

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.

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COURSE CTR2010: JOB MAINTENANCE

Level: Intermediate

Theme: Career Readiness

Prerequisite: CTR1010 Job Preparation

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

Parameters: No specialized equipment or facilities.

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 develop knowledge, skills and attitudes appropriate to acquiring and maintaining employment • identify and describe employment support agencies, employment centres and employment legislation • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • listing and describing: <ul style="list-style-type: none"> – employability skills – personal competencies – competencies employers require in a selected career area. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide</i></p> <ul style="list-style-type: none"> • explaining how each of the following help people to acquire/maintain employment: <ul style="list-style-type: none"> – Alberta Labour – Alberta’s Apprenticeship Division – Canada Employment Centres – Career Development Centres. <p><i>Assessment Tool</i> <i>CTR1010/2010/2010: Career Readiness Courses</i></p> <ul style="list-style-type: none"> • 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></p> <p style="text-align: right;">20 20 20</p> <p style="text-align: right;">10 10 10</p> <p style="text-align: right;">Integrated throughout</p>

COURSE CTR2010: JOB MAINTENANCE (continued)

Concept	Specific Outcomes	Notes
Employability Skills	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify the knowledge, skills and attitudes most valued by employers (in relation to a specific occupation): <ul style="list-style-type: none"> – academic <ul style="list-style-type: none"> • communication skills • thinking skills • learning skills – personal management skills <ul style="list-style-type: none"> • positive attitudes and behaviours • responsibility • adaptability – teamwork skills <ul style="list-style-type: none"> • working with others • identify and assess personal skills and attitudes in relation to those most valued by employers. 	
Expectations, Rights and Responsibilities	<ul style="list-style-type: none"> • describe an ideal work situation in relation to a selected occupation • identify strategies to deal with conflict in the workplace • identify and discuss possible reasons for job termination • explain the differences in the following types of job termination: <ul style="list-style-type: none"> – quit – resigned – laid off – fired – voluntary severance • describe workplace ethics • identify and list the services provided by: <ul style="list-style-type: none"> – Labour Employment Standards Branch – Occupational Health and Safety – Workers' Compensation Board – Apprenticeship and Industry Training Division – Canada Employment Centres – Alberta Career Development Centres 	

COURSE CTR2010: JOB MAINTENANCE (continued)

Concept	Specific Outcomes	Notes
Expectations, Rights and Responsibilities (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify how the Employment Standards Code applies to: <ul style="list-style-type: none"> – employee benefits – maternity/paternity leave – severance pay. 	
Transition	<ul style="list-style-type: none"> • identify transferable career skills that have been developed • identify employment opportunities within selected occupation(s) • identify possible career paths within a selected business or industry and present an overview of training and/or education required to advance in the various career paths. 	

Note:

*CTR2020: Taking the Lead
(pages E.7–E.8) has been withdrawn
effective September 2004.*

COURSE CTR2030: GOVERNANCE & LEADERSHIP**Level:** Intermediate**Theme:** Leadership**Prerequisite:** None**Description:** 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.**Parameters:** No specialized equipment or facilities.**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"> describe and explain the purpose of a governance structure 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> identifying the components and describing the role of a governance structure. <p><i>Assessment Tool</i> <i>CTR1020/2030/3030: Leadership: Governance Courses</i></p>	10
<ul style="list-style-type: none"> participate in leadership activities within a school, volunteer agency or a community governance structure 	<ul style="list-style-type: none"> level of participation in various governance activities. <p><i>Assessment Tool</i> <i>CTR1020/2030/3030: Leadership: Governance Courses</i></p>	40
<ul style="list-style-type: none"> demonstrate leadership in a governance role 	<ul style="list-style-type: none"> exhibiting leadership behaviours in a governance role. <p><i>Assessment Tool</i> <i>CTR1020/2030/3030: Leadership: Governance Courses</i></p>	50
<ul style="list-style-type: none"> demonstrate basic competencies. 	<ul style="list-style-type: none"> 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>	Integrated throughout

