

2019 Saskatchewan Curriculum

Career and Work Exploration

10, 20, A30, B30

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DRAFT

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Introduction

Practical and Applied Arts in a specified area of study in Saskatchewan's Core Curriculum which is intended to provide all Saskatchewan students with an education that will serve them well regardless of their choices after leaving school. Through its various components and initiatives, Core Curriculum supports the achievement of the Goals of Education for Saskatchewan. For current information regarding Core Curriculum, please refer to the *Registrar's Handbook for School Administrators* found on the Government of Saskatchewan website. For additional information related to the various components and initiatives of Core Curriculum, please refer to the Government of Saskatchewan website for policy and foundation documents.

This curriculum provides the intended learning outcomes organized in modules from which teachers/schools select a minimum of 100 hours for each course. The curriculum reflects current Practical and Applied Arts education research and updated technology and is responsive to changing demographics within the province.

All students will work toward the achievement of the provincial outcomes. Some students, however, will require additional supports. Effective instruction, including the use of the Adaptive Dimension, will support most students in achieving success. The Adaptive Dimension refers to the concept of making adjustments to any or all of the following variables: learning environment, instruction, assessment and resources. Adjustments to these variables are intended to make learning meaningful and appropriate and to support achievement. **Within the context of the Adaptive Dimension, curricular outcomes are not changed; adaptive variables are adjusted so that they curricular outcomes can be achieved. Please refer to the Saskatchewan Curriculum website for more information on the Adaptive Dimension.**

Course Synopses

In *Career and Work Exploration 10*, students spend 50-70 hours in the classroom and 30-50 hours in the workplace. Students are introduced to career development and participate in a variety of self-awareness activities.

In *Career and Work Exploration 20*, students spend 30-50 hours in the classroom and 50-70 hours in the workplace. They expand their awareness of career opportunities and explore options that are available to them and that match their career goals.

In *Career and Work Exploration A30 and B30*, students spend 20-40 hours in the classroom and 60-80 hours in the workplace. Students have the opportunity to experience career choices and to focus on developing entry level skills in a workplace setting.

While modules from many secondary Practical and Applied Arts curricula are suitable for middle level PAA survey courses, Career and Work Exploration 10, 20, A30, B30 is not recommended for this use. Refer to page 22 for further information. Some modules from Career and Work Exploration 10, 20, A30, B30 are appropriate for secondary PAA survey courses as noted starting on page 29.

Unique Features of Practical and Applied Arts

Curricula in the Practical and Applied Arts (PAA) have several features unique to this area of study. The reasons for inclusion of these features in PAA curricula are to encourage flexibility in school programming, to support community partnerships that facilitate learning beyond the classroom and to ensure the practical emphasis of the program.

PAA curricula contain all courses in a **single document** whether it is one course or a series of several. This feature allows schools and teachers the flexibility to choose modules supportive of their students' needs as well as utilize available facilities and equipment. The order and number of outcomes in a course can vary between schools as long as the integrity of the discipline and the required 100 hours per course are maintained.

All PAA curricula are designed using **modules**, each with a single outcome for students to achieve. To aid teachers and schools in course planning, each module is designated as Introductory, Intermediate, or Advanced. Modules may also have prerequisite modules. Core modules are compulsory modules that must be covered in pure courses of study for developmental or safety reasons. Some modules may serve as prerequisites for more advanced study. Each module provides a suggested time to aid teachers in planning their courses. Each module may take more or less than the suggested time depending on factors such as background knowledge of the students.

A third unique feature of PAA curricula is the inclusion of an optional **Extended Study** module in each course. The Extended Study module allows teachers to create their own outcome and indicators relevant to the purpose and areas of focus for the subject to meet their students' needs. Using Extended Study modules to accommodate advances in technology and changing practices is one way that teachers can ensure their programs stay current with industry standards.

Work Study modules encourage personalized learning and development of community relationships. Work Study is designed as a work-based learning portion of a course to provide off-campus educational opportunities for individuals or small groups in a work setting. Planning and assessment are managed by the teacher while the learning opportunity is provided by an expert in the community. Practical skills developed in school are directly transferred to a work environment.

Transferable work skills are a desirable aspect of lifelong learning. The practical nature of these skills enriches students' lives as they transition into life beyond Grade 12. In Canada, two taxonomies of transferable work skills have been produced. The Conference Board of Canada developed a list of Employability Skills and Human Resources and Service Development Canada identified a series of Essential Skills. Students will be familiar with both of these taxonomies from their learning in Grade 8 Career Education.

More details on the above curriculum features are provided in the *Practical and Applied Arts Handbook* available on the Ministry of Education website.

Purpose and Areas of Focus for Career and Work Exploration 10, 20, A3, B30

The purpose of Career and Work Exploration is to promote career planning and decision making. The curriculum is not intended to force students to make premature choices regarding their career goals but rather to expand their awareness of career opportunities while keeping a wide variety of transition pathways open for consideration.

The areas of focus for the *Career and Work Exploration 10, 20, A30, B30* curriculum are the three stages of the career development continuum of: awareness, exploration and experiential. As students progress from one level to the next, the amount of time spent in workplace learning increases while the amount of time spent in classroom learning decreases.

In *Career and Work Exploration 10*, students spend 50-70 hours in the classroom and 30-50 hours in the workplace. Students are introduced to career development and participate in a variety of self-awareness activities. Career **awareness** is the primary career development focus of this course.

In *Career and Work Exploration 20*, students spend 30-50 hours in the classroom and 50-70 hours in the workplace. They expand their awareness of career opportunities and explore options that are available to them and that match their career goals. The focus of *Career and Work Exploration 20* is the **exploration** stage of the career development continuum.

In *Career and Work Exploration A30 and B30*, students spend 20-40 hours in the classroom and 60-80 hours in the workplace. Students have the opportunity to experience career choices and to focus on developing entry level skills in a workplace setting. The **experiential** stage is the primary career development focus of this course.

Teaching Career and Work Exploration 10, 20, A30, B30

Within Career and Work Exploration, the community becomes a learning environment; students spend increasingly more time in workplace learning as they progress through the 10, 20 and 30 levels. Building community partnerships will help to facilitate work placements that are mutually beneficial for students and employers. Careful consideration must be given to matching students with workplaces that align with individual students' interests, skills, abilities and career goals. A work placement in the same course may consist of one or more worksites, but it is recommended that the locations vary for an individual student from one course (or credit) to the next.

Preparing students for their initial work placement requires in-depth learning on a variety of topics, thus making the 10 level course content heavy. However, this theory is foundational for setting students up for success not only in the 10 level, but also in the 20 and 30 level courses. Access to computers is necessary as students explore a variety of career development opportunities and produce a variety of career documentation and evidences of learning.

Scheduling Career and Work Exploration courses for blocks of time, such as a full day, morning or afternoon, will help to make the transition from classroom to workplace learning smoother and easier for all. There are many factors to consider in regards to preparing for, monitoring and following up on work study opportunities. Consult the Work Study Guidelines section of the *Practical and Applied Arts Handbook* for additional information.

Grades 7-12 Practical and Applied Arts

Opportunities available to students within Practical and Applied Arts are numerous. The choices assist students in developing personal skills, gaining entry level employment skills or pursuing apprenticeship opportunities in the trades. Students have the opportunity to explore and develop career pathways.

Each Practical and Applied Arts curriculum is composed of modules configured into courses, along with suggestions for modules that are suitable for middle or secondary level survey courses. PAA curricula are grouped in clusters according to common themes. Because various combinations of modules can be chosen, the courses will have variable occupational or career pathways to post-secondary education and training or workplace opportunities.

The modular design provides for flexibility and for community involvement. The design allows teachers and schools to develop unique PAA offerings that reflect student interest and school/community resources. Partnerships with community businesses and service providers enhance learning opportunities in a community context.

Practical and Applied Arts courses can be offered in two ways within a school—as pure or survey course offerings. A pure course at the secondary level is a course where core (compulsory) modules are taught, and optional modules are selected from the same PAA curriculum to total 100 hours. A survey course is a configuration of modules recommended from a minimum of three pure PAA curricula to create a middle level course of a minimum of 50 hours or a secondary level course to total 100 instructional hours (1 credit). The *Practical and Applied Arts Handbook* offers recommendations for configuring survey courses at the middle and secondary levels.

Broad Areas of Learning

There are three Broad Areas of Learning that reflect Saskatchewan's Goals of Education. All areas of study contribute to student achievement of the Goals of Education through helping students achieve knowledge, skills and attitudes related to these Broad Areas of Learning. The K-12 goals and grade level outcomes for each area of study are designed for students to reach their full potential in each of the following Broad Areas of Learning.

Sense of Self, Community and Place*

(Related to the following Goals of Education: Understanding and Relating to Others, Self Concept Development and Spiritual Development)

Students possess a positive sense of identity and understand how it is shaped through interactions within natural and constructed environments. They are able to nurture meaningful relationships and appreciate diverse beliefs, languages and practices from the diversity of cultures in our province, including First Nations and Métis. Through these relationships, students demonstrate empathy and a deep understanding of self, others and the influence of place on identity. In striving to balance their intellectual, emotional, physical and spiritual dimensions, students' sense of self, community and place is strengthened.

To engage in the Practical and Applied Arts, students need to use knowledge and skills and to interact with each other. Through the Practical and Applied Arts, students learn about themselves, others, and the world around them. They use their new understanding and skills to explore who they are and who they might become. Practical and Applied Arts programming should vary by school to reflect the community at large. Community projects can play a key role in Practical and Applied Arts programming and connect the school more closely to the community.

Lifelong Learners

(Related to the following Goals of Education: Basic Skills, Lifelong Learning, Positive Lifestyle)

Students are curious, observant and reflective as they imagine, explore and construct knowledge. They demonstrate the understandings, abilities and dispositions necessary to learn from subject discipline studies, cultural experiences and other ways of knowing the world. Such ways of knowing support students' appreciation of Indigenous worldviews and learning about, with and from others. Students are able to engage in inquiry and collaborate in learning experiences that address the needs and interests of self and others. Through this engagement, students demonstrate a passion for lifelong learning.

