

## 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.