

2000 CTS AMENDMENTS to the Career Transitions Guide to Standards and Implementation

Summary of Curriculum Changes

New courses:

- CTR1310: Career Directions—Foundations
- CTR2310: Career Directions—Expansion
- CTR3310: Career Directions—Transitions

Section B

1. **Remove** pages B.1 to B.8 (Revised 1999) and **replace** with new pages B.1 to B.8 (Revised 2000).

Section D

1. **Remove** pages D.1–2 (Revised 1999) and **replace** with new pages D.1–2 (Revised 2000).
2. **Insert** new pages D.23 to D.26 (Revised 2000).

Section E

1. **Remove** pages E.1–2 (Revised 1999) and **replace** with new pages E.1–2 (Revised 2000).
2. **Insert** new pages E.25 to E.28 (Revised 2000).

Section F

1. **Remove** pages F.1–2 (Revised 1999) and **replace** with new pages F.1–2 (Revised 2000).
2. **Insert** new pages F.27 to F.32 (Revised 2000).

CAREER TRANSITIONS

B. STRAND RATIONALE AND PHILOSOPHY

Career Transitions, a strand in Career and Technology Studies, focuses on helping students recognize the relevance of schooling and to make a smooth transition from secondary school to the world of work or to further training and/or education. Key themes include Career Readiness, Leadership, Career Extensions, Career Credentials, Job Safety Skills, Client Service and Career Directions.

Career Transitions has the potential to create meaningful educational experiences for today's high school students. It supports integration across curricular areas and partnerships in which students, schools, businesses and the community can work together toward common goals.

Each Career Transitions course promotes the development of independent thinking and decision-making skills. As well, the courses encourage the abilities and flexibility required to adapt to new situations, including the pursuit of career advancement opportunities and changes in career paths. Career Transitions also helps students recognize the relevance, transferability and applicability of competencies they have developed in other courses and through hobbies, interests or work.

Students participating in Career Transitions are encouraged to set realistic career goals and to increase their motivation to succeed in courses

that are related to these goals. Career Transitions helps students determine what employers and others expect of prospective employees, and encourages students to actively work to meet their own and others' expectations. Contact with role models in the work setting can provide accurate information about the training and pretraining requirements of occupations and the availability and use of up-to-date technology.

Within the philosophy of Career and Technology Studies, *students* in Career Transitions *will*:

- analyze the job market and societal trends, and relate them to personal career plans
- explore selected occupations in depth
- demonstrate successful job search, job acquisition and maintenance skills
- understand the concept of job termination
- develop acceptable work habits and positive attitudes toward work
- identify and discuss the expectations and the rights and responsibilities of employers and employees
- recognize and develop a positive attitude toward safety and safe workplace practices

- identify and understand legislation and regulations that govern employers and employees
- identify and understand legislation and regulations that govern employers and employees
- understand the relationships among the individual worker, the employer, organized labour and the government
- recognize and develop leadership and client service skills
- apply leadership and client service theory and skills in a variety of contexts
- explore the relationship between education, training and career advancement
- develop and demonstrate project management skills
- make a smooth transition between schooling and the world of work
- attain externally recognized credentials, where available
- develop a career portfolio, prepare learning/ career plans, including transition scenarios, and establish and implement action plans for strengthening their essential competencies (employability skills) and learning capacity.

STRAND ORGANIZATION

THEMES

The courses within this strand are identified in the following themes:

- Career Readiness
- Leadership
- Career Extensions
- Career Credentials
- Job Safety Skills
- Client Service
- Career Directions.

The courses within each theme provide students with the flexibility to refine and enhance the competencies they are developing in one or more of the career-specific strands.

Career Readiness

Courses within the Career Readiness theme focus on career planning and career development.

Career planning helps students identify and understand their values, interests, skills and aspirations. Researching career paths and occupations allows students to make informed choices as a part of their career-planning process. Job search and acquisition skills are developed and students discover that understanding employer expectations, writing targeted résumés and developing interview skills have lifelong value. In addition, students recognize and develop skills that allow them to advance within selected career paths.

Career development helps students to develop the knowledge, skills and positive attitudes that will help to enhance their marketability in the community and the workplace.

Leadership

The Leadership theme introduces students to the principles and practices of leadership. Students may select courses that focus on personal, group and organizational leadership and/or leadership

competencies relating to student governance and school–community governance.

