

COURSE CTR3310: CAREER DIRECTIONS—TRANSITIONS**Level:** Advanced**Theme:** Career Directions**Prerequisite:** None**Description:** Students build on work done in CTR2310: Career Directions—Expansion to update their learning/career plan, and to ensure their career tool kit can support them as they make the transition from high school into the workplace or post-secondary learning.**Curriculum and Assessment Standards**

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • refine and present the career portfolio targeting specific applications related to personal career plans 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • refined portfolio to be used in transitions from high school, for its: <ul style="list-style-type: none"> – updated and enhanced work search tools; e.g., résumé, application forms, correspondence – accuracy and formatting of work search tools and their potential to serve as a template for future applications • presentation of portfolio, for the way it targets personal career goals and demonstrates student’s ability to: <ul style="list-style-type: none"> – understand the work and economic environment of the selected occupation and/or industry – address the key interests of the audience – highlight personal strengths and competencies, including essential competencies and learning capacity – meet expectations for workplace and/or post-secondary entry. 	30
<ul style="list-style-type: none"> • describe the career paths of two individuals working in different industry sectors in terms of their career planning and transition experiences 	<ul style="list-style-type: none"> • report on career paths, for inclusion of a description and analysis of each individual’s: <ul style="list-style-type: none"> – career planning activities – work choices – learning choices – transition experiences. 	20

COURSE CTR3310: CAREER DIRECTIONS—TRANSITIONS (continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • update learning/career planner and expand personal career network/resource list 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • learning/career planner is complete and signed • career network/resource list, for inclusion of: <ul style="list-style-type: none"> – key contacts within the family, school, community and government – key references; e.g., print, internet. 	<p>10</p>
<ul style="list-style-type: none"> • update and assess personal career transition scenarios, including: <ul style="list-style-type: none"> – links to personal competencies, interests and goals – career planning process and principles – expectations and opportunities (potential career paths) – labour market and workplace trends 	<ul style="list-style-type: none"> • revised personal career transition scenarios, for how effectively they: <ul style="list-style-type: none"> – demonstrate comprehensive research of selected occupations describing roles and responsibilities, work environment, skill and educational requirements, labour market projections, opportunities for advancement, related occupations and key challenges – show connection of selected occupations to personal skills, interests and goals – compare and contrast related learning requirements, including range of learning options, related entry requirements and costs, location of further learning and sources of financial support – outline work search strategies for entry into occupations – reference at least three sources of career information. 	<p>30</p>
<ul style="list-style-type: none"> • refine and/or expand action plans to enhance essential competencies and to build learning capacity 	<ul style="list-style-type: none"> • action plans, for inclusion of: <ul style="list-style-type: none"> – personal assessment of essential competencies and present learning styles – outline of a clear, practical strategy for improving skills and assessing progress within the home, school and community – progress report outlining what worked and what could be improved. 	<p>10</p>

COURSE CTR3310: CAREER DIRECTIONS—TRANSITIONS (continued)

Concept	Specific Outcomes	Notes
Career Portfolio Development	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • polish the portfolio format to meet personal career goals • update list of personal benefits of portfolio (past, present and future) • review/adjust quality indicators for an effective career portfolio; e.g., scope, appearance, key messages • identify required and additional components of the career portfolio • expand and enhance career portfolio, identifying growth areas from previous year • assess and refine portfolio appearance, updating work search tools—résumé, application forms, correspondence • practise selecting and adjusting key items from the portfolio for various target audiences • present portfolio to a target audience related to a learning or work opportunity: <ul style="list-style-type: none"> – identify purpose/goal and key messages – identify key expectations of target audience – select, adjust and highlight key components • critique portfolio presentation <ul style="list-style-type: none"> – determine impact – seek feedback. 	<p>Polishing Portfolio:</p> <ul style="list-style-type: none"> • refine item labels and descriptions • select items for presentation • add items relevant to selected occupation/post-secondary program

COURSE CTR3310: CAREER DIRECTIONS—TRANSITIONS (continued)

Concept	Specific Outcomes	Notes
<p>Career Planning Basics</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • revise list of personal questions and concerns about selecting a career, succeeding in school and succeeding in life • describe the career paths of two individuals working in different industry sectors in terms of their: <ul style="list-style-type: none"> – career planning – work choices – learning choices – transition experiences • identify sources of labour market information—local, provincial, national and international—and connect that information to personal career transition scenarios • update career network/resource list • update student learning/career planner. 	
<p>Investigate Learning and Work Opportunities</p>	<ul style="list-style-type: none"> • describe personal work preferences within a selected career path • investigate two additional occupations that are of personal interest • list areas of personal learning interests and challenges in the short-term of 1–2 years and in the long-term of within 5, 10, 15 years • prepare cash flow for 1–2 years after high school in preferred transition scenario—workplace, post-secondary education or self-employment. 	<p>Work Preferences:</p> <ul style="list-style-type: none"> • why you work • what kind of work • where you work • when you work • who you work with <p>Occupational Investigation:</p> <ul style="list-style-type: none"> • roles and responsibilities • salary and benefits • work environment • potential career paths • learning requirements (education/training) • work search strategies • labour market projections <p>Cash Flow – monthly projection of:</p> <ul style="list-style-type: none"> • income • expenditures • savings

COURSE CTR3310: CAREER DIRECTIONS—TRANSITIONS (continued)

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

