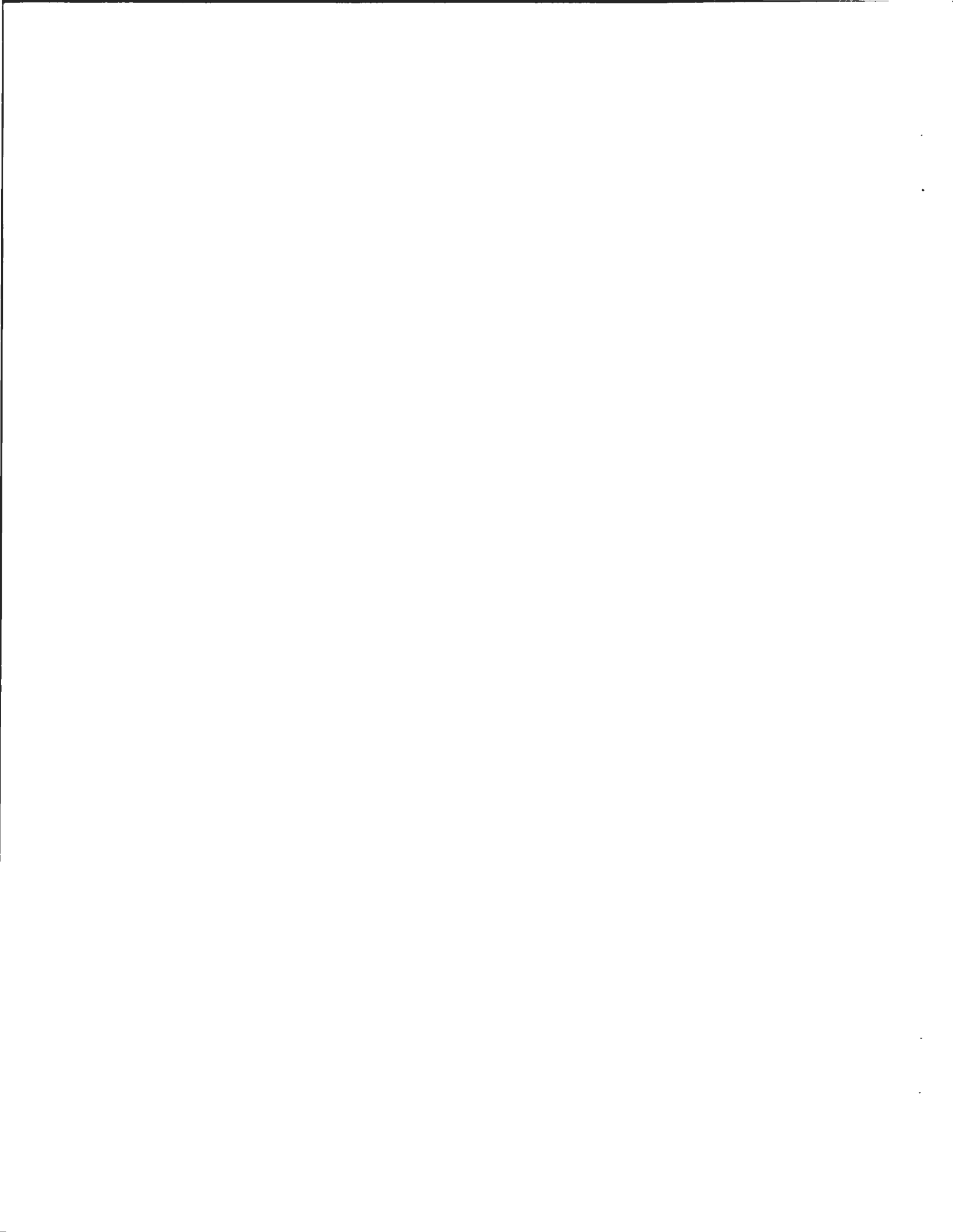
AUTHORIZED BY THE MINISTER
MAY, 1984



PREFACE

This publication is written to give instructional guidelines for the grade nine prevocational program recently approved for an interim two-year period beginning September 1984. These guidelines apply to participating high schools and district vocational schools. Information is contained concerning program purpose and intent, objectives, content, instruction, and evaluation.

It is intended that students will progress from this to a selection of the various senior level credit courses offered by the schools in family studies, business education, and industrial education.

