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## KNOWLEDGE AND EMPLOYABILITY OCCUPATIONAL COURSES 10-4, 20-4, 30-4

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**Policy:** Knowledge and Employability courses provide students who meet the criteria with opportunities to experience success and become well prepared for employment, further studies, citizenship and lifelong learning (*Knowledge and Employability Courses Policy 1.4.2*).

### VISION

Through Knowledge and Employability courses, students become active and responsible citizens, achieve their educational and career goals, improve quality of life for themselves and their families and positively impact their communities.

Knowledge and Employability courses assist students in:

- transitioning from school to the workplace and community
- preparing for responsible citizenship
- gaining recognition, respect and value from employers and further education providers.

### PHILOSOPHY AND RATIONALE

The development of the Knowledge and Employability courses was based on input received from consultations with education stakeholders throughout the province. The distinctive sequence of courses was designed to meet the educational needs of students who learn best:

- when focusing on the development and application of reading, writing and mathematical literacy,<sup>1</sup> and on essential employability skills
- through experiential learning activities
- when meaningful connections are made between schooling and personal experiences.

Knowledge and Employability courses promote student skills, abilities and work ethics, including:

- academic and occupational skills of a standard determined by the workplace to be necessary for success
- practical applications through on- and off-campus experiences and/or community partnerships
- career development skills to explore careers, develop a career-focused portfolio and assess career skills
- interpersonal skills to ensure respect, support and cooperation with others.

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1. Mathematical literacy: Selecting and applying appropriate mathematical operations, problem-solving strategies, tools and technology, and communicating using mathematical vocabulary in home, workplace and community experiences.

### **Aboriginal Perspectives and Experiences**

For historical, constitutional and social reasons, an understanding of First Nations, Métis and Inuit (FNMI) experiences and perspectives, and recognition that First Nations, Métis and Inuit students have particular needs and requirements, is necessary to enable all students to be respectful and responsible citizens.

Knowledge and Employability courses serve to facilitate positive experiences that will help Aboriginal students better see themselves in the curriculum and assist non-Aboriginal students to develop a better understanding of Alberta's First Nations, Métis and Inuit peoples.

### **GOALS OF KNOWLEDGE AND EMPLOYABILITY COURSES**

Knowledge and Employability courses provide students with practical and applied opportunities to develop the competencies necessary to meet or exceed the following goals. Knowledge and Employability courses prepare students to:

- earn a senior high school credential
- enter the workplace upon leaving school with employability and occupational skills that meet industry standards
- make successful transitions to other courses or to further education and training
- become responsible and contributing members of society.

### **CROSS-CURRICULAR, COMMUNITY AND WORKPLACE CONNECTIONS**

Programs of study and resources for Knowledge and Employability courses are distinctive, in part, because they promote cross-curricular, community and workplace connections.

#### **Cross-curricular Connections**

Knowledge and Employability courses promote the integration of subjects to emphasize their interrelationships and connections to other school subjects. The philosophy of Knowledge and Employability courses is that students learn best when they can clearly recognize, in their course

work, connections, applications and relevance to a variety of everyday experiences. Organizing for instruction may include thematic units, subject integration within units and/or projects in other subjects.

#### **Community and Workplace Connections**

Knowledge and Employability courses provide students with practical and applied opportunities to develop basic reading, writing and mathematical literacy. Community and workplace connections ensure learning within applied contexts, connecting the school with environments beyond school, and may include tours to local businesses and industries, mentorships, job shadowing and work experience.

Knowledge and Employability courses promote the development of career portfolios that help students connect their school experience to the world beyond school. Each portfolio will include exemplars of the student's on- and off-campus experiences and can be used when the student is seeking employment or further education/training opportunities. Items appropriate for inclusion in career portfolios include résumés, samples of written work, awards and/or their representations, teacher and self-evaluation checklists, workplace assessment tools and employer letters of recommendation.

### **SAFETY**

Safety is emphasized and relevant information is incorporated throughout Knowledge and Employability courses, including basic safety rules and guidelines and information regarding the safe use of tools, equipment and materials in school, home, community and workplace settings.

### **TECHNOLOGY**

The Information and Communication Technology (ICT) curriculum is infused throughout the Knowledge and Employability courses, including the use of computers and other technology, to support the instruction of technology within an applied context.

