

2002 CTS AMENDMENTS to the Career Transitions Guide to Standards and Implementation

Summary of Curriculum Changes

- CTR1310: Career Directions—Foundations has been withdrawn as a course in the CTS Career Transitions strand and is now incorporated in the new Career and Life Management (CALM) course.
- Minor revision to the course description in CTR1210: Personal Safety (Management).
- Effective September 2002, Section I has been removed from all CTS strands and replaced with a general information page.

Section B

- **Remove** pages B.3–B.8 (Revised 2000) and **replace** with new pages B.3–B.8 (Revised 2002).

Section D

- **Remove** pages D.1–2 (Revised 2000) and **replace** with new pages D.1–2 (Revised 2002).
- **Remove** pages D.13–14 (1997) and **replace** with new pages D.13–14 (Revised 2002).
- **Remove** pages D.23–D.26 (Revised 2000).

Section E

- **Remove** pages E.25–E.26 (Revised 2000) and **replace** with new pages E.25–E.26 (Revised 2002).

Section I

- **Remove** Section I (revised 1999) and **replace** with new page I.1 (Revised 2002).

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.

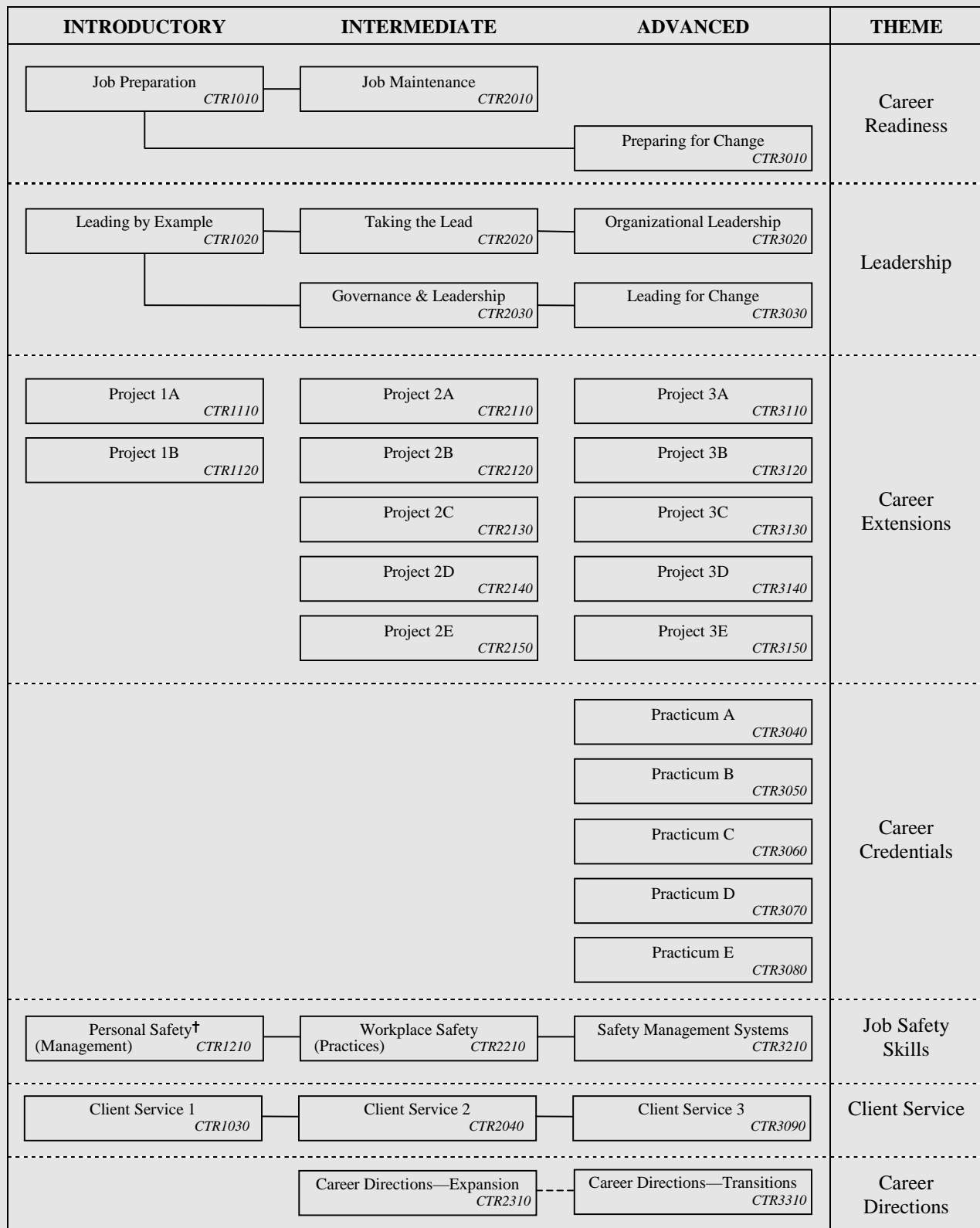
Career Directions

In the revised Career and Life Management (CALM) Program of Studies (2002), CTR1310: Career Directions—Foundations has been incorporated as approved by the Minister. This strengthens the Career component of the CALM course.