Career Extensions

Within the Career Extensions theme are project courses that students may use to develop project design and project management skills, and to expand and enhance learning of components of other CTS strands.

Career Credentials

The five practicum courses that comprise the Career Credentials theme provide students with the opportunity to obtain Career Transitions strand credits while working toward attaining an externally developed and recognized credential relating to a CTS strand. Credentials students can attain and their sponsoring organization are listed in Section H.

These practicum courses cannot be used to obtain an apprenticeship-related credential by students enrolled in Registered Apprenticeship Program courses.

Job Safety Skills

Courses within the Job Safety Skills theme provide students with the opportunity to develop a better understanding of safety and competencies relating to personal safety management, workplace safety practices and safety management systems.

Students successfully completing courses within the Job Safety Skills theme may attain a credential recognized by the Ministry of Human Resources and Employment.

Client Service

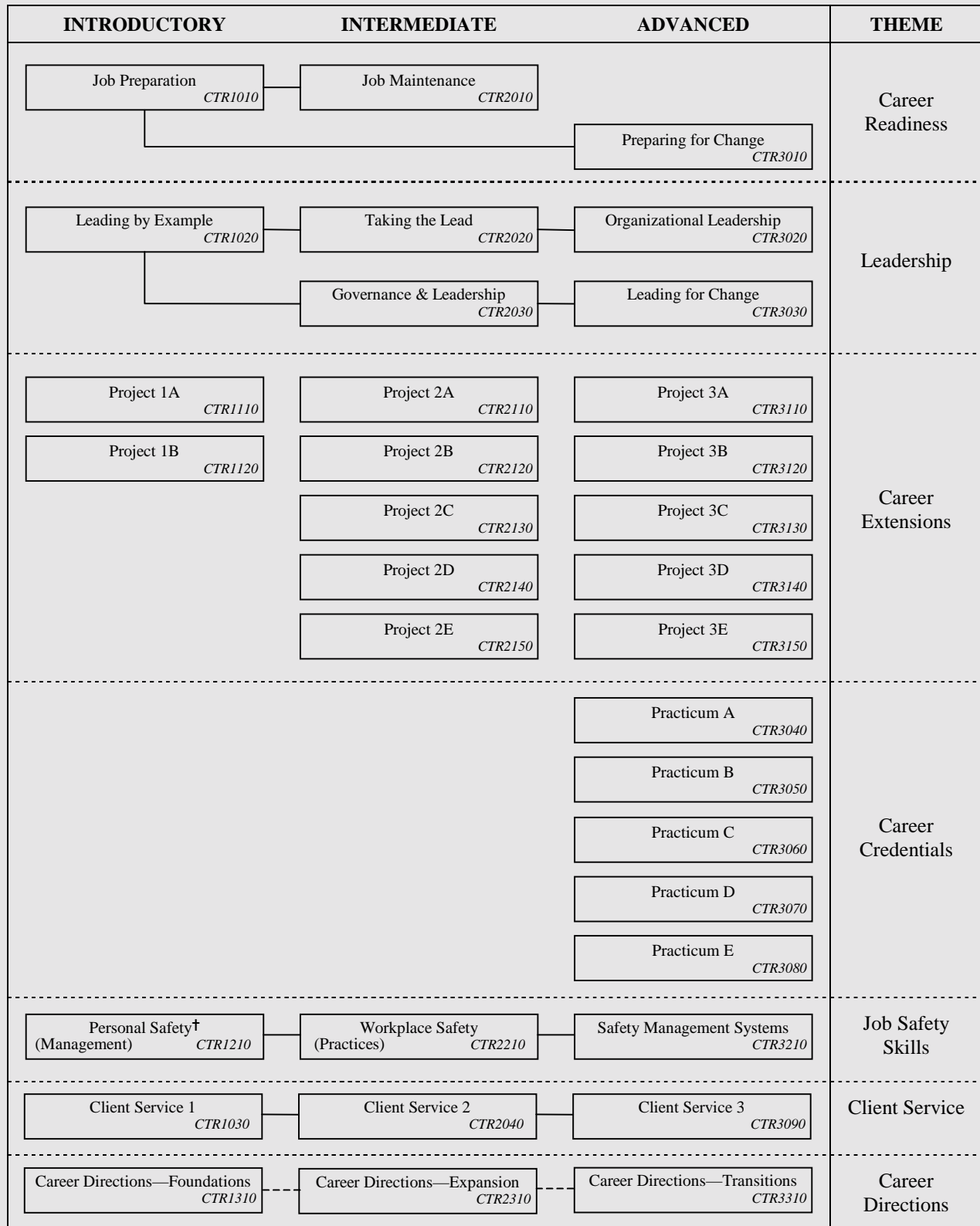
The three Client Service courses enable students to develop knowledge, skills and an appreciation of the value and importance of client service in any occupational or volunteer sector.

