

**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 |
|---|---|--------------------|
| <i>The student will:</i> <ul style="list-style-type: none"><li>refine and present the career portfolio targeting specific applications related to personal career plans</li></ul>               | <i>Assessment of student achievement should be based on:</i> <ul style="list-style-type: none"><li>refined portfolio to be used in transitions from high school, for its:<ul style="list-style-type: none"><li>updated and enhanced work search tools; e.g., résumé, application forms, correspondence</li><li>accuracy and formatting of work search tools and their potential to serve as a template for future applications</li></ul></li><li>presentation of portfolio, for the way it targets personal career goals and demonstrates student's ability to:<ul style="list-style-type: none"><li>understand the work and economic environment of the selected occupation and/or industry</li><li>address the key interests of the audience</li><li>highlight personal strengths and competencies, including essential competencies and learning capacity</li><li>meet expectations for workplace and/or post-secondary entry.</li></ul></li></ul> | 30                 |
| <ul style="list-style-type: none"><li>describe the career paths of two individuals working in different industry sectors in terms of their career planning and transition experiences</li></ul> | <ul style="list-style-type: none"><li>report on career paths, for inclusion of a description and analysis of each individual's:<ul style="list-style-type: none"><li>career planning activities</li><li>work choices</li><li>learning choices</li><li>transition experiences.</li></ul></li></ul>   | 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"> <li>• update learning/career planner and expand personal career network/resource list</li> </ul>  | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>• learning/career planner is complete and signed</li> <li>• career network/resource list, for inclusion of: <ul style="list-style-type: none"> <li>– key contacts within the family, school, community and government</li> <li>– key references; e.g., print, internet.</li> </ul> </li> </ul>  | 10                 |
| <ul style="list-style-type: none"> <li>• update and assess personal career transition scenarios, including: <ul style="list-style-type: none"> <li>– links to personal competencies, interests and goals</li> <li>– career planning process and principles</li> <li>– expectations and opportunities (potential career paths)</li> <li>– labour market and workplace trends</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• revised personal career transition scenarios, for how effectively they: <ul style="list-style-type: none"> <li>– 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</li> <li>– show connection of selected occupations to personal skills, interests and goals</li> <li>– 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</li> <li>– outline work search strategies for entry into occupations</li> <li>– reference at least three sources of career information.</li> </ul> </li> </ul> | 30                 |
| <ul style="list-style-type: none"> <li>• refine and/or expand action plans to enhance essential competencies and to build learning capacity</li> </ul>   | <ul style="list-style-type: none"> <li>• action plans, for inclusion of: <ul style="list-style-type: none"> <li>– personal assessment of essential competencies and present learning styles</li> <li>– outline of a clear, practical strategy for improving skills and assessing progress within the home, school and community</li> <li>– progress report outlining what worked and what could be improved.</li> </ul> </li> </ul>  | 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"> <li>polish the portfolio format to meet personal career goals</li> <li>update list of personal benefits of portfolio (past, present and future)</li> <li>review/adjust quality indicators for an effective career portfolio; e.g., scope, appearance, key messages</li> <li>identify required and additional components of the career portfolio</li> <li>expand and enhance career portfolio, identifying growth areas from previous year</li> <li>assess and refine portfolio appearance, updating work search tools—résumé, application forms, correspondence</li> <li>practise selecting and adjusting key items from the portfolio for various target audiences</li> <li>present portfolio to a target audience related to a learning or work opportunity: <ul style="list-style-type: none"> <li>identify purpose/goal and key messages</li> <li>identify key expectations of target audience</li> <li>select, adjust and highlight key components</li> </ul> </li> <li>critique portfolio presentation <ul style="list-style-type: none"> <li>determine impact</li> <li>seek feedback.</li> </ul> </li> </ul> | <p>Polishing Portfolio:</p> <ul style="list-style-type: none"> <li>refine item labels and descriptions</li> <li>select items for presentation</li> <li>add items relevant to selected occupation/post-secondary program</li> </ul> |

**COURSE CTR3310: CAREER DIRECTIONS—TRANSITIONS (continued)**

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

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