CTS courses in Career Directions are available at the intermediate and the advanced levels either as stand-alone 1-credit courses or as 1-credit options for extending CALM. Senior high school students update their learning/career plans, including transition scenarios, and to 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 training and possible 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 CTR2310: Career Directions—Expansion

Students build on work done in CALM 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 CTR1210: PERSONAL SAFETY (MANAGEMENT)

Level:	Introductory
Theme:	Job Safety Skills
Prerequisite:	None
Description:	Students develop practical safety-related knowledge, skills and attitudes, and obtain training and possible certification in emergency first aid.

Parameters: Access to personal protective equipment and emergency first aid materials; access to safety specialists and first aid instructors.

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"> • identify and describe: <ul style="list-style-type: none"> – health and safety stakeholders – legislation relating to health and safety – hazards; e.g., in offices – careers in safety • demonstrate basic health and safety practices including: <ul style="list-style-type: none"> – burn prevention – use of personal protective equipment (PPE) – back care • develop and implement a personal health and safety plan 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • report or presentation on occupational health and safety, including: <ul style="list-style-type: none"> – health and safety stakeholders – legislation relating to health and safety – hazards; e.g., offices – careers in safety. <p><i>Assessment Tool</i> <i>CTSPRE: Presentations/Reports</i></p> <ul style="list-style-type: none"> • presenting a personal health and safety plan and demonstrating safe practices: <ul style="list-style-type: none"> – burn protection – personal protective equipment – back care. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide</i> <i>CTSPRE: Presentations/Reports</i></p> <ul style="list-style-type: none"> • meeting the standards specified on a test based on: <ul style="list-style-type: none"> – Workers’ Compensation Board – Occupational Health and Safety – Workplace Hazardous Materials Information System – Materials Safety Data Sheets. <p><i>Assessment Tool</i> <i>CTR1210/2210/3210: Job Safety Skills Courses</i> <i>CTR1210–3: Occupational Health and Safety Multiple Choice Test</i></p>	<p></p> <p>5</p> <p>5</p> <p>10</p> <p>5</p> <p></p> <p>10</p> <p>10</p> <p>10</p> <p></p> <p>20</p>

COURSE CTR1210: PERSONAL SAFETY (MANAGEMENT) (continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> successfully complete a course in emergency first aid (EFA) demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> successful completion of an EFA course observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>25</p> <p>Integrated throughout</p>

Concept	Specific Outcomes	Notes
Stakeholders	<p><i>The student should:</i></p> <ul style="list-style-type: none"> define stakeholders and identify them in the context of workplace and worker safety define worker and employer describe the rights and responsibilities of workers and employers explain the role of Workers' Compensation Board (WCB) describe the procedure for filing a claim complete a claim form accurately complete report, using WCB accident forms: employer and employee. 	<p>Use resource persons from WCB, an injured speaker.</p> <p>Use actual claim scenarios.</p>
Legislation	<ul style="list-style-type: none"> identify information sources about health and safety related to the workplace explain the responsibility of each major stakeholder in a typical workplace identify general and specific information in the legislation regarding major topics. 	<p>Obtain from Queen's Printer:</p> <ul style="list-style-type: none"> General safety regulations <i>Occupational Health and Safety Act.</i>

COURSE CTR2310: CAREER DIRECTIONS—EXPANSION**Level:** Intermediate**Theme:** Career Directions**Prerequisite:** None**Description:** Students build on work done in CALM 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. 	<p>20</p>
<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. 	<p>10</p>

Concept	Specific Outcomes	Notes
<p>Develop Career Portfolio</p> <p>(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

Section I: Learning Resource Guide

NOTICE

Effective September 2002, Section I has been removed from all CTS strands and replaced with this general information page.

Alberta Learning authorizes a variety of resources that support learning and teaching in this strand. Teachers are encouraged to browse the Alberta Learning Web site at <<http://www.learning.gov.ab.ca>> on a regular basis for the most up-to-date information on:

- authorized resources; i.e., student basic, support and authorized teaching
- provincial software licensing agreements
- additional sources of support.

The lists of authorized resources that were previously included in Section I of the *1997 Guides to Standards and Implementation* have been deleted. Up-to-date listings of authorized resources are available at the Alberta Learning Web site and can be accessed through:

- Authorized Resources Database, a searchable online index of every approved learning and teaching resource for use in each subject area. The database is searchable for each 1-credit course.
- Learning Resources Centre (LRC). The LRC ensures accessible, available and affordable resources to enhance learning to all Alberta students.

A variety of documents and related sites are also accessible at the Alberta Learning Web site. These include:

- *Connection: Information for Teachers*, an online information newsletter for administrators, counsellors and teachers. It includes information on curriculum, resources, assessment, technology, new initiatives and projects.
- Learning Technologies Branch, a partnering branch that develops and provides information about distance learning programs and other learning alternatives offered by Alberta Learning.
- 2Learn Alliance, an education–business partnership that provides Internet inservice, support and mentorship for Alberta teachers.