Students in Practical and Applied Arts courses will gain a positive sense of identity and efficacy through development of practical skills and knowledge. Many Practical and Applied Arts curricula are closely related to careers found in Saskatchewan and, therefore, are directly connected to lifelong learning whether in a professional career or through hobbies and personal interests.

Engaged Citizens

(Related to the following Goals of Education: Career and Consumer Decisions, Membership in Society and Growing with Change)

Students demonstrate confidence, courage and commitment in shaping positive change for the benefit of all. They contribute to the environmental, social and economic sustainability of local and global communities. Their informed life, career and consumer decisions support positive actions that recognize a broader relationship with, and responsibility for, natural and constructed environments. Along with this responsibility, students recognize and respect the mutual benefits of Charter, Treaty and other constitutional rights and relationships. Through this recognition, students advocate for self and others, and act for the common good as engaged citizens.

Engaged citizens have empathy for those around them and contribute to the well-being of the community as a whole. Practical and Applied Arts students learn how new skills and abilities enable them to make a difference in their personal lives as well as in their family and community. Skills and abilities gained in Practical and Applied Arts courses build a sense of confidence which encourages students to participate effectively in their world.

*A sense of place is a geographical concept that attempts to define our human relationships with the environment and knowledge derived from this relationship.

Cross-curricular Competencies

The Cross-curricular Competencies are four interrelated areas containing understanding, values, skills and processes which are considered important for learning in all areas of study. These competencies reflect the Common Essential Learnings and are intended to be addressed in each area of study at each grade.

Developing Thinking

(Related to CEL of Critical and Creative Thinking)

Constructing knowledge (i.e., factual, conceptual, procedural, and metacognitive) is how people come to know and understand the world around them. Deep understanding develops through thinking and learning contextually, creatively, and critically in a variety of situations, both independently and with others.

Think and learn contextually

- Apply prior knowledge, experiences, and the ideas of self and others in new contexts.
- Analyze connections or relationships within and/or among ideas, experiences, or natural and constructed objects.
- Recognize that a context is a complex whole made of parts.
- Analyze a particular context for ways that parts influence each other and create the whole.
- Explore norms*, concepts, situations, and experiences from several perspectives, theoretical frameworks, and worldviews.

Think and learn creatively

- Show curiosity and interest in the world, new experiences, materials, and puzzling or surprising events.
- Experiment with ideas, hypotheses, educated guesses, and intuitive thoughts.
- Explore complex systems and issues using a variety of approaches such as models, simulations, movement, self-reflection, and inquiry.
- Create or re-design objects, designs, models, patterns, relationships, or ideas by adding, changing, removing, combining, and separating elements.
- Imagine and create central images or metaphors for subject area content or cross-disciplinary ideas.

Think and learn critically

- Analyze and critique objects, events, experiences, ideas, theories, expressions, situations, and other phenomena.
- Distinguish among facts, opinions, beliefs, and preferences.
- Apply various criteria to assess ideas, evidence, arguments, motives, and actions.
- Apply, evaluate, and respond to differing strategies for solving problems and making decisions.
- Analyze factors that influence self and others' assumptions and abilities to think deeply, clearly, and fairly.

*Norms can include unexamined privilege (i.e., unearned rights/entitlements/immunity/exemptions associated with being “normal”) which creates a power imbalance gained by birth, social position, or concession and provides a particular context.

Developing Identity and Interdependence

(Related to CELs of Personal and Social Development and Technological Literacy)

Identity develops as an individual interacts with others and the environment, and learns from various life experiences. The development of a positive self-concept, the ability to live in harmony with others, and the capacity and aptitude to make responsible decisions about the natural and constructed world supports the concept of interdependence. The focus within this competency is to foster personal reflection and growth, care for others, and the ability to contribute to a sustainable future.

Understand, value, and care for oneself (intellectually, emotionally, physically, spiritually)

- Recognize that cultural and linguistic backgrounds, norms, and experiences influence identity, beliefs, values, and behaviours.
- Develop skills, understandings, and confidence to make conscious choices that contribute to the development of a healthy, positive self-identity.
- Analyze family, community, and societal influences (such as recognized and unrecognized privileges) on the development of identity.
- Demonstrate self-reliance, self-regulation, and the ability to act with integrity.
- Develop personal commitment and the capacity to advocate for self.

Understand, value, and care for others

- Demonstrate openmindedness* toward, and respect for all.
- Learn about various peoples and cultures.
- Recognize and respect that people have values and worldviews that may or may not align with one's own values and beliefs.
- Value the varied abilities and interests of individuals to make positive contributions to society.
- Advocate for the well-being of others.

Understand and value social, economic, and environmental interdependence and sustainability**

- Examine the influence of worldviews on one's understanding of interdependence in the natural and constructed world.
- Evaluate how sustainable development depends on the effective and complex interaction of social, environmental, and economic factors.
- Analyze how one's thinking, choices, and behaviours affect living and non-living things, now and in the future.
- Investigate the potential of individual and group actions and contributions to sustainable development.
- Demonstrate a commitment to behaviours that contribute to the well-being of the society, environment, and economy – locally, nationally, and globally.

*Openmindedness refers to a mind that is open to new ideas, and free from prejudice or bias in order to develop an “ethical space” between an existing idea and a new idea (Ermine).

**Sustainability refers to making informed decisions for the benefit of ourselves and others, now and for the future, and to act upon those decisions for social, economic, and environmental well-being

Developing Literacies

(Related to CELs of Communication, Numeracy, Technological Literacy, and Independent Learning)

Literacies provide many ways to interpret the world and express understanding of it. Being literate involves applying interrelated knowledge, skills, and strategies to learn and communicate with others. Communication in a globalized world is increasingly multimodal. Communication and meaning making, therefore, require the use and understanding of multiple modes of representation. Each area of study develops disciplinary literacies (e.g., scientific, economic, physical, health, linguistic, numeric, aesthetic, technological, cultural) and requires the understanding and application of multiple literacies (i.e., the ability to understand, critically evaluate, and communicate in multiple meaning making systems) in order for students to participate fully in a constantly changing world.

Construct knowledge related to various literacies

- Acknowledge the importance of multiple literacies in everyday life.
- Understand that literacies can involve words, images, numbers, sounds, movements, and other representations and that these can have different interpretations and meanings.
- Examine the interrelationships between literacies and knowledge, culture, and values.
- Evaluate the ideas and information found in a variety of sources (e.g., people, databases, natural and constructed environments).
- Access and use appropriate technologies to investigate ideas and deepen understanding in all areas of study.

Explore and interpret the world using various literacies

- Inquire and make sense of ideas and experiences using a variety of strategies, perspectives, resources, and technologies.
- Select and critically evaluate information sources and tools (including digital) based on the appropriateness to specific tasks.
- Use various literacies to challenge and question understandings and interpretations.
- Interpret qualitative and quantitative data (including personally collected data) found in textual, aural, and visual information gathered from various media sources.
- Use ideas and technologies in ways that contribute to creating new insight.

Express understanding and communicate meaning using various literacies

- Create, compute, and communicate using a variety of materials, strategies, and technologies to express understanding of ideas and experiences.
- Respond responsibly and ethically to others using various literacies.
- Determine and use the languages, concepts, and processes that are particular to a discipline when developing ideas and presentations.
- Communicate ideas, experiences, and information in ways that are inclusive, understandable, and useful to others.
- Select and use appropriate technologies in order to communicate effectively and ethically.

Developing Social Responsibility

(Related to CELs of Communication, Critical and Creative Thinking, Personal and Social Development, and Independent Learning)

Social responsibility is the ability of people to contribute positively to their physical, social, and cultural environments. It requires an awareness of unique gifts and challenges among individuals and communities and the resulting opportunities that can arise. It also requires participation with others in creating an ethical space* to engage in dialogue, address mutual concerns, and accomplish shared goals.

Use moral reasoning processes

- Evaluate the possible consequences of a course of action on self, others, and the environment in a particular situation.
- Consider the implications of a course of action when applied to other situations.
- Consistently apply fundamental moral values** such as “respect for all”.
- Demonstrate a principle-based approach to moral reasoning.
- Examine how values and principles have been and continue to be used by persons and cultures to guide conduct and behaviour.

Engage in communitarian thinking and dialogue

- Model a balance in speaking, listening, and reflecting.
- Ensure that each person has an opportunity to contribute.
- Demonstrate courage to express differing perspectives in a constructive manner.
- Use consensus-building strategies to work towards shared understanding.
- Be sensitive to, and respectful of, diversity and different ways of participating.

Take social action

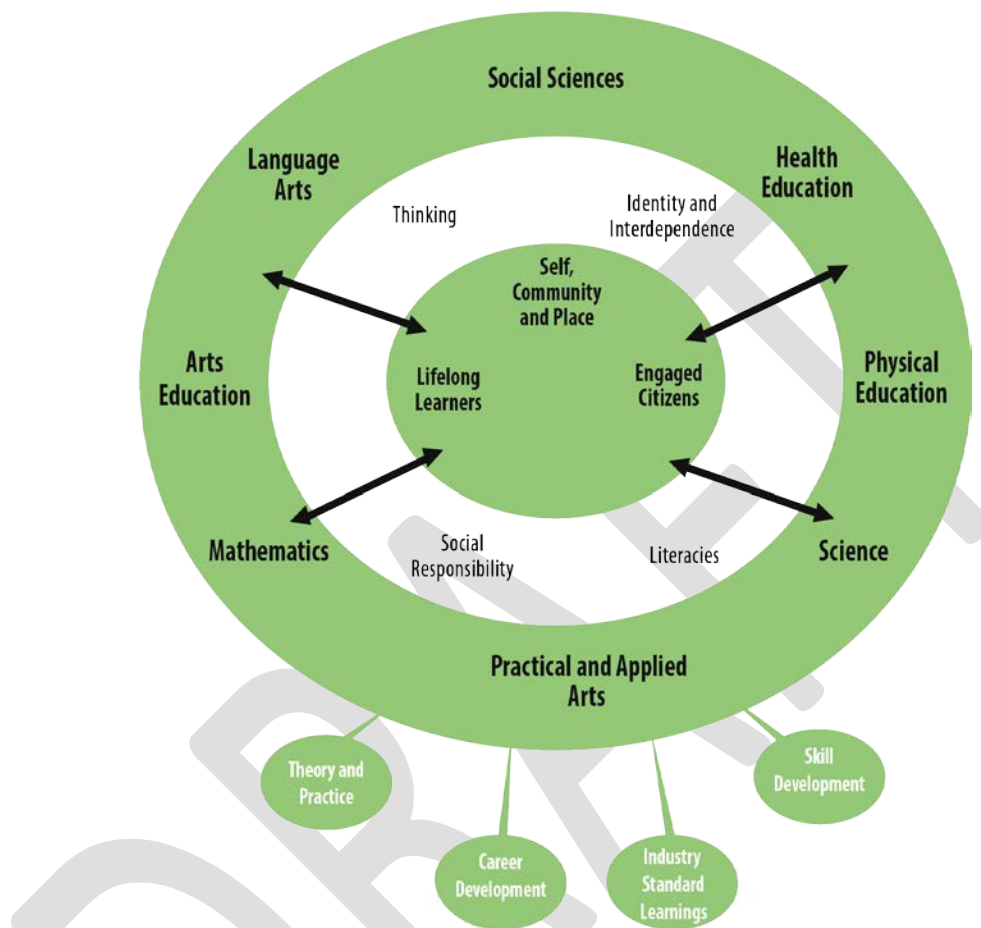
- Demonstrate respect for and commitment to human rights, treaty rights, and environmental sustainability.
- Contribute to harmony and conflict resolution in own classroom, school, family, and community.
- Provide support in a manner that is respectful of the needs, identity, culture, dignity, and capabilities of all persons.
- Support individuals in making contributions toward achieving a goal.
- Take responsible action to change perceived inequities or injustice for self and others.

