

# 1999 CTS AMENDMENTS to the Career Transitions Guide to Standards and Implementation

## Summary of Curriculum Changes

New courses:

- CTR1030: Client Service 1
- CTR2040: Client Service 2
- CTR3090: Client Service 3

### Section A

1. **Remove** pages A.1 to A.8 (1997) and **replace** with new pages A.1 to A.8 (1999).

### Section B

2. **Remove** pages B.1 to B.6 (1997) and **replace** with new pages B.1 to B.8 (1999).

### Section C

1. **Remove** pages C.1 to C.4 (1997) and **replace** with new pages C.1 to C.4 (1999).

### Section D

1. **Remove** pages D.1–2 (1997) and **replace** with new pages D.1–2 (1999).
2. **Add** new pages D.19 to D.22 (1999).

### Section E

1. **Remove** pages E.1–2 (1997) and **replace** with new pages E.1–2 (1999).
2. **Add** new pages E.19 to E.24 (1999).

### Section F

1. **Remove** pages F.1–2 (1997) and **replace** with new pages F.1–2 (1999).
2. **Add** new pages F.23 to F.26 (1999).

### Section G

1. **Remove** pages G.3–4 (1997) and **replace** with new pages G.3–4 (1999).
2. **Remove** pages G.55–56 and **replace** with new pages G.55 to G.60 (1999).

### Section I

1. **Remove** pages I.1 to I.34 (1997) and **replace** with new pages I.1 to I.8 (1999).

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# CAREER AND TECHNOLOGY STUDIES

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## A. PROGRAM RATIONALE AND PHILOSOPHY

Through Career and Technology Studies (CTS), secondary education in Alberta is responding to the many challenges of modern society, helping young people develop daily living skills and nurturing a flexible, well-qualified work force.

In Canada's information society, characterized by rapid change in the social and economic environment, students must be confident in their ability to respond to change and successfully meet the challenges they face in their own personal and work lives. In particular, they make decisions about what they will do when they finish high school. Many students will enter the work force, others will continue their education. All students face the challenges of growing independence and responsibility, and of entering post-secondary programs and/or the highly competitive workplace.

Secondary schools also face challenges. They must deliver, on a consistent basis, high quality, cost-effective programs that students, parents and the community find credible and relevant.

CTS helps schools and students meet these challenges. Schools can respond more efficiently and effectively to student and community needs and expectations by taking advantage of the opportunities in the CTS curriculum to design courses and access school, community and distance learning resources. Students can develop the confidence they need as they move into adult roles by assuming increased responsibility for their

learning; cultivating their individual talents, interests and abilities; and by defining and acting on their goals.

As an important component of education in Alberta secondary schools, CTS promotes student achievement by setting clear expectations and recognizing student success. Students in CTS develop competencies—the knowledge, skills and attitudes they are expected to demonstrate, that is, what they know and what they are able to do.

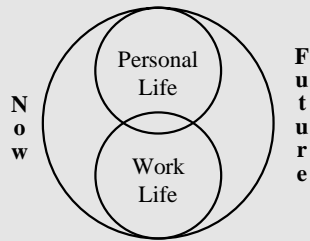
Acquired competencies can be applied now and in the future as students make a smooth transition into adult roles in the family, community, workplace and/or further education. To facilitate this transition, clearly stated expectations and standards have been defined in cooperation with teachers, business and industry representatives and post-secondary educators.

CTS offers all students important learning opportunities. Regardless of the particular area of study chosen, *students in CTS will:*

- develop skills that can be applied in their daily lives, now and in the future
- refine career-planning skills
- develop technology-related skills
- enhance employability skills
- apply and reinforce learnings developed in other subject areas.

In CTS, students build skills they can apply in their everyday lives. For example, in the CTS program, particularly at the introductory levels, students have the opportunity to improve their ability to make sound consumer decisions and to appreciate environmental and safety precautions.

### CAREERS



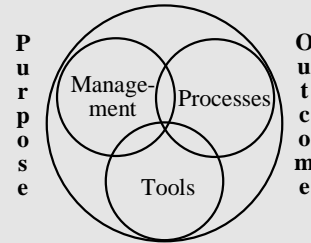
A career encompasses more than activities just related to a person's job or occupation; it involves one's personal life in both local and global contexts; e.g., as a family member, a friend, a community volunteer, a citizen of the world.

The integration of careers throughout the CTS program helps students to make effective career decisions and to target their efforts. CTS students will have the opportunity to expand their knowledge about careers, occupations and job opportunities, as well as the education and/or training requirements involved. Also, students come to recognize the need for lifelong learning.

Students in CTS have the opportunity to use and apply technology and systems effectively and efficiently. This involves:

- a decision regarding which processes and procedures best suit the task at hand
- the appropriate selection and skilled use of the tools and/or resources available
- an assessment of and management of the impact the use of the technology may have on themselves, on others and on the environment.

### TECHNOLOGY



Integrated throughout CTS are employability skills, those basic competencies that help students develop their personal management and social skills. Personal management skills are improved as students take increased responsibility for their learning, design innovative solutions to problems and challenges, and manage resources effectively and efficiently. Social skills improve through learning experiences that require students to work effectively with others, demonstrate teamwork and leadership, and maintain high standards in safety and accountability.

As well as honing employability skills, CTS reinforces and enhances learnings developed in core and other optional courses. The curriculum emphasizes, as appropriate, the effective application of communication and numeracy skills.

In addition to the common outcomes described above, students focusing on a particular area of study will develop career-specific competencies that support entry into the workplace and/or related post-secondary programs. Career-specific competencies can involve understanding and applying appropriate terminology, processes and technologies related to a specific career, occupation or job.

## PROGRAM OUTCOMES

The program outcomes describe the basic competencies integrated throughout the CTS program.

Within an applied context relevant to personal goals, aptitudes and abilities; *the student in CTS will:*

- demonstrate the basic knowledge, skills and attitudes necessary for achievement and fulfillment in personal life
- develop an action plan that relates personal interests, abilities and aptitudes to career opportunities and requirements
- use technology effectively to link and apply appropriate tools, management and processes to produce a desired outcome
- develop basic competencies (employability skills), by:
  - selecting relevant, goal-related activities, ranking them in order of importance, allocating necessary time, and preparing and following schedules (managing learning)
  - linking theory and practice, using resources, tools, technology and processes responsibly and efficiently (managing resources)
  - applying effective and innovative decision-making and problem-solving strategies in the design, production, marketing and consumption of goods and services (problem solving and innovation)
  - demonstrating appropriate written and verbal skills, such as composition, summarization and presentation (communicating effectively)
  - participating as a team member by working cooperatively with others and contributing to the group with ideas, suggestions and effort (working with others)

- maintaining high standards of ethics, diligence, attendance and punctuality, following safe procedures consistently, and recognizing and eliminating potential hazards (demonstrating responsibility).

## PROGRAM ORGANIZATION

### CURRICULUM STRUCTURE

Career and Technology Studies is organized into **strands** and **courses**.

**Strands** in CTS define competencies that help students:

- build daily living skills
- investigate career options
- use technology (managing, processes, tools) effectively and efficiently
- prepare for entry into the workplace and/or related post-secondary programs.

In general, strands relate to selected industry sectors offering positive occupational opportunities for students. Some occupational opportunities require further education after high school, and some allow direct entry into the workplace. Industry sectors encompass goods-producing industries, such as agriculture, manufacturing and construction; and service-producing industries, such as business, health, finance and insurance.

**Courses** are the building blocks for each strand. They define what a student is expected to know and be able to do (exit-level *competencies*). Courses also specify prerequisites. Recommendations for course parameters, such as instructional qualifications, facilities and equipment can be found in the guides to implementation.

The competencies a student must demonstrate to achieve success in a course are defined through *general outcomes*. Senior high school students who can demonstrate the general outcomes defined for a CTS course; i.e., who have the designated competencies, will qualify for 1 credit toward their high school diploma.

*Specific outcomes* provide a more detailed framework for instruction. Within the context of the general outcomes, the specific outcomes further define the knowledge, skills and attitudes the student should acquire.

The following chart shows the 22 strands that comprise the CTS program and the number of 1-credit courses available in each strand.

Strand	No. of Courses
1. Agriculture	33
2. Career Transitions	31
3. Communication Technology	33
4. Community Health	31
5. Construction Technologies	46
6. Cosmetology Studies	58
7. Design Studies	31
8. Electro-Technologies	37
9. Energy and Mines	26
10. Enterprise and Innovation	8
11. Fabrication Studies	41
12. Fashion Studies	29
13. Financial Management	14
14. Foods	37
15. Forestry	21
16. Information Processing	48
17. Legal Studies	13
18. Logistics	12
19. Management and Marketing	20
20. Mechanics	54
21. Tourism Studies	24
22. Wildlife	17

## LEVELS OF ACHIEVEMENT

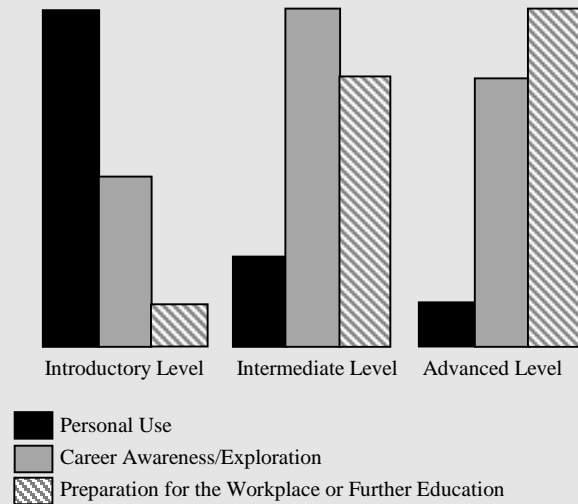
Courses are organized into three levels of achievement: **introductory**, **intermediate** and **advanced**. As students progress through the levels, they will be expected to meet higher standards and demonstrate an increased degree of competence, in both the program outcomes and the general outcomes defined for individual courses.

