CAREER AND TECHNOLOGY STUDIES

A. PROGRAM RATIONALE AND PHILOSOPHY

Through Career and Technology Studies (CTS), secondary education in Alberta is responding to the many challenges of modern society, helping young people develop daily living skills and nurturing a flexible, well-qualified work force.

In Canada's information society, characterized by rapid change in the social and economic environment, students must be confident in their ability to respond to change and successfully meet the challenges they face in their own personal and work lives. In particular, they make decisions about what they will do when they finish high school. Many students will enter the work force, others will continue their education. All students face the challenges of growing independence and responsibility, and of entering post-secondary programs and/or the highly competitive workplace.

Secondary schools also face challenges. They must deliver, on a consistent basis, high quality, cost-effective programs that students, parents and the community find credible and relevant.

CTS helps schools and students meet these challenges. Schools can respond more efficiently and effectively to student and community needs and expectations by taking advantage of the opportunities in the CTS curriculum to design courses and access school, community and distance learning resources. Students can develop the confidence they need as they move into adult roles by assuming increased responsibility for their learning; cultivating their individual talents, interests and abilities; and by defining and acting on their goals.

As an important component of education in Alberta secondary schools, CTS promotes student achievement by setting clear expectations and recognizing student success. Students in CTS develop competencies—the knowledge, skills and attitudes they are expected to demonstrate, that is, what they know and what they are able to do.

Acquired competencies can be applied now and in the future as students make a smooth transition into adult roles in the family, community, workplace and/or further education. To facilitate this transition, clearly stated expectations and standards have been defined in cooperation with teachers, business and industry representatives and post-secondary educators.

CTS offers all students important learning opportunities. Regardless of the particular area of study chosen, *students* in CTS *will*:

- develop skills that can be applied in their daily lives, now and in the future
- refine career-planning skills
- develop technology-related skills
- enhance employability skills
- apply and reinforce learnings developed in other subject areas.

In CTS, students build skills they can apply in their everyday lives. For example, in the CTS program, particularly at the introductory levels, students have the opportunity to improve their ability to make sound consumer decisions and to appreciate environmental and safety precautions.
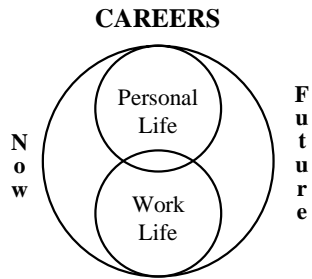
CAREERS

A career encompasses more than activities just related to a person's job or occupation; it involves one's personal life in both local and global contexts; e.g., as a family member, a friend, a community volunteer, a citizen of the world.

The integration of careers throughout the CTS program helps students to make effective career decisions and to target their efforts. CTS students will have the opportunity to expand their knowledge about careers, occupations and job opportunities, as well as the education and/or training requirements involved. Also, students come to recognize the need for lifelong learning.

Students in CTS have the opportunity to use and apply technology and systems effectively and efficiently. This involves:

- a decision regarding which processes and procedures best suit the task at hand

- the appropriate selection and skilled use of the tools and/or resources available

- an assessment of and management of the impact the use of the technology may have on themselves, on others and on the environment.

TECHNOLOGY
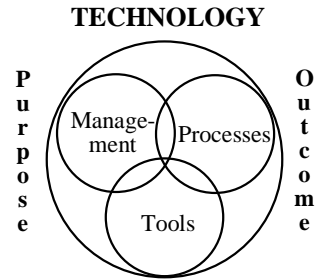
Integrated throughout CTS are employability skills, those basic competencies that help students develop their personal management and social skills. Personal management skills are improved as students take increased responsibility for their learning, design innovative solutions to problems and challenges, and manage resources effectively and efficiently. Social skills improve through learning experiences that require students to work effectively with others, demonstrate teamwork and leadership, and maintain high standards in safety and accountability.

As well as honing employability skills, CTS reinforces and enhances learnings developed in core and other complementary courses. The curriculum emphasizes, as appropriate, the effective application of communication and numeracy skills.

In addition to the common outcomes described above, students focusing on a particular area of study will develop career-specific competencies that support entry into the workplace and/or related post-secondary programs. Career-specific competencies can involve understanding and applying appropriate terminology, processes and technologies related to a specific career, occupation or job.

GENERAL LEARNER EXPECTATIONS

General learner expectations describe the basic competencies integrated throughout the CTS program.