Concept	Specific Outcomes	Notes
Governance and Government	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • define governance and government, and explain the relationship between the concepts • describe the application of governance structures affecting students • identify and describe the structures and positions in a governance structure: <ul style="list-style-type: none"> – its purpose or mission – goals and objectives – roles and responsibilities – methods for assessing outcomes. 	Governance structures and contacts may be found in the home.
Meetings • Agendas • Roles and Responsibilities	<ul style="list-style-type: none"> • identify and describe the purpose of various types of meetings; e.g., formal, committee, informal • describe elements of effective meetings; e.g., planning leadership participation styles, communication strategies • list and describe the form and structure of an agenda • describe the purpose of an agenda • list and describe the roles and responsibilities of meeting: <ul style="list-style-type: none"> – chairperson – committee leaders – other meeting members – visitors – invited speakers/guests. 	
Team Building	<ul style="list-style-type: none"> • describe the importance of team building • identify and describe possible individual behaviours in meetings • describe and demonstrate how the chairperson may: <ul style="list-style-type: none"> – increase task-directed behaviour – decrease disruptive behaviour – minimize stalling behaviour – encourage individual participation – establish a positive and effective team approach to student governance 	

COURSE CTR2030: GOVERNANCE & LEADERSHIP (continued)

Concept	Specific Outcomes	Notes
<ul style="list-style-type: none"> • Synergy 	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • define synergy • describe potential positive and negative effects of achieving synergy • describe the relationship among synergy and: <ul style="list-style-type: none"> – problem solving – decision making – consensus building. 	
<p>Parliamentary Procedure</p>	<ul style="list-style-type: none"> • explain the purpose of parliamentary procedure • list and define the basic vocabulary of parliamentary procedures • identify and distinguish among guides to parliamentary procedure; e.g., Robert’s Rules, Duchesne’s Rules • distinguish between incidental motions and privileged motions • list and describe order of precedence for different types of motions • describe the role of the parliamentarian or speaker in a formal meeting setting • participate in a formal meeting and follow parliamentary procedure • lead a meeting and ensure that parliamentary procedure is followed. 	<p>Visits to meetings of the school board, local council and provincial Legislature will help to clarify roles and procedures relating to parliamentary procedure.</p> <p>Use extensive role playing to develop student confidence and competence.</p>
<p>Governance and Administration</p>	<ul style="list-style-type: none"> • describe and explain the relationship between a governance structure, its procedures and its administration • identify the strengths and the limitations among the governance structure, its procedures and its administration 	

COURSE CTR2030: GOVERNANCE & LEADERSHIP (continued)

Concept	Specific Outcomes	Notes
Governance and Administration (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none">• propose:<ul style="list-style-type: none">– ideas for enhancing the relationships among the governance structure, its procedures and its administration– strategies for implementing and assessing the outcomes of the enhancement strategies• demonstrate leadership in facilitating the piloting of enhancement proposals.	

COURSE CTR2110: PROJECT 2A
COURSE CTR2120: PROJECT 2B
COURSE CTR2130: PROJECT 2C
COURSE CTR2140: PROJECT 2D
COURSE CTR2150: PROJECT 2E

Level: Intermediate

Theme: Career Extensions

Prerequisite: None

Description: 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.

Note: The project courses may not be delivered as stand-alone courses, nor may they be combined with core courses.

Parameters: Equipment variable according to project.

