

2000 CTS AMENDMENTS to the Financial Management Guide to Standards and Implementation

Summary of Curriculum Changes

Prerequisite change:

The following introductory course is no longer a prerequisite for other courses in this strand.

- FIN1010: Financial Information

Section A

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

Section B

- **Remove** pages B.5–6 (1997) and **replace** with new pages B.5–6 (Revised 2000).

Section C

- **Remove** pages C.1 to C.6 (1997) and **replace** with new pages C.1 to C.6 (Revised 2000).

Section D

- **Remove** pages D.7–8 (1997) and **replace** with new pages D.7–8 (Revised 2000).

Section E

- **Remove** pages E.3–4 (1997) and **replace** with new pages E.3–4 (Revised 2000).

Section F

- **Remove** pages F.7 to F.16 (1997) and **replace** with new pages F.7 to F.16 (Revised 2000).

Section I

- **Remove** pages I.1 to I.38 (1997) and **replace** with new pages I.1 to I.8 (Revised 2000).

CAREER AND TECHNOLOGY STUDIES

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.

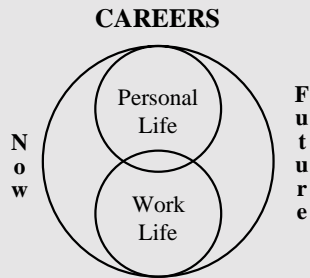
As an important component of education in Alberta secondary schools, CTS promotes student achievement by setting clear expectations and recognizing student success. Students in CTS develop competencies—the knowledge, skills and attitudes they are expected to demonstrate, that is, what they know and what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

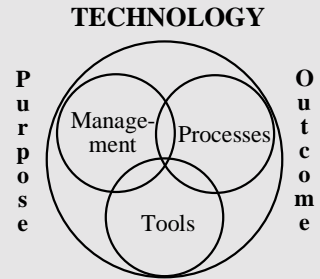


A career encompasses more than activities just related to a person's job or occupation; it involves one's personal life in both local and global contexts; e.g., as a family member, a friend, a community volunteer, a citizen of the world.

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.



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

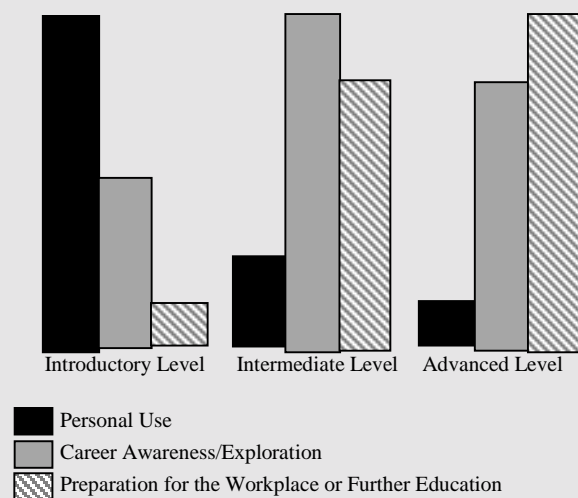
Courses are organized into three levels of achievement: **introductory**, **intermediate** and **advanced**. As students progress through the levels, they will be expected to meet higher standards and demonstrate an increased degree of competence, in both the program outcomes and the general outcomes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

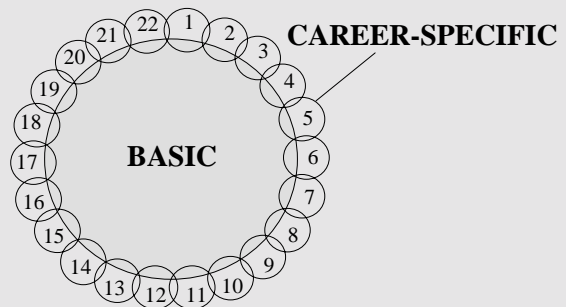
Two types of competencies are defined within the CTS program: basic and career-specific.