Within an applied context relevant to personal goals, aptitudes and abilities; *the student* in CTS *will*:

- demonstrate the basic knowledge, skills and attitudes necessary for achievement and fulfillment in personal life

- develop an action plan that relates personal interests, abilities and aptitudes to career opportunities and requirements

- use technology effectively to link and apply appropriate tools, management and processes to produce a desired outcome

- develop basic competencies (employability skills), by:

    - selecting relevant, goal-related activities, ranking them in order of importance, allocating necessary time, and preparing and following schedules (managing learning)

    - linking theory and practice, using resources, tools, technology and processes responsibly and efficiently (managing resources)

    - applying effective and innovative decision-making and problem-solving strategies in the design, production, marketing and consumption of goods and services (problem solving and innovation)

    - demonstrating appropriate written and verbal skills, such as composition, summarization and presentation (communicating effectively)

    - participating as a team member by working cooperatively with others and contributing to the group with ideas, suggestions and effort (working with others)

    - maintaining high standards of ethics, diligence, attendance and punctuality, following safe procedures consistently, and recognizing and eliminating potential hazards (demonstrating responsibility).

PROGRAM ORGANIZATION

CURRICULUM STRUCTURE

Career and Technology Studies is organized into **strands** and **modules**.

Strands in CTS define competencies that help students:

- build daily living skills
- investigate career options
- use technology (managing, processes, tools) effectively and efficiently
- prepare for entry into the workplace and/or related post-secondary programs.

In general, strands relate to selected industry sectors offering positive occupational opportunities for students. Some occupational opportunities require further education after high school, and some allow direct entry into the workplace. Industry sectors encompass goods-producing industries, such as agriculture, manufacturing and construction; and service-producing industries, such as business, health, finance and insurance.

Modules are the building blocks for each strand. They define what a student is expected to know and be able to do (exit-level *competencies*). Modules also specify prerequisites. Recommendations for module parameters, such as instructional qualifications, facilities and equipment can be found in the guides to implementation.

The competencies a student must demonstrate to achieve success in a module are defined through the *module learner expectations.* Senior high school students who can demonstrate the module learner expectations; i.e., who have the designated competencies, will qualify for one credit toward their high school diploma.

Specific learner expectations provide a more detailed framework for instruction. Within the context of module learner expectations, the specific learner expectations further define the knowledge, skills and attitudes the student should acquire.

The following chart shows the 22 strands that comprise the CTS program and the number of modules available in each strand.

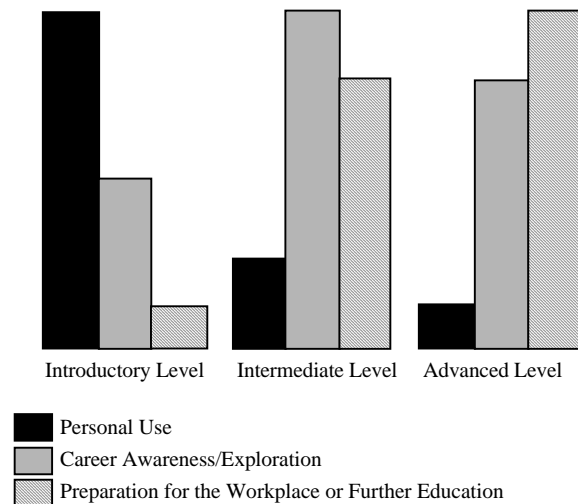| Strand	No. of Modules
1. Agriculture	33
2. Career Transitions	28
3. Communication Technology	33
4. Community Health	31
5. Construction Technologies	46
6. Cosmetology Studies	58
7. Design Studies	31
8. Electro-Technologies	37
9. Energy and Mines	26
10. Enterprise and Innovation	8
11. Fabrication Studies	41
12. Fashion Studies	29
13. Financial Management	14
14. Foods	37
15. Forestry	21
16. Information Processing	48
17. Legal Studies	13
18. Logistics	12
19. Management and Marketing	19
20. Mechanics	54
21. Tourism Studies	24
22. Wildlife	17

LEVELS OF ACHIEVEMENT

Modules are organized into three levels of achievement: **introductory**, **intermediate** and **advanced**. As students progress through the levels, they will be expected to meet higher standards and demonstrate an increased degree of competence, in both the general learner expectations and the module learner expectations.