Career Directions

Career Directions is organized into three, 1-credit courses at each level to help senior high school students develop a career portfolio, prepare learning/career plans, including transition scenarios, and establish and implement action plans for strengthening their essential competencies (employability skills) and learning capacity.

SCOPE AND SEQUENCE

CAREER TRANSITIONS



— Prerequisite - - - - Recommended Sequence

† Course is also offered in Community Health.

COURSE DESCRIPTIONS

Course CTR1010: Job Preparation

Students develop successful employment search skills and a personal employment search portfolio.

Course CTR1020: Leading by Example

Students develop awareness of the principles and practices of leadership and develop, implement and assess a personal leadership plan.

Course CTR1030: Client Service 1

Students are introduced to the principles and practices of client service. The learning acquired through other CTS courses is extended and enhanced, and opportunities are provided for students to apply and to integrate, in real-life contexts, the knowledge, skills and attitudes developed through other courses.

The context of instruction for this course is determined by the other CTS strands to which it is linked.

Course CTR1110: Project 1A

Course CTR1120: Project 1B

Students, through projects, extend and enhance competencies developed in the Career Transitions strand or other Career and Technology Studies strands to contexts that are personally relevant.

Course CTR1210: Personal Safety (Management)

Students develop practical safety-related knowledge, skills and attitudes, and obtain certification in emergency first aid.

Course CTR2010: Job Maintenance

Students acquire knowledge about workplace requirements, rights and responsibilities and relate this knowledge to personal career/employment expectations.

Course CTR2020: Taking the Lead

Students compare basic theories and styles of leadership, and demonstrate leadership in a school, workplace or community context.

Course CTR2030: Governance & Leadership

Students are introduced to governance, its place within the administrative structure of a school or community, including the roles, responsibilities, practices and procedures for participating in governance and leadership.

Course CTR2040: Client Service 2

Students expand on the principles and practices of client service previously developed. The learning acquired by students in CTR1030 Client Service 1 is extended and enhanced, and additional opportunities are provided for students to develop client service abilities by applying and integrating, in real-life contexts, the knowledge, skills and attitudes developed through other courses.

The context of instruction for this course is determined by the other CTS strands to which it is linked.

Course CTR2110: Project 2A

Course CTR2120: Project 2B

Course CTR2130: Project 2C

Course CTR2140: Project 2D

Course CTR2150: Project 2E

Students, through projects, extend and enhance competencies developed in the Career Transitions strand or other Career and Technology Studies strands to contexts that are personally relevant.

Course CTR2210: Workplace Safety (Practices)

Students explore workplace safety principles and practices, and apply these principles and practices to a variety of contexts.

Course CTR3010: Preparing for Change

Students develop knowledge and skills relating to the changing labour market, and relate these changes to analyzing and refining personal career plans.

Course CTR3020: Organizational Leadership

Students develop an understanding of the concept of organizations, and demonstrate leadership by establishing an organization and leading it to achieve a stated goal.

Course CTR3030: Leading for Change

Students investigate change and decision-making processes used in the school and/or community. They construct, propose and initiate the use of a project planning model to affect change.

Course CTR3040: Practicum A**Course CTR3050: Practicum B****Course CTR3060: Practicum C****Course CTR3070: Practicum D****Course CTR3080: Practicum E**

Students, on the worksite, continue to develop and refine those competencies developed in related Career and Technology Studies courses, previous practicums and other experiences.

Course CTR3090: Client Service 3

Students build on the principles and practices of client service acquired in CTR2040 Client Service 2. Additional opportunities are provided for students to apply and to integrate, in real-life contexts, the knowledge, skills and attitudes developed through other courses.

The context of instruction for this course is determined by the other CTS strands to which it is linked.

Course CTR3110: Project 3A**Course CTR3120: Project 3B****Course CTR3130: Project 3C****Course CTR3140: Project 3D****Course CTR3150: Project 3E**

Students, through projects, extend and enhance competencies developed in the Career Transitions strand or other Career and Technology Studies strands to contexts that are personally relevant.

