

# Preparation for Transitions and Change

## Overall Expectations

By the end of this course, students will:

- use appropriate decision-making and planning processes to set goals and develop a career plan;
- analyse changes taking place in their personal lives, their community, and the economy, and identify strategies to facilitate smooth transitions during change;
- demonstrate an understanding of, and the ability to prepare for, the job-search process.

## Specific Expectations

### ***Developing a Career Plan***

By the end of this course, students will:

- demonstrate an understanding of the decision-making process as it relates to career planning;
- articulate personal, learning, community, and occupational goals, taking into consideration the results from their personal profile and their exploration of selected occupations;
- produce a preliminary career plan that identifies secondary school courses, activities in the school and community, and postsecondary education options that will help them achieve their goals;
- identify potential barriers (e.g., learning difficulties, financial constraints, distance from opportunities) that could interfere with the achievement of their goals, and use problem-solving strategies to identify appropriate actions.

### ***Managing Change***

By the end of this course, students will:

- demonstrate an understanding of career development as a lifelong process that will include transitions, changes, and lifelong learning;
- describe the characteristics of transitions and changes, and identify some of the personal and work-related transitions and

changes that they or others have experienced (e.g., moving to a new country, losing a job, going to a new school);

- identify positive ways of dealing with transitions and change.

### ***Searching for Work***

By the end of this course, students will:

- compare the “open” (publicly advertised) job market and the “hidden” (unadvertised) job market, and identify appropriate strategies to access each market;
- use a variety of resources (e.g., personal networks, employment centres, Internet job postings) to identify summer or part-time job opportunities in their community;
- create effective résumés and cover letters for the work-search process, using word-processing software and appropriate formatting, vocabulary, and conventions;
- demonstrate the ability to complete job applications effectively;
- demonstrate the ability to prepare effectively for the job interview process (e.g., setting up appointments; delivering résumés and applications; identifying and preparing answers to common interview questions; preparing follow-up activities, including thank-you letters).

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## Discovering the Workplace, Grade 10, Open

(GLD2O)

This course provides students with opportunities to discover and develop the workplace essential skills and work habits required to be successfully employed. Students will develop an understanding of work through practical hands-on experiences in the school and in the community, using real workplace materials. They investigate occupations of interest through experiential learning opportunities, such as worksite visits, job shadowing, work experience, simulations, and entrepreneurial projects. This course helps students make plans for continued learning and work.

**Prerequisite:** None

# Essential Skills for Working and Learning

## Overall Expectations

By the end of this course, students will:

- identify and describe the workplace essential skills necessary for success in life, school, and work;
- identify the literacy and numeracy strategies that support the application of workplace essential skills, and use them to complete specific tasks in school, in the community, or in real or simulated workplace settings;
- describe learning and thinking strategies, and use them effectively in school or in the community;
- plan for, assess, and document their ongoing development and demonstration of selected workplace essential skills.

## Specific Expectations

### *Understanding Workplace Essential Skills*

By the end of this course, students will:

- identify and describe the workplace essential skills, using a variety of electronic, print, and human resources (e.g., the Human Resources and Social Development Canada [HRSDC] website, the Ontario Skills Passport, brochures on essential skills, employers);
- identify the most important workplace essential skill requirements for a range of occupations, using various resources and personal workplace experiences (e.g., Essential Skills Profiles from the HRSDC website, the Ontario Skills Passport, employers);
- describe how the essential skills are transferable from home to school, school to work, occupation to occupation, and sector to sector.

reports), and to measure and make numerical calculations (e.g., measure ingredients and reduce quantity by half) using real workplace materials in school, in the community, or in real or simulated workplace settings;