Introductory level modules help students build daily living skills and form the basis for further learning. Introductory modules are for students who have no previous experience in the strand.

Intermediate level modules build on the competencies developed at the introductory level. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

Advanced level modules refine expertise and help prepare students for entry into the workplace or a related post-secondary program.

The graph below illustrates the relative emphasis on the aspects of career planning at each of the levels.

Introductory Level   Intermediate Level   Advanced Level

■ Personal Use
▨ Career Awareness/Exploration
▧ Preparation for the Workplace or Further Education

CURRICULUM AND ASSESSMENT STANDARDS

Curriculum standards in CTS define what students must know and be able to do. Curriculum standards are expressed through general learner expectations for CTS, and through module and specific learner expectations for each strand.

Assessment standards define how student performance is to be judged. In CTS, each assessment standard defines the conditions and criteria to be used for assessing the competencies of each module learner expectation. To receive credit for a module, students must demonstrate competency at the level specified by the conditions and criteria defined for each module learner expectation.

Students throughout the province receive a fair and reliable assessment as they use the standards to guide their efforts, thus ensuring they participate more effectively and successfully in the learning and assessment process. Standards at advanced levels are, as much as possible, linked to workplace and post-secondary entry-level requirements.

TYPES OF COMPETENCIES

Two types of competencies are defined within the CTS program: basic and career-specific.

Basic competencies are generic to any career area and are developed within each module. Basic competencies include:

- personal management; e.g., managing learning, being innovative, ethics, managing resources

- social; e.g., communication, teamwork, leadership and service, demonstrating responsibility (safety and accountability).

Career-specific competencies relate to a particular strand. These competencies build daily living skills at the introductory levels and support the smooth transition to the workplace and/or post-secondary programs at the intermediate and advanced levels.

The model below shows the relationship of the two types of competencies within the 22 strands of the CTS program.
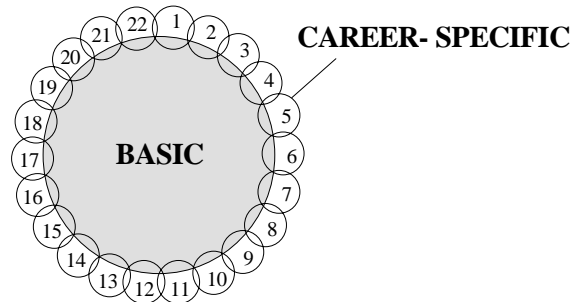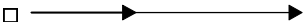
BASIC COMPETENCIES REFERENCE GUIDE

The chart below outlines basic competencies that students endeavour to develop and enhance in each of the CTS strands and modules. Students' basic competencies should be assessed through observations involving the student, teacher(s), peers and others as they complete the requirements for each module. In general, there is a progression of task complexity and student initiative as outlined in the Developmental Framework★. **As students progress through Stages 1, 2, 3 and 4 of this reference guide, they build on the competencies gained in earlier stages**. Students leaving high school should set themselves a goal of being able to demonstrate Stage 3 performance.

Suggested strategies for classroom use include:

- having students rate themselves and each other
- using in reflective conversation between teacher and student
- highlighting areas of strength

- tracking growth in various CTS strands
- highlighting areas upon which to focus
- maintaining a student portfolio.