Course CTR3210: Safety Management Systems

Students conduct an in-depth investigation of safety management systems and demonstrate the ability to design a safety program for a selected business/industry.

Course CTR1310: Career Directions—Foundations

Students build on work done in junior high school to prepare learning/career plans, to develop a career tool kit, and to establish and implement action plans for strengthening essential competencies and learning capacity.

Course CTR2310: Career Directions—Expansion

Students build on work done in CTR1310: Career Directions—Foundations to update their learning/career plan, to enhance their career tool kit, and to update their action plan for strengthening essential competencies and learning capacity.

Course CTR3310: Career Directions—Transitions

Students build on work done in CTR2310: Career Directions—Expansion to update their learning/career plan, and to ensure their career tool kit can support them as they make the transition from high school into the workplace or post-secondary learning.

COURSE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION D: INTRODUCTORY LEVEL

The following pages define the curriculum and assessment standards for the introductory level of Career Transitions.

Introductory level courses help students build daily living skills and form the basis for further learning. Introductory courses are developed for students who have no previous experience in the strand.

General outcomes define the competencies a student must demonstrate to achieve success in a course. Assessment standards define the criteria and conditions to be used for assessing the competencies defined in the general outcomes.

Specific outcomes provide a detailed framework for instruction to help students build the competencies defined in the general outcomes. Additional information and suggestions for instruction are provided in the Notes column; teachers may wish to use this space to record their ideas for instruction or student projects.

Course CTR1010:	Job Preparation	D.3
Course CTR1020:	Leading by Example	D.7
Course CTR1110:	Project 1A	D.11
Course CTR1120:	Project 1B	D.11
Course CTR1210:	Personal Safety (Management)	D.13
Course CTR1030:	Client Service 1	D.19
Course CTR1310:	Career Directions—Foundations	D.23

COURSE CTR1310: CAREER DIRECTIONS—FOUNDATIONS**Level:** Introductory**Theme:** Career Directions**Prerequisite:** None**Description:** Students build on work done in junior high school to prepare learning/career plans, to develop a career tool kit, and to establish and implement action plans for strengthening essential competencies and learning capacity.**Curriculum and Assessment Standards**

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> develop a career portfolio, showing evidence of strengths and experiences, including: <ul style="list-style-type: none"> academic, technical and essential competencies credentials and work experiences 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> the portfolio, for how well it: <ul style="list-style-type: none"> meets requirements is organized provides a comprehensive picture of a student's strengths and competencies. 	40
<ul style="list-style-type: none"> describe career planning process and principles 	<ul style="list-style-type: none"> examples, for effectiveness in demonstrating how career decisions address the career planning process and principles (High 5 + 1). 	10
<ul style="list-style-type: none"> complete learning/career planner and develop personal career network/resource list 	<ul style="list-style-type: none"> learning/career planner is complete and signed network/resource list, for inclusion of: <ul style="list-style-type: none"> key contacts within the family and school key references; e.g., print, internet. 	10
<ul style="list-style-type: none"> prepare a personal career transition scenario—high school plus one year—including: <ul style="list-style-type: none"> links to personal skills, interests and goals research of selected occupations/industries and learning requirements 	<ul style="list-style-type: none"> personal career transition scenario, for how effectively it: <ul style="list-style-type: none"> shows connection to personal skills, interests and goals—personal profile demonstrates basic research into selected occupations—referencing skill and educational requirements and related occupations considers learning requirements—entry requirements, learning expectations references at least two sources of career information; e.g., national/provincial occupational profiles, computerized career planning software. 	30

COURSE CTR1310: CAREER DIRECTIONS—FOUNDATIONS (continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • outline and implement action plans to enhance essential competencies and to build learning capacity. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • action plans, for inclusion of: <ul style="list-style-type: none"> – personal assessment of essential competencies and present learning styles – outline of a clear, practical strategy for improving skills and assessing progress within the home and school – progress report outlining what worked and what could be improved. 	<p>10</p>

