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 Enterprise and Innovation 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 Enterprise and Innovation:

- Challenge & Opportunity
- Planning a Venture
- Analyzing Ventures.

PLANNING FOR ENTERPRISE AND INNOVATION

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

Sensitive Issues

Sensitivity must be used in determining the suitability of student ventures in terms of moral and ethical issues. For example, a student venture that would compete with a local business may not be considered appropriate.

Legislation

Instructors must be sensitive to human rights issues embodied in Canadian legislation, such as the *Human Rights Act*, the *Individual's Rights Protection Act*, and the Employment Standards Code.

Safety

Be aware of legislation regarding public health, occupational health and safety, fire protection, waste disposal, and recycling and management of resources. Check with your film resource centre for the WHMIS (Workplace Hazardous Materials Information System) videos or have a representative from Occupational Health and Safety conduct a workshop. Safety consideration will vary according to the type of ventures students undertake.

Appropriate off-campus authorization is necessary if students are involved in any off-campus activity.

Selecting Modules

The scope and sequence chart in Section B, provides an overview of the Enterprise and Innovation modules, indicating recommended and theme areas. Brief descriptions of the modules follow the scope and sequence chart in Section B.

Enterprise and Innovation does not require specialized facilities or equipment, but will benefit from interaction and partnership with community members as well as access to up-to-date information sources.

Courses may be designed using only Enterprise and Innovation modules or by combining Enterprise and Innovation with other Career and Technology Studies strands.

Enterprise and Innovation in Junior High

The following three modules may be offered at the junior high level:

- Challenge & Opportunity (Introductory Level)
- Planning a Venture (Introductory Level)
- Implementing the Venture (Intermediate Level).

Junior high students may not complete all the learner expectations in all three modules. However, it would be beneficial to structure a junior high Enterprise and Innovation course so students would be able to plan and implement a venture. At the junior high level, it is advisable to select short-term ventures that are reasonably easy to implement with substantial teacher direction.

Enterprise and Innovation in Senior High

All introductory, intermediate and advanced modules may be offered to senior high students. However, some students may have some of the competencies identified through their involvement in:

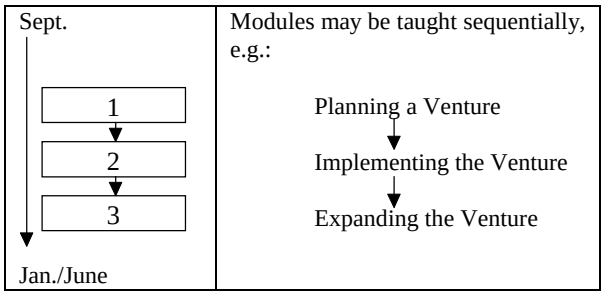
- junior high Enterprise and Innovation
- school/community associations; e.g., Peer Support, Student Government, Junior Achievement
- a family business
- an enterprising initiative of their own; e.g., lawn maintenance, snow removal, baby-sitting, house sitting, pet care.

Organizing for Learning

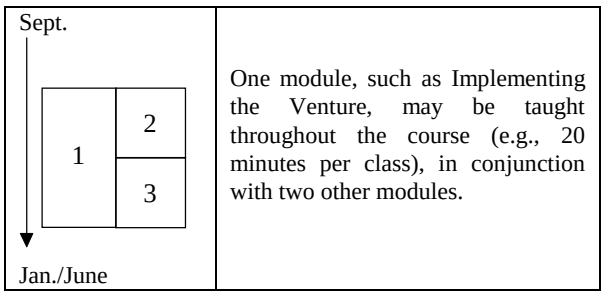
Before selecting modules, teachers should check the module parameters outlined in each module (see Sections D, E and F of this Guide).

Modules can be delivered sequentially, concurrently or combined. For example:

Scenario A

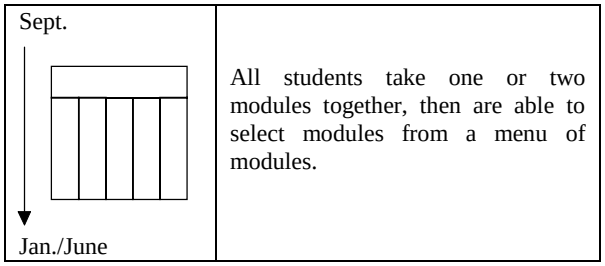


Scenario B

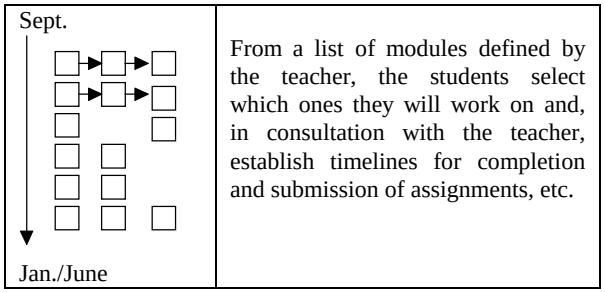


Teachers can also allow students to progress at a rate that is personally challenging; e.g.:

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 Enterprise and Innovation 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 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.