Stage 1— *The student:*	**Stage 2**— *The student:*	**Stage 3**— *The student:*	**Stage 4**— *The student:*
Managing Learning			
☐ comes to class prepared for learning	☐ ──────▶──────	☐ ─────▶─────	☐ ───▶───▶───
☐ follows basic instructions, as directed	☐ follows instructions, with limited direction	☐ follows detailed instructions on an independent basis	☐ ─────▶─────
	☐ sets goals and establishes steps to achieve them, with direction	☐ sets clear goals and establishes steps to achieve them	☐ demonstrates self-direction in learning, goal setting and goal achievement
☐ acquires specialized knowledge, skills and attitudes	☐ applies specialized knowledge, skills and attitudes in practical situations	☐ transfers and applies specialized knowledge, skills and attitudes in a variety of situations	☐ transfers and applies learning in new situations; demonstrates commitment to lifelong learning
☐ identifies criteria for evaluating choices and making decisions	☐ identifies and applies a range of effective strategies for solving problems and making decisions	☐ uses a range of critical thinking skills to evaluate situations, solve problems and make decisions	☐ thinks critically and acts logically to evaluate situations, solve problems and make decisions
☐ uses a variety of learning strategies	☐ explores and uses a variety of learning strategies, with limited direction	☐ selects and uses effective learning strategies	☐ ───▶───
		☐ cooperates with others in the effective use of learning strategies	☐ provides leadership in the effective use of learning strategies
Managing Resources			
☐ adheres to established timelines; uses time/schedules/planners effectively	☐ creates and adheres to timelines, with limited direction; uses time/ schedules/planners effectively	☐ creates and adheres to detailed timelines on an independent basis; prioritizes task; uses time/ schedules/planners effectively	☐ creates and adheres to detailed timelines; uses time/schedules/ planners effectively; prioritizes tasks on a consistent basis
☐ uses information (material and human resources), as directed	☐ accesses and uses a range of relevant information (material and human resources), with limited direction	☐ accesses a range of information (material and human resources), and recognizes when additional resources are required	☐ uses a wide range of information (material and human resources) in order to support and enhance the basic requirement
☐ uses technology (facilities, equipment, supplies), as directed, to perform a task or provide a service	☐ uses technology (facilities, equipment, supplies), as appropriate, to perform a task or provide a service, with minimal assistance and supervision	☐ selects and uses appropriate technology (facilities, equipment, supplies) to perform a task or provide a service on an independent basis	☐ recognizes the monetary and intrinsic value of managing technology (facilities, equipment, supplies)
☐ maintains, stores and/or disposes of equipment and materials, as directed	☐ maintains, stores and/or disposes of equipment and materials, with limited assistance	☐ maintains, stores and/or disposes of equipment and materials on an independent basis	☐ demonstrates effective techniques for managing facilities, equipment and supplies
Problem Solving and Innovation			
☐ participates in problem solving as a process	☐ identifies the problem and selects an appropriate problem-solving approach, responding appropriately to specified goals and constraints	☐ thinks critically and acts logically in the context of problem solving	☐ identifies and resolves problems efficiently and effectively
☐ learns a range of problem-solving skills and approaches			
☐ practices problem-solving skills by responding appropriately to a clearly defined problem, speci-fied goals and constraints, by: – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action	☐ applies problem-solving skills to a directed or a self-directed activity, by: – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action	☐ transfers problem-solving skills to real-life situations, by generating new possibilities ☐ prepares implementation plans ☐ recognizes risks	☐ identifies and suggests new ideas to get the job done creatively, by: – combining ideas or information in new ways – making connections among seemingly unrelated ideas – seeking out opportunities in an active manner

Stage 1— *The student:*	Stage 2— *The student:*	Stage 3— *The student:*	Stage 4— *The student:*
Communicating Effectively ☐ uses communication skills; e.g., reading, writing, illustrating, speaking	☐ communicates thoughts, feelings and ideas to justify or challenge a position, using written, oral and/or visual means	☐ prepares and effectively presents accurate, concise, written, visual and/or oral reports providing reasoned arguments	☐ negotiates effectively, by working toward an agreement that may involve exchanging specific resources or resolving divergent interests
☐ uses language in appropriate context	☐ uses technical language appropriately	☐ encourages, persuades, convinces or otherwise motivates individuals	☐ negotiates and works toward a consensus
☐ listens to understand and learn	☐ listens and responds to understand and learn	☐ listens and responds to understand, learn and teach	☐ listens and responds to understand, learn, teach and evaluate
☐ demonstrates positive interpersonal skills in selected contexts	☐ demonstrates positive interpersonal skills in many contexts	☐ demonstrates positive interpersonal skills in most contexts	☐ promotes positive interpersonal skills among others
Working with Others ☐ fulfills responsibility in a group project	☐ ———————➤	☐ seeks a team approach, as appropriate, based on group needs and benefits; e.g., idea potential, variety of strengths, sharing of workload	☐ leads, where appropriate, mobilizing the group for high performance
☐ works collaboratively in structured situations with peer members	☐ cooperates to achieve group results	☐ works in a team or group: – encourages and supports team members	☐ understands and works within the context of the group
☐ acknowledges the opinions and contributions of others in the group	☐ maintains a balance between speaking, listening and responding in group discussions ☐ respects the feelings and views of others	– helps others in a positive manner – provides leadership/ followership as required – negotiates and works toward consensus as required	☐ prepares, validates and implements plans that reveal new possibilities
Demonstrating Responsibility **Attendance** ☐ demonstrates responsibility in attendance, punctuality and task completion	☐ ———————➤	☐ ———————➤	☐ ———————➤
Safety ☐ follows personal and environmental health and safety procedures	☐ recognizes and follows personal and environmental health and safety procedures	☐ establishes and follows personal and environmental health and safety procedures	☐ transfers and applies personal and environmental health and safety procedures to a variety of environments and situations
☐ identifies immediate hazards and their impact on self, others and the environment	☐ identifies immediate and potential hazards and their impact on self, others and the environment	☐ ———————➤	☐ ———————➤
☐ follows appropriate/emergency response procedures	☐ ———————➤	☐ ———————➤	
			☐ demonstrates accountability for actions taken to address immediate and potential hazards
Ethics ☐ makes personal judgements about whether or not certain behaviours/actions are right or wrong	☐ assesses how personal judgements affect other peer members and/or family; e.g., home and school	☐ assesses the implications of personal/group actions within the broader community; e.g., workplace	☐ analyzes the implications of personal/group actions within the global context
			☐ states and defends a personal code of ethics as required