**Introductory** level courses help students build daily living skills and form the basis for further learning. Introductory courses are for students who have no previous experience in the strand.

**Intermediate** level courses build on the competencies developed at the introductory level. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

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

The graph below illustrates the relative emphasis on the aspects of career planning at each of the levels.



## CURRICULUM AND ASSESSMENT STANDARDS

**Curriculum standards** in CTS define what students must know and be able to do. Curriculum standards are expressed through the program outcomes for CTS, and through general and specific outcomes defined for individual courses within each strand.

**Assessment standards** define how student performance is to be judged. In CTS, each assessment standard defines the conditions and criteria to be used for assessing the competencies associated with each general outcome. To receive credit for a course, students must demonstrate competency at the level specified by the conditions and criteria defined for each general outcome.

Students throughout the province receive a fair and reliable assessment as they use the standards to guide their efforts, thus ensuring they participate more effectively and successfully in the learning and assessment process. Standards at advanced levels are, as much as possible, linked to workplace and post-secondary entry-level requirements.

## TYPES OF COMPETENCIES

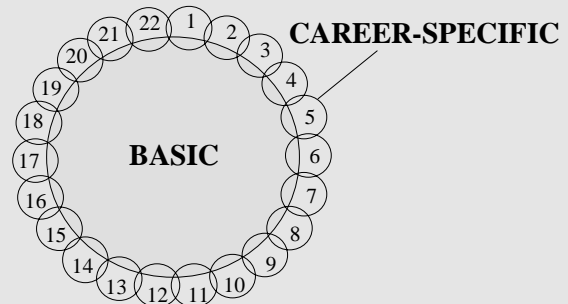
Two types of competencies are defined within the CTS program: basic and career-specific.

**Basic** competencies are generic to any career area and are developed within each course. Basic competencies include:

- personal management; e.g., managing learning, being innovative, ethics, managing resources
- social; e.g., communication, teamwork, leadership and service, demonstrating responsibility (safety and accountability).

**Career-specific** competencies relate to a particular strand. These competencies build daily living skills at the introductory levels and support the smooth transition to the workplace and/or post-secondary programs at the intermediate and advanced levels.

The model below shows the relationship of the two types of competencies within the 22 strands of the CTS program.



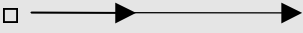








## BASIC COMPETENCIES REFERENCE GUIDE

The chart below outlines basic competencies that students endeavour to develop and enhance in each of the CTS strands and courses. Students' basic competencies should be assessed through observations involving the student, teacher(s), peers and others as they complete the requirements for each course. In general, there is a progression of task complexity and student initiative as outlined in the Developmental Framework<sup>\*</sup>. **As students progress through Stages 1, 2, 3 and 4 of this reference guide, they build on the competencies gained in earlier stages.** Students leaving high school should set themselves a goal of being able to demonstrate Stage 3 performance.

*Suggested strategies for classroom use include:*

- having students rate themselves and each other
- using in reflective conversation between teacher and student
- highlighting areas of strength
- tracking growth in various CTS strands
- highlighting areas upon which to focus
- maintaining a student portfolio.

Stage 1— <i>The student:</i>	Stage 2— <i>The student:</i>	Stage 3— <i>The student:</i>	Stage 4— <i>The student:</i>
<p><b>Managing Learning</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> comes to class prepared for learning</li> <li><input type="checkbox"/> follows basic instructions, as directed</li>   <li><input type="checkbox"/> acquires specialized knowledge, skills and attitudes</li> <li><input type="checkbox"/> identifies criteria for evaluating choices and making decisions</li>   <li><input type="checkbox"/> uses a variety of learning strategies</li> </ul>	<p><input type="checkbox"/> </p> <ul style="list-style-type: none"> <li><input type="checkbox"/> follows instructions, with limited direction</li> <li><input type="checkbox"/> sets goals and establishes steps to achieve them, with direction</li>   <li><input type="checkbox"/> applies specialized knowledge, skills and attitudes in practical situations</li> <li><input type="checkbox"/> identifies and applies a range of effective strategies for solving problems and making decisions</li>   <li><input type="checkbox"/> explores and uses a variety of learning strategies, with limited direction</li> </ul>	<p><input type="checkbox"/> </p> <ul style="list-style-type: none"> <li><input type="checkbox"/> follows detailed instructions on an independent basis</li> <li><input type="checkbox"/> sets clear goals and establishes steps to achieve them</li>   <li><input type="checkbox"/> transfers and applies specialized knowledge, skills and attitudes in a variety of situations</li> <li><input type="checkbox"/> uses a range of critical thinking skills to evaluate situations, solve problems and make decisions</li> <li><input type="checkbox"/> selects and uses effective learning strategies</li> <li><input type="checkbox"/> cooperates with others in the effective use of learning strategies</li> </ul>	<p><input type="checkbox"/> </p> <p><input type="checkbox"/> </p> <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrates self-direction in learning, goal setting and goal achievement</li> <li><input type="checkbox"/> transfers and applies learning in new situations; demonstrates commitment to lifelong learning</li> <li><input type="checkbox"/> thinks critically and acts logically to evaluate situations, solve problems and make decisions</li>   <li><input type="checkbox"/> </li> <li><input type="checkbox"/> provides leadership in the effective use of learning strategies</li> </ul>
<p><b>Managing Resources</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> adheres to established timelines; uses time/schedules/planners effectively</li> <li><input type="checkbox"/> uses information (material and human resources), as directed</li> <li><input type="checkbox"/> uses technology (facilities, equipment, supplies), as directed, to perform a task or provide a service</li> <li><input type="checkbox"/> maintains, stores and/or disposes of equipment and materials, as directed</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> creates and adheres to timelines, with limited direction; uses time/schedules/planners effectively</li> <li><input type="checkbox"/> accesses and uses a range of relevant information (material and human resources), with limited direction</li> <li><input type="checkbox"/> uses technology (facilities, equipment, supplies), as appropriate, to perform a task or provide a service, with minimal assistance and supervision</li> <li><input type="checkbox"/> maintains, stores and/or disposes of equipment and materials, with limited assistance</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> creates and adheres to detailed timelines on an independent basis; prioritizes task; uses time/schedules/planners effectively</li> <li><input type="checkbox"/> accesses a range of information (material and human resources), and recognizes when additional resources are required</li> <li><input type="checkbox"/> selects and uses appropriate technology (facilities, equipment, supplies) to perform a task or provide a service on an independent basis</li> <li><input type="checkbox"/> maintains, stores and/or disposes of equipment and materials on an independent basis</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> creates and adheres to detailed timelines; uses time/schedules/planners effectively; prioritizes tasks on a consistent basis</li> <li><input type="checkbox"/> uses a wide range of information (material and human resources) in order to support and enhance the basic requirement</li> <li><input type="checkbox"/> recognizes the monetary and intrinsic value of managing technology (facilities, equipment, supplies)</li>   <li><input type="checkbox"/> demonstrates effective techniques for managing facilities, equipment and supplies</li> </ul>
<p><b>Problem Solving and Innovation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> participates in problem solving as a process</li> <li><input type="checkbox"/> learns a range of problem-solving skills and approaches</li>   <li><input type="checkbox"/> practices problem-solving skills by responding appropriately to a clearly defined problem, specified goals and constraints, by: <ul style="list-style-type: none"> <li>– generating alternatives</li> <li>– evaluating alternatives</li> <li>– selecting appropriate alternative(s)</li> <li>– taking action</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identifies the problem and selects an appropriate problem-solving approach, responding appropriately to specified goals and constraints</li> <li><input type="checkbox"/> applies problem-solving skills to a directed or a self-directed activity, by: <ul style="list-style-type: none"> <li>– generating alternatives</li> <li>– evaluating alternatives</li> <li>– selecting appropriate alternative(s)</li> <li>– taking action</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> thinks critically and acts logically in the context of problem solving</li>   <li><input type="checkbox"/> transfers problem-solving skills to real-life situations, by generating new possibilities</li> <li><input type="checkbox"/> prepares implementation plans</li> <li><input type="checkbox"/> recognizes risks</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identifies and resolves problems efficiently and effectively</li>   <li><input type="checkbox"/> identifies and suggests new ideas to get the job done creatively, by: <ul style="list-style-type: none"> <li>– combining ideas or information in new ways</li> <li>– making connections among seemingly unrelated ideas</li> <li>– seeking out opportunities in an active manner</li> </ul> </li> </ul>