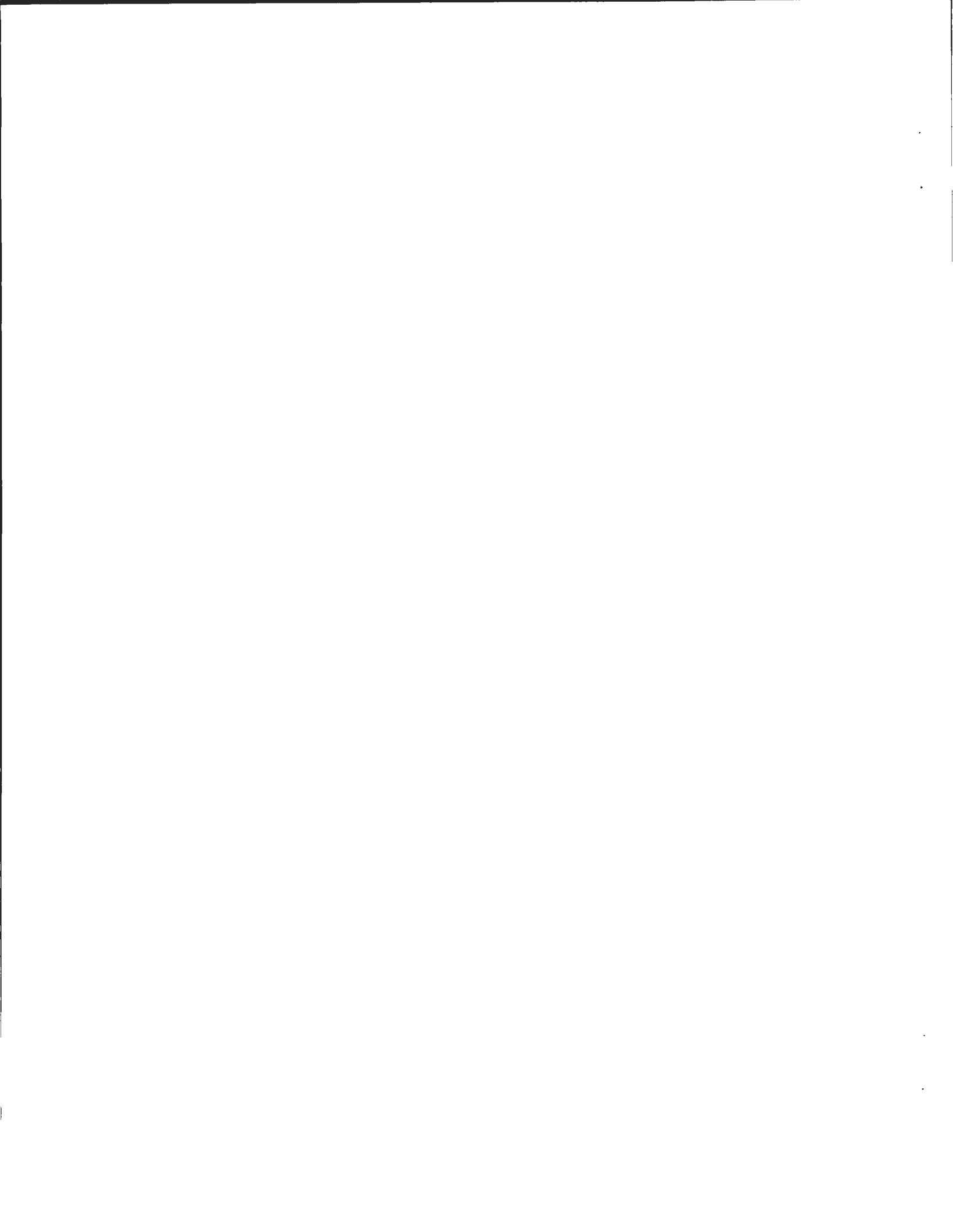


PURPOSE AND INTENT

The purpose of the pre-vocational grade nine year is to provide an orientation to the various subject areas that will be available to students at the senior high level and to provide an opportunity for the student to become familiar with studying in a shop or laboratory environment. This introduction should be as broad and have as much variety as is reasonable. It should develop general knowledge of safety, planning, and work procedures; learning in an activity oriented situation; and serve as a foundation for further study at the senior high school level. It is intended that students will identify a range of special interests and abilities, achieve personal development goals, and develop basic theory and manipulative knowledge.