| ★**Developmental Framework**
• *Simple task*
• *Structured environment*
• *Directed learning* | • *Task with limited variables*
• *Less structured environment*
• *Limited direction* | • *Task with multiple variables*
• *Flexible environment*
• *Self-directed learning, seeking assistance as required* | • *Complex task*
• *Open environment*
• *Self-directed/self-motivated* |

CAREER TRANSITIONS

B. STRAND RATIONALE AND PHILOSOPHY

Career Transitions, a strand in Career and Technology Studies, focuses on helping students recognize the relevance of schooling and to make a smooth transition from secondary school to the world of work or to further training and/or education. Key themes include Career Readiness, Leadership, Career Extensions, Career Credentials and Job Safety Skills.

Career Transitions has the potential to create meaningful educational experiences for today's high school students. It supports integration across curricular areas and partnerships in which students, schools, businesses and the community can work together toward common goals.

Each Career Transitions module promotes the development of independent thinking and decision-making skills. As well, the modules encourage the abilities and flexibility required to adapt to new situations, including the pursuit of career advancement opportunities and changes in career paths. Career Transitions also helps students recognize the relevance, transferability and applicability of competencies they have developed in other courses and through hobbies, interests or work.

Students participating in Career Transitions are encouraged to set realistic career goals and to increase their motivation to succeed in courses that are related to these goals. Career Transitions helps students determine what employers and others expect of prospective employees, and encourages students to actively work to meet their own and others' expectations. Contact with role models in the work setting can provide accurate information about the training and pretraining requirements of occupations and the availability and use of up-to-date technology.

Within the philosophy of Career and Technology Studies, *students* in Career Transitions *will:*

- analyze the job market and societal trends, and relate them to personal career plans

- explore selected occupations in depth

- demonstrate successful job search, job acquisition and maintenance skills

- understand the concept of job termination

- develop acceptable work habits and positive attitudes toward work

- identify and discuss the expectations and the rights and responsibilities of employers and employees

- recognize and develop a positive attitude toward safety and safe workplace practices

- identify and understand legislation and regulations that govern employers and employees

- understand the relationships among the individual worker, the employer, organized labour and the government

- recognize and develop leadership skills

- apply leadership theory and skills in a variety of contexts

- explore the relationship between education, training and career advancement

- develop and demonstrate project management skills

- make a smooth transition between schooling and the world of work

- attain externally recognized credentials, where available.

SCOPE AND SEQUENCE

INTRODUCTORY	INTERMEDIATE	ADVANCED	THEME
Job Preparation CTR1010	Job Maintenance CTR2010	Preparing for Change CTR3010	Career Readiness
Leading by Example CTR1020	Taking the Lead CTR2020	Organizational Leadership CTR3020	Leadership
	Governance & Leadership CTR2030	Leading for Change CTR3030	
Project 1A CTR1110	Project 2A CTR2110	Project 3A CTR3110	Career Extensions
Project 1B CTR1120	Project 2B CTR2120	Project 3B CTR3120	
	Project 2C CTR2130	Project 3C CTR3130	
	Project 2D CTR2140	Project 3D CTR3140	
	Project 2E CTR2150	Project 3E CTR3150	
		Practicum A CTR3040	Career Credentials
		Practicum B CTR3050	
		Practicum C CTR3060	
		Practicum D CTR3070	
		Practicum E CTR3080	
Personal Safety† (Management) CTR1210	Workplace Safety (Practices) CTR2210	Safety Management Systems CTR3210	Job Safety Skills

——— Prerequisite   - - - - Recommended sequence

† Module is also offered in Community Health.