Stage 1— <i>The student:</i>	Stage 2— <i>The student:</i>	Stage 3— <i>The student:</i>	Stage 4— <i>The student:</i>
<p><b>Communicating Effectively</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> uses communication skills; e.g., reading, writing, illustrating, speaking</li> <li><input type="checkbox"/> uses language in appropriate context</li> <li><input type="checkbox"/> listens to understand and learn</li> <li><input type="checkbox"/> demonstrates positive interpersonal skills in selected contexts</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> communicates thoughts, feelings and ideas to justify or challenge a position, using written, oral and/or visual means</li> <li><input type="checkbox"/> uses technical language appropriately</li> <li><input type="checkbox"/> listens and responds to understand and learn</li> <li><input type="checkbox"/> demonstrates positive interpersonal skills in many contexts</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> prepares and effectively presents accurate, concise, written, visual and/or oral reports providing reasoned arguments</li> <li><input type="checkbox"/> encourages, persuades, convinces or otherwise motivates individuals</li> <li><input type="checkbox"/> listens and responds to understand, learn and teach</li> <li><input type="checkbox"/> demonstrates positive interpersonal skills in most contexts</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> negotiates effectively, by working toward an agreement that may involve exchanging specific resources or resolving divergent interests</li> <li><input type="checkbox"/> negotiates and works toward a consensus</li> <li><input type="checkbox"/> listens and responds to understand, learn, teach and evaluate</li> <li><input type="checkbox"/> promotes positive interpersonal skills among others</li> </ul>
<p><b>Working with Others</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> fulfills responsibility in a group project</li> <li><input type="checkbox"/> works collaboratively in structured situations with peer members</li> <li><input type="checkbox"/> acknowledges the opinions and contributions of others in the group</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> cooperates to achieve group results</li> <li><input type="checkbox"/> maintains a balance between speaking, listening and responding in group discussions</li> <li><input type="checkbox"/> respects the feelings and views of others</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> seeks a team approach, as appropriate, based on group needs and benefits; e.g., idea potential, variety of strengths, sharing of workload</li> <li><input type="checkbox"/> works in a team or group: <ul style="list-style-type: none"> <li>– encourages and supports team members</li> <li>– helps others in a positive manner</li> <li>– provides leadership/followership as required</li> <li>– negotiates and works toward consensus as required</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> leads, where appropriate, mobilizing the group for high performance</li> <li><input type="checkbox"/> understands and works within the context of the group</li> <li><input type="checkbox"/> prepares, validates and implements plans that reveal new possibilities</li> </ul>
<p><b>Demonstrating Responsibility</b></p> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrates responsibility in attendance, punctuality and task completion</li> </ul> <p><b>Safety</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> follows personal and environmental health and safety procedures</li> <li><input type="checkbox"/> identifies immediate hazards and their impact on self, others and the environment</li> <li><input type="checkbox"/> follows appropriate/emergency response procedures</li> </ul> <p><b>Ethics</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> makes personal judgements about whether or not certain behaviours/actions are right or wrong</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> recognizes and follows personal and environmental health and safety procedures</li> <li><input type="checkbox"/> identifies immediate and potential hazards and their impact on self, others and the environment</li> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> assesses how personal judgements affect other peer members and/or family; e.g., home and school</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> establishes and follows personal and environmental health and safety procedures</li> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> assesses the implications of personal/group actions within the broader community; e.g., workplace</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> transfers and applies personal and environmental health and safety procedures to a variety of environments and situations</li> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> demonstrates accountability for actions taken to address immediate and potential hazards</li> <li><input type="checkbox"/> analyzes the implications of personal/group actions within the global context</li> <li><input type="checkbox"/> states and defends a personal code of ethics as required</li> </ul>
<p><b>★Developmental Framework</b></p> <ul style="list-style-type: none"> <li>• <i>Simple task</i></li> <li>• <i>Structured environment</i></li> <li>• <i>Directed learning</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Task with limited variables</i></li> <li>• <i>Less structured environment</i></li> <li>• <i>Limited direction</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Task with multiple variables</i></li> <li>• <i>Flexible environment</i></li> <li>• <i>Self-directed learning, seeking assistance as required</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Complex task</i></li> <li>• <i>Open environment</i></li> <li>• <i>Self-directed/self-motivated</i></li> </ul>



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# CAREER TRANSITIONS

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## B. STRAND RATIONALE AND PHILOSOPHY

Career Transitions, a strand in Career and Technology Studies, focuses on helping students recognize the relevance of schooling and to make a smooth transition from secondary school to the world of work or to further training and/or education. Key themes include Career Readiness, Leadership, Career Extensions, Career Credentials, Job Safety Skills and Client Service.

Career Transitions has the potential to create meaningful educational experiences for today's high school students. It supports integration across curricular areas and partnerships in which students, schools, businesses and the community can work together toward common goals.

Each Career Transitions course promotes the development of independent thinking and decision-making skills. As well, the courses encourage the abilities and flexibility required to adapt to new situations, including the pursuit of career advancement opportunities and changes in career paths. Career Transitions also helps students recognize the relevance, transferability and applicability of competencies they have developed in other courses and through hobbies, interests or work.

Students participating in Career Transitions are encouraged to set realistic career goals and to increase their motivation to succeed in courses that are related to these goals. Career Transitions

helps students determine what employers and others expect of prospective employees, and encourages students to actively work to meet their own and others' expectations. Contact with role models in the work setting can provide accurate information about the training and pretraining requirements of occupations and the availability and use of up-to-date technology.

Within the philosophy of Career and Technology Studies, *students* in Career Transitions *will*:

- analyze the job market and societal trends, and relate them to personal career plans
- explore selected occupations in depth
- demonstrate successful job search, job acquisition and maintenance skills
- understand the concept of job termination
- develop acceptable work habits and positive attitudes toward work
- identify and discuss the expectations and the rights and responsibilities of employers and employees
- recognize and develop a positive attitude towards safety and safe workplace practices

- identify and understand legislation and regulations that govern employers and employees
- understand the relationships among the individual worker, the employer, organized labour and the government
- recognize and develop leadership and client service skills
- apply leadership and client service theory and skills in a variety of contexts
- explore the relationship between education, training and career advancement
- develop and demonstrate project management skills
- make a smooth transition between schooling and the world of work
- attain externally recognized credentials, where available.

# STRAND ORGANIZATION

## THEMES

The courses within this strand are identified in the following themes:

- Career Readiness
- Leadership
- Career Extensions
- Career Credentials
- Job Safety Skills
- Client Service.

The courses within each theme provide students with the flexibility to refine and enhance the competencies they are developing in one or more of the career-specific strands.

### *Career Readiness*

Courses within the Career Readiness theme focus on career planning and career development.

Career planning helps students identify and understand their values, interests, skills and aspirations. Researching career paths and occupations allows students to make informed choices as a part of their career-planning process. Job search and acquisition skills are developed and students discover that understanding employer expectations, writing targeted résumés and developing interview skills have lifelong value. In addition, students recognize and develop skills that allow them to advance within selected career paths.

Career development helps students to develop the knowledge, skills and positive attitudes that will help to enhance their marketability in the community and the workplace.

### *Leadership*

The Leadership theme introduces students to the principles and practices of leadership. Students may select courses that focus on personal, group and organizational leadership and/or leadership competencies relating to student governance and school–community governance.

### *Career Extensions*

Within the Career Extensions theme are project courses that students may use to develop project design and project management skills, and to expand and enhance learning of components of other CTS strands.

### *Career Credentials*

The five practicum courses that comprise the Career Credentials theme provide students with the opportunity to obtain Career Transitions strand credits while working toward attaining an externally developed and recognized credential relating to a CTS strand. Credentials students can attain and their sponsoring organization are listed in Section H.

These practicum courses cannot be used to obtain an apprenticeship-related credential by students enrolled in Registered Apprenticeship Program courses.

### *Job Safety Skills*

Courses within the Job Safety Skills theme provide students with the opportunity to develop a better understanding of safety and competencies relating to personal safety management, workplace safety practices and safety management systems.

Students successfully completing courses within the Job Safety Skills theme may attain a credential recognized by the Ministry of Human Resources and Employment.

### *Client Service*

The three Client Service courses enable students to develop knowledge, skills and an appreciation of the value and importance of client service in any occupational or volunteer sector.



**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;">Leading by Example <i>CTR1020</i></div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Taking the Lead <i>CTR2020</i></div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Governance &amp; Leadership <i>CTR2030</i></div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Organizational Leadership <i>CTR3020</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 1B <i>CTR1120</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 2B <i>CTR2120</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 2D <i>CTR2140</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 3A <i>CTR3110</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 3C <i>CTR3130</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 3E <i>CTR3150</i></div>	Career Extensions
		<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Practicum A <i>CTR3040</i></div> <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>	Career Credentials
<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

—— Prerequisite

† 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 CTR1020: Leading by Example**

Students develop awareness of the principles and practices of leadership and develop, implement and assess a personal leadership plan.

### **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 completed 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.

### **Course CTR1210: Personal Safety (Management)**

Students develop practical safety-related knowledge, skills and attitudes, and obtain 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 CTR2020: Taking the Lead**

Students compare basic theories and styles of leadership, and demonstrate leadership in a school, workplace or community context.

### **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.

### **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 CTR3020: Organizational Leadership**

Students develop an understanding of the concept of organizations, and demonstrate leadership by establishing an organization and leading it to achieve a stated goal.

**Course CTR3030: Leading for Change**

Students investigate change and decision-making processes used in the school and/or community. They construct, propose and initiate the use of a project planning model to affect change.

**Course CTR3040: Practicum A****Course CTR3050: Practicum B****Course CTR3060: Practicum C****Course CTR3070: Practicum D****Course CTR3080: Practicum E**

Students, on the worksite, continue to develop and refine those competencies developed in related Career and Technology Studies courses, previous practicums and other experiences.

**Course CTR3090: Client Service 3**

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 CTR3110: Project 3A****Course CTR3120: Project 3B****Course CTR3130: Project 3C****Course CTR3140: Project 3D****Course CTR3150: Project 3E**

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.

**Course CTR3210: Safety Management Systems**

Students conduct an in-depth investigation of safety management systems and demonstrate the ability to design a safety program for a selected business/industry.



## SECTION C: PLANNING FOR INSTRUCTION

CTS provides increased opportunity for junior and senior high schools to design courses based on the needs and interests of their students and the circumstances within the school and community. Some strands may be appropriately introduced at the junior high school level. Other strands are more appropriately introduced at the senior high school level or to Grade 9 students. Refer to this section for recommendations regarding the Career Transitions strand.

### PLANNING FOR CTS

#### Defining Courses

Schools determine which strands and courses will be offered in a particular school, and will combine 1-credit CTS courses into multiple-credit CTS offerings.

Each 1-credit course was designed for approximately 25 hours of instruction. However, this time frame is only a guideline to facilitate planning. The CTS curricula are competency based, and the student may take more or less time to gain the designated competencies within each course.