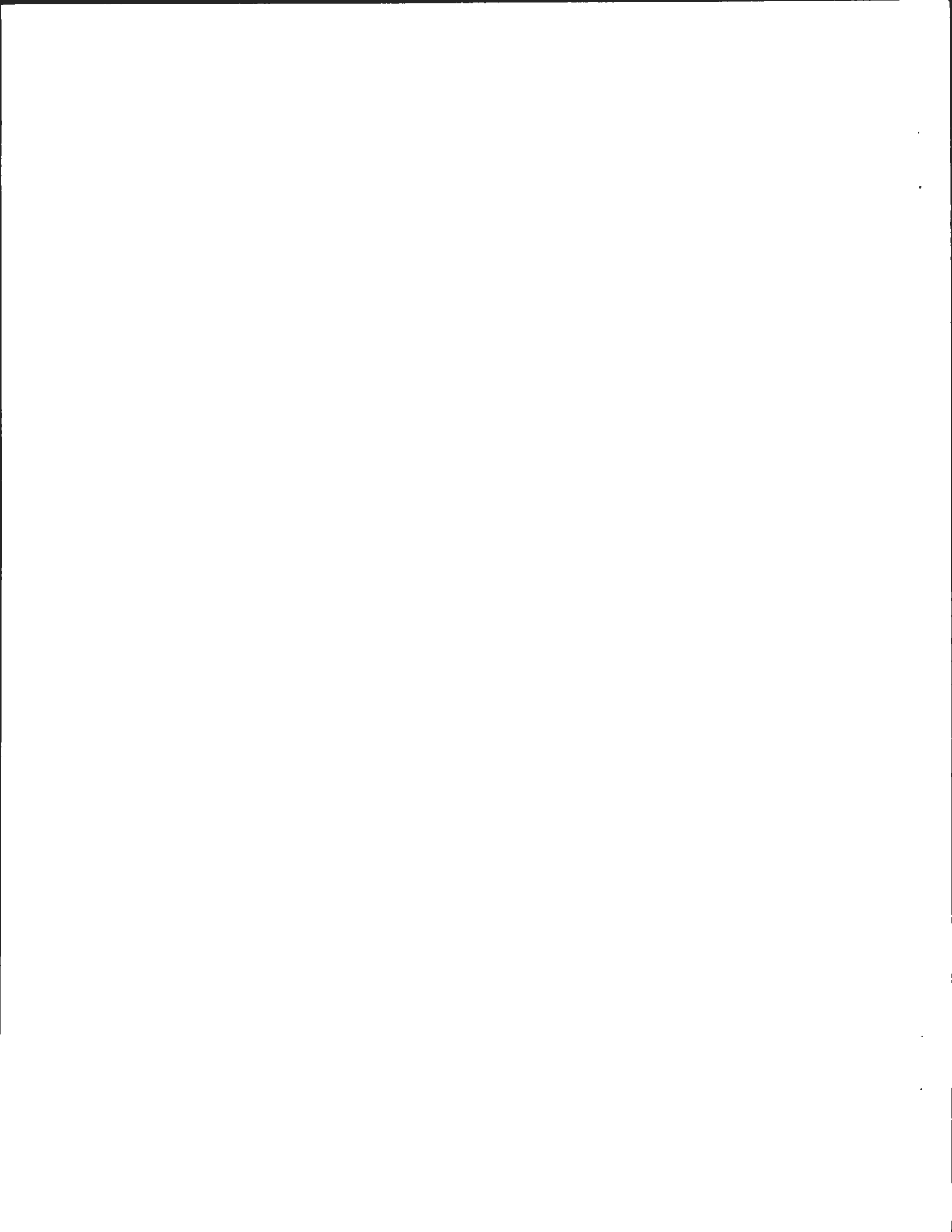
It is intended that all female and male students have access to all components of the prevocational grade nine program. This is in accordance with the Policy Statement on Equality of Opportunity for Females and Males in Education.

Since there is a definite safety factor to be considered when inexperienced students enter vocational type facilities, participation in the grade nine prevocational program will be a definite asset for those wishing to pursue these studies at the senior level.



COURSE OBJECTIVES

- To provide an introduction to the nature and scope of the various senior level subject areas.
- To provide an introduction to the knowledge and skills related to the various subjects (basic hand skills).
- To provide an introduction to the occupational opportunities and requirements for the industry represented by or related to the subject.
- To develop an awareness of basic safety regulations and procedures.