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★. **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:

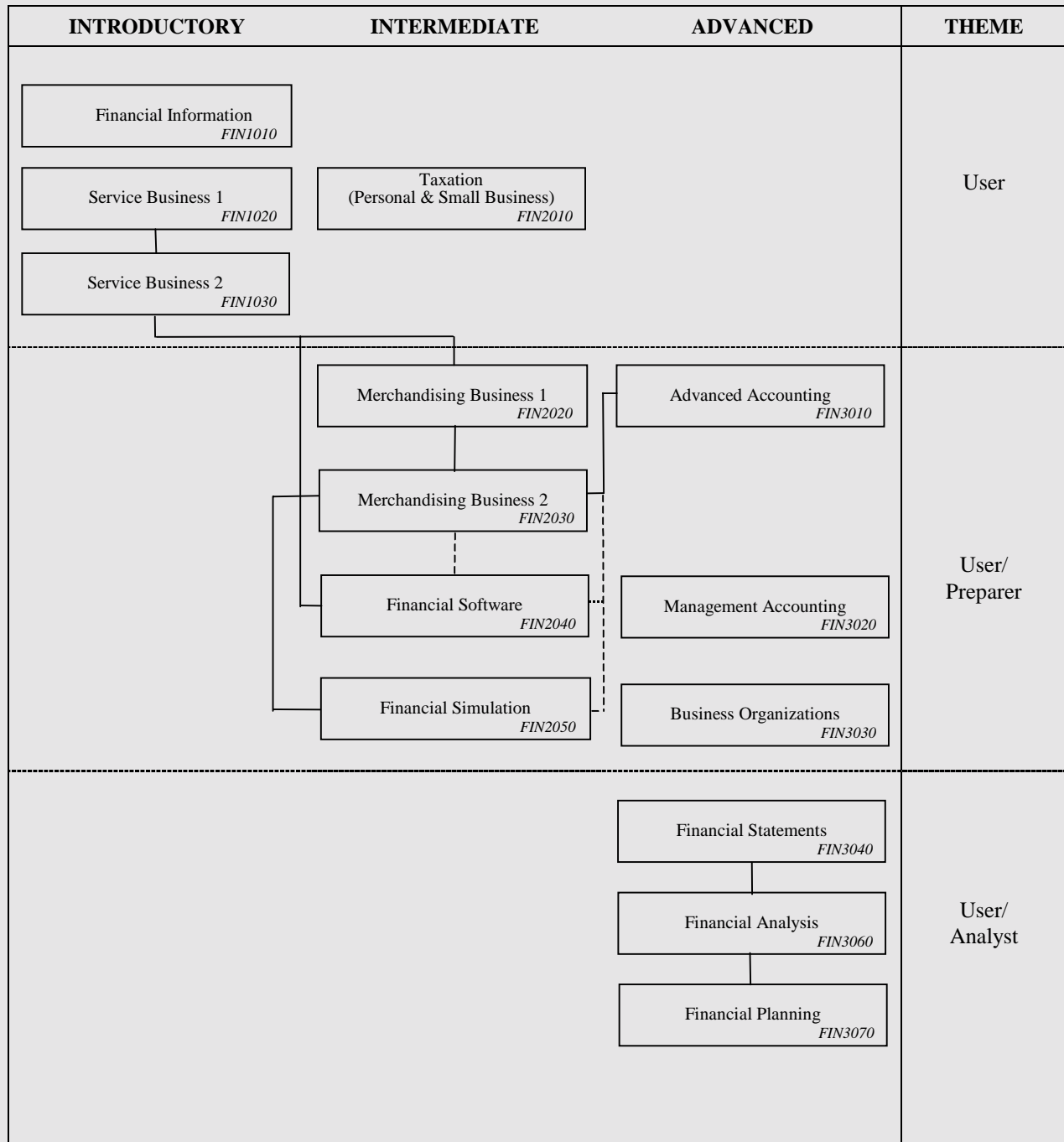
- having students rate themselves and each other
- using in reflective conversation between teacher and student
- highlighting areas of strength
- tracking growth in various CTS strands
- highlighting areas upon which to focus
- maintaining a student portfolio.