## ESSENTIAL UNIVERSAL SKILLS AND STRATEGIES

Knowledge and Employability courses emphasize the universal skills and strategies that are essential to all students, including the following:

- Interpersonal skills promote teamwork and respect for, support of and cooperation with others.
- Critical thinking promotes the analysis and appropriate applications of information.
- Creative thinking promotes the identification of unique connections among ideas and insightful approaches to questions and issues.
- Decision-making processes promote the making of timely and appropriate decisions.
- Problem-solving processes promote the ability to identify or pose problems and apply learning to consider the causes and dimensions of, and the solutions to, problems.
- Metacognition<sup>2</sup> enables students to become more aware of, and have greater control over, their own thinking and learning processes.

## RELATIONSHIP TO OTHER COURSES

Each Knowledge and Employability course is consistent with the rationale, philosophy, program foundations and organization of other secondary courses. This consistency enables students, as appropriate, to progress through the Knowledge and Employability course sequence and/or to other secondary courses.

## ENROLLMENT IN KNOWLEDGE AND EMPLOYABILITY COURSES

Students may take one or more courses in the sequence at any time during grades 8 through 12. Students may be enrolled in only Knowledge and Employability courses or in a combination of Knowledge and Employability and other secondary courses.

Information regarding the identification of students for enrollment in one or more courses can be accessed in the *Knowledge and Employability Courses Policy 1.4.2* and in the *Information Manual for Knowledge and Employability Courses, Grades 8–12, 2006*.

## RATIONALE AND PHILOSOPHY OF THE KNOWLEDGE AND EMPLOYABILITY OCCUPATIONAL COMPONENT

The Knowledge and Employability occupational component is for students who learn best through experiential learning activities in which the development of knowledge, skills and attitudes is relevant to their personal experiences. Meaningful connections between in-school learning and the community result in successful transitions from the school setting to the workplace and prepare students for responsible citizenship.

Throughout the Knowledge and Employability occupational component, student success is enhanced through continual:

- assessment of the needs, learning styles and developmental stages of students
- use of materials and school and community resources and strategies that assist in addressing cross-curricular, community and workplace connections.

## GOALS OF THE KNOWLEDGE AND EMPLOYABILITY OCCUPATIONAL COMPONENT

The Knowledge and Employability occupational component will:

- provide opportunities for students to explore a variety of career pathways
- provide opportunities for students to develop essential, employability and workplace competencies through practical activities related to the home, workplace and community

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2. Metacognition: Learning-to-learn strategies; awareness of processes and strategies one uses when learning.

- prepare students for employment by providing practical, workplace-related activities and projects common to, and representative of, a wide variety of careers; e.g., occupations at the C and D levels of the National Occupational Classification (NOC)
- promote curriculum integration by providing a practical environment and structure for the application, reinforcement and practice of Knowledge and Employability skills, as well as knowledge and attitudes in English language arts, mathematics, science and social studies
- provide opportunities for students to explore their personal strengths and interests related to future life and career opportunities
- promote the development of community partnerships, which connect the school with the larger community that surrounds and supports it, to assist students to transition from school to the workplace.

## **ORGANIZATION AND STRUCTURE OF THE KNOWLEDGE AND EMPLOYABILITY OCCUPATIONAL COMPONENT**

Throughout the Knowledge and Employability occupational component, students will investigate careers within broad occupational classifications, examine and connect their personal competencies and interests to employment opportunities, and make career choices based on thoughtful consideration.

In junior high school, the emphasis is on *exploration*. Students will:

- gain an awareness of the multiplicity of careers and career opportunities
- investigate a range of occupational areas
- gain an awareness of various working environments through an initial exposure
- examine personal interests and competencies
- develop basic essential and employability skills.

In senior high school, the emphasis is on *orientation* and *preparation*.

During the *orientation* stage, students will:

- link personal interests and competencies to career interests
- focus on groups of related occupations, based on career interests
- be exposed to a variety of working environments
- build upon and enhance their development of basic essential and employability skills.

During the *preparation* stage, students will:

- focus on specific occupations or occupational components
- continue to link personal interests and competencies to career interests
- continue to develop the basic essential and employability skills required for direct entry into the workplace in the occupational pathway(s) of interest.

