

2005 CTS AMENDMENTS to the Career Transitions Guide to Standards and Implementation

Summary of Curriculum Changes

Course withdrawal:

- CTR3020: Organizational Leadership

Section B

- **Remove** pages B.5–B.6 (Revised 2004) and **replace** with new pages B.5–B.6 (Revised 2005).

Section F

- **Remove** pages F.1–F.2 (Revised 2000) and **replace** with new pages F.1–F.2 (Revised 2005).
- **Remove** page F.5 (Revised 2004) and pages F.6–F.8 (1997) and **replace** with new page F.5–F.8 (Revised 2005).

Section G

- **Remove** page G.3 (Revised 2003) and **replace** with new page G.3 (Revised 2005).
- **Remove** pages G.23–G.25 (Revised 2003) and **replace** with new page G.23–G.25 (Revised 2005).

SCOPE AND SEQUENCE

CAREER TRANSITIONS

INTRODUCTORY	INTERMEDIATE	ADVANCED	THEME	
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Job Preparation <i>CTR1010</i></div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Job Maintenance <i>CTR2010</i></div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Preparing for Change <i>CTR3010</i></div>	Career Readiness	
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Governance & Leadership <i>CTR2030</i></div>			<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Leading for Change <i>CTR3030</i></div>	Leadership
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Project 1A <i>CTR1110</i></div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Project 2A <i>CTR2110</i></div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Project 3A <i>CTR3110</i></div>	Career Extensions	
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Project 1B <i>CTR1120</i></div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Project 2B <i>CTR2120</i></div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Project 3B <i>CTR3120</i></div>		
	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Project 2C <i>CTR2130</i></div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Project 3C <i>CTR3130</i></div>		
	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Project 2D <i>CTR2140</i></div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Project 3D <i>CTR3140</i></div>		
	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Project 2E <i>CTR2150</i></div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Project 3E <i>CTR3150</i></div>		
		<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Practicum A <i>CTR3040</i></div>	Career Credentials	
		<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Practicum B <i>CTR3050</i></div>		
		<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Practicum C <i>CTR3060</i></div>		
		<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Practicum D <i>CTR3070</i></div>		
		<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Practicum E <i>CTR3080</i></div>		
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Personal Safety† (Management) <i>CTR1210</i></div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Workplace Safety (Practices) <i>CTR2210</i></div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Safety Management Systems <i>CTR3210</i></div>	Job Safety Skills	
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Client Service 1 <i>CTR1030</i></div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Client Service 2 <i>CTR2040</i></div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Client Service 3 <i>CTR3090</i></div>	Client Service	
	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Career Directions—Expansion <i>CTR2310</i></div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Career Directions—Transitions <i>CTR3310</i></div>	Career Directions	

—— Prerequisite - - - - Recommended Sequence

† Course is also offered in Community Health.

COURSE DESCRIPTIONS

Course CTR1010: Job Preparation

Students develop successful employment search skills and a personal employment search portfolio.

Course CTR1030: Client Service 1

Students are introduced to the principles and practices of client service. The learning acquired through other CTS courses is extended and enhanced, and opportunities are provided for students to apply and to integrate, in real-life contexts, the knowledge, skills and attitudes developed through other courses.

The context of instruction for this course is determined by the other CTS strands to which it is linked.

Course CTR1110: Project 1A

Course CTR1120: Project 1B

Students, through projects, extend and enhance competencies developed in the Career Transitions strand or other Career and Technology Studies strands to contexts that are personally relevant.

Note: The project courses may not be delivered as stand-alone courses, nor may they be combined with core courses.

Course CTR1210: Personal Safety (Management)

Students develop practical safety-related knowledge, skills and attitudes, and obtain training and possible certification in emergency first aid.

Course CTR2010: Job Maintenance

Students acquire knowledge about workplace requirements, rights and responsibilities and relate this knowledge to personal career/employment expectations.

Course CTR2030: Governance & Leadership

Students are introduced to governance, its place within the administrative structure of a school or community, including the roles, responsibilities, practices and procedures for participating in governance and leadership.

Course CTR2040: Client Service 2

Students expand on the principles and practices of client service previously developed. The learning acquired by students in CTR1030 Client Service 1 is extended and enhanced, and additional opportunities are provided for students to develop client service abilities by applying and integrating, in real-life contexts, the knowledge, skills and attitudes developed through other courses.

The context of instruction for this course is determined by the other CTS strands to which it is linked.

Course CTR2110: Project 2A

Course CTR2120: Project 2B

Course CTR2130: Project 2C

Course CTR2140: Project 2D

Course CTR2150: Project 2E

Students, through projects, extend and enhance competencies developed in the Career Transitions strand or other Career and Technology Studies strands to contexts that are personally relevant.

Note: The project courses may not be delivered as stand-alone courses, nor may they be combined with core courses.

Course CTR2210: Workplace Safety (Practices)

Students explore workplace safety principles and practices, and apply these principles and practices to a variety of contexts.

