

## 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 Management and Marketing strand.

### PLANNING FOR CTS

#### Defining Courses

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

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

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

Course selection and sequencing should consider:

- prerequisite(s)
- supporting course(s) (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 within each 1-credit course.

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

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

## Assessing Student Achievement

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

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 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.

## Portfolios

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

## Resources

A comprehensive resource base, including print, software and audio-visual, has been identified to support CTS strands. It is intended that these

resources form the basis of a resource centre, encouraging teachers and students to access a wide selection of resources and other information sources throughout the learning process. Unless otherwise noted, these resources are considered to be suitable for both junior and senior high school students.

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

## Sample Student Learning Guides

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

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

## PLANNING FOR MANAGEMENT AND MARKETING

The following suggestions are provided to assist teachers, schools and school system administrators as they plan to deliver courses in the Management and Marketing strand.

### Selecting Courses

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

### Management and Marketing in Junior High

Three introductory level courses may be offered at the junior high level: Management & Marketing Basics, Quality Customer Service and Communication Strategies 1. The number of courses will vary according to the time available throughout Grades 7, 8 and 9.

Time Available	Courses
25 hours	Management & Marketing Basics
50 hours	Management & Marketing Basics Quality Customer Service <i>or</i> Communication Strategies 1
75–100 hours	add courses from other CTS strands (e.g., Enterprise and Innovation, Communication Technology, Information Processing, Legal Studies, Financial Management)

Where appropriate, junior high school students may also take intermediate level courses.

### Management and Marketing in Senior High

Following are a few examples of course groupings into sample courses:

5–6 credits (no previous experience) (Business Management emphasis)	Management & Marketing Basics Communication Strategies 1 Managing for Quality The Business Organization Business in the Canadian Economy Business in the Global Marketplace
5–6 credits (no previous experience) (Information Management Systems and Strategies)	Communication Strategies 1 Office Systems 1 Records Management 1 Communication Strategies 2 Office Systems 2 Records Management 2
5–6 credits (no previous experience) (Marketing/Retailing emphasis)	Management & Marketing Basics Quality Customer Service Retail Operations Promotion: Print Advertising Promotion: Visual Merchandising Promotion: Sales Techniques

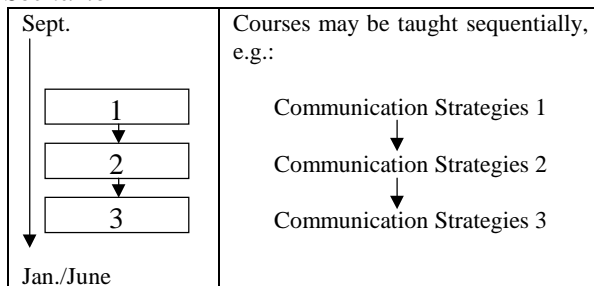
5–15 credits (foundation for entry into workplace in customer service)	Quality Customer Service Retail Operations Promotion: Visual Merchandising and courses selected from other CTS strands (e.g., Foods, Tourism Studies, Logistics)
5–15 credits (foundation for entry into workplace into administrative support positions)	Managing for Quality Communication Strategies 1 Office Systems 1 and 2 Records Management 1 and 2 and courses selected from other CTS strands (e.g., Information Processing, Financial Management)

Courses could also be clustered into multiple-credit offerings that emphasize a particular theme.

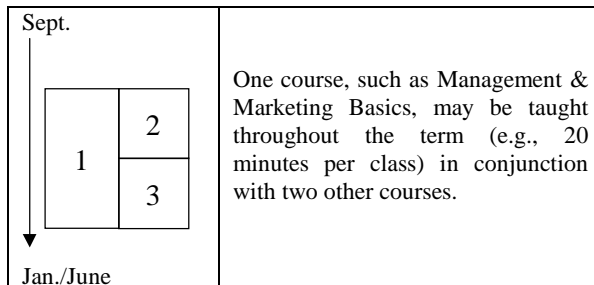
### Organizing for Learning

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

#### Scenario A

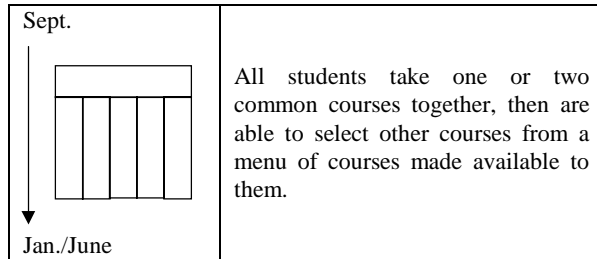


#### Scenario B

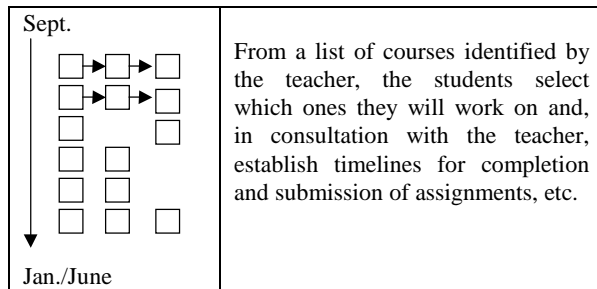


Teachers can also allow students to progress at a rate that is personally challenging; e.g.:

**Scenario C**



**Scenario D**



**Identifying Linkages**

Section H of this Guide describes some linkages that are possible within the Management and Marketing strand and:

- other CTS strands
- junior and senior high school math and science programs. Additional linkages with language arts and social studies and complementary programs will be defined over time.

**Special Relationship to Enterprise and Innovation**

The Management and Marketing strand expands and enhances competencies developed within the Enterprise and Innovation strand. For many students, courses will include both Enterprise and Innovation and Management and Marketing. The Extended Scope and Sequence in Section H shows how the two strands can be integrated.

Enterprise and Innovation courses focus on encouraging individuals to establish ventures (both profit and non-profit), providing students with a comprehensive understanding of how to start and manage a business and market a product or service. Management and Marketing provides more depth and specialization, emphasizing profit and competition within the Canadian and global economies. While Enterprise and Innovation emphasizes small business organizations, Management and Marketing includes large organizations, both private and public.

**Other Linkages within CTS**

Students will also find that selected courses from Management and Marketing complement their learnings from other CTS strands. For example, a student focusing on Mechanics who plans to own a garage would benefit from learning effective and efficient strategies to manage the shop and market the repair services. Students targeting any one of the Management and Marketing themes will benefit from courses from other CTS strands.

A sample of these combinations are provided in the table below.

Management and Marketing Themes	Complementary Strand
Business Management Systems and Strategies	Enterprise and Innovation Legal Studies Financial Management Information Processing
Marketing Systems and Strategies	Enterprise and Innovation Communication Technology Fashion Studies Design Studies Information Processing Logistics Tourism Studies
Information Management Systems and Strategies	Information Processing Communication Technology

Note that project courses from the Career Transitions strand may be combined with courses from other strands to provide increased opportunity for students to develop expertise and refine their competencies.

Project modules are **not** designed to be offered as distinct courses and should **not** be used to extend Work Experience 15, 25 and 35 courses.

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

Section H of this Guide also provides potential transitions students may make:

- into the workplace
- into related post-secondary programs or other avenues for further learning.