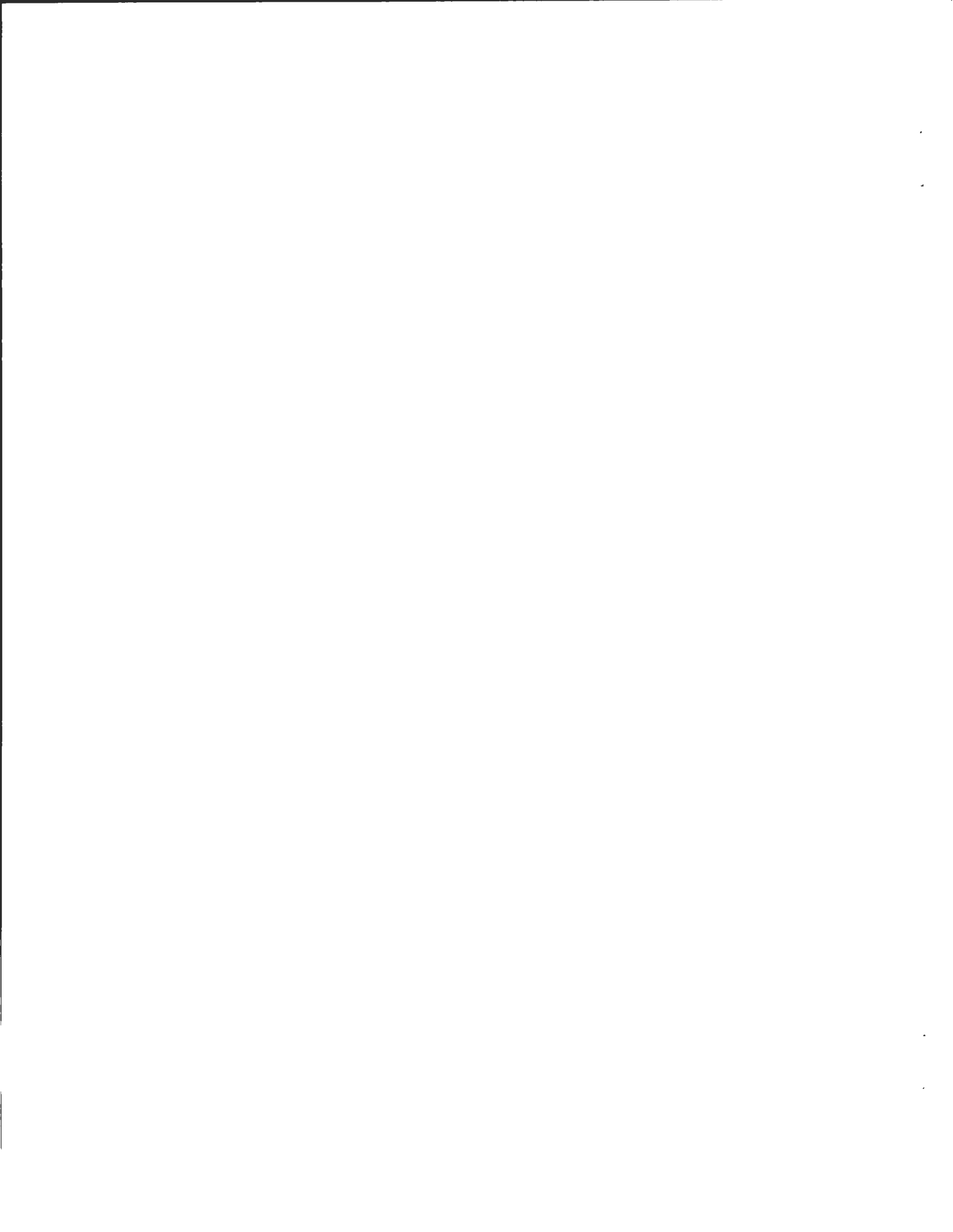


CONTENT

Content for study in the prevocational grade nine program should be selected with reference to previously stated purposes, intents, and objectives and to the subjects to be available for study at the senior level. These subjects or courses will be selected from those listed in the Handbook for Senior High Schools under family studies, business education, or industrial education.

The following criteria will help in selecting program content:

- content should be basic, elementary, and broadly representative of the subject
- selection should be of short, simple projects and activities emphasizing variety rather than indepth treatment of skill development
- selection of learning topics and activities should avoid duplication with those at the senior level
 - e.g. blueprint reading and sketching rather than drawing skills;
 - creative design and use of materials rather than tool skills;
 - arts and crafts approach (art metal, etc.)
- content should emphasize basic operations, safety procedures and regulations, and give an introduction to industrial and business practices
- content should be selected to provide for personal development and for insight into the various senior high school subjects
- content should be selected to provide opportunity for the student to identify talents and abilities
- opportunities for observing shop operations and activities in pre-employment training programs.



INSTRUCTION AND EVALUATION

The general methods of instruction used in industrial and business education apply to grade nine students. These methods are:

- (a) lecture: explaining and telling
- (b) demonstration: showing
- (c) performance: activity.

Performance (the main one used) involves learning activities such as experiments, projects, and tasks or assignments. Learning should emphasize the activity approach and use both teacher-centered and student-centered instruction.

Evaluation should reflect the mix of theory and practice as stated above. It should attempt to determine student progress and interest rather than be a rigid assessment of student achievement. Grade nine prevocational is a year of orientation and discovery, and this will give direction for the evaluation process. Such things as short tests, project rating schedules, etc., are used as appropriate.

Reporting of student assessment will of necessity conform to policies that are operational at the board and high school level in the various participating districts.