## **COMMUNITY PARTNERSHIPS AND THE KNOWLEDGE AND EMPLOYABILITY OCCUPATIONAL COMPONENT**

Community partnerships are experiences that bring the community into the classroom or take the classroom into the community. Community partnerships are fundamental to the Knowledge and Employability occupational component because they provide opportunities for practical applications of competencies developed in the classroom and expose students to experiences beyond the school.

Community partnership participation increases as students progress through the occupational component. In junior high school, community partnerships may involve classroom guest speakers, skill demonstrations and tours to a variety of community locations, including work sites. Job shadowing and/or work study experiences may take place near the end of junior high school and may continue into senior high school. In senior high school, community partnerships may also include practicums and/or work experiences. Students in the last year of senior high school may spend a majority of their time off campus at a work site related to a selected career path.

## EDUCATIONAL PARTNERSHIPS

The Knowledge and Employability occupational component emphasizes the interrelationships among, and connections to, other school subjects, the home, the workplace and the community. Integrated thematic units, projects and community partnerships link other school subjects and career development with the occupational component areas of study and courses to promote cross-curricular, workplace and community connections. Teachers are encouraged to pursue a variety of options through community partnerships that will enable the use of speakers, mentorships and business sites for work study, job shadowing or work experience. The curriculum is designed to provide the flexibility to create a course that meets the needs of students. In schools where up-to-date equipment and technical training are not available, it is recommended to establish partnerships with local industries, thus providing a learning environment reflective of current skills and training.

An educational partnership is designed to offer occupational course content off campus. The course must, therefore, be delivered in accordance with the current off-campus education policy.

## THE SENIOR HIGH SCHOOL KNOWLEDGE AND EMPLOYABILITY OCCUPATIONAL COMPONENT

The senior high school Knowledge and Employability occupational component consists of a series of 5-credit courses that relate to well-defined occupational strands. Courses are numbered 10-4, 20-4, 30-4, and students progress through each course in sequence. The senior high school Knowledge and Employability course strands are:

- Art/Design and Communication
- Auto Mechanics
- Business Services
- Construction: Building
- Construction: Metal Fabrication
- Cosmetology
- Fabrics
- Foods

- Horticulture
- Human Care
- Natural Resources
- Workplace Readiness.

Courses at the 20 and 30 levels are split into specific areas of focus within a strand. Students may take as many courses in an area of focus as they can manage. The delivery of these courses and the different areas of focus depend on facilities, interest and the expertise of instructors. Courses at the 20 and 30 levels may also be offered through off-campus instruction, using the off-campus guide and support materials. The splitting of the senior courses provides flexibility for course delivery and supports the movement from *exploration* to *preparation* as a student progresses from Grade 10 to Grade 12. It is recommended that each 10-, 20- and 30-level occupational course be complemented with a related Workplace Readiness or Workplace Practicum course.

Senior high school Knowledge and Employability occupational courses emphasize the application of the practical skills necessary for success in the specified occupational strand. Knowledge and Employability 10-level courses provide opportunities for the *exploration* of, and *orientation* toward, an occupational grouping in a single career field. In 20-level courses, the students progress from *orientation* toward *preparation*; and in 30-level courses, students are involved in *preparation* for direct job entry.

The senior high school Knowledge and Employability occupational component has the potential to:

- prepare students for a variety of employment opportunities
- facilitate transfer to appropriate Career and Technology Studies (CTS) courses
- provide access to Registered Apprenticeship Program (RAP) courses
- provide access to Green Certificate courses
- develop competencies that meet or exceed industry or occupational standards.

## **SAFETY IN THE KNOWLEDGE AND EMPLOYABILITY OCCUPATIONAL COMPONENT**

Safety is emphasized and relevant information is incorporated throughout the Knowledge and Employability occupational component. The safe use of equipment and materials and general home, community and workplace safety are integral to the courses. Each course includes outcomes on basic safety rules and guidelines that are to be applied when students are in the workplace and other settings and when they are handling and using tools, equipment, materials and supplies.

## **TECHNOLOGY IN THE KNOWLEDGE AND EMPLOYABILITY OCCUPATIONAL COMPONENT**

Information and Communication Technology (ICT) outcomes have been infused into the specific outcomes of the Knowledge and Employability occupational component and are best learned within an applied context. As technology continues to advance, selecting and using appropriate, effective and efficient technologies that complement the learning process will enhance student performance.