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

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

SCOPE AND SEQUENCE

FINANCIAL MANAGEMENT



—— Prerequisite

----- Recommended sequence

COURSE DESCRIPTIONS

Course FIN1010: Financial Information

Students explore such concepts as ethics, the economic environment, acquiring and using financial resources, and the effects of government legislation on the finances of an individual and a small business.

Course FIN1020: Service Business 1

Students are introduced to the accounting cycle. They establish a set of books and record business transactions. Students are also introduced to terminology unique to financial accounting.

Course FIN1030: Service Business 2

Students complete the accounting cycle begun in FIN1020 Service Business 1, and prepare financial statements and a budget. Students also develop an awareness of the many career challenges and opportunities to be found in the financial management field.

Course FIN2010: Taxation (Personal & Small Business)

Students examine the Canadian income tax system through the preparation of a variety of personal and small business income tax returns.

Course FIN2020: Merchandising Business 1

Students apply specialized financial accounting procedures associated with the buying and selling of goods in a retail system.

Course FIN2030: Merchandising Business 2

Students complete the accounting cycle established in FIN2020 Merchandising Business 1, prepare financial statements, and establish and operate a payroll system.

Course FIN2040: Financial Software

Students learn how to use an accounting software package that is used in business.

Course FIN2050: Financial Simulation

Students apply accounting principles to realistic business situations, using manual and/or computer simulations based on the records of a proprietorship and/or a partnership.

Course FIN3010: Advanced Accounting

Students apply advanced accounting procedures—including capital assets and uncollectible accounts—used by a variety of businesses. Students also prepare adjustments, using the accrual method of accounting, and examine manufacturing or departmental accounting.

Course FIN3020: Management Accounting

Students explain management accounting, which involves optimizing capital assets for maximum return on investments. Students also examine various internal systems used to safeguard business assets.

Course FIN3030: Business Organizations

Students examine the accounting procedures related to proprietorships, partnerships, corporations and other entities. Students determine the effect the different forms of business ownership have on the equity section of the balance sheet.

Course FIN3040: Financial Statements

Students examine the content and structure of financial statements, and prepare customized financial statements for a variety of businesses.

Course FIN3060: Financial Analysis

Students use formulas and ratios to evaluate the financial status of business organizations, interpret data, report results and recommend change based on the analysis.

Course FIN3070: Financial Planning

Students explain the value of financial planning for a business. They explore the impact of economic trends, changing world markets and tax implications, all of which must be considered when preparing financial forecasts. The concept of market research is also discussed.

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 Financial Management strand, or the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* for a summary of the recommended grade levels for each strand.

PLANNING FOR CTS

Defining Courses

Schools determine which strands and courses will be offered in a particular school, and may 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:

- prerequisite(s)
- supporting courses (other CTS courses that may enhance the learning opportunity if offered with the course)
- course parameters:
 - 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 are 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 competency is a process of gathering information by way of observations of process, product and student interaction.

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.).

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.

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* for more information on how student achievement can be recognized and reported at the school and provincial levels.

Portfolio

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?

Sample Student Learning Guides have been developed for the following courses in Financial Management:

- Financial Information
- Advanced Accounting

PLANNING FOR FINANCIAL MANAGEMENT

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

The Financial Information course may be offered at the junior high school Grade 9 level. It is intended that all other courses in Financial Management would be offered at the senior high school level.

There have not been specific courses developed to replace the Record Keeping course. Some of the concepts are covered in Financial Management courses (see correlation of Financial Management to Record Keeping in Section H). Teachers may wish to develop courses that will meet the needs of those students for whom the Financial Management courses are not suitable.

There are no specialized facility requirements for any of the Financial Management courses. Access to computers and software is optional at the introductory and intermediate levels and access to computers and software is recommended at the advanced level.

To ensure the students comprehend accounting principles, it is recommended that the emphasis be placed on manual spreadsheet applications prior to the introduction of accounting packages.

Selecting Courses

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

Following are sample courses that could be delivered to senior high school students.