*An ethical space exists between separate worldviews. In this space, “we can understand one another’s knowledge systems” (Ermine, 2006). For further information, see Willie Ermine’s work related to ethical space.

**The most basic moral value underlying development of the CEL of Personal and Social Development is that of respect for persons. For further discussion, related to fundamental moral values, refer to *Understanding the Common Essential Learnings: A Handbook for Teachers* (1988, pages 42-49). See also the *Renewed Objectives for the CELs of Critical and Creative Thinking and Personal and Social Development* (2008).

Aim and Goals

The aim of 7-12 Practical and Applied Arts is to provide life skills to prepare students to participate as family members, community members, citizens, consumers and producers in Canadian society.



Goals are broad statements identifying what students are expected to know and be able to do upon completion of the learning in a particular area of study by the end of Grade 12. The goals of 7-12 Practical and Applied Arts are:

- **Theory and Practice** – Students will be engaged in a balance of theory and practice for lifelong learning.
- **Career Development** – Students will experience opportunities for career awareness, exploration and experience.
- **Industry Standard Learnings** – Students will gain industry standard learnings to assist them in accessing post-secondary education, training and employment.
- **Skill Development** – Students will develop the skills needed to enter, stay in and progress in the world of work.

Inquiry

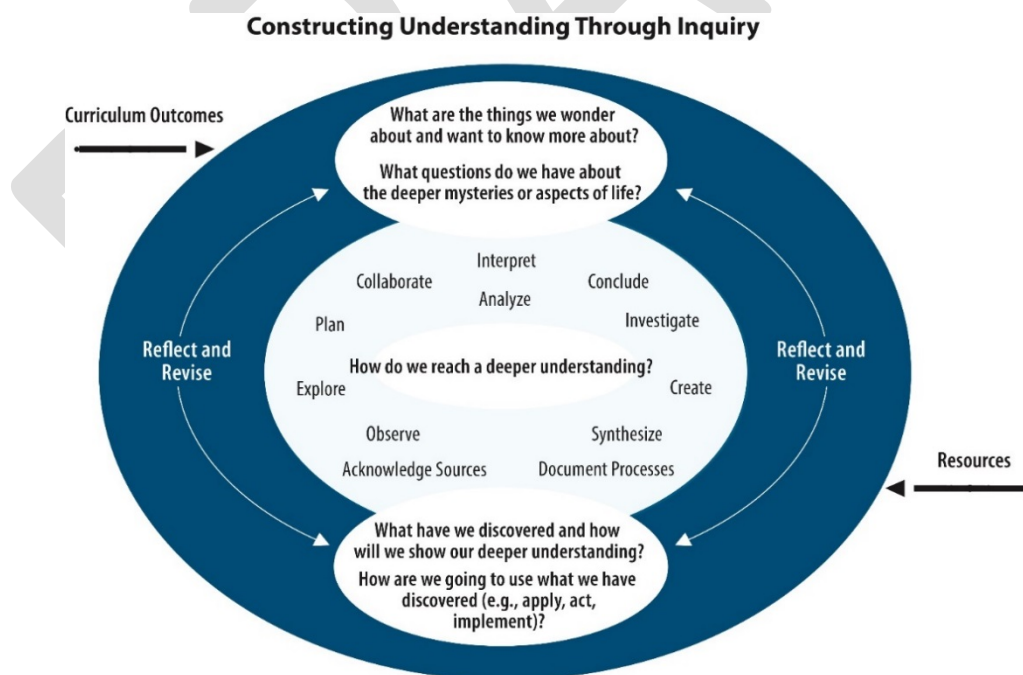
Inquiry learning provides students with opportunities to build knowledge, abilities and inquiring habits of mind that lead to deeper understanding of their world and human experience. Inquiry builds on students' inherent sense of curiosity and wonder, drawing on their diverse backgrounds, interests and experiences. The process provides opportunities for students to become active participants in a collaborative search for meaning and understanding.

"My teacher (Elder) liked it when I asked questions, this way it reassured him that I understood his teachings. He explained every detail, the meaning and purpose. Not only talked about it, but, showed me! Communication, critical and creative thinking were important." (Traditional Knowledge Keeper Albert Scott)

Students who are engaged in inquiry:

- construct deep knowledge and deep understanding, rather than passively receiving information;
- are directly involved and engaged in the discovery of new knowledge;
- encounter alternative perspectives and differing ideas that transform knowledge and experience into deep understandings;
- transfer new knowledge and skills to new circumstances; and,
- take ownership and responsibility for their ongoing learning and mastery of curriculum content and skills.

(Adapted from Kuhlthau, Maniotes, & Caspari, 2007)



In the Practical and Applied Arts, inquiry encompasses creating solutions to challenges through the practical application of understandings and skills. This includes processes to get from what is known to discover what is unknown. When teachers show students how to solve a challenge and then assign additional/similar challenges, the students are not constructing new knowledge through application but merely practising. Both are necessary elements of skill building in the Practical and Applied Arts, but one should not be confused with the other. If the path for getting to the end situation already has been determined, it is no longer problem solving. Students must understand this difference as well.

Inquiry learning is not a step-by-step process, but rather a cyclical process, with various phases of the process being revisited and rethought as a result of students' discoveries, insights and construction of new knowledge. Experienced inquirers will move back and forth among various phases as new questions arise and as students become more comfortable with the process. The following graphic shows various phases of the cyclical inquiry process.

An important part of any inquiry process is student reflection on their learning and the documentation needed to assess the learning and make it visible. Student documentation of the inquiry process may take the form of works-in-progress, reflective writing, journals, reports, notes, models, arts expressions, photographs, video footage, action plans and many more.

Creating Questions for Inquiry

It is important that teachers and students learn within meaningful contexts that relate to their lives, communities and world. Teachers and students need to identify big ideas and questions for deeper understanding central to the area of study.

Big ideas invoke inquiry questions. These questions are important in developing a deep understanding of the discipline or an area of study within the discipline. They do not have obvious answers and they foster high-order thinking. They invite genuine inquiry.

It is important to develop questions that are evoked by student interests and sense of wonder and have potential for rich and deep learning. These questions are used to initiate and guide inquiries that lead to deep understandings about topics, problems, ideas, challenges, issues, concepts and areas of study related to curriculum content and outcomes.

Well-formulated inquiry questions are broad in scope and rich in possibilities. Such questions encourage students to explore, observe, gather information, plan, analyze, interpret, synthesize, problem solve, take risks, create, conclude, document, reflect on learning and develop new questions for further inquiry.

The process of constructing questions for deep understanding can help student grasp the important disciplinary or interdisciplinary ideas that are situated at the core of a particular curricular focus or context. These broad questions lead to more specific questions that can provide a framework, purpose and direction for the learning activities in a lesson, or series of lessons, and help student connect what they are learning to their experiences and life beyond school.

Effective questions in Practical and Applied Arts are the key to initiating and guiding students' investigations, critical thinking, problem solving, and reflection on their own learning. Such questions include:

- Who am I?
- How can I best showcase my strengths, weaknesses, talents, abilities and interests?
- Where do I envision my life 10 years following graduation?
- What are potential pathways for reaching my career goals?

The above are only a few examples of questions to move students' inquiry towards deeper understanding. Effective questioning is essential for teaching and student learning, and should be an integral part of planning. Questioning should also be used to encourage students to reflect on the inquiry process and on the documentation and assessment of their own learning.

An Effective Practical and Applied Arts Program

An effective Practical and Applied Arts program provides a variety of relevant, engaging and authentic learning opportunities that are driven by student interest and facilitated through school- and work-based learning with linkages that connect the two. The course offerings emphasize:

- relevance to real life;
- hands-on learning;
- career development opportunities;
- industry standard learnings;
- connections to community; and,
- alignment with labour market needs.

Relevance to real life – Whether students enroll in PAA courses to develop skills for personal use, gain entry level employment skills or pursue post-secondary education or training such as apprenticeship, learning must be contextualized to help them see the application and relevance to the real world.

Hands-on learning – Hands-on learning gives students the opportunity to practise what they have learned using equipment and materials commonly found in the home, community or workplace. A balance between theory and practice enhances students' learning experiences.

Career development opportunities – All three levels of the career development continuum—awareness, exploration and experiential—should be supported. Students grow in their awareness of personal traits, skills and preferences that influence career decisions and in their awareness of occupational and career pathways. They explore many opportunities and may begin to experience careers firsthand through specialized work placements or classroom learning that support the refinement of skills related to a particular job or occupation. Opportunities for students to acquire industry certifications will help to enhance their employment opportunities.