Course CTR3010: Preparing for Change

Students develop knowledge and skills relating to the changing labour market, and relate these changes to analyzing and refining personal career plans.

COURSE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION F: ADVANCED LEVEL

The following pages define the curriculum and assessment standards for the advanced level of Career Transitions.

Advanced level courses demand a higher level of expertise and help prepare students for entry into the workplace or a related post-secondary program.

Course CTR3010:	Preparing for Change.....	F.3
Course CTR3030:	Leading for Change	F.9
Course CTR3040:	Practicum A	F.13
Course CTR3050:	Practicum B	F.13
Course CTR3060:	Practicum C	F.13
Course CTR3070:	Practicum D	F.13
Course CTR3080:	Practicum E.....	F.13
Course CTR3110:	Project 3A	F.17
Course CTR3120:	Project 3B	F.17
Course CTR3130:	Project 3C	F.17
Course CTR3140:	Project 3D	F.17
Course CTR3150:	Project 3E	F.17
Course CTR3210:	Safety Management Systems	F.19
Course CTR3090:	Client Service 3	F.23
Course CTR3310:	Career Directions—Transitions	F.27

Note:

*CTR3020: Organizational Leadership
(pages F.5–F.8) has been withdrawn
effective September 2005.*

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Assessment Tools Generic to CTS:

Basic Competencies Reference Guide	G.8
Generic Rating Scale	G.10

Frameworks for Assessment:

CTSISS: Issue Analysis	G.11
CTSLAB: Lab Investigations	G.12
CTSNEG: Negotiation and Debate	G.13
CTSPRE: Presentations/Reports	G.14
CTSRES: Research Process	G.15

Assessment Tools Generic to Career Transitions:

Portfolio Assessment	G.16
Workplace Safety Assessment Chart	G.19

Assessment Tools Specific to Themes and Courses in Career Transitions:

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CTR2030/3030: Leadership: Governance Courses	G.26
CTR1210/2210/3210: Job Safety Skills Courses	G.29
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Assessment Tools Specific to Job Safety Skills Courses:

CTR1210–3: Occupational Health and Safety Multiple Choice Test	G.34
CTR2210–1: Ergonomics	G.39
CTR2210–2: Scenario Assessment	G.41
CTR2210–3: Transporting Dangerous Goods Theory Test	G.43
CTR2210–4: Fire Extinguishers Practical Test	G.49
CTR3210–1: Loss Control	G.50
CTR3210–2: Investigation	G.52
CTR3210–3: Safety Program	G.54

Assessment Tools Specific to Client Service Courses

Individual Client Service Assessment Tool	G.56
CTR1030/2040/3090: Client Service Logbook	G.58

ASSESSING STUDENT ACHIEVEMENT IN CTS

The CTS assessment standards assess two basic forms of competency:

- What can a student *do*?
 - **make** a product (e.g., wood bowl, report, garment)
 - **demonstrate** a process
 - strand-related competencies (e.g., keyboarding, hair cutting, sewing techniques, lab procedures)
 - basic competencies (e.g., resource use, safety procedures, teamwork).
- What does a student *know*?
 - knowledge base needed to demonstrate a competency (link theory and practice).

CTS Defines Summative Assessment Standards

The assessment standards and tools defined for the CTS courses, referenced in Sections D, E and F of this Guide, focus on the final (or summative) assessment of student achievement.

Assessment throughout the learning period (formative assessment) will continue to evaluate how students are progressing. Teachers direct and respond to students' efforts to learn—setting and marking tasks and assignments, indicating where improvement is needed, sending out interim reports, congratulating excellence, etc.

Teachers will decide which instructional and assessment strategies to apply during the formative learning period. As formative and summative assessment are closely linked, some teachers may wish to modify the tools included in this section to use during the instructional process. Teachers may also develop their own summative assessment tools as long as the standards are consistent with the minimum expectations outlined by Alberta Learning.

Grading and Reporting Student Achievement

When a student can demonstrate ALL of the exit-level competencies defined for the course (course learner expectations), the teacher will designate the course as “successfully completed.” The teacher will then use accepted grading practices to determine the percentage grade to be given for the course—a mark not less than 50%.

The time frame a teacher allows a student to develop the exit-level competency is a local decision. NOTE: The *Guide to Education: ECS to Grade 12* specifies that students must have access to 25 hours of instruction for each credit. Students may, however, attain the required competencies in less time and may proceed to other courses.

Teachers are encouraged to consult their colleagues to ensure grading practices are as consistent as possible. Further information about assessing and reporting student achievement in CTS is provided in the *CTS Manual for Administrators, Counsellors & Teachers* (Assessing Student Achievement).

Components of Assessment Standards in CTS

The following components are included in each course:

- **general outcomes** (in the shaded left column of the course) define the exit-level competencies students are expected to achieve to complete a course. Each general outcome defines and describes critical behaviours that can be measured and observed. The student must meet the standard specified for **ALL** general outcomes within a course to be successful.

Note:

*CTR3020: Organizational Leadership
(pages G.23–G.25) has been withdrawn
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