

## 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 Cosmetology Studies strand, or the *CTS 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 two or more 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 time-tabling 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) 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 for some modules in Cosmetology Studies (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 time lines?
- How will the final mark be calculated?

## PLANNING FOR COSMETOLOGY

The following suggestions are provided to assist teachers and school and school system administrators as they plan to deliver modules from the Cosmetology Studies strand.

### Selecting Modules

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

At the junior high level, a basic Cosmetology Studies course might comprise the following modules:

- Personal Images
- Skin Care
- Manicuring 1.

Additional modules to consider, at the junior high level, are:

- Hair Graphics 1
- Hair & Scalp Care 1.

Please consult Section D of this Guide for module parameters required for these two modules.

At the high school level, Cosmetology Studies modules may be offered by schools as courses that combine 3, 4 or 5 modules for 3, 4 or 5 credits, respectively.

Courses may be designed using only Cosmetology Studies modules or by combining these modules with modules from other CTS strands; e.g., Enterprise and Innovation, and Design Studies.

Cosmetology Studies will benefit from interaction and partnership with community members as well as access to up-to-date information sources.

### Special Considerations

Module COS3260 Facial & Body Adornment—The school jurisdiction should be consulted to ensure that optional areas of instruction in this module are acceptable.

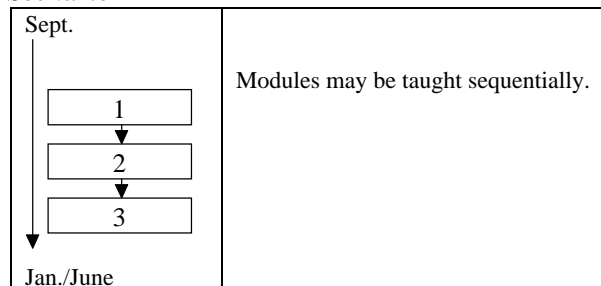
The following is a sample of a 3-credit course.

MODULES
Personal Images (COS1010) Skin Care (COS1060) Manicuring 1 (COS1070)
RATIONALE/LEARNINGS
Students develop an increased appreciation for the significance of personal grooming in various life situations. As well, they develop the ability to analyze personal grooming needs and perform basic grooming practices (including skin, scalp, hair and nail cleansing and care) on themselves and others.
This course complements other CTS strands, including Tourism Studies and Foods, and other core programs such as science and social studies. The course also provides students with opportunities to identify, use and compare personal and professional grooming practices, equipment, tools and materials.

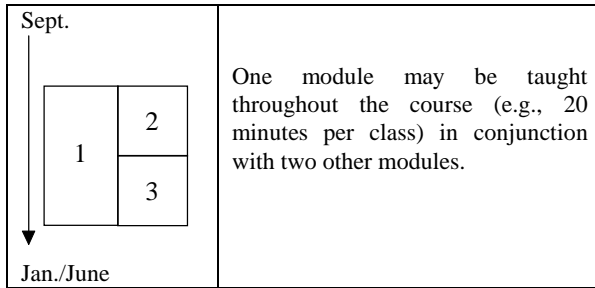
### Organizing for Learning

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

#### Scenario A

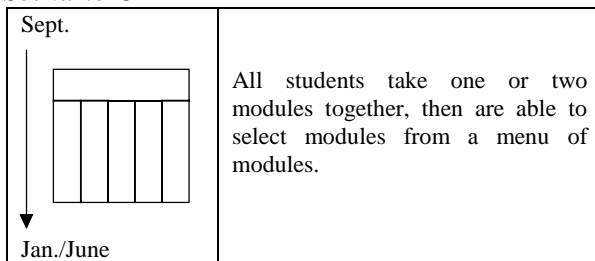


### Scenario B

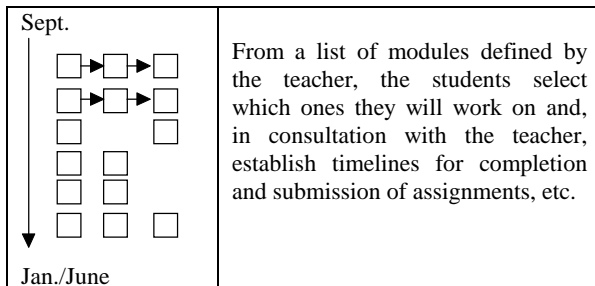


Teachers can also allow students to progress at a rate that is personally challenging; e.g.:

### Scenario C



### Scenario D



## Identifying Linkages

Specific modules from other strands have been included in Section H (Linkages/Transitions). Their inclusion indicates that the content of these modules is integral to the Cosmetology Studies strand as well as to their strand of origin.

Modules from other strands included in this document are:

Design Studies strand:

DES1020 The Design Process

Enterprise and Innovation strand:

ENT1010 Challenge & Opportunity

ENT2020 Planning a Venture

ENT2010 Analyzing Ventures

ENT2040 Implementing the Venture

ENT3010 Managing the Venture

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

Note that project, leadership and other modules from the Career Transitions strand may be combined with modules from Cosmetology Studies to provide increased opportunity for students to develop expertise and refine their competencies.

## Improving Smooth Transitions to the Workplace and/or Post-secondary Programs

Section H of this Guide describes potential transitions students may make into the workplace and/or related post-secondary programs or other avenues for further learning.