

Curriculum Expectations: Correlation with Careers 10

1) Personal Knowledge and Management Skills

Overall Expectations <i>By the end of the course, students will:</i>	Student Text Reference
-demonstrate an understanding of and apply strategies needed for success in school;	Unit 1: Pages 12-25 Career ToolKit- Pages 22,31, 49 Career Portfolio - Pages 10-11, 57
-identify their interests, skills, characteristics, and accomplishments and describe how these are influenced by their expertise;	Unit 1: Pages 26-30, 35-41, 42-45
- describe the personal management skills and characteristics needed to succeed in school, work, family life, and the community and demonstrate the effective use of personal management skills in a variety of settings;	Unit 1 Pages 2-3, 6-7,12,17,18-19,46-48
- demonstrate understanding and effective use of interpersonal skills required to establish and maintain positive relationships and work effectively with in teams or groups.	Unit 2- Pages 98-109

Specific Expectations <i>Developing Learning Skills and Strategies</i> <i>By the end of the course, students will:</i>	Student Text References
- demonstrate understanding of the secondary school program and graduation requirements and related terms (e.g. compulsory credit, transcript, full disclosure, types of courses, literacy/reading and writing test, community involvement, diploma, certificate of achievement, etc.);	Unit 1 Pages 2-3, 4-5, 8-9 End of Unit Activities - Page 56 Career Portfolio - Page 57-58
- demonstrate effective use of strategies for achieving success in school (i.e. note-taking, strategies for completing homework, strategies for studying for tests and examinations);	Unit 1 - Pages 12-25 End of Unit Activities- Page 56 Career Portfolio- Pages 57-58
- produce an evaluation of the effectiveness of their learning skills and strategies and identify those requiring improvement.	Unit 1 Pages 23-25 Careers Toolkit - Pages 31,49 Career Portfolio - Pages 8-9, 57-58

Specific Expectations	Student Text References
<p><i>Developing Personal Knowledge</i> <i>By the end of the course, students will:</i></p>	
- demonstrate understanding of the purpose and use of self-assessment and standardized assessment tools and strategies (e.g. aptitude tests, skills inventories);	Unit 1 Pages 26-30, 32-33, 53-55
- produce a personal profile describing their current interests, competencies, characteristics, and learning preferences, using a variety of assessment strategies;	Career Toolkit -page 22, 31, 49 Career Portfolio - Page 10-11,57-58
- identify the skills they have developed through school subjects (e.g. literacy, numeracy, communication,) and through community experiences and explain how these skills are transferable to work and other life roles;	Unit 1- Pages 46-48, 50 Career ToolKit - Pages 31-49
Describe internal and external influences that might limit or expand the range of career opportunities they would consider (e.g. previous successes, peer pressure, parental expectations).	Unit 2- Pages 74-75, 104, Unit 3- pages 152-160

Specific Expectations	Student Text References
<p><i>Applying Personal Management Skills</i> <i>By the end of this course, students will:</i></p>	
- describe and explain the importance of personal management skills (e.g. organization skills, stress management), habits (e.g. maintaining a personal planner), and characteristics (e.g. adaptability) for success in school and other life roles;	Unit 1- Pages 12-13,17, 44-55 Unit 2- Pages 64,68-70,73
- demonstrate understanding of the impact of family responsibilities on education and careers;	Unit 2- Pages 74-75,76
- summarize and document their own personal management skills and habits, identifying their strengths and targeting areas for improvement;	Unit 2- Career Toolkit- Pages 22,31,49 End of Unit Activities - Page 138 Career Portfolio Activity - Pages 139-140
- demonstrate effective use of personal management skills (e.g. well-organized notebooks, punctuality).	Unit 1- Page 12-13 Unit 2 - Pages 68-73

Specific Expectations	Student Text References
<p><i>Working in Groups</i> <i>By the end of this course, students will:</i></p>	
- describe a variety of effective communication skills (e.g. active listening, giving and receiving feedback, negotiation, conflict resolution, consensus building);	Unit 2- Pages 78-97