A multiple-credit CTS offering will usually consist of 1-credit courses primarily from the same strand but, where appropriate, may include courses from other CTS strands. Refer to the *Guide to Education: ECS to Grade 12* (Appendix 1) for more information on course names and course codes.

Course selection and sequencing should consider the course parameters, which define:

- prerequisite(s)
- supporting course(s) (other CTS courses that may enhance the learning opportunity if offered with the course)
- instructional qualifications, if specialized
- equipment and facility requirements, if specialized

The course parameters are defined in Sections D, E and F of this Guide.

#### Degree of Flexibility

The CTS program, while designed using the modular structure to facilitate flexible timetabling and instructional delivery, does not mandate the degree of flexibility a school or teacher will offer. The teacher and school will determine the degree of flexibility available to the student. Within the instructional plan established by the school, the student may:

- be given the opportunity to progress at a rate that is personally challenging
- have increased opportunity to select courses that develop competencies he or she finds most relevant.

#### Integrating Basic Competencies

The basic competencies relate to managing learning and resources, problem solving and innovation, communicating effectively, working with others and demonstrating responsibility are developed throughout the CTS program, and within each 1-credit course.

Assessment of student achievement on the basic competencies is integrated throughout the other general outcomes. Refer to Section G (Assessment Tools) of this Guide for the description of student behaviours expected at each of the four developmental stages defined for the basic competencies.

Assessment of basic competencies could include input and reflection involving the student, teacher(s), peers and others. Description of the observed behaviour could be provided through a competency profile for the course. Positive, ongoing interaction between the student and teacher will support motivation for student growth and improvement.

## Assessing Student Achievement

Assessing student achievement is a process of gathering information by way of observations of process, product and student interaction.

A suggested emphasis for each general outcome has also been established. The suggested emphasis provides a guideline to help teachers determine time allocation and/or the appropriate emphasis for each general outcome and the student grade.

Unless otherwise provided as part of an authorized resource, specific assessment tools should be developed by the student in consultation with the teacher. Some sample assessment tools are included in Section G (Assessment Tools) of the *Guide to Standards and Implementation* available for each strand. Some guidelines for assessing student achievement in each theme are described below.

### Career Readiness Course Assessment

Each of the three Career Readiness courses should assess the following components:

1. In-class component. The knowledge, skills and attitudes appropriate to preparing for the exploration of job and career opportunities.
2. Workplace component. The student's ability to appropriately apply competencies demonstrated in the in-class component.

The following chart provides a guideline for determining a grade for student achievement:

Proposed % Emphasis for Grading Purposes	Components	
	In-class Component	Workplace Component
Introductory Level	40–60	60–40
Intermediate Level	30–50	50–70
Advanced Level	20–30	70–80

## Career Extensions Course Assessment

Each course should assess the following components:

1. Specific competencies defined within the project.
2. Project management competencies.

The following chart outlines the increasing level of expectation for student performance as they access the CTS project courses.

Phases	Intro. Level	Interm. Level	Adv. Level
Project Definition			
• Proposing	xxx	xxxx	xxxxx
• Planning	xx	xxx	xxxxx
Project Management			
• Implementing	x	xx	xxx
• Monitoring	xx	xxx	xxxx
Project Completion			
• Presenting	xx	xxx	xxxx
• Assessing	xx	xxx	xxxx

x = minimal emphasis  
 xx = moderate emphasis  
 xxx = high emphasis  
 xxxx = very high emphasis  
 xxxxx = maximum emphasis

The following chart provides a guideline for determining a grade for student achievement.

Proposed % Emphasis for Grading Purposes	Elements of a Career Extension	
	Competencies Defined with the Project	Competencies in Project Management
Introductory Level	70–80	20–30
Intermediate Level	60–70	30–40
Advanced Level	50–60	40–50

### ***Career Credentials: Practicum Course Assessment***

Each course may be assessed in a combination of the following:

1. Teacher assessment of the student's attainment of general and specific outcomes.
2. External trainer's/credentialer's assessment of the student's competencies, i.e., did the student earn the credential?

A student may be assessed by the teachers as completing a practicum course successfully; however, the student may not, in the trainer's assessment, have met the requirements to be awarded the credential.

### ***Leadership and Job Safety Skills Course Assessment***

Assessing the student's competency is a process of gathering information by way of observations of process, product, student interaction and student leadership.

Where appropriate, assessment tools have been defined to assist the teacher and student in the assessment. Refer to Section G (Assessment Tools) of this Guide for copies of the various tools (worksheets, checklists, sample questions, etc.).

The relative weighting, or emphasis, for each assessment standard has also been established. The weighting is a guideline to help teachers determine a percentage grade for students.

### **Recognizing Student Achievement**

At the high school level, successful demonstration of the exit-level competencies in a course qualifies the student for one credit. Refer to Section A of this Guide for more detailed information about how curriculum and assessment standards are defined in CTS. Refer to the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* (Appendix 2) for more information on how student achievement can be recognized and reported at the school and provincial levels.

### **Portfolios**

When planning for instruction and assessment, consider a portfolio as an excellent tool to provide evidence of a student's effort, progress and achievement. Portfolios will aid students in identifying skills and interest. They also provide the receiving teacher, employer and/or post-secondary institution proof of a student's accomplishments. The make-up and evaluation of the portfolio should be a collaborative agreement between the student and teacher.

### **Resources**

A comprehensive resource base, including print, software and audio-visual, has been identified to support CTS strands. It is intended that these resources form the basis of a resource centre, encouraging teachers and students to access a wide selection of resources and other information sources throughout the learning process. Unless otherwise noted, these resources are considered to be suitable for both junior and senior high school students.

Refer to Section I (Learning Resource Guide) to obtain directions for accessing up-to-date information about learning resources that have been identified to support the delivery of CTS courses in this strand.

### **Sample Student Learning Guides**

In addition to the resources, Sample Student Learning Guides are available (refer to Section J of this Guide). These samples, designed for individual student or small group use, provide an instructional plan for selected courses and include the following components?

- Why take this course?
- What are the entry-level competencies?
- What are the exit-level competencies?
- What resources may be accessed?
- What assignments/activities must be completed?
- What are the timelines?
- How will the final mark be calculated?

## PLANNING FOR CAREER TRANSITIONS

The following suggestions are provided to assist teachers and school and school system administrators as they plan to deliver courses from the Career Transitions strand.

### Selecting Courses

The scope and sequence chart in Section B provides an overview of the Career Transitions courses, indicating prerequisites and theme areas. Brief descriptions of the courses follow the scope and sequence chart in Section B.

CTS courses within each theme provide opportunities for students to refine and enhance the competencies they are developing in one or more of the career-specific CTS strands through a specific application or project. These courses enable students to apply their learnings in a variety of contexts, allowing them to improve their level of competence through practice and application. Courses in this strand may be taken in isolation from other CTS strands, or in combination with courses in any strand. Suggestions about how these courses could be used to complement and enhance the competencies developed within a specific strand are outlined in the *Guide to Standards and Implementation* for each strand.

At the teacher's discretion, selected Career Transitions courses may be offered to junior high school students.

At the senior high level, the Career Transitions courses shown in the Career Transitions scope and sequence chart may be offered by schools as a 3-credit course, or they may be grouped together with courses from other strands as 3-, 4-, 5- or 6-credit courses.

### Identifying Linkages

Section H of this Guide describes linkages within CTS and with other programs.

Note that project courses from the Career Transitions strand may be combined with courses from other strands to provide increased opportunity for students to develop expertise and refine their competencies. Project courses are **not** designed to be offered as distinct courses and should **not** be used to extend Work Experience 15, 25 and 35 courses.

### Improving Smooth Transitions to the Workplace and/or Related Post-secondary Programs

Refer to Section H of this Guide for potential transitions students may make into the workplace and/or related post-secondary programs or other avenues for further learning.

# COURSE CURRICULUM AND ASSESSMENT STANDARDS:

## SECTION D: INTRODUCTORY LEVEL

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

Introductory level courses help students build daily living skills and form the basis for further learning. Introductory courses are developed for students who have no previous experience in the strand.

General outcomes define the competencies a student must demonstrate to achieve success in a course. Assessment standards define the criteria and conditions to be used for assessing the competencies defined in the general outcomes.

Specific outcomes provide a detailed framework for instruction to help students build the competencies defined in the general outcomes. Additional information and suggestions for instruction are provided in the Notes column; teachers may wish to use this space to record their ideas for instruction or student projects.

Course CTR1010:	Job Preparation .....	D.3
Course CTR1020:	Leading by Example .....	D.7
Course CTR1110:	Project 1A .....	D.11
Course CTR1120:	Project 1B .....	D.11
Course CTR1210:	Personal Safety (Management) .....	D.13
Course CTR1030:	Client Service 1 .....	D.19



**COURSE CTR1030: CLIENT SERVICE 1****Level:** Introductory**Theme:** Client Service**Prerequisite:** None**Description:** 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 completed courses.

