

## 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 Legal Studies 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 modules will be offered in a particular school, and will combine modules into courses.

Each module 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 module.

A course will usually consist of modules primarily from the same strand but, where appropriate, may include modules from other CTS strands. Refer to the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* (Appendix 4) for more information on course names and course codes.

Module selection and sequencing should consider:

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

The module parameters are defined for each module 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 modules 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 module.

Assessment of student achievement on the basic competencies is integrated throughout the other module learner expectations. 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 module. 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.

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 module learner expectation has also been established. The suggested emphasis provides a guideline to help teachers determine time allocation and/or the appropriate emphasis for each MLE and student grade.

## Recognizing Student Achievement

At the high school level, successful demonstration of the exit-level competencies in a module 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 12) 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.

Authorized resources may be obtained from the Learning Resources Distributing Centre or directly from the publisher or distributor. Refer to Section I (Learning Resource Guide) of this Guide for the complete resource list including curriculum correlations and resource annotations. Additional sources refer to noncommercial or government agencies that offer resources that may be of assistance 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 modules and include the following components:

- Why take this module?
- 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 modules in Legal Studies:

- You & the Law 1 (as a Consumer and as a Family Member)
- You & the Law 2 (in Society and in the Workplace)
- Law & the Traveller.

## PLANNING FOR LEGAL STUDIES

The following suggestions are provided to assist teachers and school and school system administrators as they plan to deliver modules from the Legal Studies strand. It is suggested that the Legal Studies strand be introduced at the senior high school level, although it is recognized that there may be some circumstances where the teacher and the school will determine it would be appropriate to introduce the two recommended prerequisite modules in Legal Studies at the Grade 9 level.

### Selecting Modules

The scope and sequence chart in Section B provides an overview of the Legal Studies modules, indicating prerequisites and theme areas. Brief descriptions of the modules follow the scope and sequence chart in Section B.

Classroom space is required. There are no specific equipment requirements. A few support learning resources have computer software components that require computers and base software. The availability of a computer with a modem makes access to court decisions a possibility.

For a 3-credit course for students without any previous Legal Studies, it is suggested teachers select the two recommended prerequisite modules plus one from the intermediate level; e.g.:

MODULES
You & the Law 1 (LGS1010) You & the Law 2 (LGS1020) Family Law (LGS2010)
RATIONALE/LEARNINGS
Students learn basic and practical legal information and develop skills and attitudes to enable them to respond appropriately to the impact of law on their daily lives (as a consumer and as a member of a family, in the workplace and in society). They examine a broad range of legal issues related to personal relationships in the Family Law module.
This course will complement the social studies program and other CTS strands.

For a 5-credit course for students without any previous Legal Studies it is suggested the two recommended prerequisite modules be included with any three intermediate level or advanced level modules; e.g.:

LGS1010	LGS1010
LGS1020	LGS1020
LGS2010	LGS3020
LGS2030	LGS3040
LGS2050	LGS3080

Courses for students who have taken the two recommended prerequisite modules can be designed with great flexibility.

3-credit	5-credit
LGS2020	LGS3010
LGS2030	LGS3020
LGS3080	LGS3040
	LGS3070
	LGSPROJ

### Organizing for Learning

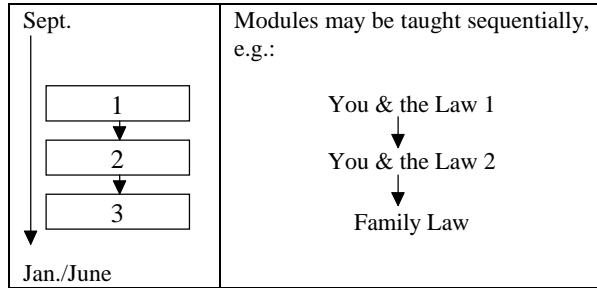
Some modules lend themselves to individualized instruction; e.g., Consumer & Property Law, Law & the Traveller, Controversy & Change. Other modules, such as Dispute Resolution, may be more appropriate for group work.

Mock trials may be used in modules other than the Dispute Resolution module, but the Dispute Resolution module might be taught concurrently with other modules that lend themselves well to mock trials and hearings; e.g., Labour Law, Criminal Law, Environmental Law, Negligence.

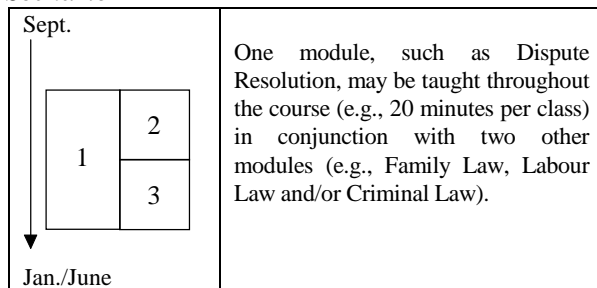
- Before selecting modules, teachers should check the module parameters outlined in each module (see Sections D, E and F of this Guide).

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

*Scenario A*

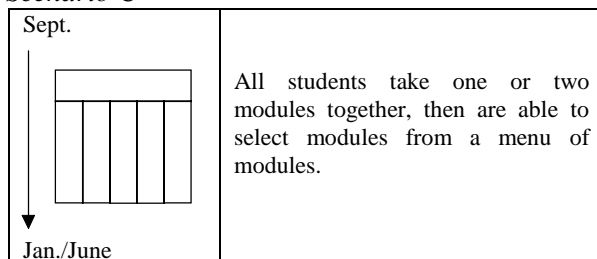


*Scenario B*

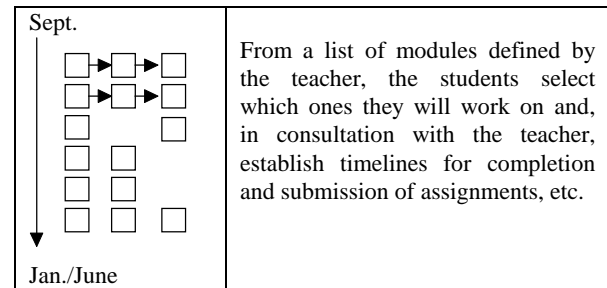


Teachers can also allow students to progress at a rate that is personally challenging; e.g.:

*Scenario C*



*Scenario D*



**Identifying Linkages**

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

Note that project modules from the Career Transitions strand may be combined with modules from Legal Studies to provide increased opportunity for students to develop expertise and refine their competencies. Project modules 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 International Law 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 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.