

PNCS 2023-24 Career and Technology Foundations

Career and Technology Foundations are an important part of our Junior High program at Pembina North Community School. This year will consist of 5 semesters. Students will take one course per semester for a total of 5 courses by the end of the year. As students work through these courses, we evaluate their growth in 6 categories: collaboration, problem solving, personal responsibility, skills, respect for environment and safety, and product. The rubric used to evaluate their competencies is included.

Semester 1 September-October	Semester 2 November - December	Semester 3 January - February	Semester 4 March - April	Semester 5 May - June
School Sports/Games Mr. Ivey	Film Study Mr. Ivey	Ice Hockey Mr. Ivey	Fitness Mr. Ivey	Construction Mr. Ivey
Leadership Mrs. Montgomery	Christmas Concert Mrs. Montgomery	Art - Drawing & Painting Mrs. Montgomery	Foods Mrs. Montgomery	Art - Mixed Media & Photography Mrs. Montgomery
Pinterest/DIY Ms. Dadson	Inclusivity Project Ms. Dadson	French Ms. Dadson	Book Club Ms. Dadson	Local Indigenous Plant Garden/ Outdoor Ed Ms. Dadson

School Sports/Games: This course is a combination class of the three main after school sports that we offer here at PNCS (volleyball, basketball, and badminton) and CTF Games (sports and games that you do not typically find in a North American PE class). This class offers a chance for students to “try out” the school sports and games, or a chance to enhance their skills in these sports and games.

Leadership: Students in this course will help start off our school year in a fun and positive way for the whole school. We will lead whole-school and small group activities and choose the theme days for the whole year. Students who take this course will be the Leadership crew for the whole year.

Pinterest/DIY: Students in this course will explore DIY (do it yourself) projects they may be interested in and given the opportunity to create their own. Throughout this project students will display their creativity while also learning the meaningfulness of spending money, upcycling and reusing.

Film Study: In this course, we will watch and breakdown many different movies from many different genres. We will analyze many elements of film (using each movie) including things such as- theme, dialogue, acting, lighting, sound, cinematography, setting, set design, editing, etc. Students will also have opportunities to create film projects that focus on different elements of film.

Christmas Concert: students in this class will be instrumental in helping us present our Christmas Concert in December. Acting, set design, costume design, and graphic design will all be included. If you don't want to act - no worries! There are a lot of behind -the-scenes jobs!

Inclusivity Project: Students will work individually or in small groups to create a proposal of inclusivity in an area of the community they see it lacking. Students will then put this proposal to action and create a presentation on what they did and learned. Throughout this course students will explore the importance of initiative, leadership, and inclusivity.

Ice Hockey: This course is designed to learn about all aspects of the sport of ice hockey- including skills, gameplay, strategy, training, nutrition, history, management, scheduling, and possible careers. We will work to achieve these goals through on ice practices and games, classroom video (breaking down plays), fitness, and dryland training.

Art - drawing and painting: Students in this course will have the opportunity to explore different mediums within the art disciplines of drawing and painting. Students will create pieces for an Art Showcase at the end of February.

French: Students in this course will navigate through the basics of the French language. Some areas that will be explored include basic greetings, colors, animals, and foods. Students will conclude this course with gaining a basic understanding of French vocabulary.

Fitness: In this course, we will look at many elements of personal fitness and well-being. Students will have the opportunity to explore many different aspects of physical activity, fitness, exercise, and training- to find what they feel works best to reach their goals and be fit for life. This course hopes to allow students to gain the technique and confidence to exercise at home/on their own, to eventually use fitness facilities comfortably when they are ready to do so, and to give them the opportunity to train for their specific sport goals.

Foods: students in this course will begin with a few safety and cooking basics. We will then be creating cooking tutorial videos where students will choose a recipe and film themselves creating their culinary masterpiece!

Book Club: Students in this course will read a group guided book in which they will explore and converse about main ideas throughout the book. This course will allow students to share thoughts and ideas and practice their communication skills.

Construction: This course is designed to help you develop confidence, and skills, with basic construction practices. This class will hopefully help you to feel comfortable to: assist in building projects, pursue high school construction courses, and/or build things safely on your own. This course has a big safety component to start and then will look at the operation of many tools and machines- prior to projects.