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

**Parameters:** This course must be linked to other CTS courses from within the Career Transitions strand or any other CTS strand. It may be delivered on campus, off campus or through a combination of both. Facility and teacher requirements to deliver this course are determined by the parameters specified for the CTS course to which this Client Service course is linked.**Curriculum and Assessment Standards**

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none"> <li>• define “client service” and explain the relationship between “client” and “service”</li> <li>• identify and describe the scope of client services available to clients</li> <li>• demonstrate and record basic client services, including:               <ul style="list-style-type: none"> <li>– applications of competencies learned in other courses</li> <li>– communication skills</li> <li>– safety practices</li> </ul> </li> </ul>	<i>Assessment of student achievement should be based on:</i> <ul style="list-style-type: none"> <li>• a description and rating of student performance of individual client service tasks.</li> </ul>	10
	<i>Assessment Tool</i> <i>Individual Client Service Assessment Tool</i>	10
	<i>Standard</i> <i>Perform all tasks to a standard of 2 on the rating scale</i>	80
	<ul style="list-style-type: none"> <li>• a logbook record that includes:               <ul style="list-style-type: none"> <li>– number of client services delivered</li> <li>– types of client services delivered</li> <li>– linkages to previously completed courses</li> <li>– indicators of client satisfaction</li> <li>– reflections and recommendations.</li> </ul> </li> </ul>	
	<i>Assessment Tool</i> <i>Client Service Logbook</i>	
	<i>Standard</i> <i>All sections have been completed accurately</i>	

**COURSE CTR1030: CLIENT SERVICE 1 (continued)**

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>observations of individual effort and interpersonal interaction during the learning process.</li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>Integrated throughout</p>

Concept	Specific Outcomes	Notes
Client Service Defined	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>define “client service”</li> <li>explain the relationship between “client” and “service”</li> <li>identify and describe the similarities and differences between internal clients and external clients.</li> </ul>	
Client Service Communication	<ul style="list-style-type: none"> <li>demonstrate effective face-to-face communication with clients</li> <li>use language (jargon) appropriate to the workplace</li> <li>respond appropriately to praise, complaints and criticism.</li> </ul>	
Professionalism	<ul style="list-style-type: none"> <li>identify and describe professional behaviour appropriate to the selected work area</li> <li>dress appropriately for the work to be performed</li> <li>demonstrate respect and courtesy for clients</li> <li>focus on the task at hand without distraction.</li> </ul>	
Safety	<ul style="list-style-type: none"> <li>identify and demonstrate health, safety and sanitation practices appropriate to the selected work area</li> <li>use appropriate tools for each task</li> <li>follow directions and manufacturer’s instructions</li> </ul>	<p>Consider encouraging students to enroll in one or more Job Safety Skills courses.</p>

**COURSE CTR1030: CLIENT SERVICE 1 (continued)**

Concept	Specific Outcomes	Notes
	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• put safety clothing and personal protective equipment, as appropriate:               <ul style="list-style-type: none"> <li>– on self</li> <li>– on clients</li> </ul> </li> <li>• follow the employer’s safety code</li> <li>• identify, interpret and respond appropriately to safety signs and symbols.</li> </ul>	
Environmental Awareness	<ul style="list-style-type: none"> <li>• dispose of waste and unwanted materials in an environmentally safe manner</li> <li>• identify and describe, where appropriate, the purpose of an environmental charge when selling/installing selected products.</li> </ul>	For example, a \$4 per tire environmental charge is added to the cost of purchasing new tires.
Quality Control/ Quality Assurance	<ul style="list-style-type: none"> <li>• identify industry/sector standards for the selected work area</li> <li>• perform tasks to the standards specified</li> <li>• identify factors—low standards—affecting client satisfaction.</li> </ul>	Standards may include: <ul style="list-style-type: none"> <li>• time, tolerances</li> <li>• appearance</li> <li>• quality.</li> </ul>
Serving Clients	<ul style="list-style-type: none"> <li>• apply competencies learned in other courses to a variety of client service situations</li> <li>• identify and explain current client service abilities and limitations</li> <li>• use appropriate resources to provide specified client services</li> <li>• demonstrate acceptable levels of client service</li> <li>• maintain a detailed record of client services delivered.</li> </ul>	Encourage students to respond to the following questions: <ul style="list-style-type: none"> <li>• “What can I do to meet clients’ needs?”</li> <li>• “What client service skills would I like to develop?”</li> </ul>
Client Service Management	<ul style="list-style-type: none"> <li>• define and describe the relationships, as appropriate to the selected work area, among:               <ul style="list-style-type: none"> <li>– costs</li> <li>– work orders</li> <li>– wastage</li> </ul> </li> </ul>	

**COURSE CTR1030: CLIENT SERVICE 1** (continued)

Concept	Specific Outcomes	Notes
	<p><i>The student should:</i></p> <ul style="list-style-type: none"><li>• identify and list all resources needed to perform a task, provide a service or complete a product/project related to the selected work area</li><li>• calculate the costs of completing the task, service, product or project.</li></ul>	<p>Resources may include:</p> <ul style="list-style-type: none"><li>• materials and supplies</li><li>• labour</li><li>• expected wastage</li><li>• overhead costs.</li></ul>

# COURSE CURRICULUM AND ASSESSMENT STANDARDS:

## SECTION E: INTERMEDIATE LEVEL

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

Intermediate level courses help students build on the competencies developed at the introductory level and focus on developing more complex competencies. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

Course CTR2010:	Job Maintenance .....	E.3
Course CTR2020:	Taking the Lead .....	E.7
Course CTR2030:	Governance & Leadership .....	E.9
Course CTR2110:	Project 2A .....	E.13
Course CTR2120:	Project 2B .....	E.13
Course CTR2130:	Project 2C .....	E.13
Course CTR2140:	Project 2D .....	E.13
Course CTR2150:	Project 2E.....	E.13
Course CTR2210:	Workplace Safety (Practices) .....	E.15
Course CTR2040:	Client Service 2 .....	E.19



**COURSE CTR2040: CLIENT SERVICE 2****Level:** Intermediate**Theme:** Client Service**Prerequisite:** CTR1030 Client Service 1

**Description:** 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.

**Parameters:** This course must be linked to one or more CTS courses from within the Career Transitions strand, any other CTS strand or a combination of CTS strands. It may be delivered on campus, off campus or through a combination of both. Facility and teacher requirements to deliver this course are determined by the parameters specified for the CTS course to which this Client Service course is linked.

**Curriculum and Assessment Standards**

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• distinguish between client needs and wants and be able to reconcile expressed needs with service needs</li> <li>• demonstrate and record advanced client services, including:               <ul style="list-style-type: none"> <li>– applications of competencies learned in other courses</li> <li>– ethical behaviour</li> <li>– sales ability</li> <li>– quality control</li> <li>– marketing</li> <li>– client service management</li> </ul> </li> <li>• identify, explain and apply basic quality control principles and practices</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>• a description and rating of student performance of individual client service tasks.</li> </ul> <p><i>Assessment Tool</i> <i>Individual Client Service Assessment Tool</i></p>	20
	<p><i>Standard</i> <i>Perform all tasks to a standard of 3 on the rating scale</i></p> <ul style="list-style-type: none"> <li>• a logbook record that includes:               <ul style="list-style-type: none"> <li>– number of client services delivered</li> <li>– types of client services delivered</li> <li>– linkages to previously completed courses</li> <li>– indicators of client satisfaction</li> <li>– reflections and recommendations.</li> </ul> </li> </ul> <p><i>Assessment Tool</i> <i>Client Service Logbook</i></p>	60
	<p><i>Standard</i> <i>All sections have been completed accurately</i></p>	10

**COURSE CTR2040: CLIENT SERVICE 2** (continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>identify, explain and apply basic sales and marketing strategies</li> <li>demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>observations of individual effort and interpersonal interaction during the learning process.</li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>10</p> <p>Integrated throughout</p>

Concept	Specific Outcomes	Notes
Client Service Defined	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>distinguish between client needs and client wants</li> <li>explain the connection between needs identified by a client and the client's actual service needs.</li> </ul>	<p>In some contexts, clients may underestimate or overestimate their needs.</p> <p>Appropriate communication strategies should be used to communicate discrepancies.</p>
Client Service Communication	<ul style="list-style-type: none"> <li>define "feedback" and explain its importance in a client service context</li> <li>explain the similarities and differences between: <ul style="list-style-type: none"> <li>formal and informal feedback</li> <li>verbal and nonverbal feedback</li> </ul> </li> <li>solicit feedback about services provided from clients, suppliers and others</li> <li>identify and explain alternative strategies for responding to positive and negative feedback given by a client.</li> </ul>	<p>Use a variety of strategies to solicit feedback; e.g.:</p> <ul style="list-style-type: none"> <li>enquiry method</li> <li>body language</li> <li>surveys.</li> </ul> <p>Feedback may include:</p> <ul style="list-style-type: none"> <li>praise</li> <li>criticism</li> <li>complaints.</li> </ul> <p>Encourage students to think about two-way feedback from:</p> <ul style="list-style-type: none"> <li>client to worker</li> <li>worker to client.</li> </ul>

**COURSE CTR2040: CLIENT SERVICE 2 (continued)**

Concept	Specific Outcomes	Notes
Professionalism	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• show initiative and demonstrate enthusiasm when planning for and delivering client services</li> <li>• demonstrate a willingness to become a team player</li> <li>• work as a member of one or more teams.</li> </ul>	
Safety	<ul style="list-style-type: none"> <li>• read, interpret and follow manufacturer’s instructions</li> <li>• describe situations where it may be appropriate to modify manufacturer’s instructions while still protecting a client</li> <li>• employ appropriate client service safety practices.</li> </ul>	<p>Consider encouraging students to enroll in one or more Job Safety Skills courses.</p> <p>Company policy, local regulations or client needs may necessitate not following a manufacturer’s instructions completely.</p>
Environmental Awareness	<ul style="list-style-type: none"> <li>• identify and explain environmental concerns relating to the selected work area</li> <li>• demonstrate concern for the environment.</li> </ul>	<p>Environmental concern may include the use of:</p> <ul style="list-style-type: none"> <li>• nonrenewable resources</li> <li>• toxic substances</li> <li>• endangered species of materials; e.g., mahogany.</li> </ul>
Quality Control/ Quality Assurance	<ul style="list-style-type: none"> <li>• define “quality control”/“quality assurance”</li> <li>• identify quality control principles and practices</li> <li>• identify existing and potential quality control problems</li> <li>• describe strategies that may be used to assess client satisfaction</li> <li>• assess client satisfaction using at least one strategy</li> <li>• respond appropriately to problem situations and feedback</li> <li>• perform tasks to the satisfaction of clients.</li> </ul>	<p>The two terms are often used interchangeably.</p> <p>The factors included in quality control/quality assurance will tend to vary depending upon the work area. The terms may be defined as:</p> <ul style="list-style-type: none"> <li>• the establishment and maintenance of standards; e.g., operation, production, service and interpersonal relationships, that satisfy internal and external client needs.</li> </ul>