MODULE LEARNER EXPECTATIONS: INTRODUCTORY LEVEL

MODULE CTR1010: JOB PREPARATION

Level: Introductory

Theme: Career Readiness

Prerequisite: None

Module Description: Students develop successful employment search skills and a personal employment search portfolio.

Module Learner Expectations: *The student will:*

- identify and develop knowledge, skills and attitudes appropriate for conducting successful employment searches
- communicate in the language in which business is conducted
- prepare a personal employment search portfolio
- use technologies, tools and information systems appropriately for job preparation
- demonstrate basic competencies.

MODULE CTR1020: LEADING BY EXAMPLE

Level: Introductory

Theme: Leadership

Prerequisite: None

Module Description: Students develop awareness of the principles and practices of leadership and develop, implement and assess a personal leadership plan.

Module Learner Expectations: *The student will:*

- define concepts, terms and practices relating to leadership
- develop a plan to demonstrate leadership by example behaviours
- demonstrate leadership abilities as outlined in the plan
- demonstrate basic competencies.

MODULE CTR1110: PROJECT 1A
MODULE CTR1120: PROJECT 1B

Level: Introductory

Theme: Career Extensions

Prerequisite: None

Module Description: Students, through projects, extend and enhance competencies developed in the Career Transitions strand or other Career and Technology Studies strands to contexts that are personally relevant.

Module Learner   *The student will:*
Expectations:

- propose, manage and assess a project

- meet goals as defined within the project plan

- demonstrate basic competencies.

MODULE CTR1210: PERSONAL SAFETY (MANAGEMENT)

Level: Introductory

Theme: Job Safety Skills

Prerequisite: None

Module Description: Students develop practical safety-related knowledge, skills and attitudes, and obtain certification in emergency first aid.

Module Learner   *The student will:*
Expectations:

- identify and describe:
  – health and safety stakeholders
  – legislation relating to health and safety
  – hazards; e.g., in offices
  – careers in safety
- demonstrate basic health and safety practices, including:
  – burn prevention
  – use of personal protective equipment (PPE)
  – back care
- develop and implement a personal health and safety plan
- complete, successfully, a course in emergency first aid (EFA)
- demonstrate basic competencies.

MODULE LEARNER EXPECTATIONS: INTERMEDIATE LEVEL

MODULE CTR2010: JOB MAINTENANCE

Level: Intermediate

Theme: Career Readiness

Prerequisite: CTR1010 Job Preparation

Module Description: Students acquire knowledge about workplace requirements, rights and responsibilities and relate this knowledge to personal career/employment expectations.

Module Learner Expectations: *The student will:*

- identify and develop knowledge, skills and attitudes appropriate to acquiring and maintaining employment

- identify and describe employment support agencies, employment centres and employment legislation

- demonstrate basic competencies.

MODULE CTR2020: TAKING THE LEAD

Level: Intermediate

Theme: Leadership

Prerequisite: CTR1020 Leading by Example

Module Description: Students compare basic theories and styles of leadership, and demonstrate leadership in a school, workplace or community context.

Module Learner Expectations: *The student will:*

- compare theories and styles of leadership

- demonstrate the ability to lead others

- demonstrate basic competencies.

MODULE CTR2030: GOVERNANCE & LEADERSHIP

Level: Intermediate

Theme: Leadership

Prerequisite: CTR1020 Leading by Example

Module Description: Students are introduced to governance, its place within the administrative structure of a school or community, including the roles, responsibilities, practices and procedures for participating in governance and leadership.

Module Learner Expectations: *The student will:*

- describe and explain the purpose of a governance structure
- participate in leadership activities within a school, volunteer agency or a community governance structure
- demonstrate leadership in a governance role
- demonstrate basic competencies.

MODULE CTR2110: PROJECT 2A
MODULE CTR2120: PROJECT 2B
MODULE CTR2130: PROJECT 2C
MODULE CTR2140: PROJECT 2D
MODULE CTR2150: PROJECT 2E

Level: Intermediate

Theme: Career Extensions

Prerequisite: None

Module Description: Students, through projects, extend and enhance competencies developed in the Career Transitions strand or other Career and Technology Studies strands to contexts that are personally relevant.