Concept	Specific Outcomes	Notes
<p>Develop Career Portfolio</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • define and describe various types of portfolios • identify potential benefits/applications of career portfolios (while in school, when leaving high school and throughout life) • outline quality indicators for an effective portfolio; e.g., scope, appearance, key messages • identify required and additional components of the career portfolio • collect and organize personal information and materials into a career portfolio that reflects personal uniqueness and shows evidence of strengths and accomplishments • assess and refine the portfolio in terms of quality indicators; e.g., scope, appearance, key messages • seek and share ways to collect materials for the portfolio • share the portfolio with peers, parents, or school staff as individuals or in small groups • seek feedback on the portfolio presentation. 	<p>Types of Portfolios:</p> <ul style="list-style-type: none"> • career/employability • subject area • project/topic • personal • presentation <p>Portfolio Development:</p> <ul style="list-style-type: none"> • collect • consolidate/organize • select • reflect

COURSE CTR1310: CAREER DIRECTIONS—FOUNDATIONS (continued)

Concept	Specific Outcomes	Notes
<p>Career Planning Basics</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • list personal questions about selecting a career, succeeding in school and succeeding in life • outline the basics of effective career planning in terms of: <ul style="list-style-type: none"> – principles (High 5 + 1) – process of know yourself, assess opportunities, reassess and take action – guidelines for choosing career options • connect various types of information needed in career planning with sources of support: <ul style="list-style-type: none"> – family and friends – school; e.g., courses, career centre, counsellors, teachers – community and government; e.g., career development centres, library – electronic; e.g., key web sites (ALIS), Career Hotline • develop career network/resource list including key career references and potential career mentors • complete learning/career planner. 	<p>High 5 + 1:</p> <ol style="list-style-type: none"> 1. Change is constant 2. Follow your heart 3. Team up with your allies/Be an ally 4. Learning is ongoing 5. Focus on the Journey <p>+1 Believe in Yourself</p>
<p>Investigate Learning and Work Opportunities</p>	<ul style="list-style-type: none"> • describe the various types of paid and unpaid (volunteer) work • prepare a short list of areas of interest in work opportunities—occupations, industry sectors • identify range of learning opportunities—post-secondary programs, on-the-job training, apprenticeship, labour market training programs • identify sources of financial support for further learning—awards and scholarships, personal savings, grants and loans. 	<p>Types of Work/ Employment:</p> <ul style="list-style-type: none"> • full-time • part time • multitasking • job sharing • work sharing • talent pooling • agent • contracting • consulting • self-employment

COURSE CTR1310: CAREER DIRECTIONS—FOUNDATIONS (continued)

Concept	Specific Outcomes	Notes
Plan for Transitions	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • prepare a personal profile of strengths, interests and accomplishments • develop a personal career decision-making grid • prepare a personal career transition scenario—high school plus one year—including: <ul style="list-style-type: none"> – links to personal competencies, interests and goals – adjustments to high school programs and performance – research of selected occupations, industries and learning requirements. 	<p>Personal Strengths:</p> <ul style="list-style-type: none"> • who you are • what you know and can do
Build Personal Capacity	<ul style="list-style-type: none"> • assess ability to demonstrate essential competencies in various contexts; e.g., home, work, school, community • construct an action plan to improve one or two essential competencies with a focus on home and school contexts • assess learning styles and strengths in various contexts • construct an action plan to improve personal learning capacity with a focus on home and school environment. 	<p>Essential Competencies:</p> <ul style="list-style-type: none"> • personal management • managing transitions • working with others • communicating • thinking • achieving results • numeracy • computer technology

COURSE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION E: INTERMEDIATE LEVEL

The following pages define the curriculum and assessment standards for the intermediate level of Career Transitions.

Intermediate level courses help students build on the competencies developed at the introductory level and focus on developing more complex competencies. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

Course CTR2010:	Job Maintenance	E.3
Course CTR2020:	Taking the Lead	E.7
Course CTR2030:	Governance & Leadership	E.9
Course CTR2110:	Project 2A	E.13
Course CTR2120:	Project 2B	E.13
Course CTR2130:	Project 2C	E.13
Course CTR2140:	Project 2D	E.13
Course CTR2150:	Project 2E.....	E.13
Course CTR2210:	Workplace Safety (Practices)	E.15
Course CTR2040:	Client Service 2	E.19
Course CTR2310:	Career Directions—Expansion	E.25

COURSE CTR2310: CAREER DIRECTIONS—EXPANSION**Level:** Intermediate**Theme:** Career Directions**Prerequisite:** None**Description:** Students build on work done in CTR1310: Career Directions—Foundations to update their learning/career plan, to enhance their career tool kit, and to update their action plan for strengthening essential competencies and learning capacity.**Curriculum and Assessment Standards**