Industry standard learnings – Integral to PAA curricula are industry standard learnings that ensure student learning is up-to-date and relevant to current industry standards and practices. These learnings can assist students in accessing post-secondary education as well as training and employment opportunities.

Connections to community - Students recognize the importance of their efforts when they apply their knowledge, skills and abilities to support creative and innovative community projects; they become engaged citizens making a positive contribution. Likewise, work placements within the community help to connect school- with work-based learning. Community professionals serving as mentors can encourage students to expand their career interests and to work towards achieving their career goals.

Alignment with labour market needs – Students can quickly see the importance and relevance of their learning when learning in PAA courses aligns with community labour market trends and opportunities.

Using this Curriculum

Outcomes define what students are expected to know, understand and be able to do by the end of a grade or secondary level course in a particular area of study. Outcomes provide direction for assessment and evaluation, and for program, unit and lesson planning. In PAA, outcomes that are required are those within core modules for pure courses, and those within optional modules selected at the local level.

Outcomes:

- focus on what students will learn rather than what teachers will teach;
- specify the skills, abilities, knowledge and/or attitudes students are expected to demonstrate;
- are observable, assessable and attainable; and
- are supported by indicators which provide the breadth and depth of expectations.

Indicators are representative of what students need to know and/or be able to do in order to achieve an outcome. When planning for instruction, teachers must comprehend the set of indicators to understand fully the breadth and the depth of learning related to a particular outcome. Based on this understanding of the outcome, teachers may develop indicators that are responsive to students' needs, interests and prior learning. Teacher-developed indicators must maintain the intent of the outcome.

The set of indicators for an outcome:

- provides the intent (breadth and depth) of the outcome;
- tells the story, or creates a picture, of the outcome;
- defines the level and types of knowledge required; and
- is not a checklist or prioritized list of instructional activities or assessment items.

Other Terms

Within curricula, the terms "including", "such as", "e.g." and "i.e." serve specific purposes:

- **Including** prescribes content, contexts or strategies that students must experience in their learning, without excluding other possibilities.
- **Such as** provides examples of possible broad categories of content, contexts or strategies that teachers or students may choose, without excluding other possibilities.
- **E.g.** offers specific examples of what a term, concept or strategy might look like.
- **I.e.** means 'that is' and clarifies the term, concept or strategy it follows.

Career and Work Exploration in Middle Level PAA Survey Courses

Modules from *Career and Work Exploration 10, 20, A30, B30* are not recommended for use in middle level PAA survey courses. Preparing for, participating in, and reflecting on work-based learning opportunities are the key components of the Career and Work Exploration curriculum. Since Saskatchewan's general minimum age of employment is 16, the curriculum is not applicable for students in grades 7-9. Career development topics are covered in compulsory *Career Education 6-9*.

Notes:

- For further information regarding Saskatchewan's general minimum age of employment, consult the *Saskatchewan Employment Act, 2014*.
- A Memorandum of Understanding between the Ministry of Education and the Saskatchewan Workers' Compensation Board (WCB) provides WCB coverage for students in unpaid work-based learning assignments as part of secondary level courses; this coverage does not apply to students in unpaid work-based learning assignments as part of middle level PAA survey courses.

Modules/Outcomes at a Glance

Core modules are the compulsory modules that must be covered in pure courses such as **Career and Work Exploration 10, 20, A30, B30** for developmental or safety reason. Optional modules are selected to complete each 100-hour course.

Module Number	Modules (Core or Optional)	Level	Suggested Time (hrs)
1	An Introduction to Career Development (Core) Investigate the career/life development process.	Introductory	1-2
2	Transferable Skills (Core) Explore transferable skills.	Introductory	3-5
3	Career Documentation (Core) Construct and organize personal career documentation.	Introductory	5-10
4	Types of Work (Core) Explore types of work.	Introductory	1-2
5	Recognizing Networks (Optional) Explore the potential impact of networking on one's career.	Introductory	2-3
6	Sources of Career Information (Core) Access and assess sources of career information	Introductory	1-2
7	Industry Sectors (Core) Explore industry sectors.	Introductory	1-2
8	Career Pathways (Core) Examine several career pathways.	Intermediate	10-15
9	Self-Awareness and Career Choices (Core) Analyze how personal interests, skills, values, beliefs and attitudes influence career decisions and planning.	Introductory	8-10
10	Career Awareness (Core) Compare personal skills, values and interests to those required by occupations in various industry sectors.	Intermediate	5-10
11	Career Planning (Core) Outline potential career plans.	Intermediate	10-15
12	Labour Market Information (Core) Interpret Labour Market Information (LMI).	Intermediate	3-5
13	Job Search (Core) Explore skills, tools and strategies that support the job search process.	Intermediate	8-10
14A	Labour Standards A (Core) Analyze fair and co-operative workplace practices and procedures.	Introductory	1-2
14B	Labour Standards B (Core) Analyze labour standards for Saskatchewan workers.	Intermediate	2-4
14C	Labour Standards C (Optional) Compare the effects of federal and provincial legislation on workers in Saskatchewan.	Advanced	4-8

15 A, B, C, D	Workplace Safety - Rights and Responsibilities (Core) Analyze the importance of rights and responsibilities in relation to workplace safety.	Introductory	3-8
16 A, B, C, D	Workplace Safety - Hazards and Prevention (Core) Explore workplace hazards and their prevention.	Introductory	3-10
17 A, B, C, D	Workplace Safety - Workplace Hazardous Materials Information System (Core) Explore the Workplace Hazardous Materials Information System (WHMIS).	Introductory	3-10
18 A, B, C	Workplace Safety - Psychological Health and Safety (Core) Explore psychological health and safety in the workplace.	Intermediate	5-8
19	Diversity in the Workplace (Optional) Examine how personal, cultural and societal beliefs affect relationships in the workplace.	Advanced	2-4
20	Workplace Ethics (Optional) Examine fair and ethical workplace practices.	Intermediate	3-5
21	Understanding Earnings (Core) Research methods of payment for work, how deductions are applied and ways to calculate earnings.	Intermediate	1-2
22 A, B, C, D	Work Study Preparation A (Core) Analyze the factors that contribute to a successful work placement experience	Introductory Intermediate Advanced	5-10
23 A, B, C, D	Work Study Preparation B (Core) Create and compile an information package for the work placement experience.	Introductory Intermediate Advanced	5-10
24 A, B, C, D	Work Placement (Core) Participate in a work placement experience.	Introductory Intermediate Advanced	30-50 50-70 60-80
25 A, B, C, D	Work Study Follow-up (Core) Relate one's work placement experience to personal and career goals.	Introductory Intermediate Advanced	3-5
99 A, B, C, D	Extended Study (Optional)	Introductory Intermediate Advanced	10-25

Course Configurations – Core and Suggested Optional Modules

Module Number	Modules (Core or Optional)	Level	Suggested Time (hrs)
	Career and Work Exploration 10		
1	An Introduction to Career Development (Core) Investigate the career/life development process.	Introductory	1-2
2	Transferable Skills (Core) Explore transferable skills.	Introductory	3-5
3	Career Documentation (Core) Construct and organize personal career documentation.	Introductory	5-10
4	Types of Work (Core) Explore types of work.	Introductory	1-2
5	Recognizing Networks (Optional) Explore the potential impact of networking on one's career.	Introductory	2-3
6	Sources of Career Information (Core) Access and access sources of career information	Introductory	1-2
7	Industry Sectors (Core) Explore industry sectors.	Introductory	1-2
9	Self-Awareness and Career Choices Analyze how personal interests, skills, values, beliefs and attitudes influence career decisions and planning.	Introductory	8-10
14A	Labour Standards (Core) Analyze fair and co-operative workplace practices and procedures.	Introductory	1-2
15A	Workplace Safety - Rights and Responsibilities (Core) Analyze the importance of rights and responsibilities in relation to workplace safety.	Introductory	3-8
16A	Workplace Safety - Hazards and Prevention (Core) Explore workplace hazards and their prevention.	Introductory	3-10
17A	Workplace Safety - Workplace Hazardous Information System (Core) Explore the Workplace Hazardous Materials Information System (WHMIS).	Introductory	3-10
22A	Work Study Preparation A (Core) Analyze the factors that contribute to a successful work placement experience	Introductory	5-10
23A	Work Study Preparation B (Core) Create and compile an information package for the work placement experience.	Introductory	5-10
24A	Work Placement (Core) Participate in a work placement experience.	Introductory	30-50
25A	Work Study Follow-up (Core) Relate one's work placement experience to personal and career goals.	Introductory	3-5
99A	Extended Study (Optional)	Introductory	10-25
	MINIMUM		100

Module Number	Modules (Core or Optional)	Level	Suggested Time (hrs)
	Career and Work Exploration 20		
8	Career Pathways (Core) Research career pathways and educational requirements within several industry sectors.	Intermediate	1-2
10	Career Awareness (Core) Compare personal skills, values and interests to those required by occupations in various industry sectors.	Intermediate	5-10
11	Career Planning (Core) Outline potential career plans.	Intermediate	10-15
12	Labour Market Information (Core) Interpret Labour Market Information (LMI).	Intermediate	3-5
13	Job Search (Core) Explore skills, tools and strategies that support the job search process.	Intermediate	8-10
14B	Labour Standards (Core) Analyze labour standards for Saskatchewan workers.	Intermediate	2-4
15B	Workplace Safety - Rights and Responsibilities (Core) Analyze the importance of rights and responsibilities in relation to workplace safety.	Introductory	3-8
16B	Workplace Safety - Hazards and Prevention (Core) Explore workplace hazards and their prevention.	Introductory	3-10
17B	Workplace Safety - Workplace Hazardous Information System (Core) Explore the Workplace Hazardous Materials Information System (WHMIS).	Introductory	3-10
18B	Workplace Safety - Psychological Health and Safety (Core) Explore psychological health and safety in the workplace.	Intermediate	5-8
22B	Work Study Preparation A (Core) Analyze the factors that contribute to a successful work placement experience.	Intermediate	5-10
23B	Work Study Preparation B (Core) Create and compile an information package for the work placement experience.	Intermediate	5-10
24B	Work Placement (Core) Participate in a work placement experience.	Intermediate	50-70
25B	Work Study Follow-up (Core) Relate one's work placement experience to personal and career goals.	Intermediate	3-5
99B	Extended Study (Optional)	Intermediate	10-25
	MINIMUM		100