Module Learner Expectations: *The student will:*

- propose, manage and assess a project
- meet goals as defined within the project plan
- demonstrate basic competencies.

MODULE CTR2210: WORKPLACE SAFETY (PRACTICES)

Level:	Intermediate
Theme:	Job Safety Skills
Prerequisite:	CTR1210 Personal Safety (Management)
Module Description:	Students explore workplace safety principles and practices, and apply these principles and practices to a variety of contexts.
Module Learner Expectations:	*The student will:*

- identify and describe hazard assessments and controls

- classify accidents and incidents and explain causation

- define ergonomics and describe its relationship to workplace safety

- demonstrate and describe standards/legislated practices associated with workplace safety, including:
  - farm/urban safety
  - fire safety
  - electrical safety
  - confined space safety
  - transportation of dangerous goods

- demonstrate basic competencies.

MODULE LEARNER EXPECTATIONS: ADVANCED LEVEL

MODULE CTR3010: PREPARING FOR CHANGE

Level: Advanced

Theme: Career Readiness

Prerequisite: CTR1010 Job Preparation

Module Description: Students develop knowledge and skills relating to the changing labour market, and relate these changes to analyzing and refining personal career plans.

Module Learner Expectations: *The student will:*

- analyze the role of government and labour unions in relation to employers and employees

- gather and analyze appropriate labour market information related to selected occupations and incorporate the findings into a personal career plan

- demonstrate basic competencies.

MODULE CTR3020: ORGANIZATIONAL LEADERSHIP

Level: Advanced

Theme: Leadership

Prerequisite: CTR2020 Taking the Lead

Module Description: Students develop an understanding of the concept of organizations, and demonstrate leadership by establishing an organization and leading it to achieve a stated goal.

Module Learner Expectations: *The student will:*

- explain the similarities and differences between leadership practices and management practices

- demonstrate leadership by establishing an organization, leading it to achieve a stated goal, and assessing the process and outcome

- demonstrate basic competencies.

MODULE CTR3030: LEADING FOR CHANGE

Level: Advanced

Theme: Leadership

Prerequisite: CTR2030 Governance & Leadership

Module Description: Students investigate change and decision-making processes used in the school and/or community. They construct, propose and initiate the use of a project planning model to affect change.

Module Learner Expectations: *The student will:*

- describe the change and decision-making processes used in a governance structure

- identify and record the organizational structures used in a school and in a community

- construct, propose and initiate the use of a project planning model

- demonstrate basic competencies.

MODULE CTR3040: PRACTICUM A
MODULE CTR3050: PRACTICUM B
MODULE CTR3060: PRACTICUM C
MODULE CTR3070: PRACTICUM D
MODULE CTR3080: PRACTICUM E

Level: Advanced

Theme: Career Credentials

Prerequisite: None

Module Description: Students, on the worksite, continue to develop and refine those competencies developed in related Career and Technology Studies modules, previous practicums and other experiences.

Module Learner Expectations: *The student will:*

- perform assigned tasks and responsibilities efficiently and effectively as required by the credentialling agency

- analyze personal performance in relation to established standards

- demonstrate basic competencies.

MODULE CTR3110: PROJECT 3A
MODULE CTR3120: PROJECT 3B
MODULE CTR3130: PROJECT 3C
MODULE CTR3140: PROJECT 3D
MODULE CTR3150: PROJECT 3E

Level: Advanced

Theme: Career Extensions

Prerequisite: None

Module Description: Students, through projects, extend and enhance competencies developed in the Career Transitions strand or other Career and Technology Studies strands to contexts that are personally relevant.

Module Learner Expectations: *The student will:*

- propose, manage and assess a project

- meet goals as defined within the project plan

- demonstrate basic competencies.

MODULE CTR3210: SAFETY MANAGEMENT SYSTEMS

Level: Advanced

Theme: Job Safety Skills

Prerequisite: CTR2210 Workplace Safety (Practices)

Module Description: Students conduct an in-depth investigation of safety management systems and demonstrate the ability to design a safety program for a selected business/industry.

Module Learner Expectations: *The student will:*

- define "loss control" and describe "loss control" practices in a selected business/industry

- design a safety program for a selected business/industry, and specify safety management practices, standards and documentation requirements/ procedures

- gather and analyze accident/incident information, identify causation and recommend preventive measures

- demonstrate basic competencies.