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> refine and present the career portfolio, showing evidence of strengths and competencies, including accomplishments over the past year 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> the portfolio, for how well it: <ul style="list-style-type: none"> meets requirements is organized provides a comprehensive picture of a student's strengths and competencies presentation of the portfolio, demonstrating student's ability to: <ul style="list-style-type: none"> understand and address key interests of the audience highlight personal strengths and competencies, including essential competencies and learning capacity. 	40
<ul style="list-style-type: none"> describe the career paths of two individuals working in different occupations in terms of their career planning and transition experiences 	<ul style="list-style-type: none"> report on career paths for inclusion of a description and analysis of each individual's: <ul style="list-style-type: none"> career planning activities work choices learning choices transition experiences. 	20
<ul style="list-style-type: none"> update learning/career planner and expand personal career network/resource list 	<ul style="list-style-type: none"> learning/career planner is complete and signed career network/resource list, for inclusion of: <ul style="list-style-type: none"> key contacts within the family, school and community key references; e.g., print, internet. 	10

COURSE CTR2310: CAREER DIRECTIONS—EXPANSION (continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • prepare two alternative personal career transition scenarios—high school plus five years—including: <ul style="list-style-type: none"> – links to personal competencies, interests and goals – research of selected occupations/industries and learning requirements – research of present and lifelong learning opportunities 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • personal career transition scenarios, for how effectively they: <ul style="list-style-type: none"> – demonstrate comprehensive research of selected occupations describing roles and responsibilities, work environment, skill and educational requirements, labour market projections, opportunities for advancement, related occupations and key challenges – show connection of selected occupations to personal skills, interests and goals – compare and contrast related learning requirements, including range of learning options, related entry requirements and costs, location of further learning and sources of financial support – outline work search strategies for entry into occupations – reference at least three sources of career information; e.g., individuals in the workplace, national/provincial occupational profiles, computerized career planning software, web sites. 	20
<ul style="list-style-type: none"> • refine and/or expand action plans to enhance essential competencies and to build learning capacity 	<ul style="list-style-type: none"> • action plans, for inclusion of: <ul style="list-style-type: none"> – a personal assessment of essential competencies and present learning styles – outline of a clear, practical strategy for improving skills and assessing progress within the home, school and community – progress report outlining what worked and what could be improved. 	10

Concept	Specific Outcomes	Notes
<p>Develop Career Portfolio</p> <p style="text-align: right;">(continued)</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • select a preferred format for the portfolio • update list of personal benefits of portfolio—past, present and future • review/adjust quality indicators for an effective career portfolio; e.g., scope, appearance, key messages 	<p>Portfolio Formats:</p> <ul style="list-style-type: none"> • print (binder, folder) • portfolio case/box • multimedia • internet/web-based

COURSE CTR2310: CAREER DIRECTIONS—EXPANSION (continued)

Concept	Specific Outcomes	Notes
(continued) Develop Career Portfolio	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify required and additional components of the career portfolio • expand and enhance the career portfolio, identifying growth areas from previous year • assess and refine the portfolio in terms of quality indicators; e.g., scope, appearance, key messages • outline strategies to select and present the portfolio to various target audiences • present portfolio to a target audience related to school program or work opportunity: <ul style="list-style-type: none"> – identify purpose/goal and key messages – identify key expectations of audience – select and adjust key components to highlight • critique portfolio presentation <ul style="list-style-type: none"> – determine impact – seek feedback. 	
Career Planning Basics	<ul style="list-style-type: none"> • list key questions to investigate: <ul style="list-style-type: none"> – work opportunities and requirements – formal and informal learning opportunities • describe the career paths of two individuals working in different occupations in terms of their: <ul style="list-style-type: none"> – career planning – work choices – learning choices – transition experiences • access and assess sources of support for personal career planning • update career network/resource list • update student learning/career planner. 	<p>Sources of Support:</p> <ul style="list-style-type: none"> • family and friends • school; e.g., courses, career centre, counsellors, teachers • community and government; e.g., career development centres, library • electronic; e.g., key web sites (ALIS), Career Hotline

COURSE CTR2310: CAREER DIRECTIONS—EXPANSION (continued)

