

## 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.

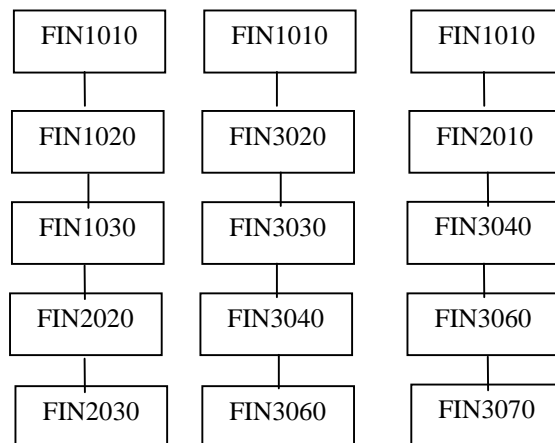
A 3-credit course for students without any previous Financial Management might contain the following courses:

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.

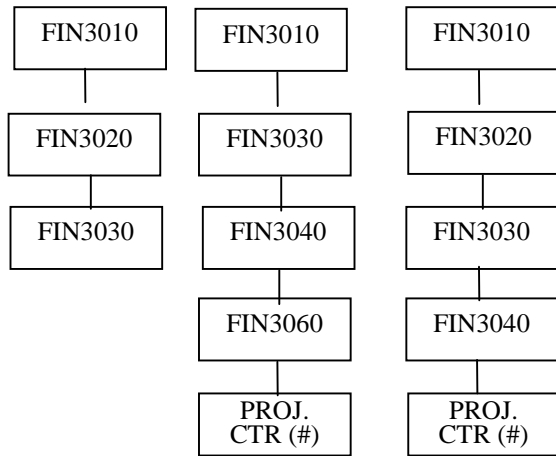
Another 3-credit course might have the following courses:



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

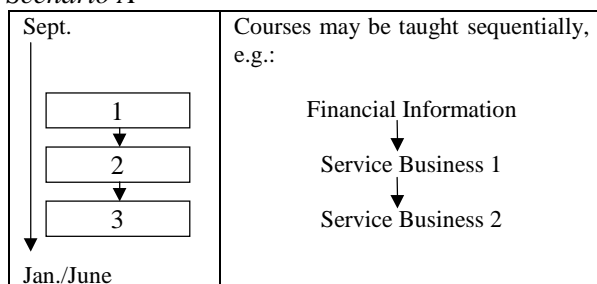
While some courses in Financial Management lend themselves to individualized instruction, it is suggested that the course Financial Information (FIN1010) be presented to a group of students to allow for group discussion and other activities.

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.

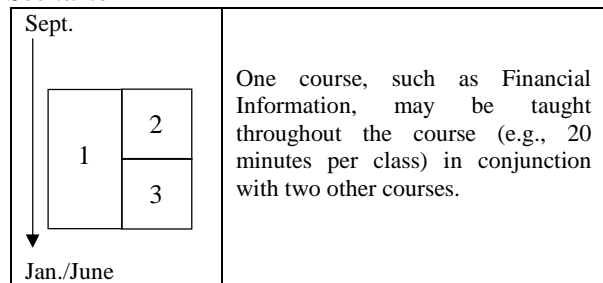
Before selecting courses, teachers should check the course parameters outlined in each course (see Sections D, E and F of this Guide).

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

#### Scenario A

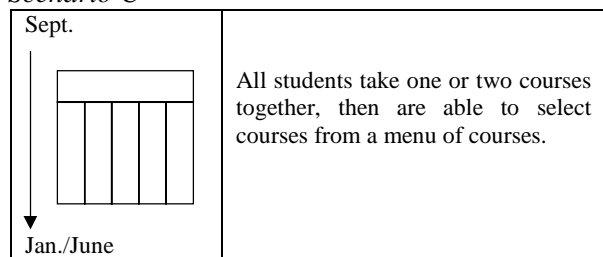


#### Scenario B

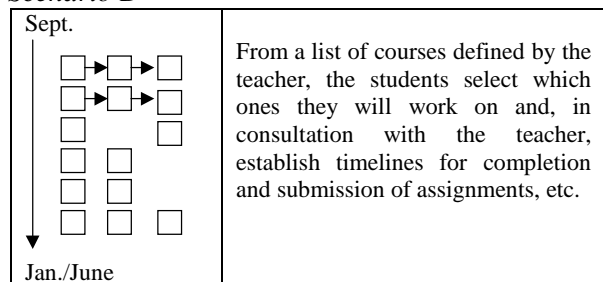


Teachers can also allow students to progress at a rate that is personally challenging; e.g.:

#### 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.