Module Number	Modules (Core or Optional)	Level	Suggested Time (hrs)
	Career and Work Exploration A30		
14C	Labour Standards (Optional) Compare the effect of federal and provincial legislation on workers Saskatchewan.	Advanced	4-8
15C	Workplace Safety - Rights and Responsibilities (Core) Analyze the importance of rights and responsibilities in relation to workplace safety.	Introductory	3-8
16C	Workplace Safety - Hazards and Prevention (Core) Explore workplace hazards and their prevention.	Introductory	3-10
17C	Workplace Safety - Workplace Hazardous Information System (Core) Explore the Workplace Hazardous Materials Information System (WHMIS).	Introductory	3-10
18B	Workplace Safety - Psychological Health and Safety (Core) Explore psychological health and safety in the workplace.	Intermediate	5-8
19	Diversity in the Workplace (Core) Examine how personal, cultural and societal beliefs affect relationships in the workplace.	Advanced	2-4
22C	Work Study Preparation A (Core) Analyze the factors that contribute to a successful work placement experience	Advanced	5-10
23C	Work Study Preparation B (Core) Create and compile an information package for the work placement experience.	Advanced	5-10
24C	Work Placement (Core) Participate in a work placement experience.	Advanced	60-80
25C	Work Study Follow-up (Core) Relate one's work placement experience to personal and career goals.	Advanced	3-5
99C	Extended Study (Optional)	Advanced	10-25
	MINIMUM		100

Module Number	Modules (Core or Optional)	Level	Suggested Time (hrs)
	Career and Work Exploration B30		
15D	Workplace Safety - Rights and Responsibilities (Core) Analyze the importance of rights and responsibilities in relation to workplace safety.	Introductory	3-8
16D	Workplace Safety - Hazards and Prevention (Core) Explore workplace hazards and their prevention.	Introductory	3-10
17D	Workplace Safety - Workplace Hazardous Information System (Core) Explore the Workplace Hazardous Materials Information System (WHMIS).	Introductory	3-10
18C	Workplace Safety - Psychological Health and Safety (Core) Explore psychological health and safety in the workplace.	Intermediate	5-8
20	Workplace Ethics Examine fair and ethical workplace practices.	Intermediate	1-2
21	Understanding Earnings (Core) Research methods of payment for work, how deductions are applied and ways to calculate earnings.	Intermediate	1-2
22D	Work Study Preparation A (Core) Analyze the factors that contribute to a successful work placement experience	Advanced	5-10
23D	Work Study Preparation B (Core) Create and compile an information package for the work placement experience.	Advanced	5-10
24D	Work Placement (Core) Participate in a work placement experience.	Advanced	60-80
25D	Work Study Follow-up (Core) Relate one's work placement experience to personal and career goals.	Advanced	3-5
99D	Extended Study (Optional)	Advanced	10-25
	MINIMUM		100

Suggested Modules for Secondary PAA Survey Courses

Module Number	Modules	Level	Suggested Time (hrs)	Prerequisites
1	An Introduction to Career Development Investigate the career/life development process.	Introductory	1-2	None
2	Transferable Skills Explore transferable skills.	Introductory	3-5	None
3	Career Documentation Construct and organize personal career documentation.	Introductory	5-10	Module 2
4	Types of Work Explore types of work.	Introductory	1-2	Module 1
5	Recognizing Networks Explore the potential impact of networking on one's career.	Introductory	2-3	Module 1
6	Sources of Career Information Access and assess sources of career information.	Introductory	1-2	Module 1
7	Industry Sectors Explore industry sectors.	Introductory	1-2	Module 1
9	Self-Awareness and Career Choices Analyze how personal interests, skills, values, beliefs and attitudes influence career decisions and planning.	Introductory	8-10	Module 1
10	Career Awareness Compare personal skills, values and interests to those required by occupations in various industry sectors.	Intermediate	5-10	Module 9
12	Labour Market Information Interpret Labour Market Information (LMI).	Intermediate	3-5	Module 7
13	Job Search Explore skills, tools and strategies that support the job search process.	Intermediate	8-10	Module 1
14A	Labour Standards A Analyze fair and co-operative workplace practices and procedures.	Introductory	1-2	None
14B	Labour Standards B Analyze labour standards for Saskatchewan workers.	Intermediate	2-4	Module 14A
14C	Labour Standards C Compare the effect of federal and provincial legislation on workers in Saskatchewan.	Advanced	4-8	Module 14B

15 A, B, C, D	Workplace Safety - Rights and Responsibilities Analyze the importance of rights and responsibilities in relation to workplace safety.	Introductory	3-8	None
16 A, B, C, D	Workplace Safety - Hazards and Prevention Explore workplace hazards and their prevention.	Introductory	3-10	Module 15A, B, C, D
17 A, B, C, D	Workplace Safety - Workplace Hazardous Materials Information System Explore the Workplace Hazardous Materials Information System (WHMIS).	Introductory	3-10	Module 16A, B, C, D
18 A, B, C	Workplace Safety - Psychological Health and Safety Explore psychological health and safety in the workplace.	Intermediate	5-8	Module 15A, B, C, D
19	Diversity in the Workplace Examine how personal, cultural and societal beliefs affect relationships in the workplace.	Advanced	2-4	None
20	Workplace Ethics Examine fair and ethical workplace practices.	Intermediate	3-5	None
21	Understanding Earnings Research methods of payment for work, how deductions are applied and ways to calculate earnings.	Intermediate	1-2	None
99 A, B, C, D	Extended Study	Introductory Intermediate Advanced	10-25	None

Modules

Module 1: An Introduction to Career Development (Core)		
Suggested Time: 1-2 hours	Level: Introductory	Prerequisite: None
Outcome	Indicators	
Investigate the career/life development process.	<ul style="list-style-type: none"> a. Discuss career/life development as a non-linear and life-long process. b. Differentiate between job, occupation and career. c. Describe the three levels (i.e., awareness, exploration and experiential) of the career/life development process. d. Reflect upon the career journey to date for self and a trusted adult. e. Discuss potential future experiences that will have an impact on one's life-long career journey. 	

Module 2: Transferable Skills (Core)		
Suggested Time: 3-5 hours	Level: Introductory	Prerequisite: None
Outcome	Indicators	
Explore transferable skills.	<ul style="list-style-type: none"> a. Explain the term transferable skills and provide examples of transferable skills within the context of specific occupations or jobs. b. Compare the skills described by the <i>Employability Skills</i> and the skills described by the <i>Essential Skills</i> taxonomies which were developed by the Conference Board of Canada and Human Resources and Service Development Canada respectively. c. Compare transferable skills to soft skills. d. Showcase one's transferable and soft skills in a personal career portfolio or other career documentation. e. Explore volunteer activities within the community and discuss the opportunities they provide for enhancing one's transferable skills. f. Discuss opportunities to enhance one's transferable skills through leisure activities. g. Analyze local and provincial employment advertisements found in a variety of sources (e.g., online, print, social media) for common job requirements, including skills. h. Explore and discuss ways to develop and improve upon one's skills set while still in high school. i. Describe how skills developed in high school can transfer or be applied to the workplace. 	

Module 3: Career Documentation (Core)		
Suggested Time: 5-10 hours	Level: Introductory	Prerequisite: Module 2
Outcome	Indicators	
Construct and organize personal career documentation.	<ul style="list-style-type: none"> a. Reflect upon personal skills, traits, abilities and successes as the basis for the development and organization of one's career documentation. b. Generate a list of the types of documents and artifacts (e.g., certificates, examples of school work/projects, photographs, videos, blogs, vlogs, personal web sites, awards, resume, micro-credentials) that showcase one's personal skills, traits, abilities, education, training and successes. c. Discuss common steps (e.g., collecting, reflecting, selecting) for identifying items that showcase one's personal skills, traits, abilities, education, training and successes. d. Discuss the advantages and disadvantages of organizing one's career documentation in a print or online/digital portfolio. e. Discuss the benefits of having separate personal and career portfolios for school, career goals, personal life and work. f. Develop one's career portfolio that includes a resume, cover letter and other items. g. Reflect upon the content within one's career portfolio to answer questions such as: <ul style="list-style-type: none"> • Who am I? • What are my strengths and weaknesses? • What are my talents and abilities? h. Describe the process and rationale for editing or modifying one's career documentation (e.g., cover letter, resume) to suit the needs of a specific job application. i. Explore how on-line platforms and social media tools can be used to develop and/or organize career documentation. 	

Module 4: Types of Work (Core)		
Suggested Time: 1-2 hours	Level: Introductory	Prerequisite: Module 1
Outcome	Indicators	
Explore types of work.	<ol style="list-style-type: none"> Differentiate between types of work such as full-time, part-time, seasonal, contract, casual, shift, self-employment, entrepreneurship and volunteer. Discuss when and why individuals might engage in each type of work. Generate a list of jobs in one's community and classify them according to the types of work. Discuss how being employed or volunteering makes one an engaged and contributing citizen. Reflect on questions such as: <ul style="list-style-type: none"> Why do people work? Why do people choose a particular occupation? What are my career goals and how will I achieve them? Why do I want to or not want to pursue a particular career? 	

Module 5: Recognizing Networks (Optional)		
Suggested Time: 2-3 hours	Level: Introductory	Prerequisite: Module 1
Outcome	Indicators	
Explore the potential impact of networking on one's career.	<ul style="list-style-type: none"> a. Define networking. b. Differentiate between personal, social and career networks. c. Describe one's personal, social and career networks by answering questions such as: <ul style="list-style-type: none"> • Whom do I know? • What do I do outside of school? • What opportunities exist or could exist because of these networks? d. Recognize how networking can impact one's career opportunities and support one's career journey. e. Discuss how online and social media activity as well as one's digital tattoo can positively and negatively impact such things as employment status, employability and career opportunities. f. Identify potential allies (e.g., people, groups, businesses, post-secondary institutions, training institutions) that could be a part of one's network to support at least one career development interest. g. Describe ways (e.g., volunteering, job shadows, informational interviews) to build and expand networks. h. List the advantages and disadvantages of networking with a variety of allies. i. Discuss the mutual benefits of contributing to and receiving support from a network. 	