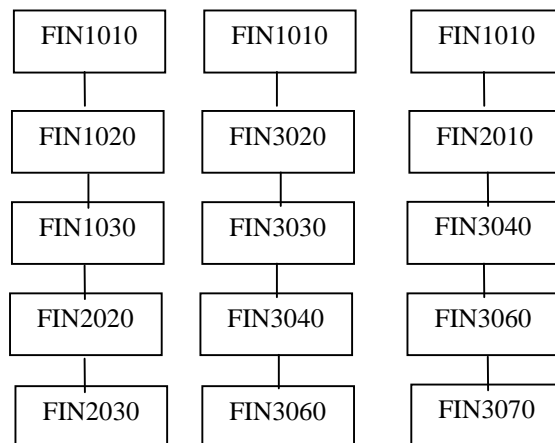
A 3-credit course for students without any previous Financial Management might contain the following courses:

COURSES
Financial Information (FIN1010)
Service Business 1 (FIN1020)
Service Business 2 (FIN1030)
RATIONALE/KEY LEARNINGS
The students learn to process financial information (by applying steps in the accounting cycle), to make decisions about future financial plans (through budgeting, credit and economic environment analysis), to value ethical conduct (through discussion and case study) and to plot career paths in financial management.
This course complements all CTS strands and provides students with the opportunity to use their knowledge and skills in financial management in different contexts.

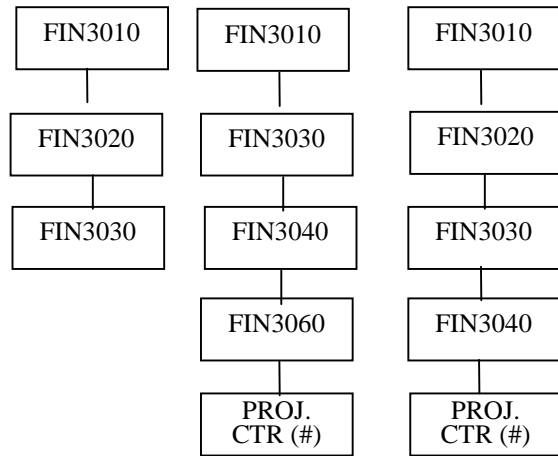
Another 3-credit course might have the following courses:



For a 5-credit course for students without any previous financial management, the following sample courses may be considered:



The following are suggestions for 3- and 5-credit courses where students have the prerequisites.



Organizing for Learning

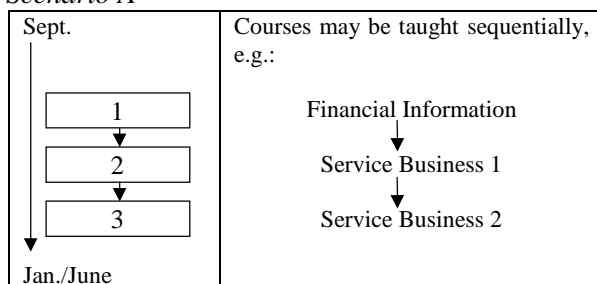
While some courses in Financial Management lend themselves to individualized instruction, it is suggested that the course Financial Information (FIN1010) be presented to a group of students to allow for group discussion and other activities.

The basic competencies related to teamwork, leadership and service can be emphasized in courses at the advanced level where group activities and projects would be appropriate.

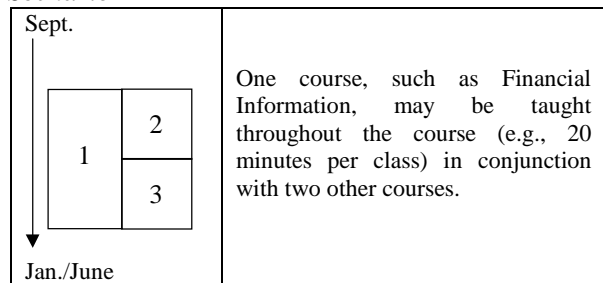
Before selecting courses, teachers should check the course parameters outlined in each course (see Sections D, E and F of this Guide).