- identify strategies for reading and interpreting text (e.g., pre-reading strategies, such as identifying signal words; strategies used during reading, such as sorting ideas using a concept map; post-reading strategies, such as writing brief notes in response to a text) and use them effectively for specific tasks in school, in the community, or in real or simulated workplace settings, using real workplace materials;
- identify strategies for writing text with or without a computer (e.g., generating ideas using rapid writing; developing ideas using mapping; revising using peer editing) and use them effectively for specific tasks in school, in the community, or in real or simulated workplace settings, using real workplace materials;
- identify strategies for communicating orally (e.g., active listening, paraphrasing, verbal affirmation) and use them effectively in school or in the community;

### *Using Literacy and Numeracy Strategies*

By the end of this course, students will:

- identify the numeracy strategies required for calculation and estimation, and use them effectively to manage money (e.g., make change), to work with schedules and budgets (e.g., schedule room reservations), to analyse data (e.g., compare monthly

- explain how non-verbal communication (e.g., body language, dress, facial expressions, gestures) can affect the communication of an intended message.

### ***Using Learning and Thinking Strategies***

By the end of this course, students will:

- describe and effectively use a process for reflecting on their home, school, or community experiences (i.e., describe their experience, assess their performance, set goals for future performance, identify strategies for achieving them, apply the learning in a new situation), and explain how this reflection process contributes to continuous learning;
- describe how they learn best (e.g., by visual means, in kinesthetic ways, by using various technologies, through discussion) and use this knowledge to develop effective strategies for learning in school and in the community;
- describe strategies for remembering (e.g., using mnemonics, dividing written materials into memorable “chunks”) and use these effectively in situations that require significant use of memory in school and in the community;

- describe a process for decision making and use it effectively in situations in school (e.g., in selecting school subjects) and in the community;
- describe a process for problem solving and use it effectively in challenging situations (e.g., in dealing with problems that arise in group work) in school or in the community.

### ***Developing Workplace Essential Skills***

By the end of this course, students will:

- assess their use of selected workplace essential skills, using feedback from others (e.g., peers, teachers, supervisors);
- demonstrate the ability to plan for the development of the workplace essential skills that they require to complete specific tasks in school and in the community;
- document their development of selected workplace essential skills, including evidence of demonstration of these skills from their Ontario Skills Passport.

# Personal Management

## Overall Expectations

By the end of this course, students will:

- identify their interests, strengths, and needs, and describe how these influence their decisions about education and work;
- identify and use effectively the strategies required to manage their behaviour in school and in the community;
- identify and use effectively the interpersonal and teamwork skills and strategies required when working with others in school or in the community;
- demonstrate the ability to use the task-planning and organizing skills and strategies that are required for success in school and in the workplace.

## Specific Expectations

### ***Self-Knowledge***

By the end of this course, students will:

- identify, summarize, and document various aspects of their personal profile (e.g., interests, skills, needs, values), using feedback from others, personal reflection, and information from standardized assessment tools, and explain how this information contributes to the development of their goals and plans (e.g., decisions about course selection, part-time work, work experience placements);
- describe how learning from experience (e.g., work done in school subjects, volunteer work, part-time jobs) can influence their plans for learning and work;
- identify and describe internal and external factors that motivate them (e.g., sense of satisfaction, money, recognition), and explain how such factors may contribute to the achievement of their short-term goals for learning and work.

### ***Self-Management***

By the end of this course, students will:

- describe strategies used by people in school or in the workplace to manage themselves effectively when dealing with challenges (e.g., changes, stress, work overload);
- identify the strategies (e.g., change management, stress management, anger management) that they use to manage their behaviour in response to a variety of situations, and describe how their management of these situations influences their relationships with others, their achievement in school, and their accomplishments in the community and workplace;
- demonstrate effective use of strategies to manage their behaviour in challenging situations (e.g., work overload) in school and in the community (e.g., prioritizing to balance school and part-time job or home responsibilities);
- obtain the resources and support required to meet their needs in school and in the community in appropriate ways (e.g., by asking questions, clarifying needs).