## **LITERACY AND NUMERACY**

The literacy and numeracy skills developed in the academic courses are further developed and reinforced in the Knowledge and Employability occupational component. Applying literacy and numeracy skills to a work context will enhance the students' abilities to speak and write effectively, to read, to comprehend and use written materials including graphs, charts and displays, and to use mathematical applications employed in the working world.

## **CAREER EXPLORATION AND AWARENESS**

Career exploration, awareness, orientation and preparation are primary focuses of the senior high school occupational courses. For their occupation of interest, students should strive to discover the:

- required training or education
- employment expectations
- required duties
- salary expectations
- outlook for the future.

This exploration is crucial for students to identify occupations they might like and that are best suited to their individual strengths.

## **PORTFOLIO**

Students develop and expand their career portfolios as they progress through Knowledge and Employability courses. Career portfolios include evidence of student competencies and abilities; e.g., workplace assessments, photographs of products made in occupational component courses and acknowledgement/recognition from community members.

The portfolio helps students to:

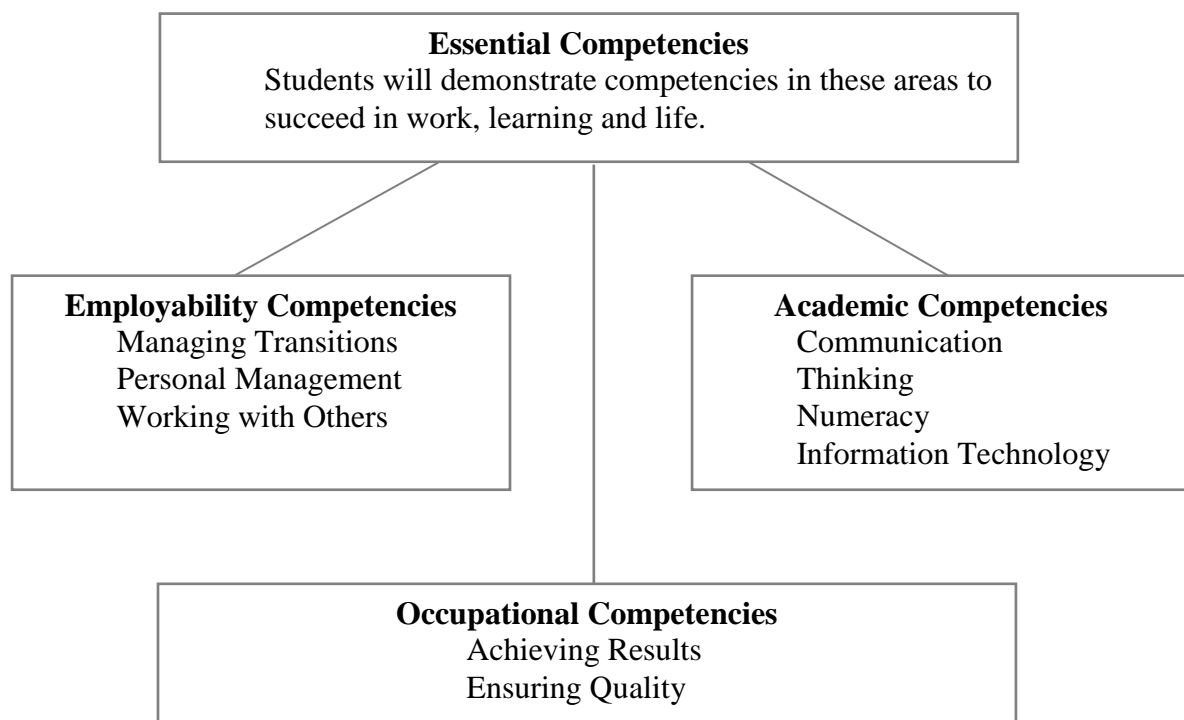
- reflect on personal growth and accomplishments
- recognize links among home, school and community education and activities
- collect materials to prepare applications for post-secondary education and scholarships
- collect materials to prepare for employment applications
- focus on career planning.

## **PREPARING FOR THE WORKPLACE**

The workplaces of the 21<sup>st</sup> century require more from students than simply being able to read, write, compute or perform specific occupational tasks. Today's workplaces require students to think, solve problems, adapt to new situations, apply knowledge in new ways and work effectively with others.