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"> propose, manage and assess a project meet goals as defined within the project plan 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> successful completion of project, including project: <ul style="list-style-type: none"> proposal management completion assessment presentation. <p><i>Assessment Tool</i> <i>CTR Project: Career Extensions Courses</i></p>	<p>20</p> <p>20</p> <p>20</p> <p>20</p> <p>20</p>
<ul style="list-style-type: none"> demonstrate basic competencies. 	<ul style="list-style-type: none"> 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>Integrated throughout</p>

COURSE CTR2110: PROJECT 2A
COURSE CTR2120: PROJECT 2B
COURSE CTR2130: PROJECT 2C
COURSE CTR2140: PROJECT 2D
COURSE CTR2150: PROJECT 2E (continued)

Concept	Specific Outcomes	Notes★
Project Definition	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify a project • outline related issues and implications • prepare a project plan: <ul style="list-style-type: none"> – clarify the purposes of the project – define project deliverables – specify project timelines; e.g., key decision points, consultation points – define resource needs; e.g., materials, costs, support network • identify and comply with all related health and safety standards • define assessment standards (indicators for success) • present project proposal and obtain necessary approvals. 	<p>Purposes of project should relate to student(s)' goals and expectations. (Refer to <i>Guide to Standards and Implementation</i> for strand-related projects.)</p> <p>Resources could include materials, finances and support network.</p> <p>Presentation of project proposal could be print, verbal or audio/visual.</p>
Project Management	<ul style="list-style-type: none"> • proceed with the project as outlined by the project plan • monitor project and make necessary adjustments to project plan. 	<p>Project monitoring should include regular progress checks and consultation with teacher and others.</p>
Project Presentation and Assessment	<ul style="list-style-type: none"> • present the project: <ul style="list-style-type: none"> – outcomes attained – relationship to goals set originally • assess the project: <ul style="list-style-type: none"> – processes and strategies used – recommendations for how the project could have been improved. 	<p>Project presentation could be in print, a display of the project or a description of the processes undertaken.</p> <p>Student assessment could be print, verbal, and/or audio/visual.</p>

★ Refer to the *Guide to Standards and Implementation for a particular strand for suggestions about how project courses could be used to complement and enhance the learning.*

COURSE CTR2210: WORKPLACE SAFETY (PRACTICES)**Level:** Intermediate**Theme:** Job Safety Skills**Prerequisite:** CTR1210 Personal Safety Management**Description:** Students explore workplace safety principles and practices, and apply these principles and practices to a variety of contexts.**Parameters:** Access to power supply company for high voltage display; access to assorted fire extinguishers and fire safety specialists/department.**Curriculum and Assessment Standards**

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<i>The student will:</i>	<i>Assessment of student achievement should be based on:</i>	
<ul style="list-style-type: none"> • identify and describe hazard assessments and controls 	<ul style="list-style-type: none"> • identifying in a given scenario: <ul style="list-style-type: none"> – hazards – accidents and incidents – causation – hazard controls. <p><i>Assessment Tool</i> <i>CTR2210–2: Scenario Assessment</i></p>	20
<ul style="list-style-type: none"> • classify accidents and incidents and explain causation 		20
<ul style="list-style-type: none"> • define ergonomics and describe its relationship to workplace safety 	<ul style="list-style-type: none"> • applying ergonomic controls to checklist standards. <p><i>Assessment Tool</i> <i>CTR2210–1: Ergonomics</i></p>	10
<ul style="list-style-type: none"> • demonstrate and describe standards/legislated practices associated with workplace safety including: <ul style="list-style-type: none"> – farm/urban safety – fire safety – electrical safety – confined space safety – transportation of dangerous goods 	<ul style="list-style-type: none"> • demonstrating competencies in: <ul style="list-style-type: none"> – fire safety (including operation of extinguishers) – electrical safety – farm safety – confined space safety – transportation of dangerous goods. <p><i>Assessment Tool</i> <i>CTR2210–3: Transporting Dangerous Goods</i> <i>Theory Test</i> <i>CTR2210–4: Fire Extinguishers Practical Test</i></p>	50

COURSE CTR2210: WORKPLACE SAFETY (PRACTICES) (continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • 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>Integrated throughout</p>

Concept	Specific Outcomes	Notes
<p>Hazard Assessment and Control</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify the elements of workplace safety/risk management including monitoring, hazard identification, hazard analysis and risk control • differentiate between risk and hazard • identify risk control strategies used in a selected workplace: <ul style="list-style-type: none"> – pre-contact – contact – post-contact. 	
<p>Accidents and Incidents</p>	<ul style="list-style-type: none"> • describe the difference between accident and incident • given a scenario, identify the cause of an accident or incident and develop a strategy on how it could have been avoided. 	
<p>Ergonomics</p>	<ul style="list-style-type: none"> • define ergonomics • explain the role of ergonomics in the workplace • identify major ergonomic risk factors in a selected workplace: <ul style="list-style-type: none"> – people performance – job task – equipment – environment. 	