Courses can be delivered sequentially, concurrently or combined as 3-, 5- or 6-credit courses as outlined below:

Scenario A

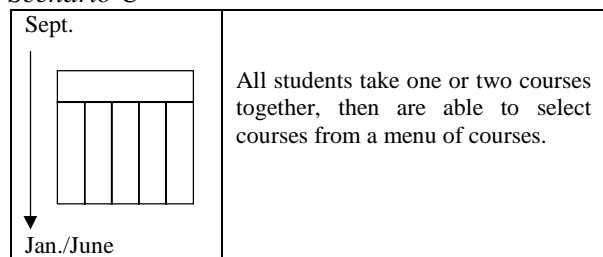


Scenario B

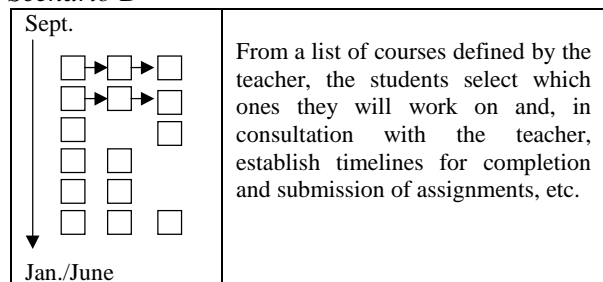


Teachers can also allow students to progress at a rate that is personally challenging; e.g.:

Scenario C



Scenario D



Identifying Linkages

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

Note that project courses from the Career Transitions strand may be combined with courses from Financial Management 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.

An example of an appropriate project related to Financial Management is outlined in Section H of this Guide. Other projects could be determined based upon the student's interests.

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 FIN1020: SERVICE BUSINESS 1**Level:** Introductory**Theme:** User**Prerequisite:** None**Description:** Students are introduced to the accounting cycle. They establish a set of books and record business transactions. Students are also introduced to terminology unique to financial accounting.**Parameters:** Access to computers.**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"> identify and apply the steps in the accounting cycle, up to the trial balance, for a service business demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> given appropriate data, completing a project that includes the course concepts. <p><i>Assessment Tool</i> <i>Assessment Tool for Financial Management Documents/Components, FINDOC–A</i></p> <p><i>Standard</i> <i>Rating of 1</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>100</p> <p>Integrated throughout</p>

Concept	Specific Outcomes	Notes
Financial Statements	<p><i>The student should:</i></p> <ul style="list-style-type: none"> describe the purposes of financial statements and their uses explain the effects of GAAP (generally accepted accounting principles) on financial statements compare the financial statements of a variety of types of businesses. 	

COURSE FIN1020: SERVICE BUSINESS 1 (continued)

Concept	Specific Outcomes	Notes
Opening Balance Sheet	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify and define assets, liabilities and capital • prepare a balance sheet • apply the accounting equation in the analysis of the balance sheet. 	Students could prepare personal net worth statements.
Double Entry System	<ul style="list-style-type: none"> • describe the theory of a double entry system • analyze business transactions. 	Use T-account method to illustrate concept.
Ledgers	<ul style="list-style-type: none"> • identify and define revenue and expense accounts • prepare a chart of accounts • open the general ledger accounts. 	
Journals	<ul style="list-style-type: none"> • analyze and journalize transactions • post journal entries to the appropriate general ledger account • identify the types of accounting errors and apply appropriate correction techniques. 	Relate journal transactions to source documents.
Trial Balance	<ul style="list-style-type: none"> • record ledger account balances on a trial balance • identify the types of accounting errors and apply appropriate correction techniques. 	
Petty Cash	<ul style="list-style-type: none"> • identify the purpose of a petty cash fund • record the entries to establish and replenish the petty cash fund • describe ethical issues of petty cash. 	The voucher system does not need to be dealt with at this time.