**Essential competencies** consist of employability, academic and occupational competencies. The essential competencies represent what individuals need to demonstrate to be successful in further education, in a career and in life. They describe the skills necessary for entry-level employment in all career pathways. When these skills are developed, they help support the specific occupational skills necessary for students to become workplace ready.

The Knowledge and Employability occupational courses address workplace skills that are fundamental to success in any occupation. The combination of academic, occupational and employability competencies will equip students to become responsible citizens and effective members of society and the world of work.



## ESSENTIAL COMPETENCIES

Essential competencies<sup>3</sup> for the senior high school Knowledge and Employability occupational component include the following:

### Employability Competencies

*These competencies are developed throughout the learning process and are demonstrated in daily life and the workplace.*

#### Managing Transitions

- Lifelong Learning
- Adapting to Change
- Career Development

#### Personal Management

- Self-development
- Risk Management

#### Working with Others

- Interpersonal Communication
- Building Community
- Teamwork

### Academic Competencies

*These minimum academic competencies provide a foundation for further learning.*

#### Communication

- Listening and Speaking
- Reading
- Writing

#### Thinking

- Problem Solving and Decision Making
- Finding Information
- Creative Thinking

#### Numeracy

- Basic Operations
- Patterns and Relationships
- Shape and Space
- Statistics and Probability

#### Information Technology

- Computer Operations
- Computer Applications

## Occupational Competencies

*These competencies are necessary to succeed in a specific occupation or career.*

#### Achieving Results

- Career Awareness
- Workplace Health and Safety
- Providing Service

#### Ensuring Quality

- Task Management

These essential competencies should be addressed throughout each occupational course. It is the responsibility of the teacher to infuse these outcomes into lessons as appropriate. The occupational context is the foundation on which students will build and demonstrate these competencies.

Teachers, students and employers can track the development of these competencies through the assessment of student performance in a variety of occupational contexts. Through the development of essential competencies, Knowledge and Employability occupational courses will build, in students, a strong foundation for successful future growth and lifelong learning.

The incorporation of essential competencies in the instruction and assessment of Knowledge and Employability occupational courses offers many opportunities to develop student knowledge, skills and attitudes and to assist students in making transitions to career, work and adult life. Although the occupational competencies are the focus of each course, employability and academic competencies should also be addressed at the teacher's discretion.

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3. *The Alberta Framework of Essential Competencies for Working, Learning and Living* and the Conference Board of Canada's *Employability Skills 2000+* were considered when developing the competencies framework for the Knowledge and Employability occupational component.



**Employability competencies** are developed throughout the learning process and are demonstrated in daily life and the workplace. The generic employability skills are interdependent and are not meant to be taught in isolation. Although some skills may be mastered more effectively through discrete instruction, this approach is not advocated for all employability skills. The occupational course structure permits a holistic method of instruction by linking the strategies and skills to the context of each occupational course.

As the rate at which students acquire generic employability skills differs, instruction and evaluation of employability skills should include the:

- assessment of student levels of performance
- diagnosis of particular areas of deficiency
- sequencing of instruction in a manner that will suit individual needs and growth patterns.

**Employability competencies include the following:**

<b>Managing Transitions</b>	
<b><i>Lifelong Learning</i></b>	Individuals are encouraged to develop self-knowledge regarding their own learning preferences. These competencies also provide a framework for accessing and applying both formal and informal learning.
<b><i>Adapting to Change</i></b>	Often change is imposed on individuals before they have time to adapt their thinking processes to new patterns. This may reduce their ability to think and act logically. Individuals must be able to identify and access personal and/or community resources to negotiate change successfully. This includes transitions to other courses, the workplace and post-secondary training or education.
<b><i>Career Development</i></b>	Individuals are encouraged to develop an interest in, and knowledge of, the operations involved in a specific business or industry. Students will be exposed to a variety of occupations to make informed decisions regarding their career paths. Students will also experience a variety of workplace environments to formulate standards of conduct and workplace performance.
<b>Personal Management</b>	
<b><i>Self-development</i></b>	These competencies relate to the whole individual in terms of personal growth, physical well-being and ethical conduct. As individuals progress through the competencies, they will gain an understanding of their own abilities and potential for further growth. They will also gain an appreciation of their responsibilities toward other individuals.
<b><i>Risk Management</i></b>	These competencies relate to both physical and mental safety and well-being. Students will develop competencies in identifying and addressing workplace hazards and safety information.
<b>Working with Others</b>	
<b><i>Interpersonal Communication</i></b>	Effective communication skills enhance an individual's success in virtually every endeavour. These competencies are designed to strengthen communication skills, including both verbal and nonverbal strategies.
<b><i>Building Community</i></b>	A community is a web of relationships among individuals who come together to achieve a common goal or purpose. These competencies focus on the development of understanding and respect for others. An ability to accept cultural differences, e.g., race, age group, sexual orientation and religious affiliation, is key to developing respectful relationships with others.
<b><i>Teamwork</i></b>	Competencies in interpersonal communication and building community lead to an individual's ability to work as part of a team to accomplish group goals.