COURSE CTR2210: WORKPLACE SAFETY (PRACTICES) (continued)

Concept	Specific Outcomes	Notes
<ul style="list-style-type: none"> • Confined Space Safety • Transportation of Dangerous Goods (TDG) 	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • explain the need for confined space legislation and standards • identify confined spaces and how to recognize them • identify the hazards that may be associated with confined spaces and what tests should be completed before entering that confined space • describe a plan to be used before entering a given confined space • explain the need for TDG regulations • identify placards on trucks or railway cars • describe the role placards play in emergency responses • explain why properly prepared shipping documents must be readily available • identify areas of responsibility when transporting dangerous goods. 	<p>Access TDG Pocket Guides from local suppliers.</p>

COURSE CTR2040: CLIENT SERVICE 2**Level:** Intermediate**Theme:** Client Service**Prerequisite:** CTR1030 Client Service 1

Description: 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.

Parameters: This course must be linked to one or more CTS courses from within the Career Transitions strand, any other CTS strand or a combination of CTS strands. It may be delivered on campus, off campus or through a combination of both. Facility and teacher requirements to deliver this course are determined by the parameters specified for the CTS course to which this Client Service course is linked.

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"> • distinguish between client needs and wants and be able to reconcile expressed needs with service needs • demonstrate and record advanced client services, including: <ul style="list-style-type: none"> – applications of competencies learned in other courses – ethical behaviour – sales ability – quality control – marketing – client service management • identify, explain and apply basic quality control principles and practices 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • a description and rating of student performance of individual client service tasks. <p><i>Assessment Tool</i> <i>Individual Client Service Assessment Tool</i></p>	20
	<p><i>Standard</i> <i>Perform all tasks to a standard of 3 on the rating scale</i></p> <ul style="list-style-type: none"> • a logbook record that includes: <ul style="list-style-type: none"> – number of client services delivered – types of client services delivered – linkages to previously completed courses – indicators of client satisfaction – reflections and recommendations. <p><i>Assessment Tool</i> <i>Client Service Logbook</i></p>	60
	<p><i>Standard</i> <i>All sections have been completed accurately</i></p>	10

COURSE CTR2040: CLIENT SERVICE 2 (continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • identify, explain and apply basic sales and marketing strategies • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • 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>10</p> <p>Integrated throughout</p>

Concept	Specific Outcomes	Notes
<p>Client Service Defined</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • distinguish between client needs and client wants • explain the connection between needs identified by a client and the client’s actual service needs. 	<p>In some contexts, clients may underestimate or overestimate their needs.</p> <p>Appropriate communication strategies should be used to communicate discrepancies.</p>
<p>Client Service Communication</p>	<ul style="list-style-type: none"> • define “feedback” and explain its importance in a client service context • explain the similarities and differences between: <ul style="list-style-type: none"> – formal and informal feedback – verbal and nonverbal feedback • solicit feedback about services provided from clients, suppliers and others • identify and explain alternative strategies for responding to positive and negative feedback given by a client. 	<p>Use a variety of strategies to solicit feedback; e.g.:</p> <ul style="list-style-type: none"> • enquiry method • body language • surveys. <p>Feedback may include:</p> <ul style="list-style-type: none"> • praise • criticism • complaints. <p>Encourage students to think about two-way feedback from:</p> <ul style="list-style-type: none"> • client to worker • worker to client.