COURSE FIN2010: TAXATION (PERSONAL & SMALL BUSINESS)**Level:** Intermediate**Theme:** User**Prerequisite:** None**Description:** Students examine the Canadian income tax system through the preparation of a variety of personal and small business income tax returns.**Parameters:** Access to computers and software.**Curriculum and Assessment Standards**

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none"> define the Canadian concept of taxation apply the concept, by preparing income tax returns demonstrate basic competencies. 	<i>Assessment of student achievement should be based on:</i> <ul style="list-style-type: none"> completing a concept test from resources available. <i>Assessment Tool</i> <i>Taxation, FIN2010-1</i> <i>Also see resource "Teaching Taxes" from Revenue Canada or equivalent</i>	25
	<ul style="list-style-type: none"> preparing personal tax returns including employment and other sources of income and deductions. <i>Assessment Tool</i> <i>Taxation, FIN2010-2</i> <i>Also see resource "Teaching Taxes" from Revenue Canada or equivalent</i>	75
	<ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i>	Integrated throughout

COURSE FIN2010: TAXATION (PERSONAL & SMALL BUSINESS) (continued)

Concept	Specific Outcomes	Notes
History	<p><i>The student should:</i></p> <ul style="list-style-type: none"> describe the major taxation events in Canadian history describe the characteristics of our tax laws and considerations for implementation. 	Revenue Canada materials.
Kinds of Taxes	<ul style="list-style-type: none"> describe the different kinds of taxes and their purpose. 	Revenue Canada materials.
Tax Administration	<ul style="list-style-type: none"> describe the role of Revenue Canada in the collection and distribution of direct taxes. 	Revenue Canada materials.
Rights and Responsibilities of a Taxpayer	<ul style="list-style-type: none"> summarize the rights and responsibilities of the Canadian taxpayer. 	Revenue Canada materials.
Preparation of Tax Returns for an Individual and for a Small Business	<ul style="list-style-type: none"> identify and describe the components of a personal income tax return prepare personal income tax returns prepare a small business income tax return where capital cost allowance and CPP for self-employment are considered describe various filing procedures; e.g., electronic filing, tax discounters. 	Revenue Canada materials.
Where Your Tax Dollars Go	<ul style="list-style-type: none"> explain how Canadian tax dollars are spent. 	

COURSE FIN3020: MANAGEMENT ACCOUNTING**Level:** Advanced**Theme:** User/Preparer**Prerequisite:** None**Description:** Students explain management accounting, which involves optimizing capital assets for maximum return on investments. Students also examine various internal systems used to safeguard business assets.**Parameters:** Access to computers and software.**Curriculum and Assessment Standards**

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none"> • assess return on investments, by analyzing price/cost and break even point • examine internal controls used to safeguard organizational assets • demonstrate basic competencies. 	<i>Assessment of student achievement should be based on:</i> <ul style="list-style-type: none"> • successfully completing a test related to the concepts in the first two general outcomes. <i>Assessment Tool</i> <i>Management Accounting, FIN3020–1</i>	50
	<ul style="list-style-type: none"> • observations of individual effort and interpersonal interaction during the learning process. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i>	50 Integrated throughout

Concept	Specific Outcomes	Notes
Management Accounting	<i>The student should:</i> <ul style="list-style-type: none"> • describe management accounting • differentiate between the fields of managerial accounting and financial accounting. 	

COURSE FIN3020: MANAGEMENT ACCOUNTING (continued)

Concept	Specific Outcomes	Notes
Price/Cost	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • define and explain cost and differentiate between fixed and variable costs • describe the factors to consider when establishing selling prices. 	
Break-even Point	<ul style="list-style-type: none"> • define and calculate break-even point • analyze the effect on net income when changes in volume costs, unit prices or sales mix occur. 	Use graphs to present information.
Inventory	<ul style="list-style-type: none"> • analyze the financial implications of maintaining inventory • identify optimal inventory levels • describe procedures used to count and record the physical inventory • calculate the value of inventory using a variety of methods and making adjustments for obsolete inventory. 	
Internal Controls and Internal Audit	<ul style="list-style-type: none"> • define an internal control system • describe internal auditing procedures appropriate to a business • describe specific controls over cash, inventory, etc. • explain the differences between the items that appear on the statement from the bank and the items that appear in the records of business • describe the methods used to reconcile the differences • prepare a bank reconciliation from data that show a number of differences between the bank statement and the records of a business. 	Discuss white collar crime. Guest speaker; e.g., external auditor.