- demonstrate use of effective communication skills in a variety of situations in school, at home, and in the community;	Unit 2- Pages 78-97 Career Toolkit- Page 110 Career Portfolio Activity - Pages 139-140
- identify positive teamwork skills (e.g. task assessment, conflict resolution, task assessment) and demonstrate the ability to use them effectively in a variety of settings;	Unit 2- Pages 98-102
- identify and explain ineffective leadership and teamwork skills	Unit 2- Pages 106-108
- describe respectful and responsible behaviours that produce effective group results	Unit 2- Pages 89, 92-95, 96-104

2) Exploration of Opportunities

Overall Expectations By the end of this course, students will:	Student text References
- demonstrate the ability to use a variety of resources to find information about learning, work, and community involvement opportunities;	Unit 1- Pages 35-41 Unit 2- Pages 112-115, 116-121 Career Portfolio Activity- Pages 139-140
- identify a broad range of options for present and future learning, work, and community involvement;	Unit 2- Pages 126-130 Career Portfolio Activity- pages 139-140
- demonstrate knowledge of selected fields of work, occupations, and workplace issues;	Unit 2- Pages 116-121, 122-123, 136-137 End of Unit Activities - Page 138 Career Portfolio Activity- Page 139-140
- describe trends in society and the economy that affect work.	Unit 3- Pages 153-158, 162-177

Specific Expectations <i>Accessing and Managing Information</i> By the end of this course, students will:	Student Text References
- identify and describe an occupational classification system (e.g. National Occupational Classification) and identify occupational groups in this system that are of interest to them;	Unit 2- Pages 116-121
- demonstrate effective use of print, video, and computer-based resources to locate, select, and evaluate career-related information on the basis of identified criteria;	Unit 2- Pages 136-137 Throughout using website links End of Unit Activities - Page 138
- identify questions that are appropriate for gathering relevant career-related information and use them effectively in information interviews with people in selected fields of work;	Unit 2- pages 122-125
- demonstrate the ability to organize selected career information effectively using word-processing, database, spreadsheet, and information management software.	End of Unit Activities- Page 138 Career Portfolio Activity- Page 139-140

Specific Expectations	Student Text References
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<p><i>Identifying Trends and Opportunities</i> By the end of this course, students will:</p>	
<p>- identify and describe a variety of learning opportunities for secondary school students, including high school courses, community-based learning (e.g. school-work transition programs, community involvement, work experience, volunteering, cooperative education), and co-curricular activities;</p>	<p>Unit 3- Pages 178-189</p>
<p>- describe and compare a variety of post-secondary learning options, including university, college, apprenticeship, private training, distance education, and on-the-job training;</p>	<p>Unit 2- Pages 128-130</p>

- identify a broad range of local and regional work opportunities;	Unit 2- Pages 112-115, 188-189
- describe various forms of self-employment (including entrepreneurship), the characteristics of successfully self-employed people, and the advantages and disadvantages of self-employment as a career option;	Unit 3- Pages 167-169, 170, 162-166
- demonstrate understanding of how to maintain safety in the workplace and identify employee's and employer's rights and responsibilities;	Unit 3- Pages 221-225
- demonstrate understanding of selected fields of work (e.g. telecommunications, finance, construction), including emerging trends, sample occupations, and ways that students can prepare for those fields;	Unit 2- pages 136-137 End of Unit Activities - Page 230 Career Portfolio - page 231-232
- identify and describe economic and societal trends (e.g. globalization, developments in information technology, emerging work style alternatives, changing demographics);	Unit 3- Pages 142-152, 154-158
- demonstrate knowledge of selected occupations, including education/training requirements, duties, employment prospects, and the knowledge and skills valued by employers;	Unit 1 - Pages 46-48 Unit 2- Pages 116-121, 122-124, 136-137
- explain how economic and societal trends influence the way in which work is done, and the patterns of adult work life, and the growth and decline of various occupations and fields of work.	Unit 3- Pages 154-164

