

## Making the Connection

Relevant, Meaningful, Engaging  
Sample CTF Challenges

**\$\$\$ Project** ---The Cost of Living – Students search the cost of living with a certain life style  
**Challenge:** To live on a set budget. How much money will you need and is it reasonable?

**Job Connections:** Business: Financial Management; Communication: Communication Technology



**Project**---For the Birds-Helping our Ecosystem  
**Challenge:** How can we help provide shelter to birds that are a part of our local ecosystem when their natural habitat is changing?

**Job Connections:** Communication: Design Studies; Technology: Construction



**Project**---In Water We Trust- Quality of a need (Environmental Stewardship)  
**Challenge:** How can we improve the quality of our water?

**Job Connections:** Business: Information Processing & Marketing; Resources: Environmental Stewardship

**Project**---Extreme Makeover: Recipe Edition  
**Challenge:** Is your recipe good enough to be served as a hot lunch item for the whole school?

**Job Connections:** Business: Marketing; Human Services: Foods



**CTF/** is exploring interests, passions and skills while making personal connections to career possibilities.

**CTF/** is designing, creating appraising and communicating responses to challenges

**CTF/** is working independently and with others while exploring careers and technology..

# Career & Technology Foundations



Career and Technology Foundations (CTF) is a new curriculum that may be used from grades 5 through 9 for any courses beyond core subjects, fine arts, physical education and health which have not had their own curriculum before now. Traditional junior high options like foods, shop, sewing, or computers now fall under the umbrella of CTF. High School Career and Technology Studies (CTS) stays the same for students in grades 10-12. All of these courses have a tie to the world of work and prepare students to be active citizens.

CTF is best delivered through project-based learning. Project-based learning, also known as inquiry-based learning, is an instructional approach presenting students with a real world problem. These activities are designed to answer a question or solve a problem and generally reflect all of the types of learning and work people do in an the everyday world outside the classroom.

These courses help students in being able (competent) to design, create, judge and clearly explain solutions to real-world challenges or problems. CTF allows students to discover and explore areas that are—or will turn out to be— their interests, passions, and skills. The challenges/projects they'll encounter in CTF will also help them make informed choices for high school and potential career options.

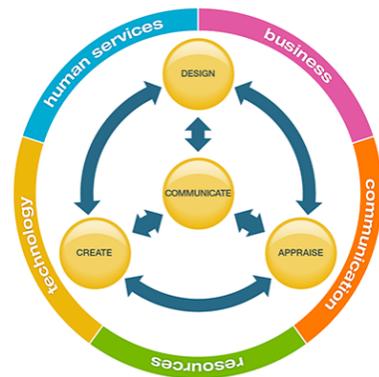
CTF will vary from school to school and may be integrated with other subjects (Programs of Study) such as science, language arts, health and more. Teachers will be designing hands-on experiences for students to relate important concepts to projects and activities.

## CTF Structure

**Business** - The focus is to develop and apply the important attitudes, skills and knowledge in order to implement efficient systems and strategies of managements and marketing; and, to use electronic technologies to collect, structure, manipulate, retrieve and communicate information within individual, family, workplace, community and global contexts.

**Communication** - The focus is to develop and apply the important attitudes, skills and knowledge to provide well-designed and aesthetically effective communication solutions.

**Human Services** - The focus is to develop and apply the important attitudes, skills and knowledge to provide care and services for individuals and groups in a variety of industries, such as health care, recreation, cosmetology, the food industry and the legal system.



**Resources** - The focus is to develop and apply the important attitudes, skills and knowledge to work individually and collectively, as private citizens and members of the workforce, toward the conservation and responsible use of energy and natural resources.

**Technology** - The focus is to develop and apply the important attitudes, skills and knowledge to the manufacture and assembly of products from individual components and the processing of raw materials into products.



Relevant...  
Meaningful...  
Engaging Learning Experiences...



Alberta  
Education

“ CTF provides students with a valuable set of competencies and experiences that they will be able to transfer to future school, personal and work experiences. ”

# CTF Assessment

Traditional percentage grades are not a fit to Career and Technology Foundations because the focus is on students acquiring knowledge, skills, and attitudes in stages. A single grade also doesn't allow us to report how a student might do well in one area, but be just learning in another. For example, a student might pick up hand-sewing skills like a natural, but still be developing the social skills to execute a plan as a team. For others, the opposite may be true.



“ *Not all students learn the same way and at the same pace; reporting by outcome allows us to recognize each student's strengths and areas they will naturally improve.* ”

## What does the language of CTF assessment mean?

### Acquiring

Student is constructing meaning and understands the requirements of the task.  
*= I am able to understand the task that is assigned and am acquiring the skills necessary to complete the task.*

### Applying

Student is using information and understands the relationships to demonstrate and/or perform a task.  
*= I understand the task being assigned and am able to apply the skills necessary to complete the task, and use those skills to extend my learning opportunities.*

### Adapting

Student is able to assess, integrate and transform knowledge and ideas.  
*= I am able to assess tasks (assigned / other learning opportunities) and take the skills that I have learned and adapt them to meet the needs of the task(s).*



## Learning Outcomes for CTF

**CTF is exploring interests, passions and skills while making personal connections to career possibilities.**

- I explore my interests and passions and skills while making personal connections to career possibilities.  
*I connect the things I really enjoy in CTF to possible careers.*
- I use skills/technologies associated with occupational areas.  
*I learn to do things that I can use in future jobs or occupations.*
- I follow safety requirements associated with occupational areas and related technologies.  
*I know and follow the safety rules that go with the equipment and future job sites I may work on.*

**CTF is working independently and with others while exploring careers and technology.**

- I describe how my actions affect learning.  
*I can talk about how the choice I make will either help my learning or work against it.*
- I develop skills that support effective relationships  
*I have social skills that enable me to work well with each of my classmates on our project or challenge.*
- I collaborate to achieve common goals.  
*I work as part of a team and play a role to achieve the plan my classmates and I set up.*

**CTF is designing, creating, appraising and communicating responses to challenges.**

- I problem solve in response to challenges.  
*I can figure out some good ideas to overcome a challenge or issue.*
- I design in response to challenges.  
*I can create an original plan to solve a problem or challenge.*
- I adapt to change and unexpected events.  
*When something unplanned happens, I can work around it without a problem.*
- I make decisions in response to challenges.  
*I have the confidence to make a good plan and follow it through.*
- I appraise product(s), performance(s) or service(s) created in response to challenges.  
*I can reflect honestly on my work and figure out where I can improve.*
- I appraise the skills/technologies I use in response to challenges.  
*I have awareness of how well I can execute some of the specific skills I'm using in my work.*
- I communicate my learning.  
*I can share what it is I've learned and how well I've learned it.*