COURSE FIN3030: BUSINESS ORGANIZATIONS**Level:** Advanced**Theme:** User/Preparer**Prerequisite:** None**Description:** Students examine the accounting procedures related to proprietorships, partnerships, corporations and other entities. Students determine the effect the different forms of business ownership have on the equity section of the balance sheet.**Parameters:** Access to computers and software.**Curriculum and Assessment Standards**

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none"> describe the organizational differences among various forms of business organization compare the owner's equity of different forms of business organization demonstrate basic competencies. 	<i>Assessment of student achievement should be based on:</i> <ul style="list-style-type: none"> preparing a report that explains the advantages and disadvantages of the various forms of business organization. <i>Assessment Tool</i> <i>Business Organizations, FIN3030-1</i> <i>Standard</i> <i>Rating of 3</i>	20
	<ul style="list-style-type: none"> given appropriate data, completing a project that shows changes in the presentation of owner's equity as it evolves from a proprietorship through various forms of ownership. <i>Assessment Tool</i> <i>Assessment Tool for Financial Management Documents/Components, FINDOC-A Business Organizations, FIN3030-2</i> <i>Standard</i> <i>Rating of 3</i>	80
	<ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i>	Integrated throughout

COURSE FIN3030: BUSINESS ORGANIZATIONS (continued)

Concept	Specific Outcomes	Notes
Introduction	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • define accounting terms relevant to various types of business organization. 	
Proprietorship	<ul style="list-style-type: none"> • describe the financial, legal and tax implications of a sole proprietorship • explain the changes in owner's equity resulting from additional investments or withdrawals of capital funds • prepare Statement of Proprietor's Equity related to data provided where this is additional investment or withdrawal of capital funds. 	Bulletin board display could show examples of different forms of business organizations.
Partnership	<ul style="list-style-type: none"> • describe the financial, legal and tax implications of a partnership • analyze the most common types of partnerships • analyze data related to the partners' equity section of the balance sheet; e.g., initial investment, share of net profit or loss, additional partner investments and withdrawals • prepare Statement of Distribution of Net Income and Statement of Partners' Equity. 	Obtain sample partnership agreements. Case studies could be used.
Corporation	<ul style="list-style-type: none"> • describe the financial, legal and tax implications of a corporation • analyze the formation and organization of a corporation • differentiate between private and public corporations • analyze data related to the shareholders' section of the balance sheet including differences between classes of shares • prepare a Statement of Shareholders' Equity from data supplied. 	Collect sample Articles of Association, share dividends, share certificates, notice of annual meeting, proxy form, etc.

COURSE FIN3030: BUSINESS ORGANIZATIONS (continued)

Concept	Specific Outcomes	Notes
<p>Other Forms of Organization (Franchise, Cooperatives, Non-profit and Miscellaneous)</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • define a franchise and distinguish between the two categories: <ul style="list-style-type: none"> – product distribution – entire business franchising • describe the major differences between buying a franchise and buying a non-franchise business • describe the differences between a cooperative and a corporation; e.g., voting and distribution of net income • describe the reasons for establishing a non-profit organization • describe the legislation related to non-profit organization • describe pyramid schemes and “get rich quick schemes.” 	<p>Guest speaker, newspaper and magazine articles.</p>