**COURSE CTR2040: CLIENT SERVICE 2 (continued)**

Concept	Specific Outcomes	Notes
Ethical Behaviour	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• define “ethical behaviour”</li> <li>• identify and describe examples of ethical and unethical behaviour in the selected work area</li> <li>• explain the difference between intrinsic rewards and extrinsic rewards</li> <li>• describe examples of both types of rewards.</li> </ul>	<p>Invite a representative from the local Chamber of Commerce, Better Business Bureau or a local business to discuss the importance of ethics in business and the intrinsic and extrinsic rewards of ethical business behaviour.</p>
Serving Clients	<ul style="list-style-type: none"> <li>• apply competencies learned in other courses to a variety of client service situations</li> <li>• identify and explain current client service abilities and limitations</li> <li>• describe how current client service abilities can be enhanced</li> <li>• identify and demonstrate alternative client service strategies for achieving similar outcomes</li> <li>• use a variety of client service strategies and assess the relative advantages/disadvantages of each</li> <li>• demonstrate levels of client service acceptable to a majority of clients served</li> <li>• maintain a detailed record of client services delivered.</li> </ul>	<p>Have students discuss:</p> <ul style="list-style-type: none"> <li>• “What do I do well now?”</li> <li>• “How can I improve my client service abilities?”</li> </ul> <p>The number of alternative strategies will probably be related to the selected work area.</p>
Sales Ability	<ul style="list-style-type: none"> <li>• demonstrate knowledge of product, services or processes offered to clients</li> <li>• explain the relative advantages/disadvantages of alternative products, services or processes</li> <li>• recommend a specific product, service or process, based on an analysis of client needs and wants</li> <li>• be able to justify recommendations made</li> <li>• anticipate and be able to respond to client questions and concerns</li> <li>• complete transactions to client satisfaction.</li> </ul>	

**COURSE CTR2040: CLIENT SERVICE 2 (continued)**

Concept	Specific Outcomes	Notes
Marketing	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• define “marketing”</li> <li>• explain how marketing may be used to increase the number of clients served</li> <li>• define, in the context of the selected work area, “client base” and “target population”</li> <li>• explain why knowledge of client base and target population are important to business operators.</li> </ul>	
Client Service Management	<ul style="list-style-type: none"> <li>• define and describe the relationships, as appropriate to the selected work area, among:               <ul style="list-style-type: none"> <li>– contracts (written and verbal)</li> <li>– markups</li> <li>– estimates</li> <li>– inventory control</li> <li>– overhead costs</li> </ul> </li> <li>• identify suppliers of resources to the selected work area and the resources they supply</li> <li>• describe what actions should be taken when resources run low.</li> </ul>	<p>Consider inviting a local legal advisor or business owner/ operator to discuss the complexities of managing a client service operation.</p> <p>Advise students of minimum inventory standards for the work area and procedures used to ensure that resources are available when needed.</p>



## 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.

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Course CTR3150:	Project 3E .....	F.17
Course CTR3210:	Safety Management Systems.....	F.19
Course CTR3090:	Client Service 3 .....	F.23



**COURSE CTR3090: CLIENT SERVICE 3****Level:** Advanced**Theme:** Client Service**Prerequisite:** CTR2040 Client Service 2**Description:** Students build on the principles and practices of client service acquired in CTR2040 Client Service 2. Additional 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.

**Parameters:** This course must be linked to other CTS courses from within the Career Transitions strand or any other CTS strand. It may be delivered on campus, off campus or through a combination of both. Facility and teacher requirements to deliver this course are determined by the parameters specified for the CTS course to which this Client Service course is linked.**Curriculum and Assessment Standards**

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none"> <li>• demonstrate and record professional client services, including:               <ul style="list-style-type: none"> <li>– applications of competencies learned in other courses</li> <li>– ethical behaviour</li> <li>– client service enhancement strategies</li> </ul> </li> <li>• demonstrate advanced quality control and marketing strategies</li> <li>• manage client services</li> </ul>	<i>Assessment of student achievement should be based on:</i> <ul style="list-style-type: none"> <li>• a description and rating of student performance of individual client service tasks.</li> </ul>	50
	<i>Assessment Tool</i> <i>Individual Client Service Assessment Tool</i>	
	<i>Standard</i> <i>Perform all tasks to a standard of 3 on the rating scale</i>	
	<ul style="list-style-type: none"> <li>• a logbook record that includes:               <ul style="list-style-type: none"> <li>– number of client services delivered</li> <li>– types of client services delivered</li> <li>– linkages to previously completed courses</li> <li>– indicators of client satisfaction</li> <li>– reflections and recommendations.</li> </ul> </li> </ul>	25
	<i>Assessment Tool</i> <i>Client Service Logbook</i>	
	<i>Standard</i> <i>All sections have been completed accurately</i>	25

**COURSE CTR3090: CLIENT SERVICE 3 (continued)**

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>observations of individual effort and interpersonal interaction during the learning process.</li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>Integrated throughout</p>

Concept	Specific Outcomes	Notes
<p>Client Service Defined</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>identify, describe and explain the broad range of competencies required to deliver professional levels of service</li> <li>relate the stated needs and perceived expectations of clients to their actual needs for service.</li> </ul>	<p>In identifying competencies associated with professional levels of service, consider including:</p> <ul style="list-style-type: none"> <li>technical knowledge and skills</li> <li>a positive attitude to meeting the needs of others</li> <li>ability to “read” clients</li> <li>professional appearance</li> <li>ability to maintain composure in difficult situations.</li> </ul>
<p>Client Service Communication</p>	<ul style="list-style-type: none"> <li>use communication strategies that maximize client understanding and satisfaction; e.g.:               <ul style="list-style-type: none"> <li>verbal</li> <li>nonverbal</li> </ul> </li> <li>explain the saying, “You only have one chance to make a first impression.”</li> </ul>	<p>Consider having students discuss:</p> <ul style="list-style-type: none"> <li>the relative importance of verbal and nonverbal communication</li> <li>the importance of first impressions in any client service context.</li> </ul>
<p>Professionalism</p>	<ul style="list-style-type: none"> <li>explain the importance of time-on-task relationships</li> <li>identify employee and employer rights and responsibilities</li> <li>identify and explain the rights of the client.</li> </ul>	<p>Time-on-task: It is important to work in both a timely and competent manner. Lack of time should not be an excuse for shoddy work.</p> <p>Documents relating to client rights are available from appropriate government departments.</p>

**COURSE CTR3090: CLIENT SERVICE 3 (continued)**

Concept	Specific Outcomes	Notes
Safety	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• meet or exceed health, safety and sanitation practices</li> <li>• follow manufacturer’s instructions</li> <li>• follow employer’s safety code</li> <li>• recommend practices that promote health, safety and sanitation in the selected work area.</li> </ul>	<p>Consider encouraging students to enroll in one or more Job Safety Skills courses.</p>
Quality Control/ Quality Assurance	<ul style="list-style-type: none"> <li>• perform client service tasks to meet client expectations</li> <li>• perform tasks to the satisfaction of clients</li> <li>• identify existing and potential problems</li> <li>• distinguish between expected and unexpected events and consequences</li> <li>• recommend actions to enhance client satisfaction.</li> </ul>	<p>Expectations may include:</p> <ul style="list-style-type: none"> <li>• time</li> <li>• quality</li> <li>• quantity</li> <li>• satisfaction.</li> </ul> <p>Unexpected events and consequences may include:</p> <ul style="list-style-type: none"> <li>• late arrival of supplies</li> <li>• power failure.</li> </ul>
Serving Clients	<ul style="list-style-type: none"> <li>• demonstrate professional levels of client service</li> <li>• identify and create opportunities for enhancing the number and/or quality of services, products and processes offered to each client</li> <li>• maintain a detailed record of client services delivered.</li> </ul>	<p>In encouraging students to meet professional standards of client service, including sales abilities, it may be appropriate to consider the potential impact of your client service program on local businesses offering similar services.</p>
Sales Ability	<ul style="list-style-type: none"> <li>• recommend additional services, products and processes that clients might be willing to purchase</li> <li>• justify recommendations by presenting valid information in an ethical manner</li> <li>• anticipate and respond appropriately to client questions and concerns</li> <li>• identify and apply strategies that may be appropriate to assess client satisfaction</li> <li>• determine, recommend and record ways to improve client satisfaction.</li> </ul>	<p>Involving the local business community to assist students in developing professional standards will help in creating an enriched learning environment for students and establish a more positive relationship between the school and the local business community.</p>

**COURSE CTR3090: CLIENT SERVICE 3 (continued)**

Concept	Specific Outcomes	Notes
Client Service Management	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• define and describe the relationships, as appropriate to the selected work area, among:               <ul style="list-style-type: none"> <li>– billing</li> <li>– profit and loss</li> <li>– estimation</li> <li>– inventory management</li> <li>– warranties</li> <li>– insurance</li> </ul> </li> <li>• describe the process, including timing, for ordering and receiving resources from suppliers</li> <li>• describe the “just-in-time” (JIT) resource procurement process</li> <li>• explain the advantages and disadvantages of the just-in-time process</li> <li>• explain the concept of “economy of scale”</li> <li>• describe how economy of scale practices might be used to make a business more efficient and more profitable</li> <li>• explain how, for the selected work area, a combination of economy of scale and just-in-time practices could affect profit and productivity</li> <li>• identify the markup necessary to generate variable profit margins, using industry/sector standards</li> <li>• calculate the selling price necessary to generate different profit margins.</li> </ul>	<p>The process in some contexts may include:</p> <ul style="list-style-type: none"> <li>• completing purchasing forms</li> <li>• reading catalogues</li> <li>• interpreting invoices, plans, customer instructions</li> <li>• checking incoming orders.</li> </ul> <p>Have students calculate simple and more complex margins; e.g., 10%, 25%, 96%.</p>

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## 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.