**Academic competencies** provide a foundation for further learning. The continuing development of academic skills is emphasized through the relevant and meaningful context of the occupational courses. Wherever possible, students and teachers should integrate the

academic components and occupational learning. Inclusion of the academic competencies is designed to allow for further development of the students' abilities to build on their foundational skills.

**Academic competencies include the following:**

<b>Communication</b>	
<b><i>Listening and Speaking</i></b>	Students use these competencies to explore strategies for listening and for interpreting nonverbal communication cues. These competencies are also used when preparing for and making effective presentations.
<b><i>Reading</i></b>	These competencies address the understanding of text structures, the extraction of meaning from text and the formation of conclusions. The term "text" is broadly defined and includes oral, print, visual and multimedia communications.
<b><i>Writing</i></b>	These competencies address the steps in the writing process; e.g., gathering information, preparing an outline, composing the text and proofreading.
<b>Thinking</b>	
<b><i>Problem Solving and Decision Making</i></b>	Problem solving involves looking at possibilities and opportunities and examining and assessing possible solutions. The problem-solving process requires students to anticipate the possible consequences of solutions and make decisions in a thoughtful and effective way.
<b><i>Finding Information</i></b>	An individual needs to be fully informed to properly assess a situation. These competencies address how to locate various sources of information and assess the value of the information collected.
<b><i>Creative Thinking</i></b>	These competencies involve the observable behaviours that demonstrate students' development as creative thinkers. In the context of the Knowledge and Employability courses, creative thinking is most often used during the problem-solving or decision-making process. Individuals should foster their creativity, as creative thinking skills are often required in the workplace.
<b>Numeracy</b>	
<b><i>Basic Operations</i></b>	These competencies address basic number concepts and operations, including everything from simple addition and subtraction to the design or use of spreadsheets in a business setting.
<b><i>Patterns and Relationships</i></b>	These competencies address mathematical skills that help students make predictions and solve complex problems.
<b><i>Shape and Space</i></b>	These competencies address the use of measurement to solve problems.
<b><i>Statistics and Probability</i></b>	These competencies address the collection and analysis processes used to derive specific information, make predictions and solve problems.
<b>Information Technology</b>	
<b><i>Computer Operations</i></b>	These competencies address the basic functions and uses of a computer.
<b><i>Computer Applications</i></b>	These competencies address the use of a computer as a tool to accomplish various projects and assignments.

**Occupational competencies** are necessary for success in a specific occupation or career. The occupational skills are designed to develop entry-level knowledge and experience with tools, equipment and materials specific to an occupational area. Students will develop knowledge of the processes required to use tools, equipment and materials safely to complete work-related tasks. Students will also develop skills in career awareness, workplace health and safety, providing service, making products and task management.

**Occupational competencies include the following:**

<b>Achieving Results</b>	
<b><i>Career Awareness</i></b>	These competencies create awareness of the training or education required for a particular occupation, employment expectations, required duties and personal interest.
<b><i>Workplace Health and Safety</i></b>	These competencies will ensure an awareness of safe workplace practices and procedures.
<b><i>Providing Service</i></b>	<p>These competencies recognize the connection between an organization's effectiveness and an individual's ability and willingness to:</p> <ul style="list-style-type: none"> <li>• meet customer needs at the initial contact; e.g., make a sale, provide information</li> <li>• resolve customer concerns, if a problem arises</li> <li>• recommend improvements.</li> </ul> <p>These competencies also relate to the actual creation of a product. They apply to every type of production, from the creation of an individual piece of furniture to working on the line of a large manufacturing plant.</p>
<b>Ensuring Quality</b>	
<b><i>Task Management</i></b>	These competencies relate to the meeting of expectations. Customers expect to receive quality goods and excellent service. Ensuring quality may also be a philosophy of life for some individuals as they strive to improve their skills and contributions on an ongoing basis.

