

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
<i>The student will:</i> <ul style="list-style-type: none">refine and present the career portfolio, showing evidence of strengths and competencies, including accomplishments over the past year	<i>Assessment of student achievement should be based on:</i> <ul style="list-style-type: none">the portfolio, for how well it:<ul style="list-style-type: none">meets requirementsis organizedprovides a comprehensive picture of a student's strengths and competenciespresentation of the portfolio, demonstrating student's ability to:<ul style="list-style-type: none">understand and address key interests of the audiencehighlight 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 activitieswork choiceslearning choicestransition 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 signedcareer network/resource list, for inclusion of:<ul style="list-style-type: none">key contacts within the family, school and communitykey 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>(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