**Safety Program Rating Scale**

1. Organizational policy and commitment must be:
  - a. written in any of the following forms:
    - mission statement
    - policy statements
  - b. supported and signed by senior executives.
2. The process for identifying and recording of hazards should:
  - a. be in writing
  - b. specify actions when equipment or operational procedures change
  - c. rank hazards as high, medium, low.
3. Indicate procedure for controlling hazards based upon their rank; e.g., safe work procedures.
4. Specify:
  - a. when safety inspections must be performed
  - b. who performs safety inspections
  - c. how safety inspections are to be conducted
  - d. where safety inspections must/should be conducted
  - e. what to look for when performing a safety inspection.
5. For the selected workplace, specify in writing:
  - a. expected worker competencies for critical tasks
  - b. upgrading, training, inservices expected and provided; e.g., maintain records of safety training provided.
6. For the selected workplace, specify in writing required responses to anticipated emergencies; e.g.,
  - fire
  - explosion
  - chemical leaks
  - cave-ins
  - worker injury.
7. For the selected workplace, specify in writing policy and procedures for:
  - types of incidents that must be investigated
  - who is to perform each type of investigation
  - who reviews reports
  - who recommends corrective action
  - documentation to be used when recording investigation information.
8. For the selected workplace, specify in writing who is responsible for the administration of the health and safety program; e.g., safety coordinator, human resource officer, occupational health and safety coordinator, industrial hygienist.

## Individual Client Service Assessment Tool

<b>Courses</b>	CTR1030 Client Service 1 CTR2040 Client Service 2 CTR3090 Client Service 3
<b>Theme</b>	Client Service

**Student:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**ID:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

<b>Standards</b>	Students working at or above standard demonstrate the outcomes specified in the checklist below. The minimum rating standard, (2) or (3), for each key performance area is indicated below each course number. The rating scale below defines the level of skill development for each rating standard.
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<b>Key Performance Area</b> Insert expected outcomes for each client service task	CTS1047	CTS2047	CTS3047
<b>Rating Standard</b>	(2)	(3)	(3)
<b>Client Service Defined:</b> • • •			
<b>Client Service Communication:</b> • • •			
<b>Quality Control:</b> • • •			
<b>Professionalism/Ethics:</b> • • •			

<b>Rating Scale</b>				
<b>The student:</b>				
<b>4.</b> exceeds defined outcomes, plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality and productivity exceed standards. The student leads others to contribute to team goals, analyzes client needs and provides professional level client services. Clients served indicate high levels of satisfaction.	<b>3.</b> meets defined outcomes, plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. The student meets general standards for client service and demonstrates a willingness to improve.	<b>2.</b> meets defined outcomes, plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. The student works cooperatively to achieve team goals and provides a reasonable level of client services to most clients' satisfaction.	<b>1.</b> meets defined outcomes; follows instructions; and uses a limited range of tools, materials and/or processes, in an appropriate manner. Quality and productivity are reasonably consistent. The student provides a limited range of client services to clients' satisfaction.	<b>0.</b> has not completed outcomes. Tools, materials and/or processes are used inappropriately. Clients do not indicate appreciation for services delivered.

(continued)

(continued)

<b>Key Performance Area</b> Insert expected outcomes for each client service task	CTR1030	CTR2040	CTR3090
<b>Rating Standard</b>	(2)	(3)	(3)
<b>Safety/Environmental Awareness:</b> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>			
<b>Marketing/Sales Ability:</b> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>			
<b>Client Service Management:</b> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>			
<b>Other:</b> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>			

**Comments:**

**Recommendations:**

<p><b>General Outcomes:</b></p> <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• demonstrate and record <b>basic</b> client services</li> <li>• demonstrate and record <b>advanced</b> client services</li> <li>• demonstrate and record <b>professional</b> client services.</li> </ul> <p><b>Guide:</b></p> <p><b>Basic</b> client service may include the completion of a minimum number of operations that meet the teacher's expectations.</p> <p><b>Advanced</b> client service may include the completion of operations that exceed minimum expectations in regard to the number of services completed, teacher expectations and client satisfaction.</p> <p><b>Professional</b> client service may include the completion of operations that meet industry/sector standards in regard to the quality of service delivered and client satisfaction indicated.</p>	<p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>• Students create a logbook; e.g., a loose-leaf binder, in which they maintain a record of each client service delivered.</li> <li>• The logbook sheets might include: <ul style="list-style-type: none"> <li>– name of client/company</li> <li>– client address, telephone number, fax number</li> <li>– type of client service delivered</li> <li>– resources used; e.g., materials, supplies, equipment</li> <li>– team members, if applicable</li> <li>– procedure followed</li> <li>– problems encountered, if any</li> <li>– linkages to previously completed courses</li> <li>– client level of satisfaction <ul style="list-style-type: none"> <li>– reflections on what was done and how it was done, and recommendations for improvement or future action.</li> </ul> </li> </ul> </li> <li>• Students should submit completed Client Service Record Forms for review and evaluation.</li> <li>• Completed Client Service Record Forms may become part of each student's portfolio.</li> </ul> <p><b>A sample Client Service Record Form is provided on the following page.</b></p>
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<b>Client Service Record Form</b>	
<b>Student name:</b>	
<b>Course name/number:</b>	
<b>Teacher name:</b>	
<b>Client:</b>	
<b>Service(s) delivered:</b> (Be specific and detailed)	
<b>Resources used:</b>	
• materials	
• supplies	
• equipment	
• tools	
<b>Team members, if any:</b>	
<b>Procedure followed:</b> (Use back of page, if necessary)	
<b>Problems encountered, if any:</b>	
<b>Client's level of satisfaction:</b>	
<b>Indicators of client satisfaction or dissatisfaction:</b>	
<b>Reflections on:</b> <ul style="list-style-type: none"> <li>• what I did</li> <li>• how I did it</li> <li>• what I would do differently</li> </ul>	
<b>Teacher assessment:</b>	%
	<b>Comments:</b>
<b>Student comments:</b>	



# SECTION I: LEARNING RESOURCE GUIDE

This section of the GSI explains how to obtain up-to-date information regarding learning resources that have been identified to support the delivery of courses in this strand. It provides directions for searching, by electronic means, the most current information on:

- authorized student basic, support and authorized teaching resources—resources approved by Alberta Learning for use in this strand
- provincial software agreements—licensing agreements that allow school jurisdictions to purchase educational software at significantly reduced prices
- additional sources of information—other titles and information sources that may provide potentially useful ideas for courses in this strand.

The resource listings compiled for this strand are time sensitive and subject to change. Teachers are encouraged to browse the web sites identified in this guide on a regular basis for the most up-to-date information on new learning resources, more recent versions/editions and other sources of support.

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# NOTICE

## SECTION I: LEARNING RESOURCE GUIDE

Alberta Learning authorizes a variety of resources that support learning and teaching in this strand. The 1999 amendments to Section I provide directions for obtaining, by electronic means, up-to-date information about authorized resources and other sources of information.

Teachers are encouraged to browse the web sites identified in this guide on a regular basis for the most up-to-date information on:

- authorized resources; i.e., student basic, support, and authorized teaching
- provincial software licensing agreements
- additional sources of support.

The lists of authorized resources that were previously included in Section I have been removed from the 1999 amendments to this document. From 1999 onward, up-to-date listings of authorized resources are to be accessed through:

- the Learning Resources Distributing Centre *Buyers Guide*, available electronically at <<http://ednet.edc.gov.ab.ca/lrdc>>
- the Authorized Resources Database, available electronically at <<http://ednet.edc.gov.ab.ca>> under Students and Learning, Learning and Teaching Resources.

Subsequent amendments to the *Guide to Standards and Implementation* for other CTS strands will include similar changes to Section I.

## LEARNING RESOURCE GUIDE

This section of the guide provides directions for obtaining, from electronic sources, up-to-date information about learning resources that support the delivery of CTS courses in this strand. Teachers may use the information to search for current listings of:

- authorized resources that support learning and teaching
  - basic learning resources
  - support learning resources
  - authorized teaching resources
- provincial software licensing agreements
- additional sources of information
  - other titles and sources that contain potentially useful information and ideas
  - web sites that may provide access to global networks of information.

Learning resources for this strand will continue to be updated in order to maintain and expand access to current information suitable for use in a variety of CTS learning environments.

### CTS AND THE RESOURCE-BASED CLASSROOM

CTS supports the development of resource-based classrooms where a variety of appropriate, up-to-date print and nonprint resources are available. This approach enables students to:

- interact with a wide range of information sources
- access and use information sources appropriately
- take an active role in managing their own learning.

CTS identifies learning resources in print, software, video and CDROM formats, as well as other sources of information available in the community and through the Internet.

Collaboration between the teacher–librarian and CTS teacher in planning resource-based research activities will ensure that students develop research skills as they increase their understanding of subject content. Planned and purposeful research activities will help students learn to

gather, process and share information, and will require access to a range of current print and nonprint resources available in the school library, other libraries, the community and/or from other sources.

Teachers are encouraged to reference *Focus on Research: A Guide to Developing Students' Research Skills*, referenced in the Alberta Learning Monographs section of this guide, when planning research activities.