3) Preparation for Transitions and Change

Overall Expectations	Student Text References
By the end of this course, students will:	
- demonstrate understanding of the processes of finding and creating work;	Unit 3- Pages 188-220
- demonstrate the ability to use marketing and networking strategies and to produce personal documentation (e.g. resumes, portfolios) in searching for work;	Unit 3- Pages 178-179, 180-182, 185, 186
- use appropriate decision-making methods to set learning, community, and work goals and develop action plans;	Unit 2- Pages 131-134
Identify changes taking place in their personal lives, their communities, and the economy and identify strategies to make transitions occur more smoothly.	Unit 3- Pages 146-152

Specific Expectations	Student Text References
<i>Managing Change</i> By the end of the course, students will:	

- demonstrate understanding of <i>transitions</i> and <i>change</i> by identifying some of the personal and work-related transitions and changes that they, their families, and people moving into their communities have experienced (e.g. moving to a new country, losing a job, going to a new school);	Unit 3- Pages 146-151 Career Portfolio - Pages 231-232 End of Unit Activities- Pages 230
- demonstrate understanding that career development is a lifelong process that will include transitions, changes, and lifelong learning;	Unit 3- Pages 172-176, 177, 226-228 Career Toolkit- Page 229
- identify effective and ineffective ways of dealing with transitions and change.	Unit 3- Pages 146-151

Specific Expectations <i>Searching for Work</i> By the end of this course, students will:	Student Text References
- demonstrate an understanding of both the "open" (publicly advertised) and "hidden" (unadvertised) job market, and identify appropriate strategies to access each market;	Unit 3- Pages 178-179, 180-182
- identify the types of summer or part-time jobs or self-employment options that would suit their personal interests and skills;	Unit 3- pages 162-170, 188, 226-227, 229
- use a variety of resources appropriately to identify summer or part-time jobs in the "open" job market;	Unit 3-Pages 178-186, 188
-identify their own network of contacts that could help them access the "hidden" job market, and explain the importance of personal networks;	Unit 3-Pages 178-182
-create effective resumes, cover letters, and thank-you letters for the work search process, using word-processing software and appropriate vocabulary and conventions;	Unit 3- Pages 192-202
- complete job applications effectively and without spelling or grammatical errors;	Unit 3- Pages 190-191
- demonstrate the ability to communicate their interest in a work opportunity effectively (e.g. on the telephone, in person or through e-mail, and the Internet);	Unit 3- Pages 203-216
- identify common interview questions and demonstrate the ability to respond appropriately and effectively.	Unit 3- Pages 208-216

Specific Expectations <i>Setting Goals and Planning Action</i> By the end of this course, the student will:	Student Text References
- demonstrate an understanding of how to use decision-making processes	Unit 2- Pages 126-127, 131-132
- articulate personal, community, and occupational	Unit 2- Pages 133-135, 226-227, 229

goals and explain how these relate to their competencies, interests, and characteristics	
- articulate their learning goals, taking into consideration what they have learned about their learning preferences, strengths, needs, and interests, and the competencies needed for selected fields of work;	Unit 2- Pages 136-137 Career Toolkit- Pages 31,49,110,229 Career Portfolio- throughout

<p>-identify several post-secondary education / training options that are suited to their competencies, interests and aspirations, and explain why they are appropriate;</p>	<p>Unit 2- Pages 111-115, 128-130</p>
<p>- identify potential barriers that could interfere with the achievement of their goals and use problem-solving strategies to identify appropriate actions;</p>	<p>Unit 2- Pages 133-135</p>
<p>- produce a preliminary learning plan, to be included in their annual education plan, that identifies courses to be taken in school, activities in the school and community, and post-secondary education options that will help them achieve their goals.</p>	<p>Career Portfolio - Pages 10-11,57-58, 139-140, 231-232 Career Portfolio Opportunities- throughout all activities Unit 3- Pages 226-227</p>