Concept	Specific Outcomes	Notes
Investigate Learning and Work Opportunities	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • outline personal work preferences; e.g., location, work environment, type of work • investigate two or more occupations that are of personal interest • investigate two or more learning opportunities in terms of learning environment, expectations, cost-benefit and support for career transitions • update list of financial support sources for further learning and self-employment. 	<p>Occupational Investigation:</p> <ul style="list-style-type: none"> • roles and responsibilities • salary and benefits • work environment • potential career paths • learning requirements (education/training) • work search strategies • labour market projections
Plan for Transitions	<ul style="list-style-type: none"> • update personal profile of strengths, interests and accomplishments • use a personal career decision-making grid to review work and learning opportunities • prepare two personal career transition scenarios—high school plus five years—including: <ul style="list-style-type: none"> – links to personal competencies, interests and goals – adjustments to high school programs and performance – research of selected occupations, industries and learning requirements. 	<p>Personal Strengths:</p> <ul style="list-style-type: none"> • who you are • what you know and can do
Build Personal Capacity	<ul style="list-style-type: none"> • update assessment of ability to demonstrate essential competencies in various contexts; e.g., home, work, school, community • expand action plan to improve one or two additional essential competencies with a focus on community contexts • update inventory of personal earning styles and strengths • expand action plan to improve personal learning capacity with a focus on community environment. 	<p>Essential Competencies:</p> <ul style="list-style-type: none"> • personal management • managing transitions • working with others • communicating • thinking • achieving results • numeracy • computer technology

COURSE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION F: ADVANCED LEVEL

The following pages define the curriculum and assessment standards for the advanced level of Career Transitions.

Advanced level courses demand a higher level of expertise and help prepare students for entry into the workplace or a related post-secondary program.

Course CTR3010:	Preparing for Change	F.3
Course CTR3020:	Organizational Leadership	F.5
Course CTR3030:	Leading for Change.....	F.9
Course CTR3040:	Practicum A.....	F.13
Course CTR3050:	Practicum B	F.13
Course CTR3060:	Practicum C	F.13
Course CTR3070:	Practicum D.....	F.13
Course CTR3080:	Practicum E	F.13
Course CTR3110:	Project 3A.....	F.17
Course CTR3120:	Project 3B.....	F.17
Course CTR3130:	Project 3C.....	F.17
Course CTR3140:	Project 3D.....	F.17
Course CTR3150:	Project 3E	F.17
Course CTR3210:	Safety Management Systems.....	F.19
Course CTR3090:	Client Service 3	F.23
Course CTR3310:	Career Directions—Transitions	F.27

COURSE CTR3310: CAREER DIRECTIONS—TRANSITIONS**Level:** Advanced**Theme:** Career Directions**Prerequisite:** None**Description:** Students build on work done in CTR2310: Career Directions—Expansion to update their learning/career plan, and to ensure their career tool kit can support them as they make the transition from high school into the workplace or post-secondary learning.**Curriculum and Assessment Standards**

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • refine and present the career portfolio targeting specific applications related to personal career plans 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • refined portfolio to be used in transitions from high school, for its: <ul style="list-style-type: none"> – updated and enhanced work search tools; e.g., résumé, application forms, correspondence – accuracy and formatting of work search tools and their potential to serve as a template for future applications • presentation of portfolio, for the way it targets personal career goals and demonstrates student’s ability to: <ul style="list-style-type: none"> – understand the work and economic environment of the selected occupation and/or industry – address the key interests of the audience – highlight personal strengths and competencies, including essential competencies and learning capacity – meet expectations for workplace and/or post-secondary entry. 	30
<ul style="list-style-type: none"> • describe the career paths of two individuals working in different industry sectors in terms of their career planning and transition experiences 	<ul style="list-style-type: none"> • report on career paths, for inclusion of a description and analysis of each individual’s: <ul style="list-style-type: none"> – career planning activities – work choices – learning choices – transition experiences. 	20

COURSE CTR3310: CAREER DIRECTIONS—TRANSITIONS (continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • update learning/career planner and expand personal career network/resource list 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • learning/career planner is complete and signed • career network/resource list, for inclusion of: <ul style="list-style-type: none"> – key contacts within the family, school, community and government – key references; e.g., print, internet. 	10
<ul style="list-style-type: none"> • update and assess personal career transition scenarios, including: <ul style="list-style-type: none"> – links to personal competencies, interests and goals – career planning process and principles – expectations and opportunities (potential career paths) – labour market and workplace trends 	<ul style="list-style-type: none"> • revised personal career transition scenarios, for how effectively they: <ul style="list-style-type: none"> – demonstrate comprehensive research of selected occupations describing roles and responsibilities, work environment, skill and educational requirements, labour market projections, opportunities for advancement, related occupations and key challenges – show connection of selected occupations to personal skills, interests and goals – compare and contrast related learning requirements, including range of learning options, related entry requirements and costs, location of further learning and sources of financial support – outline work search strategies for entry into occupations – reference at least three sources of career information. 	30
<ul style="list-style-type: none"> • refine and/or expand action plans to enhance essential competencies and to build learning capacity 	<ul style="list-style-type: none"> • action plans, for inclusion of: <ul style="list-style-type: none"> – personal assessment of essential competencies and present learning styles – outline of a clear, practical strategy for improving skills and assessing progress within the home, school and community – progress report outlining what worked and what could be improved. 	10