COURSE FIN3040: FINANCIAL STATEMENTS**Level:** Advanced**Theme:** User/Analyst**Prerequisite:** None**Description:** Students examine the content and structure of financial statements, and prepare customized financial statements for a variety of businesses.**Parameters:** Access to computers and software.**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"> • explain how a balance sheet reflects the financial position of a business on a specific date, and explain how the income statement reflects the financial operations of a business for a specific period of time • adapt the financial statements to various types of businesses • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • preparing a report (including tables, graphs, etc.) that deals with the purpose, format and components of an income statement and a balance sheet, and discusses adapting financial statements to various types of businesses. <p><i>Assessment Tool</i> <i>Financial Statements, FIN3040–1</i></p> <p><i>Standard</i> <i>Rating of 3</i></p> <p>OR</p> <ul style="list-style-type: none"> • preparing charts of accounts, balance sheets and income statements from data supplied. <p><i>Assessment Tool</i> <i>Assessment Tool for Financial Management Documents/Components, FINDOC–A</i></p> <p><i>Standard</i> <i>Rating of 3</i></p> <ul style="list-style-type: none"> • observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>60</p> <p>40</p> <p>Integrated throughout</p>

COURSE FIN3040: FINANCIAL STATEMENTS (continued)

Concept	Specific Outcomes	Notes
Purpose and Format	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • explain the purposes of the balance sheet and the income statement • outline and describe the reasons for the accepted formats • describe the purpose of notes to the financial statements • explain the difference between financial statements prepared from audited records and financial statements that have been reviewed by an auditor. 	<p>Collect annual reports from a variety of businesses, municipal and provincial government departments.</p> <p>Check your local library.</p>
Components of the Balance Sheet	<ul style="list-style-type: none"> • define the following: <ul style="list-style-type: none"> – assets – current assets – prepaid expenses – investments – intangible assets – fixed assets – liabilities – current liabilities – long-term liabilities – owner’s equity • identify specific items within each component; e.g., current assets (petty cash, accounts receivables, allowance for doubtful accounts, inventory, etc.). 	<p>Prepare a glossary of terms.</p>

COURSE FIN3040: FINANCIAL STATEMENTS (continued)

Concept	Specific Outcomes	Notes
<p>Components of the Income Statement</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • define the following: <ul style="list-style-type: none"> – operating revenue – cost of merchandise sold – gross profit on operations – operating expenses – income from operations – other revenue – other expenses – net income • identify specific items within each component; e.g., cost of merchandise sold (opening inventory, purchases, purchases return and allowances, purchases discount, etc.). 	<p>Prepare a glossary of terms.</p>
<p>Customized Financial Statements</p>	<ul style="list-style-type: none"> • compare various accounts required by different types of businesses; e.g., service, retail, agriculture, manufacturing, construction and processing • prepare financial statements for different types of businesses. 	

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 and 2000 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 and 2000 amendments to this document. Up-to-date listings of authorized resources can be accessed through:

- the Learning Resources Distributing Centre *Buyers Guide*, available electronically at <<http://www.lrdc.edc.gov.ab.ca>>
- the Authorized Resources Database, available electronically at <<http://www.learning.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
Learning and Teaching Resources Branch
Alberta Learning
5th 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://www.learning.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 1-credit courses in this strand, and information about how to obtain the resource.

The Authorized Resources Database can be accessed at <<http://www.learning.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 have 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://www.lrdc.edc.gov.ab.ca>>.

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>>. 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 be accessed through the CTS homepage by going to “Related Sites.”

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>

Calgary Separate School Board
Calgary, AB, Canada
Web site: <www.crcssd1.calgary.ab.ca>

Edmonton Catholic School District
Edmonton, AB, Canada
Web site: <www.ecs.edmonton.ab.ca>

Edmonton Public School Board
Edmonton, AB, Canada
Web site: <www.epsb.edmonton.ab.ca>

Elk Island Public School Division
Sherwood Park, AB, Canada
Web site: <www.ei.educ.ab.ca>

Medicine Hat School District
Medicine Hat, AB, Canada
Web site: <www.sd76.ab.ca>

Northern Lights School Division
Spirit River, AB, Canada
Web site: <www.nlsd.ab.ca>
Red Deer Public School District
Red Deer, AB, Canada
Web site: <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>

Zone 4
Parkland Regional Library
Lacombe, AB, Canada
Web site: <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 2000.]

Note

***Effective September 2000,
pages I.9 to I.38 have been deleted
and not replaced.***