

Authority: FOOTPRINTS FOR LEARNING SOCIETY (FFLS)
School: FOOTPRINTS FOR LEARNING CHARTER ACADEMY (FLCA)

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HOLISTIC AUTHENTIC PURPOSE DRIVEN ENTREPRENEURIAL GLOBAL

ELECTIVES PROGRAMMING

OVERVIEW:

This is an opportunity for the FLCA learner to explore in their direction, interest or inquiry, under your guidance within an Elective format. It is important that the design of the project plans incorporate the general learner outcomes from Alberta Education. It is also important that the students produce a product, one to celebrate their exploration. Please review the FLCA CTF Module Programming file. Once done, use the Template and Examples provided to develop at least three projects for each module taught. Resources for ideas and plans are posted within the CLASSWORK bank, and you are welcome to add to these basic resources. Have fun, more importantly, let the kids have fun within its well-researched structure and relate all to possible career choices in the future with the general competencies of employment.

With a transition into secondary programming, the CTS Modules become more detailed with specific learner outcomes and depth in the content. However, all still relate back to Careers Technology and Science. These are ways and means for high school students to explore facets of future work worlds.

ALBERTA EDUCATION DIRECTION ON CTF MODULES (MIDDLE SCHOOL):

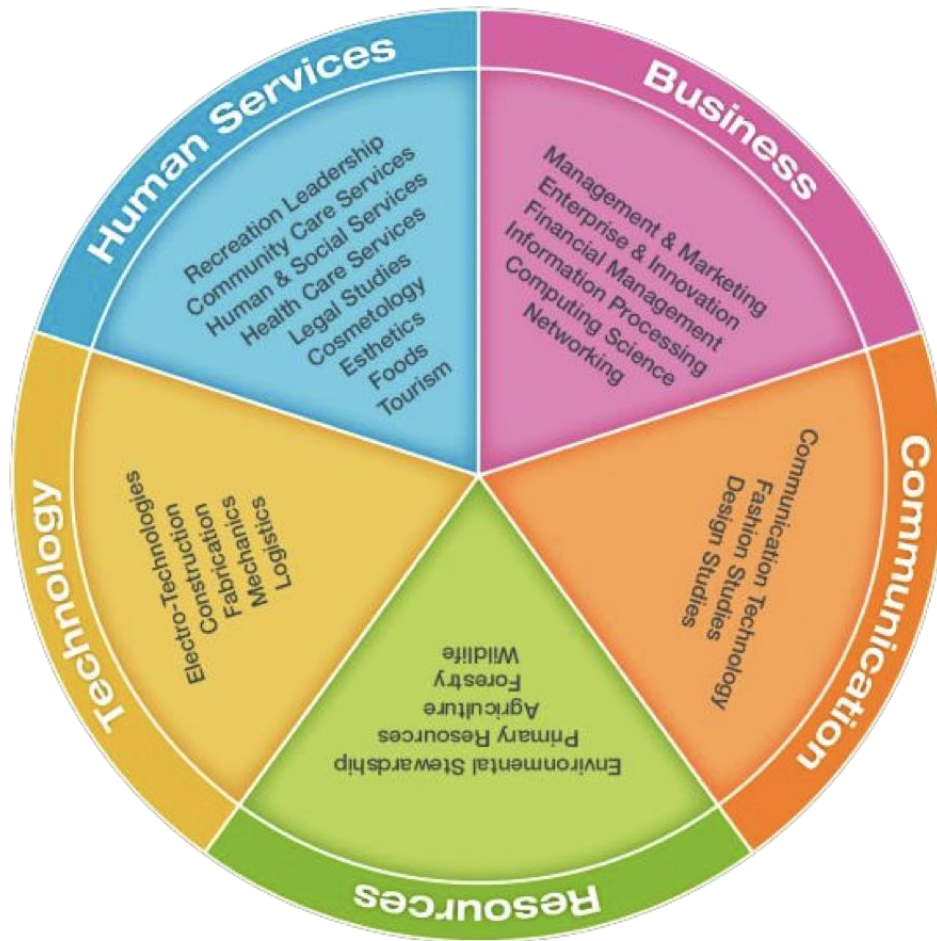
- An occupational area is a grouping of courses that focuses on attitudes, skills and knowledge related to specific work areas.
- In CTF, the occupational areas are grouped into five clusters (Business, Communication, Human Services, Resources and Technology), which represent occupational groupings found within industry. The names of the CTF occupational clusters are simplified versions of the CTS occupational cluster names. The CTF occupational clusters are aligned with the CTS occupational clusters shown in the CTS Compass as well as the National Occupational Classification (NOC).

ALBERTA EDUCATION DIRECTION ON CTS MODULES (HIGH SCHOOL):

- Career and Technology Studies (CTS) is designed for high school students so they can explore their interests and career options. CTS offers students opportunities to develop skills that can be applied in their daily lives and improve their employability following high school.
- Career and technology studies (CTS) is a provincially authorized curriculum for Alberta secondary schools designed on a pathways model to offer flexible programming using 1-credit courses. The

course structure of CTS enables schools to design unique programs that meet the needs of students and draw on community resources.

FLCA GOOGLE CLASSROOM FOR TEACHERS:



LINK:

<https://education.alberta.ca/career-and-technology-studies/programs-of-study/?searchMode=3>

GENERAL Learner Outcomes

The student is exploring interests, passions and skills while making personal connections to career possibilities.