***Working With Others***

By the end of this course, students will:

- explain how diversity (e.g., in perspective, ability, culture, gender) can contribute to effective and productive group work;
- identify strategies that contribute to effective teamwork (e.g., presuming positive intentions, managing conflict, paying attention to self and others, seeking diverse strengths and perspectives), and use them to work collaboratively to accomplish team goals in school or in the community;
- describe strategies for managing conflict (e.g., negotiation, mediation), and use these strategies effectively when working with others in school or in the community;
- identify a specific need in the school or the community, and respond to this need, working as part of a team (e.g., coordinate a food drive).

***Task Planning and Organization***

By the end of this course, students will:

- describe their use of time, and assess the effectiveness of their time-management skills;
- demonstrate effective use of time-management skills (e.g., prioritizing, allocating adequate time, limiting interruptions, overcoming procrastination) and time-management tools (e.g., personal planners, schedules, “to-do” lists) to complete tasks in school and in the community;
- develop and complete a project (e.g., set up a job-shadowing experience), using task-planning and organizing skills and strategies (e.g., clustering and sequencing of tasks, scheduling), and evaluate the success of the project.

# Exploration of Opportunities

## Overall Expectations

By the end of this course, students will:

- demonstrate the ability to research information about education and work opportunities, using print, electronic, and human resources;
- describe opportunities for learning and work, and identify ways in which they can prepare for these opportunities;
- demonstrate an understanding of the nature of work and of workplace expectations and issues;
- identify, explain, and follow health and safety policies and procedures in school and in workplace settings.

## Specific Expectations

### *Researching Information*

By the end of this course, students will:

- use an inquiry process (i.e., formulate and ask questions; gather, organize, interpret, assess, and present information) to locate information about education and work opportunities related to their career interests (e.g., school subjects, cooperative education, certification courses, work experience opportunities);
- locate information for a range of occupations, using print, electronic, and human resources (e.g., *Ontario Prospects*, National Occupational Classification, mentors, guidance counsellors);
- describe, through investigation, learning opportunities (e.g., cooperative education, Ontario Youth Apprenticeship Program, school courses, industry certification, first-aid training) that are related to their education and career goals, using resources in the school (e.g., guidance counsellors, teachers, the Internet) and in the community (e.g., career centres, local businesses, employment and community support agencies);
- report on occupations in selected fields of work, using information gathered from interviews (e.g., by e-mail, in person, by

telephone) and experiential learning (e.g., job shadowing, job twinning, simulations, site visits).

### *Exploring Learning and Work Opportunities*

By the end of this course, students will:

- demonstrate knowledge of a range of occupations (e.g., duties, employment prospects, required knowledge and skills) and of the related education and/or training requirements;
- describe the educational opportunities available in school (e.g., specific courses), in the community/workplace (e.g., job shadowing, volunteer work, first-aid training), or on the Internet (e.g., e-learning, e-cooperative education) that can contribute to the achievement of their goals for learning and work;
- describe the characteristics and skills required for self-employment, including entrepreneurship;
- describe work-style alternatives (e.g., contract work, job sharing, “flex-time” arrangements, telecommuting) and identify which ones best suit their interests, skills, and values.

***Understanding the Workplace***

By the end of this course, students will:

- identify the attitudes, behaviours, work habits, and skills, including the workplace essential skills, required to obtain and keep a job;
- identify various workplace issues (e.g., ethics, confidentiality, harassment, equity, responsible use of technology) and explain how policies and procedures dealing with these issues contribute to a positive and productive work environment;
- explain workers' rights (e.g., right to refuse unsafe work, right to reasonable accommodation) and responsibilities (e.g., accident reporting), and identify federal and provincial legislation in which they are described (e.g., Hazardous Products Act, Ontario Human Rights Act);
- describe the role of unions in the workplace.

***Demonstrating Health and Safety Awareness***

By the end of this course, students will:

- identify health and safety hazards in school and in the workplace;
- explain and follow health and safety policies (e.g., proper handling of tools/equipment, correct use of personal protective equipment) and procedures (e.g., fire drill, evacuation, equipment lockouts) at school or in a workplace setting;
- identify procedures for reporting accidents and unsafe practices in school and in the workplace.