### LEARNING RESOURCE POLICY

Alberta Learning authorizes resources considered appropriate for provincial programs of study and that have met criteria for acceptability. The authorized resources for CTS include:

- student basic—resources that address the majority of the learner outcomes in one or more CTS courses
- student support—resources that assist in addressing some of the learner outcomes of a CTS course
- authorized teaching—resources that support the implementation of one or more CTS courses and assist teachers in the instructional process.

The Learning Technologies Branch also has developed distance education materials for a number of CTS courses. These course materials, also authorized by the province of Alberta, include a range of print and electronic products that can be used to support teaching and learning in CTS.

School boards may identify and approve instructional materials for use in their schools under section 44 (2) of the *School Act*. Many school boards have delegated the power to approve resources to school staff or other board employees under section 45 (1) of the *School Act*.

For further information on resource policy and definitions, refer to the *Student Learning Resources Policy* and *Teaching Resources Policy* or contact:

Learning Resources Unit  
Curriculum Standards Branch  
Alberta Learning  
5<sup>th</sup> Floor, Devonian Building, East Tower  
11160 Jasper Avenue  
Edmonton, AB, Canada T5K 0L2  
Telephone: 780-422-4872 (to be connected toll free inside Alberta dial 310-0000)  
Fax: 780-422-0576  
Internet: <<http://ednet.edc.gov.ab.ca>>

## HOW TO OBTAIN UP-TO-DATE INFORMATION

### Authorized Resources

A searchable online index of all student basic, support and authorized teaching resources for courses in this CTS strand is provided through the Authorized Resources Database on the provincial web site. Each entry in the database provides bibliographic information about the resource, an annotation where appropriate, a correlation to specific one-credit courses in this strand, and information about how to obtain the resource.

The Authorized Resources Database can be accessed at <<http://ednet.edc.gov.ab.ca>>:

- click on “Students and Learning”
- select “Learning and Teaching Resources”
- then select the “Authorized Resources Database”.

When using the database to search for resources within a particular CTS strand:

- enter the strand name as the “Curricular Area”
- select the desired “Format” and “Authorization Status” from the options provided
- click on “Submit”.

The database begins each list of student basic, support and authorized teaching resources with those resources that been authorized most recently.

Upon first entering the database, the user is provided with a title and brief description of each resource, accompanied with copyright information, authorization status, number of pages and intended use by curriculum area and grades. Then by clicking on the “More” icon, a more detailed description of each resource can be obtained, along with additional information regarding publisher/distributor, physical appearance, cost, correlation to individual CTS courses, how to obtain the resource and where the resource can be previewed.

Up-to-date information regarding the availability of distance education materials for CTS courses (i.e., print products, electronic products, products in development) can also be obtained through the web site:

- click on “Students and Learning”
- select “Learning and Teaching Resources”
- then select the “Learning Technologies Branch”.

Teachers are encouraged to browse the Authorized Resources Database and Learning Technologies Branch Homepage on a regular basis for the most up-to-date information on authorized learning resources and distance education course materials that are available.

### Provincial Software Agreements

Due to frequent upgrades occurring in productivity software (e.g., software packages developed for word processing, spreadsheet, database, multimedia, drawing and design applications), this kind of software is no longer authorized by the department. However, a number of provincial licensing agreements for software products are in place that allow school jurisdictions to purchase productivity software at significantly reduced prices.

An up-to-date listing of provincial software agreements can be obtained through the “Technology” section of the web site. Teachers are encouraged to browse this listing on a regular basis for information regarding additional provincial software licensing agreements that may be established from time to time.

## HOW TO ORDER AUTHORIZED RESOURCES

Most of the student basic, support and authorized teaching resources can be obtained from the Learning Resources Distributing Centre (LRDC). The LRDC *Buyer's Guide*, available in electronic or print formats, provides a complete listing of resources available for purchase and additional ordering information. The LRDC can be contacted at:

12360 – 142 Street  
Edmonton, AB, Canada T5L 4X9  
Telephone: 780-427-5775 (to be connected toll free inside Alberta dial 310-0000)  
Fax: 780-422-9750  
Internet: <<http://ednet.edc.gov.ab.ca/lrdc>>.

It is recommended that all resources be previewed prior to purchase. In some instances, teachers may find it desirable to purchase one copy for their reference and additional copies as required.

## ADDITIONAL SOURCES OF INFORMATION

There are many additional sources of information—other titles, and information available from government, professional associations, industry organizations and community agencies—that may provide potentially useful ideas for courses in this strand. Of further note are a number of web sites relevant to courses in this strand, which when used effectively, can provide both teachers and learners with a global network of useable information.

**The responsibility to evaluate these additional sources of information prior to selection rests with the user, in accordance with any existing local policy.**

## CTS Council

An online listing of additional sources of information relevant to courses in this strand is available on the CTS Council web site at <<http://ctscouncil.com>>. This site can be accessed through the CTS homepage by going to “Related Sites”.

Each entry in this listing includes the name of the resource or agency/organization, appropriate distributor/contact information, and where possible a description of the materials/services available.

The CTS Council welcomes your suggestions for maintaining and expanding the sources of information that are shared through this site.

## Telus 2Learn Alliance

A searchable online listing of web sites containing information and materials relevant to courses in this strand is available through the Telus 2Learn Alliance at <<http://www.2Learn.ca>>. This site can also be accessed through the CTS homepage by going to “Related Sites”.

The Telus 2Learn Alliance welcomes your feedback and ideas on these and other sites relevant to courses in this strand.

## OTHER SOURCES OF SUPPORT

### ACCESS: The Education Station

ACCESS: The Education Station offers a variety of resources and services to teachers. For a nominal dubbing and tape fee, ACCESS: The Education Station will copy audiotapes and videotapes for teachers.

ACCESS: The Education Station publishes listings of audiocassettes and videocassettes as well as a comprehensive programming schedule. For further information, visit their web site at <<http://www.accessstv.ab.ca>>.

## **National Film Board of Canada**

The National Film Board of Canada (NFB) has numerous audiovisual resources that may be suitable for use in CTS courses. While these resources can be ordered directly from the NFB, many of their materials are also available in public libraries.

For a list of NFB audiovisual resources indexed by title and subject, or to place an order for audiovisual resources, visit their web site at <<http://www.nfb.ca>>.

## **Media and Resource Centres**

There are a number of urban media and regional resource centres across the province that provide on a loan basis instructional materials that may support CTS courses. Teachers are encouraged to contact their local media or resource centre for further information regarding services that are available.

### Urban Media Centres

Calgary Board of Education  
Calgary, AB, Canada  
Web site: <[www.cbe.ab.ca](http://www.cbe.ab.ca)>

Calgary Separate School Board  
Calgary, AB, Canada  
Web site: <[www.crcssd1.calgary.ab.ca](http://www.crcssd1.calgary.ab.ca)>

Edmonton Catholic School District  
Edmonton, AB, Canada  
Web site: <[www.ecs.edmonton.ab.ca](http://www.ecs.edmonton.ab.ca)>

Edmonton Public School Board  
Edmonton, AB, Canada  
Web site: <[www.epsb.edmonton.ab.ca](http://www.epsb.edmonton.ab.ca)>

Elk Island Public School Division  
Sherwood Park, AB, Canada  
Web site: <[www.ei.educ.ab.ca](http://www.ei.educ.ab.ca)>

Medicine Hat School District  
Medicine Hat, AB, Canada  
Web site: <[www.sd76.ab.ca](http://www.sd76.ab.ca)>

Northern Lights School Division  
Spirit River, AB, Canada  
Web site: <[www.nlsd.ab.ca](http://www.nlsd.ab.ca)>

Red Deer Public School District  
Red Deer, AB, Canada  
Web site: <[www.rdpsd.ab.ca](http://www.rdpsd.ab.ca)>

### Regional Resource Centres

Zone 1  
Zone One Regional Resource Centre  
Peace River, AB, Canada  
Web site: (not yet available)

Zone 2/3  
Central Alberta Media Services  
Sherwood Park, AB, Canada  
Web site: <[www.cams.ab.ca](http://www.cams.ab.ca)>

Zone 4  
Parkland Regional Library  
Lacombe, AB, Canada  
Web site: <[www.prl.lacombe.ab.ca](http://www.prl.lacombe.ab.ca)>

Zone 5  
South Central Alberta Resource Centre  
Strathmore, AB, Canada  
Web site: (available in September 1999)

Zone 6  
Southern Alberta Learning Resource Centre  
Lethbridge, AB, Canada  
Web site: (available in July 1999)

## **Alberta Learning Monographs**

The following monographs are available for purchase from the Learning Resources Distributing Centre. Refer to the "Support Documents" section or the "Legal, Service and Information Publications" section in the LRDC *Buyers Guide* for ordering information and costs.

- *The Emerging Student: Relationships Among the Cognitive, Social and Physical Domains of Development*, 1991 (LRDC Product No. 161555)

This document examines the child, or student, as a productive learner, integrating all the domains of development: cognitive, social and physical. It emphasizes the need for providing balanced curriculum and instruction.

- *Students' Interactions Developmental Framework: The Social Sphere*, 1988 (LRDC Product No. 161399)

This document examines children's perceptual, structural and motor development and how such physical development affects certain learning processes.

- *Focus on Research: A Guide to Developing Students' Research Skills*, 1990 (LRDC Product No. 161802)

This document outlines a resource-based research model that helps students manage information effectively and efficiently, and gain skills that are transferable to school and work situations. This model provides a developmental approach to teaching students how to do research.

- *Teaching Thinking: Enhancing Learning*, 1990 (LRDC Product No. 161521)

Principles and guidelines for cultivating thinking, ECS to Grade 12, have been developed in this resource. It offers a definition of thinking, describes nine basic principles on which the suggested practices are based, and discusses possible procedures for implementation in schools and classrooms.

*[The 1997 text was deleted September 1999.]*

***Note***

*Effective September 1999,  
pages I.9 to I.34 have been deleted  
and not replaced.*