# KNOWLEDGE AND EMPLOYABILITY OCCUPATIONAL COMPONENT COURSES

Strand	EXPLORATION		ORIENTATION		PREPARATION
	Junior High <i>Units of Study – Levels 1 – 2</i>		Senior High		
<b>Art/Design and Communication</b>	<ul style="list-style-type: none"> <li>Practical Arts</li> <li>Ceramics</li> <li>Graphic Arts</li> <li>Photography</li> <li>Audio/Video</li> </ul>		Art/Design 10-4	Art/Design 20-4	Art/Design 30-4
			Art/Media Communications 10-4	Art/Media Communications 20-4	Art/Media Communications 30-4
<b>Auto Mechanics</b>	<ul style="list-style-type: none"> <li>Two-stroke Engine</li> <li>Four-stroke Engine</li> <li>Basic Car Care and Maintenance</li> </ul>		Auto Mechanics 10-4	Auto Mechanics 20-4	Auto Mechanics 30-4
				Auto Services 20-4	Auto Services 30-4
<b>Business Services</b>	<ul style="list-style-type: none"> <li>Communicating with Others</li> <li>Searching for Information</li> <li>Representing Information</li> </ul>		Business Services 10-4	Logistics 20-4	Logistics 30-4
				Office Services 20-4	Office Services 30-4
				Sales and Service 20-4	Sales and Service 30-4
<b>Construction: Building*</b>	<ul style="list-style-type: none"> <li>Layout, Design and Drafting</li> <li>Woods</li> <li>Metals</li> </ul>		Construction: Building 10-4**	Woodworking and Cabinetry 20-4	Woodworking and Cabinetry 30-4
				Wood Frame Construction 20-4	Wood Frame Construction 30-4
<b>Construction: Metal Fabrication*</b>	<ul style="list-style-type: none"> <li>Plastics</li> <li>Electricity</li> </ul>		Construction: Metal Fabrication 10-4	Construction Systems 20-4	Construction Systems 30-4
				Metal Fabrication 20-4	Metal Fabrication 30-4
<b>Cosmetology</b>	N/A		Cosmetology 10-4	Cosmetology 20-4	Cosmetology 30-4
				Esthetics 20-4	Esthetics 30-4
<b>Fabrics</b>	<ul style="list-style-type: none"> <li>Basic Sewing</li> </ul>		Fabrics 10-4	Fashion Textiles 20-4	Fashion Textiles 30-4
				Industrial Textiles 20-4	Industrial Textiles 30-4
<b>Foods</b>	<ul style="list-style-type: none"> <li>Basic Cooking</li> <li>Snacks and Convenience Foods</li> <li>Basic Baking</li> </ul>		Foods 10-4	Commercial Cooking 20-4	Commercial Cooking 30-4
				Food Preparation and Service 20-4	Food Preparation and Service 30-4
<b>Horticulture</b>	<ul style="list-style-type: none"> <li>Soil Preparation, Plants and Planting</li> <li>Turf/Grasses</li> <li>Landscaping</li> </ul>		Horticulture 10-4	Greenhouse and Nursery 20-4	Greenhouse and Nursery 30-4
				Landscaping 20-4	Landscaping and Maintenance 30-4
<b>Human Care</b>	<ul style="list-style-type: none"> <li>First Aid</li> <li>Child Care (Noninfants)</li> </ul>		Human Care 10-4	Child Care 20-4	Child Care 30-4
				Home Care 20-4	Home Care 30-4
<b>Natural Resources</b>	N/A		Natural Resources 10-4	Agriculture 20-4	Agriculture 30-4
				Forestry 20-4	Forestry 30-4
				Oil and Gas 20-4	Oil and Gas 30-4
<b>Workplace Readiness</b>	<ul style="list-style-type: none"> <li>Personal and Workplace Safety</li> <li>Employment Exploration</li> <li>Acquiring a Job</li> <li>Keeping a Job</li> </ul>		Workplace Readiness 10-4	Workplace Practicum 20-4	Workplace Practicum 30-4

\* These strands have been replaced by the single strand Construction at the junior high school level.

\*\* Students who successfully complete Construction: Building 10-4 may take Construction Systems 20-4.