Module 6: Sources of Career Information (Core)		
Suggested Time: 1-2 hours	Level: Introductory	Prerequisite: Module 1
Outcome	Indicators	
Access and assess sources of career information.	<ul style="list-style-type: none"> a. Discuss how to determine if a source of career information is considered credible. b. Research sources of career information found within one's school. c. Identify a variety of sources of career information such as online job sites, social media sites, local career centres, regional colleges, post-secondary institutions, online career planning programs, government agencies, newcomer centres, print publications, peers and adults, and how they support career development. d. Compare the types of career information available through a variety of sources. 	

Module 7: Industry Sectors (Core)		
Suggested Time: 1-2 hours	Level: Introductory	Prerequisite: Module 1
Outcome	Indicators	
Explore industry sectors.	<ul style="list-style-type: none"> a. Research various ways of <i>classifying and organizing occupations, including the National Occupational Classification (NOC) tool and the North American Industry Classification System (NAICS)</i>. b. List the main industry sectors at the local, provincial and national levels. c. Provide examples of occupations and job opportunities within each sector at all three levels. d. Discuss how political, environmental, economic, technological and other factors can impact industry sectors. 	

Module 8: Career Pathways (Core)		
Suggested Time: 10-15 hours	Level: Intermediate	Prerequisite: Module 1
Outcome	Indicators	
Examine several career pathways.	<ul style="list-style-type: none"> a. Define the term career pathway. b. Discuss the characteristics, advantages and disadvantages of career pathways including: <ul style="list-style-type: none"> • transition to work; • entrepreneurship or self-employment; • post-secondary education or training including apprenticeship; and, • a travel or gap year. c. List potential work opportunities within one's community, province or country that are available through the transition to work pathway. d. Research career laddering within the workforce and on-the-job training opportunities associated with the transition to work pathway. e. Research the prominence of entrepreneurship or self-employment within one's community, province and country. f. List sources of information and support (e.g., Women Entrepreneurs of Saskatchewan, economic development offices, Tribal Councils) for entrepreneurs. g. List occupations that require education or training beyond high school. h. Research factors associated with post-secondary education or training in Saskatchewan and Canada, such as: <ul style="list-style-type: none"> • types of schools (i.e., university, college, institutes); • granting of degrees, diplomas, certificates or other qualifications; • application process and deadlines; • entrance requirements; • costs; • availability; and, • length of programs. i. Research the process for becoming a journey person in the province of Saskatchewan, including the apprenticeship and tradesperson routes. j. Research potential local, provincial, national and global opportunities associated with a travel or gap year. k. Discuss reasons for taking a travel or gap year upon graduation from high school. l. Justify the viability of taking a travel or gap year, considering factors such as the impact on one's finances. 	

Module 9: Self-Awareness and Career Choices (Core)		
Suggested Time: 8-10 hours	Level: Introductory	Prerequisite: Module 8
Outcome	Indicators	
Analyze how personal interests, skills, values, beliefs and attitudes influence career decisions and planning.	<ul style="list-style-type: none"> a. Complete personal inventories to determine one's values, learning styles, interests, personality, emotional intelligence, multiple intelligences and/or virtues. b. Reflect on how results from personal inventories connect to perceptions of self and potential career opportunities. c. Investigate work placement opportunities in one's community based on the results from personal inventories. 	

Module 10 : Career Awareness (Core)		
Suggested Time: 5-10 hours	Level: Intermediate	Prerequisite: Module 9
Outcome	Indicators	
Compare personal skills, values and interests to those required by occupations in various industry sectors.	<ul style="list-style-type: none"> a. Complete inventories (e.g., personality, values, interests, beliefs, attitudes) using career development software/tools. b. Compare one's personal survey results to potential occupational matches across industry sectors locally, provincially and nationally. c. Explore occupational matches identified in personal survey results. d. Reflect upon one's compatibility to a variety of potential occupations as well as current and projected labour market information to develop a plan for transitioning through and beyond high school. 	

Module 11: Career Planning (Core)		
Suggested Time: 10-15 hours	Level: Intermediate	Prerequisite: Module 10
Outcome	Indicators	
Outline potential career plans.	<ul style="list-style-type: none"> a. Discuss the relationship between one's lifestyle and occupational choice(s). b. Explore working conditions related to lifestyle, roles and occupational choices, considering things such as: <ul style="list-style-type: none"> • hours of work; • location; • availability of work; • travel required; • preference for working alone or with others; • preference for running one's own business or working for others; • opportunities for training, further education or advancement; • environment; • level of activity; • salary; and, • additional benefits. c. Explore educational requirements associated with a variety of occupations. d. Plan one's career journey for the next ten years considering a minimum of three industry sectors of interest. 	

Module 12: Labour Market Information (Core)		
Suggested Time: 3-5 hours	Level: Intermediate	Prerequisite: Module 7
Outcome	Indicators	
Interpret Labour Market Information (LMI).	<ul style="list-style-type: none"> a. Describe labour market information (LMI). b. Research trends (e.g., aging workforce, skills and labour shortage, automation, gig economy, skills mismatch, rapid change, lack of digital literacy, birthrate) and their potential impact on employment opportunities. c. Explore and interpret labour market information for one's local community, province and country. d. Examine current labour market trends and issues and the potential impact on self and society. e. Explore labour market information and identify short-, medium- and long-term opportunities in one's local community, province, and country. f. Predict trends that may impact jobs of the future. 	

Module 13: Job Search (Core)		
Suggested Time: 8-10 hours	Level: Intermediate	Prerequisite: None
Outcome	Indicators	
Explore skills, tools and strategies that support the job search process.	<ul style="list-style-type: none"> a. Research sources for employment/job postings locally, provincially and nationally. b. Research how employers accept, review and analyze applicants' resumes using processes such as online submissions/uploading documents, keyword searching, and automatic tracking systems. c. Discuss the process for accurately completing an application form. d. Complete sample job application forms for a variety of positions. e. Develop a list of questions that are commonly asked in a job interview and develop responses to them. f. Demonstrate effective interview skills through role-playing scenarios or mock interviews conducted by community professionals that include common stages of an interview (e.g., greeting, exchange, parting). g. Analyze one's performance during role-playing or mock interviews and suggest areas for improvement. h. Role-play the do's and don'ts of a job interview. i. Discuss how networking, interviews, application forms, letters of application, resumes and personal career portfolios can support a job search. 	

Module 14A: Labour Standards A (Core)		
Suggested Time: 1-2 hours	Level: Introductory	Prerequisite: None
Outcome	Indicators	
Explore fair and co-operative workplace practices and procedures.	<ul style="list-style-type: none"> a. Describes one's rights and responsibilities with respect to fair treatment in the workplace as outlined by the <i>Canadian Charter of Rights and Freedoms</i>. b. Identify fair workplace practices provided by the <i>Saskatchewan Employment Act</i>, 2014. c. Brainstorm a list of questions new employees should ask employers before beginning work, and role-play appropriate ways to ask them. These questions may include: <ul style="list-style-type: none"> • What is my schedule of work hours? • What is my wage? • How and when will I be paid? • What deductions will be made from my pay cheque? • Who is my supervisor? d. Discuss and suggest ways to address conflict situations that may occur in the workplace. e. Propose resolutions to workplace conflict as represented in a variety of scenarios. 	

Module 14B: Labour Standards B (Core)		
Suggested Time: 2-4 hours	Level: Intermediate	Prerequisite: Module 14A
Outcome	Indicators	
Analyze labour standards for Saskatchewan workers.	<p>a. Discuss the ways that various agencies (e.g., Employment and Social Development Canada, Saskatchewan Human Rights Commission, Saskatchewan Labour Relations Board, Saskatchewan Federation of Labour, unions) contribute to fair workplace practices in Saskatchewan and Canada.</p> <p>b. Analyze employers' and workers' rights with respect to fair workplace practices that include topics such as:</p> <ul style="list-style-type: none"> • overtime; • coffee and meal breaks; • work schedules; • minimum callout; • annual holiday pay; • shift work; • termination; • age of employment; • uniforms; • public holidays; • pay equity; and, • minimum age requirements. <p>c. Identify labour standards that pertain to an occupation of interest or to one's present place of employment.</p>	

Module 14C: Labour Standards C (Optional)		
Suggested Time: 4-8 hours	Level: Advanced	Prerequisite: Module 14B
Outcome	Indicators	
Compare the effect of federal and provincial legislation on workers in Saskatchewan.	<p>a. List examples of industries (e.g., inter-provincial and international services such as railways, pipelines, shipping and shipping services; radio and television broadcasting; air transport; banks; most grain elevators, flour and seed mills; uranium mining and processing; most federal crown corporations and the federal public service) that are federally regulated by the <i>Canada Labour Code</i>.</p> <p>b. List examples of industries that are provincially regulated by the <i>Saskatchewan Employment Act, 2014</i>.</p> <p>c. Compare employment standards outlined in the <i>Saskatchewan Employment Act, 2014</i> and in the <i>Canada Labour Code</i> pertaining to factors such as:</p> <ul style="list-style-type: none"> • hours of work; • leave provisions; • annual holidays; • public holiday provisions; • notice provisions; • minimum wage; • payment of wages; • collection of wages; • assignment of wages; • equal pay; • discriminatory actions; and, • fines. <p>d. Role-play scenarios that demonstrate ways of managing anger and negotiating and resolving conflict in the workplace.</p> <p>e. Develop an employment contract that outlines working conditions for a specific workplace.</p> <p>f. Discuss ways to address workplace disputes such as a worker not being paid overtime.</p> <p>g. List community agencies that can provide information related to labour standards.</p>	

Module 15A, B, C, D: Workplace Safety - Rights and Responsibilities (Core)		
Suggested Time: 3-8 hours	Level: Introductory	Prerequisite: None
Note: Teachers should determine student familiarity with workplace rights and responsibilities. This will help determine if they require a review of concepts or more in-depth learning.		
Outcome	Indicators	
Analyze the importance of rights and responsibilities in relation to workplace safety.	<ul style="list-style-type: none"> a. Describe and reflect on the three basic rights that all workers have under <i>The Saskatchewan Employment Act, 2014</i>: <ul style="list-style-type: none"> • the right to know - the hazards at work and how to control them; • the right to participate - in finding and controlling workplace hazards; and, • the right to refuse - work that you believe is unusually dangerous. b. Explore employer and worker individual and joint responsibilities in relation to workplace safety. c. Discuss correct procedures to properly refuse potentially unsafe work. d. Role-play scenarios to demonstrate how to properly refuse potentially unsafe work. e. Explain the purpose of <i>The Occupational Health and Safety Act, 1993; Regulations, 1996</i>; and the <i>Saskatchewan Employment Act, 2014</i> and how they affect workplace practices. f. Research (or investigate) how workers can participate in health and safety activities in the workplace. (e.g., Occupational Health and Safety Committees, professional development, training, follow safety procedures) g. Discuss the importance of reporting workplace incidents, dangerous occurrences, injuries, or illnesses immediately and the proper procedure to do so. 	

