**Task-based Activity Cover Sheet**

**Task Title:** Interpret an Academic Timetable

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| **Learner Name:** | |
| **Date Started: Date Completed:**  **Successful Completion:** Yes\_\_\_ No\_\_\_ | |
| **Goal Path:** Employment\_\_\_ Apprenticeship **✓** Secondary School **✓** Post Secondary **✓** Independence\_\_\_ | |
| **Task Description:**  Find class times and locations of classrooms on an academic timetable | |
| **Competency:**  A: Find and Use Information | **Task Group(s):**  A2: Interpret Documents |
| **Level Indicators:**  A2.2: Interpret simple documents to locate and connect information | |
| **Performance Descriptors:** see chart [or click here](#Performancedescriptors). | |
| **Links to skill building activities:** see the last pages [or click here](#Skillbuildingactivities) | |
| **Materials Required:**   * Pen, pencil * Sample course timetable (attached) | |
| **ESKARGO:**   * Uses layout to locate information * Scans to locate specific information * Reads times, dates, codes * Performs limited searches using one or two search criteria * Locates multiple pieces of information in forms, tables, simple graphs, maps, flow charts * Identifies timing of events * Makes low-level inferences * Begins to evaluate information   **Attitudes:**  Practitioner,  We encourage you to talk with the learner about attitudes required to complete this task set. The context of the task has to be considered when identifying attitudes. With your learner, please check one of the following:  □ Attitude is not important □ Attitude is somewhat important □ Attitude is very important | |

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Many schools provide students with a course timetable each semester. Timetables tell students when and where their classes will be held. At some schools, students are responsible for choosing their course sections, so being able to accurately read a timetable will help them create a schedule and prevent them from choosing courses that overlap. Look at the Student Timetable.

**Learner Information and Tasks:**

**Task 1:** How many Semesters are there in the school year?

**Task 2:** What time would a student finish on Day 1 in Semester 2?

**Task 3:** What time does SNC1WL-A start on Day 4?

**Task 4:** Which room number is the SNC1WL-A class located?

**Task 5:** Which Semester and day on the schedule do classes begin after 9:00am?

**Task 6:** How many different courses are included in this Student Timetable?

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**Task 7:** A student wants to take a Spanish course. Spanish courses are always offered in the third period on day 2. In which semester does the student have room in their schedule to take this course?

**Task 8:** What course is the student taking in Semester Two, Day 3, period 4?

## 

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**Answer Key**

**Task 1:** How many semesters are there in this school year?

**Two semesters**

**Task 2:** What time do you finish on Day 1 Semester 2?

**1:30pm**

**Task 3:** What time do you begin SNC1WL-A on Day 4?

**8:45am**

**Task 4:** Which room number is the SNC1WL-A class located?

**Room 204**

**Task 5:** What day(s) on this schedule do you begin after 9:00am?

**Semester 2 Day 4**

**Task 6:** How many different courses are included in this Student Timetable?

**6 total courses – ADA1WL, ESL1WL (in both semesters), MAT1WL, SNC1WL, BKI1WL, GEA1WL**

**Task 7:** You want to take a Spanish course. Spanish courses are always offered in third period on day 2. In which semester do you have room in your schedule to take this course?

**Semester 2**

**Task 8:** What course is the student taking in Semester Two, Day 3, period 4?

**GEA1WL-A**

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| Performance Descriptors | | **Needs Work** | **Completes task with support from practitioner** | **Completes task independently** |
| A2.2 | * performs limited searches using one or two search criteria |  |  |  |
|  | * extracts information from tables and forms |  |  |  |
|  | * locates information in simple graphs and maps |  |  |  |
|  | * uses layout to locate information |  |  |  |
|  | * makes connections between parts of documents |  |  |  |
|  | * makes low-level inferences |  |  |  |
|  | * begins to identify sources and evaluate information |  |  |  |

**This task:** was successfully completed\_\_\_ needs to be tried again\_\_\_

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| Learner Comments |
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| Instructor (print) Learner Signature |

**Skill Building Activities**

**Links to online resources:**

**Practice Reading Time Tables**

TRAIN: <http://learnenglishteens.britishcouncil.org/skills/reading-skills-practice/train-timetable>

PRINTABLE WORKSHEETS: <http://www.dr-mikes-math-games-for-kids.com/support-files/timetable-worksheets.pdf>

**Reading & Interpreting Data**

<https://www.khanacademy.org/search?page_search_query=charts>

**LearningHUB online courses available:**

* **Essential Skills, Independent Study (assigned by practitioner following assessment)**
  + Document Use
  + Reading Level 1 & 2
* **Reading & Writing, Independent Study (assigned by practitioner following assessment)**
  + Basic Skills for the Real World
* **Live Classes (SABA)**  - Filling in Forms

**\*To access LearningHUB courses**, learners must register for the LearningHUB e-Channel program by completing the registration form on their website and completing the course selection (page 2 of the registration form): <https://www.learninghub.ca/get_registered.aspx>

**\*To Access LearningHUB Course Catalogue:**

<http://www.learninghub.ca/Files/PDF-files/HUBcoursecatalogue,%20December%2023,%202014%20revision.pdf>