- I explore my interests and passions while making personal connections to career possibilities.
- I use occupational area skills, knowledge and technologies.
- I follow safety requirements associated with occupational areas and related technologies.
- I demonstrate environmental stewardship associated with occupational areas.

The student is planning, creating, appraising and communicating in response to challenges.

- I plan in response to challenges.
- I make decisions in response to challenges.
- I adapt to change and unexpected events.
- I solve problems in response to challenges.
- I create products, performances or services in response to challenges.
- I appraise the skills, knowledge and technologies used to respond to challenges.
- I communicate my learning.

The student is working independently and with others while exploring careers and technology.

- I determine how my actions affect learning.
- I develop skills that support effective relationships.
- I collaborate to achieve common goals.

The Learning Process

Students engage in challenges or tasks, alternate between the processes of planning, creating, appraising and communicating in non-linear manner.

- Plan: To follow a process that identifies problems, generates ideas and encourages empathy and evaluation when designing a solution to a task or a challenge.
- Create: To make a product, performance or service by using one's own thought or imagination.
- Appraise: To use ongoing assessment to guide decision making and learning.
- Communicate: To share or receive information in order to express ideas and gain understanding.

THE ELECTIVE CHOICES (FOR A THREE YEAR CYCLE):

A SET OF FIVE ELECTIVES WILL BE CHOSEN FOR EACH OF THREE TERMS BASED ON STUDENT CHOICE AND TEACHER EXPERTISE. THE CURRENT SELECTION WILL BE POSTED ON THE SCHOOL'S WEBSITE.

Generalized CTF (Middle School Elective) LESSON SEQUENCE

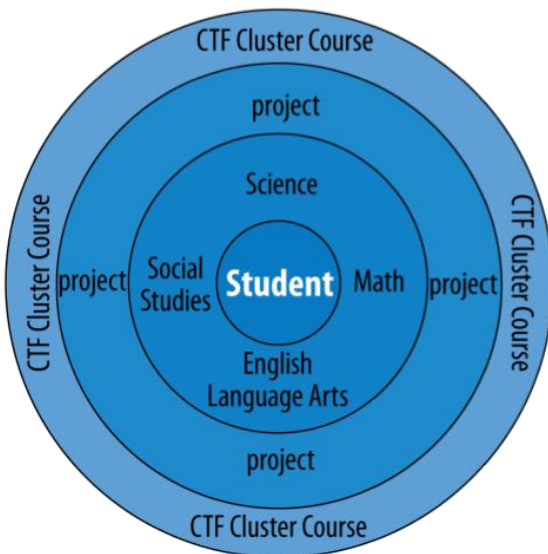
This set of lessons is timed over 10 weeks, though 12 may be available. Verify with the FLCA Calendar.

1. Teacher presentation of general OUTCOMES - Week 1
2. Teacher presentation of ideal SEQUENCE - Week 1
3. Class discussion of COURSE TOPIC and its link to the CAREER WORLD - Week 1
4. Teacher outline and handout for PROJECT A with Rubric - Week 1
5. Teacher outline and handout for PROJECT B with Rubric - Week 4
6. Teacher outline and handout for PROJECT C with Rubric - Week 7
7. SELF OR GROUP PRESENTATION of one completed Project - Week 9
8. SELF, GROUP, TEACHER EVALUATION of student or group Projects - Week 10

STUDENT EVALUATION

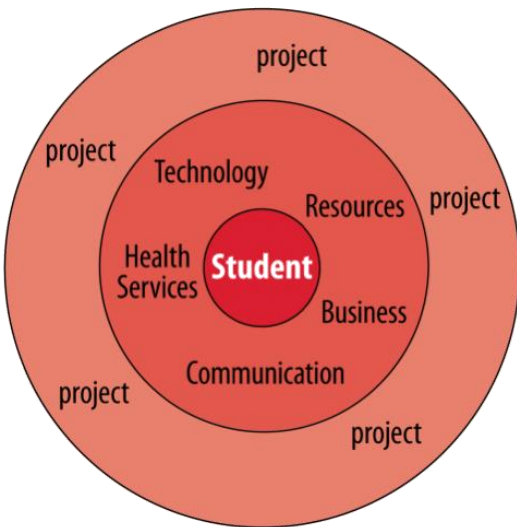
1. PROJECT A - 30%
2. PROJECT B - 30%
3. PROJECT C - 40%

Implementation Models:



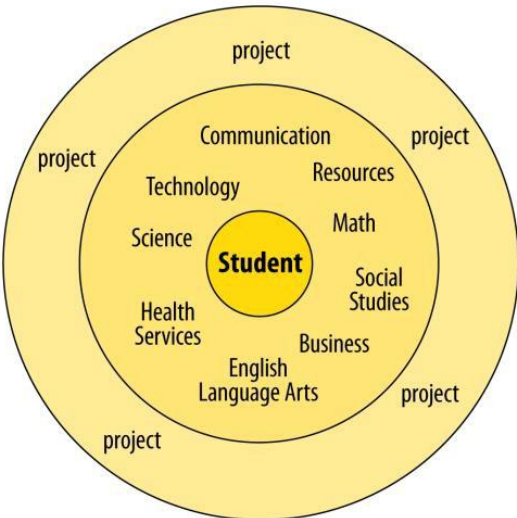
- students take traditional core classes
- they create a CTF project integrating core and complementary course outcomes

MODEL 1



- school has CTF cluster-based courses
- students complete projects in CTF courses

MODEL 2



- school is inter-disciplinary
- students take courses, create projects and have opportunities to work in each CTF cluster

MODEL 3