Module 16A, B, C, D: Workplace Safety – Hazards and Prevention (Core)		
Suggested Time: 3-10 hours	Level: Introductory	Prerequisite: Module 15A, B, C, D
Note: Teachers should determine student familiarity with hazards and prevention. This will help determine if they require a review of concepts or more in-depth learning.		
Outcome	Indicators	
Explore workplace hazards and their prevention	<ul style="list-style-type: none"> a. Differentiate between a workplace hazard and risk. b. Differentiate between the five Occupational Health and Safety (OHS) hazard categories including physical, chemical, ergonomic, biological, and workplace stress. c. Provide examples of potential workplace hazards in the five major categories. d. Describe how employers and employees work together to identify and prevent workplace hazards. e. Discuss the importance of training, appropriate supervision and following safe work practices. f. Identify potential safety hazards in a variety of environments including home, school, and workplace. g. Explore safety statistics related to young workers in the workplace in Saskatchewan and Canada and compare the statistics to those of workers in other age brackets. h. Describe current prevention programs or agencies (e.g., Mission Zero, Right to Know, Work Safe Saskatchewan) in Saskatchewan that are designed to raise awareness of and prevent workplace incidents. i. Explain health and safety regulations common to a specific occupation of interest. j. Identify employer responsibilities in relation to safety hazards. k. Discuss the need for health and safety legislation and regulations. l. Explore legislation that addresses safe workplace practices such as the <i>Occupational Health and Safety Regulations, 1996</i>; <i>The Saskatchewan Employment Act, 2014</i>; <i>The Worker's Compensation Act, 2013</i> and the <i>Canada Labour Code (Occupational Safety and Health)</i>. 	

Module 17A, B, C, D: Workplace Safety – Workplace Hazardous Materials Information System (Core)		
Suggested Time: 3-10 hours	Level: Introductory	Prerequisite: Module 16A, B, C, D
Note: Teachers should determine student familiarity with WHMIS. This will help determine if they require a review of concepts or more in-depth learning.		
Outcome	Indicators	
Explore the Workplace Hazardous Materials Information System (WHMIS).	<ul style="list-style-type: none"> a. Discuss what the Workplace Hazardous Materials Information System (WHMIS) is and its purpose and scope in the workplace. b. Differentiate between general education and workplace training in regards to WHMIS 2015. c. Discuss factors that determine the required level of workplace specific training in WHMIS 2015. d. Discuss the three basic ways to control hazardous materials and substances including at the source (eliminate or substitute for hazardous substance), in the pathway (use barriers to keep hazardous substances away from workers) and at the worker level (provide training and use personal protective equipment). e. Define the four parts of WHMIS 2015 (i.e., hazard identification and product classification, labels with warning symbols, Safety Data Sheets (SDS), worker education and worksite specific training) that help workers handle hazardous materials safely. f. Identify the roles and responsibilities of the employer, worker, and supplier in relation to the safe handling of hazardous materials. g. Discuss the two main types of WHMIS 2015 labels (i.e., supplier, workplace). h. Differentiate between the supplier label and workplace label. i. Identify hazard classes and categories. j. Describe the purpose and contents of current hazard pictograms. k. Identify the 16 sections of a Safety Data Sheet (SDS). l. Describe the usefulness of Safety Data Sheets (SDS) in helping to control hazardous materials. m. Evaluate hazardous materials and situations and determine how to respond. 	

Module 18A, B, C: Workplace Safety – Psychological Health and Safety (Core)		
Suggested Time: 5-8 hours	Level: Intermediate	Prerequisite: Module 15A, B, C:
Note: Teachers should determine student familiarity with psychological health and safety. This will help determine if they require a review of concepts or more in-depth learning.		
Outcome	Indicators	
Explore psychological health and safety in the workplace.	<ul style="list-style-type: none"> a. Define life/work balance and how it relates to maintaining personal wellness. b. Research the prevalence of mental health illness in Canada and the resulting impact on the workplace. c. Research how personal financial stress impacts productivity in the workplace. d. Discuss the benefits of a psychologically healthy and safe workplace to employees and employers. e. Describe practical ways that employers and employees can create and support a psychologically healthy and safe workplace. f. Research employers' duties and responsibilities about workplace mental health as outlined in the <i>Workers' Compensation Act, 2013</i> and the <i>Saskatchewan Employment Act, 2014</i>. g. Research accommodations (e.g., modification of work duties, flexible hours, job sharing, modifications to the work environment) that employees experiencing mental health problems or issues can request. h. Research employers' 'duty to accommodate' as outlined in the <i>Canadian Human Rights Code</i>. i. Discuss barriers (e.g., lack of awareness that accommodations may be possible, lack of awareness of where to find supports, lack of confidence in requesting accommodations) that employees face in disclosing a mental health problem or illness and/or in requesting accommodations. j. Research sources of support (e.g., Human Resources Department, union, Saskatchewan Health Authority, Canadian Mental Health Association, Mental Health Commission of Canada, Canadian Centre for Occupational Health and Safety) for those experiencing mental health problems or issues in the workplace. 	

Module 19: Diversity in the Workplace (Optional)		
Suggested Time: 2-4 hours	Level: Advanced	Prerequisite: None
Outcome	Indicators	
Examine how personal, cultural and societal beliefs affect relationships in the workplace.	<ul style="list-style-type: none"> a. Discuss how workplace relationships can benefit when diversity is acknowledged, accepted and incorporated in the workplace. b. Investigate the cultural diversity within one's community and the impact on local workplaces. c. Discuss how discrimination based on factors such as ancestry, nationality, creed, gender diversity, age, religion and disability can affect the workplace. d. Summarize how one's personal beliefs affect relationships in the workplace. e. Discuss the benefits of an open discussion to establish workplace standards and norms in fostering respect and mutual understanding of diversity within the workplace. 	

Module 20 : Workplace Ethics (Optional)		
Suggested Time: 3-5 hours	Level: Intermediate	Prerequisite: None
Outcome	Indicators	
Examine fair and ethical workplace practices.	<ul style="list-style-type: none"> a. Describe how ethical behaviours (e.g., responsibility, honesty, confidentiality) and unethical behaviours (e.g., conflict of interest, abuse of substances, sexual harassment, theft, falsifying documents and reports, misrepresentation) can impact the workplace. b. Research the evolution of unions in Saskatchewan and Canada. c. Describe the role of unions in the workplace. d. Discuss the advantages and disadvantages of being employed in a workplace where workers are unionized. e. Investigate the term harassment and discuss the potential effects of harassment on mental health and wellbeing. f. Discuss ways to deal with harassment of self or others in the workplace. g. Compare the code of ethics for school with a code of ethics for a workplace. h. Compare employers' and employees' expectations with respect to fair and ethical workplace practices. 	

Module 21: Understanding Earnings (Core)		
Suggested Time: 1-2 hours	Level: Intermediate	Prerequisite: None
Outcome	Indicators	
Research methods of payment for work, how deductions are applied and ways to calculate earnings.	<ul style="list-style-type: none"> a. Differentiate between the various types of pay periods for workers such as weekly, bi-weekly, bi-monthly, salary, contract and their impact on personal budgeting. b. Discuss methods of payment such as direct deposit, cash and cheque. c. Research legislation (e.g., <i>Saskatchewan Employment Act, 2014</i>) that governs payment for work considering issues such as vacation pay and pay periods. d. Investigate the characteristics (e.g., voluntary, required, seasonal, periodic) of deductions such as income tax, union dues, insurance, parking fees, Registered Retirement Savings Plan (RRSP) contributions and pension contributions. e. Calculate gross pay for various earning situations such as contract, hourly and commission. f. Identify strategies for dealing with a payment discrepancy. 	

Module 22A, B, C, D: Work Study Preparation A (Core)		
Suggested Time: 5-10 hours	Level: Introductory, Intermediate, Advanced	Prerequisite: None
Outcome	Indicators	
Explore the factors that contribute to a successful work placement experience.	<ul style="list-style-type: none"> a. Explain the roles and responsibilities of each partner (e.g., student, parent, teacher or other school staff, employer) involved in the work placement. b. Research the business/organization to become familiar with its operations. c. Role-play scenarios that may be encountered during the work placement such as: <ul style="list-style-type: none"> • providing customer/client service; • collaborating with colleagues; • dealing with a disagreement; and, • expressing one's perspective or opinion on a matter. d. Identify safety hazards that could potentially be encountered during the work placement experience. e. Compose a list of questions related to workplace hazards and safety to ask of the work placement employer such as: <ul style="list-style-type: none"> • What physical, chemical, ergonomic or biological hazards should I be aware of in my work placement? • When will I receive job safety training and orientation before I begin work? • Where do I find fire extinguishers, first aid kits and emergency assistance? • What type of safety gear or other clothing am I expected to wear? Is it provided? • What should I do if I get injured or have an accident in the workplace? • How can I contact my health and safety committee or representative? • Are there any health and safety procedures I should follow? • Who is the first aid person? • Where are safety notices posted? • What should I do in case of a fire or emergency? f. Identify potential labour standards (e.g., use of a uniform) that pertain to one's work placement. g. Reflect on one's right to know, right to participate and right to refuse while in the work placement. h. Develop personal and learning goals for the work placement. i. Revise one's resume and cover letter for the specific work placement and provide to the employer. 	