COURSE CTR3310: CAREER DIRECTIONS—TRANSITIONS (continued)

Concept	Specific Outcomes	Notes
Career Portfolio Development	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • polish the portfolio format to meet personal career goals • update list of personal benefits of portfolio (past, present and future) • review/adjust quality indicators for an effective career portfolio; e.g., scope, appearance, key messages • identify required and additional components of the career portfolio • expand and enhance career portfolio, identifying growth areas from previous year • assess and refine portfolio appearance, updating work search tools—résumé, application forms, correspondence • practise selecting and adjusting key items from the portfolio for various target audiences • present portfolio to a target audience related to a learning or work opportunity: <ul style="list-style-type: none"> – identify purpose/goal and key messages – identify key expectations of target audience – select, adjust and highlight key components • critique portfolio presentation <ul style="list-style-type: none"> – determine impact – seek feedback. 	<p>Polishing Portfolio:</p> <ul style="list-style-type: none"> • refine item labels and descriptions • select items for presentation • add items relevant to selected occupation/post-secondary program

COURSE CTR3310: CAREER DIRECTIONS—TRANSITIONS (continued)

Concept	Specific Outcomes	Notes
<p>Career Planning Basics</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • revise list of personal questions and concerns about selecting a career, succeeding in school and succeeding in life • describe the career paths of two individuals working in different industry sectors in terms of their: <ul style="list-style-type: none"> – career planning – work choices – learning choices – transition experiences • identify sources of labour market information—local, provincial, national and international—and connect that information to personal career transition scenarios • update career network/resource list • update student learning/career planner. 	
<p>Investigate Learning and Work Opportunities</p>	<ul style="list-style-type: none"> • describe personal work preferences within a selected career path • investigate two additional occupations that are of personal interest • list areas of personal learning interests and challenges in the short-term of 1–2 years and in the long-term of within 5, 10, 15 years • prepare cash flow for 1–2 years after high school in preferred transition scenario—workplace, post-secondary education or self-employment. 	<p>Work Preferences:</p> <ul style="list-style-type: none"> • why you work • what kind of work • where you work • when you work • who you work with <p>Occupational Investigation:</p> <ul style="list-style-type: none"> • roles and responsibilities • salary and benefits • work environment • potential career paths • learning requirements (education/training) • work search strategies • labour market projections <p>Cash Flow – monthly projection of:</p> <ul style="list-style-type: none"> • income • expenditures • savings

COURSE CTR3310: CAREER DIRECTIONS—TRANSITIONS (continued)

Concept	Specific Outcomes	Notes
Plan for Transitions	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • update personal profile of strengths, interests and accomplishments • use a personal career decision-making grid to review work and learning opportunities • update and assess personal career transition scenarios to include: <ul style="list-style-type: none"> – career planning process and principles – expectations and opportunities (potential career paths) – documentation to support transition from high school into: <ul style="list-style-type: none"> • workplace—application forms, career portfolio, résumé and cover, reference and thank you letters • post-secondary—transcripts, registration forms, career portfolio, applications for financial support. 	<p>Personal Strengths:</p> <ul style="list-style-type: none"> • who you are • what you know and can do
Build Personal Capacity	<ul style="list-style-type: none"> • update assessment of ability to demonstrate essential competencies in various contexts; e.g., home, work, school, community • expand action plan to improve one or two additional essential competencies with a focus on post-secondary education or work contexts • update inventory of personal learning styles and strengths • expand action plan to improve personal learning capacity with a focus on the workplace or post-secondary environment. 	<p>Essential Competencies:</p> <ul style="list-style-type: none"> • personal management • managing transitions • working with others • communicating • thinking • achieving results • numeracy • computer technology