COURSE CTR2040: CLIENT SERVICE 2 (continued)

Concept	Specific Outcomes	Notes
Professionalism	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • show initiative and demonstrate enthusiasm when planning for and delivering client services • demonstrate a willingness to become a team player • work as a member of one or more teams. 	
Safety	<ul style="list-style-type: none"> • read, interpret and follow manufacturer’s instructions • describe situations where it may be appropriate to modify manufacturer’s instructions while still protecting a client • employ appropriate client service safety practices. 	<p>Consider encouraging students to enroll in one or more Job Safety Skills courses.</p> <p>Company policy, local regulations or client needs may necessitate not following a manufacturer’s instructions completely.</p>
Environmental Awareness	<ul style="list-style-type: none"> • identify and explain environmental concerns relating to the selected work area • demonstrate concern for the environment. 	<p>Environmental concern may include the use of:</p> <ul style="list-style-type: none"> • nonrenewable resources • toxic substances • endangered species of materials; e.g., mahogany.
Quality Control/ Quality Assurance	<ul style="list-style-type: none"> • define “quality control”/“quality assurance” • identify quality control principles and practices • identify existing and potential quality control problems • describe strategies that may be used to assess client satisfaction • assess client satisfaction using at least one strategy • respond appropriately to problem situations and feedback • perform tasks to the satisfaction of clients. 	<p>The two terms are often used interchangeably.</p> <p>The factors included in quality control/quality assurance will tend to vary depending upon the work area. The terms may be defined as:</p> <ul style="list-style-type: none"> • the establishment and maintenance of standards; e.g., operation, production, service and interpersonal relationships, that satisfy internal and external client needs.

COURSE CTR2040: CLIENT SERVICE 2 (continued)

Concept	Specific Outcomes	Notes
Ethical Behaviour	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • define “ethical behaviour” • identify and describe examples of ethical and unethical behaviour in the selected work area • explain the difference between intrinsic rewards and extrinsic rewards • describe examples of both types of rewards. 	<p>Invite a representative from the local Chamber of Commerce, Better Business Bureau or a local business to discuss the importance of ethics in business and the intrinsic and extrinsic rewards of ethical business behaviour.</p>
Serving Clients	<ul style="list-style-type: none"> • apply competencies learned in other courses to a variety of client service situations • identify and explain current client service abilities and limitations • describe how current client service abilities can be enhanced • identify and demonstrate alternative client service strategies for achieving similar outcomes • use a variety of client service strategies and assess the relative advantages/disadvantages of each • demonstrate levels of client service acceptable to a majority of clients served • maintain a detailed record of client services delivered. 	<p>Have students discuss:</p> <ul style="list-style-type: none"> • “What do I do well now?” • “How can I improve my client service abilities?” <p>The number of alternative strategies will probably be related to the selected work area.</p>
Sales Ability	<ul style="list-style-type: none"> • demonstrate knowledge of product, services or processes offered to clients • explain the relative advantages/disadvantages of alternative products, services or processes • recommend a specific product, service or process, based on an analysis of client needs and wants • be able to justify recommendations made • anticipate and be able to respond to client questions and concerns • complete transactions to client satisfaction. 	

COURSE CTR2040: CLIENT SERVICE 2 (continued)

Concept	Specific Outcomes	Notes
Marketing	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • define “marketing” • explain how marketing may be used to increase the number of clients served • define, in the context of the selected work area, “client base” and “target population” • explain why knowledge of client base and target population are important to business operators. 	
Client Service Management	<ul style="list-style-type: none"> • define and describe the relationships, as appropriate to the selected work area, among: <ul style="list-style-type: none"> – contracts (written and verbal) – markups – estimates – inventory control – overhead costs • identify suppliers of resources to the selected work area and the resources they supply • describe what actions should be taken when resources run low. 	<p>Consider inviting a local legal advisor or business owner/operator to discuss the complexities of managing a client service operation.</p> <p>Advise students of minimum inventory standards for the work area and procedures used to ensure that resources are available when needed.</p>

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. 	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