**S.W.A.T. COURSE OUTLINE**

**The CTF Learning Process:**

The CTF curriculum supports learning experiences that allow students to explore occupational areas common to Career and Technology Studies (CTS) and CTF through challenges or tasks. CTF is not a prerequisite for CTS high school courses. The CTF learning process promotes the development of literacy and numeracy and competencies while exploring a variety of occupational areas belonging to five clusters: Business, Communication, Human Services, Resources and Technology.

CTF challenges or tasks that integrate at least two occupational areas, provide students with an opportunity to experience the interconnectedness of skills, knowledge and technologies associated with various occupational areas. Students engaging in CTF 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.

**CTF Essence Statements and Learning Outcomes:**

*CTF 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.

*CTF 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.

*CTF 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.

**What will my S.W.A.T. challenges be?**

We will be using [www.trello.com](http://www.trello.com) to create our Kanban boards to manage our projects. A Kanban board is a work and workflow visualization tool, often used by project managers, that enables us to optimize the flow of our work.

**Christmas Party:** Annual grade 6-9 Christmas potluck party to be held at Clyde Hall.

**Calendar/Events:** Update hallway calendar/plan theme and spirit days.

**Christmas Door Decorating Contest:** Planning a door decorating contest for the season.

**Christmas Store:** Recruiting and scheduling for wrapping gifts.

**Reindeer Games:** Organizing and running the K-3 games

**Kindness projects:** Food bank drive, SADD Bag Campaign, House Leagues,

**Big Dragon/Little Dragon Mentoring:** Take a 1 hour training course, get a certificate to add to your resume and portfolio. You are assigned a student or classroom to work in.

**Intramurals:** Organizing games, schedules and Minute-to-win-it

**Yearbook:** Using Lifetouch Yearbook online tools, students will design the 2018/2019 yearbook.

**Other:** Ideas of projects from staff/parents/community members/students.

**Classroom Expectations:**

1. Be in your seat when class starts.
2. Bring all **materials and books** (supplies) to class, and take them with you when you leave.
3. Follow directions the first time they are given and thereafter.
4. **Respect** yourself, Mrs. Savoie, and your classmates at all times.
5. **Ask for help if you need it.** You can see me in person or use my email ([michelle.savoie@phrd.ab.ca](mailto:marie.wasieczko@phrd.ab.ca)) to ask me questions or to set up a time outside of class for extra help.
6. Attendance

When you are absent, the school expects a phone call that day or prior to that day. Unexcused absences will be recorded and a phone call will be made to your home.

7. **Homework is to be done on time.**

* 1. Students will be given class time to complete assignments. If, for some reason, they do not finish the assignment in class, it will be homework.
  2. If you choose not to do your homework on time, you will be expected to work on the homework in the homework room or my classroom at lunch. If you do not show up 2 times in a row, you will be referred to the principal’s office for consequences.
  3. Your parents/guardians will be contacted and informed of your missing assignment. After your parents/guardians have been contacted you will receive a 0 if the assignment is not handed in within 5 days of the due date.
  4. If a student has cheated, plagiarized work and/or made other attempts to avoid the effort of completing an assignment or assessment activity on their own, then the product they submit will not be evaluated by the teacher. The assignment or assessment activity will be considered temporarily “Incomplete”. This naturally places the student’s final grade in jeopardy since an Incomplete will convert to a Zero at the end of the course. Students must re-do the assignment or assessment activity (or an alternative as determined by the teacher) in order to demonstrate their knowledge or skill. This must be done within a time period set by the teacher.

**A NOTE ON CTF ASSESSMENT PRACTICES:**

The assessment plan supports the understanding that not all students learn the same way and at the same pace. The assessment practices serve a number of purposes, including:

* assess student achievement of learning outcomes
* provide behaviour descriptors
* personalize assessment
* differentiate instruction
* plan effective learning activities
* determine a student’s background knowledge and skills
* identify student strengths
* determine a student’s next learning steps

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| **Grade** | **Description** |
| **Excellent** | **Exemplary** performance of outcome(s); evidence shows **in-depth** understanding and **independent** work habits. |
| **Proficient** | **Skilled** performance of outcome(s); evidence shows **solid** understanding and **occasionally guided** work habits. |
| **Satisfactory** | **Acceptable** performance of outcome(s); evidence shows **generally accurate** understanding and **guided** work habits. |
| **Limited** | **Partial** performance of outcomes; evidence shows **inaccurate** understanding and **ongoing support is needed** during work. |
| **Insufficient** | **Insufficient evidence** to show the student has an **acceptable** performance of the outcome(s). The work must be improved and **resubmitted**. |

**How Will my Grades be Reported?**

Final grades will be published to PowerSchool as a pass or a fail.