	j. Update additional personal career documentation, as required, and provide to the work placement employer.
Module 23A, B, C, D: Work Study Preparation B (Core)	
Suggested Time: 5-10 hours	Level: Introductory, Intermediate, Advanced
	Prerequisite: Module 22A, B, C, D
Outcome	Indicators
Create and compile an information package for the work placement experience.	<p>a. Develop a procedural guide for the work placement that includes items such as:</p> <ul style="list-style-type: none"> • transportation to and from the work placement; • hours of work; • guidelines for absence and tardiness; • dress code; • job description; and, • conflict resolution. <p>b. Compile an employer information package that includes documents (e.g., permission forms, logs, self- and employer evaluation forms) needed for the work placement.</p> <p>c. Describe how factors such as one's educational and other experiences including paid, unpaid and volunteer work; self-concept; personality; needs; values; interests; knowledge; skills; attitudes; and career goals and plan may affect one's potential contribution in the workplace.</p> <p>d. Develop a list of questions that could potentially be asked by the employer/work placement in an interview situation as well as answers to the questions.</p> <p>e. Brainstorm a list of questions to ask the employer before beginning the work placement; these may include:</p> <ul style="list-style-type: none"> • What is my schedule of work hours? • Who is my supervisor? • What should I wear? • What personal grooming standards are expected? • When will I be provided with safety training? <p>f. Participate in an interview with the employer prior to beginning the work placement.</p> <p>g. Reflect upon one's performance during the interview.</p>

Module 24A, B, C, D: Work Placement (Core)		
Suggested Time: 30-50 hours (10) 50-70 hours (20) 60-80 hours (A30, B30)	Level: Introductory, Intermediate, Advanced	Prerequisite: Module 23A, B, C, D
Outcome	Indicators	
Participate in a work placement experience.	a. Apply relevant skills and abilities during the work placement experience. b. Document one's experience using electronic and other tools such as vlogs, blogs, log sheets and reflective journals to summarize and reflect upon items such as: <ul style="list-style-type: none"> hours of work including breaks; responsibilities and tasks performed; worker rights and responsibilities and the role of the union, if applicable; interactions with the employer, staff, customers and others company or organization's 'raison d'être'; and, transferable skills developed and demonstrated during the work placement that enhance ones' employability. c. Document observations of labour standards, safety, workplace ethics, rights and responsibilities, occupational health and safety, and networking during the work placement.	

Module 25 A, B, C, D: Work Study Follow-up (Core)		
Suggested Time:3-5 hours	Level: Introductory, Intermediate, Advanced	Prerequisite: Module 24A, B, C, D
Outcome	Indicators	
Relate one's work placement experience to personal and career goals.	<p>a. Showcase one's skills and abilities demonstrated during the work placement using artifacts, evidence of skill development and personal reflections on aspects of the work experience such as:</p> <ul style="list-style-type: none"> • hours worked; • responsibilities and tasks performed; • the importance of attitude towards work and taking responsibility for what needs to be done; • details about the entry level wage, salary scales and earning potential; • worker rights and responsibilities and the role of the union, if applicable; • ownership structure (e.g., corporation, franchise, sole proprietorship, partnership); and, • opportunities for advancement at the workplace and elsewhere in the industry. <p>b. Summarize the work placement experience by considering things such as:</p> <ul style="list-style-type: none"> • interactions with the employer, staff, customers and others; • personal accomplishments; • learnings about oneself; • learnings about the world of work; • learnings about careers in the workplace; and, • personal demonstration of skills, abilities and understandings. <p>c. Update personal career documentation (e.g., resume, portfolio) following the work placement.</p> <p>d. In appreciation prepare a letter, note, card or other communication for the work placement employer.</p> <p>e. Develop and/or revise personal and career goals based on the work placement experience.</p>	

Module 99A, B, C, D: Extended Study (Optional)		
Suggested Time: 10-25 hours	Level: Introductory, Intermediate, Advanced	Prerequisite: None
<p>Note: The extended study module may be used only once in each 100-hour course.</p> <p>Module Overview: Evolving societal and personal needs, advances in technology, and demands to solve current problems require a flexible curriculum that can accommodate new ways and means to support learning in the future. The extended study module is designed to provide schools and teachers with an opportunity to meet current and future demands not provided for in current modules of every PAA curriculum. This flexibility allows a school or teacher to design one new module per credit to complement or extend the study of the core and optional modules to meet the specific needs of students or the community. The extended study module is designed to extend the content of the pure courses and to offer survey course modules beyond the scope of the available selection of PAA modules, either in depth or breadth. The list of possibilities for topics of study or projects for the extended study module approach is as varied as the imagination of those involved in using the module. The extended study module guidelines should be used to strengthen the knowledge, skills, and processes advocated in the PAA curriculum. For more information on the guidelines for the Extended Study module, see the Practical and Applied Arts Handbook.</p>		

Assessment and Evaluation of Student Learning

Assessment and evaluation are continuous activities that are planned for and derived from curriculum outcomes and consistent with the instructional learning strategies. The depth and breadth of each outcome, as defined by the indicators, informs teachers of the skills, processes and understandings that should be assessed.

Assessment is the act of gathering information on an ongoing basis in order to understand individual students' learning and needs.

Evaluation is the culminating act of interpreting the information gathered through relevant and appropriate assessments for the purpose of making decisions or judgements, often at reporting times.

Effective and authentic assessment and evaluation involves:

- designing performance tasks that align with curricular outcomes;
- involving students in determining how their learning will be demonstrated; and,
- planning for the three phases of assessment and evaluation indicated below.

Formative Assessment		Summative Assessment and Evaluation
Assessment for Learning involves the use of information about student progress to support and improve student learning, inform instructional practices, and: <ul style="list-style-type: none">• is teacher-driven for student, teacher and parent use;• occurs throughout the teaching and learning process, using a variety of tools; and,• engages teachers in providing differentiated instruction, feedback to students to enhance their learning and information to parents in support of learning.	Assessment as Learning involves student reflection on learning, monitoring of own progress, and: <ul style="list-style-type: none">• supports students in critically analyzing learning related to curricular outcomes;• is student-driven with teacher guidance; and,• occurs throughout the learning process.	Assessment of Learning involves teachers' use of evidence of student learning to make judgements about student achievement and: <ul style="list-style-type: none">• provides opportunity to report evidence of achievement related to curricular outcomes;• occurs at the end of a learning cycle, using a variety of tools; and,• provides the foundation for discussions on placement or promotion.

There is a close relationship among outcomes, instructional approaches, learning activities, assessment and evaluation. Assessments need to be reflective of the cognitive processes and level(s) of knowledge indicated by the outcome. An authentic assessment will only collect data at the level for which it is designed.

Glossary

Apprenticeship – a structured system of supervised training leading to certification in one of Saskatchewan’s designated trades; it combines on-the-job training and classroom learning.

Allies – individuals and organizations that support one’s career journey.

Artifact – an object created or developed by an individual.

Career - the sum of one’s life experiences; every person has a career which includes all work, learning, recreational, community, and family roles.

Career goals – a broad set of goals that include all aspects of one’s career.

Career development – a life-long, non-linear process for managing work, leisure and transitions towards one’s preferred future; there are three levels of the career development continuum:

- **Awareness** - Individuals participate in learning experiences that increase their awareness of career education principles, occupational and career path alternatives and personal traits, skills and preferences that influence career decisions. Career awareness activities include job shadows, field trips, spend-a-days, occupational inventories, etc.
- **Exploration** - Individuals expand awareness to begin to explore options that are available to them and that match life career decisions and goals. They begin to make decisions based on career information that they have gathered and knowledge they have about themselves. Exploration activities include job shadows, spend-a-days, career fairs, career monographs, analyzing labour market information, self-reflection activities as well as personal and career inventories. Work study in the Practical and Applied Arts may begin at the exploration level. Career and Work Exploration courses provide work-based learning at the exploration level for most students.
- **Experiential** - Students have made career decisions based on choices available, self-knowledge and information gathered during awareness and exploration levels. The experiential level is more specialized than the others and may imply occupational skilling or training that provides practice and refinement of skills related to a particular job or occupation. Developmental readiness and maturity are closely linked to the depth of experiential learning in which the individual will be involved.

Career laddering – the progression from an entry level position to higher levels of pay, skill, responsibility or authority.

Digital tattoo – the permanent nature of one’s online actions and communications.

Employability Skills – a list of skills that identify the competencies required in all work settings that was developed by the Conference Board of Canada in consultation with employers.

Entrepreneur – a person who starts an enterprise or business on their own.

Essential Skills – a list of skills that people need for learning, work and life; the list was developed by Human Resources Development Canada.

Gig economy – a labour market characterized by the prevalence of short-term contracts or freelance work rather than permanent jobs.

Job – a specific set of duties done for a specific employer such as an operating room nurse in a particular hospital.

Labour market – the supply and demand for labor in which employees provide the supply and employers, the demand; it is a major component of any economy and is intricately tied in with markets for capital, goods and services.

Labour market information (LMI) - any knowledge, facts, data or insights that Canadians can use to make decisions regarding their learning, education, training, employment and workplace choices.

Mental health – a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or her community.

Work/life balance – the balance between time allocated for work and time allocated for other aspects of life including personal interests, family and social or leisure activities.

Micro-credentials – mini degrees or certifications in a specific topic or skill attainment that is generally technical in nature.

Multiple intelligences – different ways of learning and applying learning in daily life.

National Occupational Classification (NOC) – Canada’s national system of organizing and describing occupations.

Occupation – a cluster of jobs with similar tasks and training; nursing is an example of an occupation.

Portfolio – a compilation of evidence collected over time of a students’ learning; it demonstrates the student’s efforts, progress and achievement. A portfolio can be cumulative, working/developmental or showcase in nature.

Psychological health – see mental health.

Sector – a large segment of the economy under which a great number of companies can be categorized. Examples include agriculture, education, government, mining, recreation and the arts.

Self-employment – earning for oneself through an entrepreneurial venture.

Soft skills – interpersonal (people) skills such as communication, listening skills, work ethic, teamwork, positivity, time management and empathy needed for success on the job.

Transferable skills – the abilities and capacities that can be transferred from one situation or task to another.

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