Art - mixed media and photography: students in this course will have the opportunity to work with clay, collage, and papier mache. We will also learn about the principles of photography and create a portfolio for an end-of-year display.

Local Indigenous Plant Garden/ Outdoor Ed: Students in this course will participate in multiple activities that take place outdoors. As a group we will research and create a local Indigenous plant garden at the school. Throughout this course students will gain skills and knowledge on how to exist in nature.

Career and Technology Foundations Rubric

Criteria	Extending	Mastering	Developing/Beginning	Emerging
<p>COLLABORATION</p> <p>I develop skills that support effective relationships and collaborate to achieve common goals.</p>	<p>Evaluates the effectiveness of the group and mentors others as needed.</p> <p>Encourages others to work towards personal goals and models kindness, empathy and compassion.</p>	<p>Contributes to the common good of the group and their communal learning.</p> <p>Demonstrates kindness, empathy and compassion in their exchanges.</p>	<p>Examines the needs of the group and their individual effectiveness within the collaborative process.</p> <p>Offers helpful suggestions to others in the group.</p>	<p>Identifies the needs of a group and their own role (strengths and areas of growth) within the collaborative process.</p> <p>Identifies positive contributions to the group process.</p>
<p>PERSONAL RESPONSIBILITY</p> <p>I communicate my learning and make decisions in response to challenges.</p> <p>I determine how my actions affect my learning.</p>	<p>Reflects on decisions made within the challenge and proposes changes for future projects.</p>	<p>Describes challenges faced and explains strategies used to support the learning process.</p> <p>Assesses how their individual actions affect their learning.</p>	<p>Discusses responsibilities and obstacles to learning and plans a course of action to face them.</p>	<p>Identifies how individual actions and learning preferences affect the learning of the group.</p> <p>Identifies the importance of collaborating to make decisions.</p>
<p>SKILLS</p> <p>I appraise the skills, knowledge and technology used to respond to challenges.</p> <p>I use occupational area skills, knowledge and technologies</p>	<p>Provides constructive feedback and mentorship to others who are developing skills, knowledge and technologies.</p> <p>Proposes changes to process or product based on the feedback provided to them for improvement.</p>	<p>Demonstrates proficiency with the skills, knowledge and technologies required.</p> <p>Evaluates the effectiveness of skills, knowledge and technologies used.</p>	<p>Experiments with applying skills, knowledge and technologies</p>	<p>Identifies the skills, knowledge and technologies required for the challenge.</p>
<p>PROBLEM SOLVING</p> <p>I solve problems in response to challenges and adapt to change and unexpected events.</p>	<p>Appreciates multiple perspectives in problem-solving and the various strategies that can be used. Models adaptability for peers.</p>	<p>Applies strategies and problem-solving techniques to adapt to change and unexpected events. Exhibits a willingness to attempt others' suggestions for problem-solving.</p>	<p>Brainstorms strategies to handle change and unexpected events.</p>	<p>Identifies a problem around them and begins to consider various steps that could be used in a problem-solving approach.</p>
<p>SAFETY AND RESPECT FOR ENVIRONMENT</p> <p>I follow safety requirements and demonstrate environmental stewardship</p>	<p>Promotes a culture of health and safety within and outside of the classroom. Models accountability for environmental stewardship as a form of civic responsibility.</p>	<p>Follows safety requirements and supports others in doing so. Demonstrates respect for their environment and resources within it.</p>	<p>Explains safe practices specific to a task or a setting. Considers the impact of their activity on the environment around them.</p>	<p>Identifies common safety hazards for a specific setting or task. Explains the importance of safety in the setting and identifies safe and unsafe practice.</p>
<p>PRODUCT</p> <p>I plan in response to challenges and create products, performances or services in response to challenges.</p>	<p>Revises the plan as required and experiments with a variety of processes involving risk-taking in creating a product, performance or service.</p>	<p>Perseveres through a variety of processes in following a plan to create a product, performance or service.</p>	<p>Generates ideas for a plan to create a product, performance or service.</p>	<p>Identifies the skills, knowledge and technology required to create a product, performance or service.</p>

