


## Course Map: Life/Work Transitions 40S (PEDV-0288)


Learning Outcomes (LO)	Assessments	Course Activities	Resources
<p><b>STEP 1</b></p> <p>List all the learning outcomes for the course in this column.</p> <p>(Only one learning outcome per box)</p>	<p><b>Step 2</b></p> <p>List and describe all the assessments in the course.</p> <p>(One assessment per box)</p> <p>After each assessment description:</p> <ul style="list-style-type: none"> <li>- Mark which outcome is being assessed.</li> <li>- What the assessment will be marked out of?</li> <li>- How is the assessment weighted for the course final grade?</li> </ul>	<p><b>Step 3</b></p> <p>List the teaching and learning activities associated with each assessment.</p> <p>(There can be more than one activity in each box.)</p> <p>Record how long each activity is expected to take to complete.</p>	<p><b>Step 4</b></p> <p>List all the resources that are required for each course activity</p> <p>Could be PowerPoints, Websites, Videos, Textbooks (specify unit number), Articles, etc.</p> <p>(Please include links to anything on the internet below each resource)</p>
<p>Student will complete the RPL Self-Assessment</p>	<p>Complete Self-Assessment and receive 5% towards your mark</p>	<p>Once you have completed the self-assessment and have determined that you are ready to challenge the Career Development 40S course.</p>	<p>Self – Assessment Checklist Part of the package Pages 8-13</p>



			<p>start and sustain thriving businesses.</p> <p><b>Grade 12 Career Development: Life/Work Transitioning</b></p> <p><b>Unit 1: Personal Management</b></p> <p><b>1.A.2 Personal Profile of Interests, Skills, and Values</b> <u>CareerOneStop, "Toolkit"</u> <u>Keirsey Temperament Sorter</u> <u>Who Do U Want 2B Quiz</u></p> <p><b>1.A.3 Protective Factors of Personal Resiliency</b> <u>Resilience Research for Prevention Programs, <i>Protective Factors in Individuals, Families, and Schools: National Longitudinal Study on Adolescent Health Findings</i></u> </p> <p><b>1.A.4 Life Principles for Success</b> <u>Stephen R. Covey</u> <u>Stephen R. Covey</u> <u>Businessballs.com, <i>The Seven Habits of Highly Effective People</i></u> <u>Seven Aboriginal Teachings</u> <u>The Turtle Lodge</u></p>
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			<p>The Sharing Circle, <i>The Seven Sacred Teachings</i></p> <p>The Grand Council of Treaty #3</p> <p>MFL Occupational Health Centre,</p> <p>Spirit Tool Kit</p> <p><b>1.B.1 Effective Personal Management Skills</b></p> <p><i>Mind Tools</i> (for problem solving, stress management, time management, etc.)</p> <p><b>1.C.1 Adapting to Change and Stress</b></p> <p>Canadian Mental Health Association, <i>Stress</i></p> <p>WebMD, <i>Health and Balance</i></p> <p><b>1.C.2 FISH!</b></p> <p><b>Philosophy™ System as a Management Strategy</b></p> <p>FISH! Philosophy</p>



	<p><b><u>Task 2 Rubric Page 38</u></b></p>	<p>explain why, up until now, the career pathway has been dominated by a specific sector of the population.</p>	<p>CareerPerfect.com, <i>Quick Work Preference Inventory</i></p> <p><b>2.E.1 Society’s Impact on Labour Market Trends</b></p> <p><b>2.E.2 Factors Having an Impact on the Labour Market</b></p> <p>Economic Analysis and Statistics, Economic Research</p> <p><b>2.E.3 The Importance of Work</b></p> <p>Jobhood.org, <i>The Job Center: Knowing It’s Important</i></p> <p><b>2.F.1 Balancing Life/Work Roles</b></p> <p>Canadian Centre for Occupational Health and Safety (CCOHS), “Work/Life Balance”</p> <p>Statistics Canada, “Study: Workaholics and Time Perception”</p> <p><b>2.G.1 Eliminating Gender Bias and Stereotyping</b></p> <p>Canadian International Development Agency, <i>Gender Equality Policy and Tools</i> </p> <p>James Crawford, University of Saskatchewan, “Media, Stereotypes and the Perpetuation of Racism in Canada”</p>
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			<p>Examining Stereotypes through Self-Awareness</p> <p><b>2.G.2 Advantages and Disadvantages of Traditional and Non-traditional Occupations</b></p> <p><u>Quintessential Careers, “Non-Traditional Career Paths for Men and Women”</u></p>



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		attend church on a regular basis. You have 2 children and a spouse who does not work outside the home	<p>Canadian Council on Learning, <u>Measuring Canada's progress in lifelong learning</u> </p> <p><b>3.H.4 Planning Long-Term and Short-Term Educational/Training Goals</b></p> <p><u>Mind Tools, Personal Goal Setting</u></p> <p><u>Top Achievement, Goal Setting: Powerful Written Goals in 7 Easy Steps</u></p> <p><b>3.I.1 Impact of Personal Decisions on Self and Others</b></p> <p><u>Free Management Library, Problem Solving and Decision Making</u></p> <p><b>3.I.2 Financial Planning for Personal Career Goals</b></p> <p><u>Work BC, "Student Budgeting"</u></p> <p><u>Manitoba Workforce Development, Manage Your Apprenticeship</u></p> <p><u>Money and Youth: A Guide to Financial Literacy</u></p> <p><u>Manitoba Education and Training, "Manitoba Student Aid (MSA)"</u></p>



			<p>Minnesota Department of Employment and Economic Development, <i>Creative Job Search: The Job Interview</i></p> <p>The Balance: Career Planning, “The Job Interview”</p> <p>Quintessential Careers, <i>Free Sample Behavioral Interview Questions for Job Seekers</i></p> <p>Ann Bezbatchenko, “College Admission Interviews: Putting You with Your Name”</p> <p><b>4.K.5 Volunteering as a Strategy for Job Search and Personal Development</b></p> <p>Volunteer Canada</p> <p>Volunteer Manitoba</p> <p>Manitoba Education and Training, “MB4Youth”</p> <p><b>4.K.6 Understanding Employment Standards for Manitobans</b></p> <p>Manitoba, <i>The Employment Standards Code</i></p> <p>Government of Canada, <i>Canada Business Network</i>, “Employees”</p> <p>Manitoba Labour and Immigration, <i>A Quick Guide To Employment Standards</i> </p>
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			<p><b>4.K.7 The Labour Movement in Manitoba</b>  Winnipeg General Strike  Historica Foundation of Canada, <i>The Canadian Encyclopedia</i>, "Winnipeg General Strike"  ThoughtCo., <i>Winnipeg General Strike 1919</i></p> <p><b>4.K.8 Student Workplace Safety and Health</b>  Safe Work  Safe Workers of Tomorrow, <i>Student Resource Book</i>  Safe Workers of Tomorrow, Teacher Information</p>

<p>Unit 5: Career and Community Experiences</p> <p>This unit has been developed to provide students with community experiences that will assist them in better understanding the realities of the workplace and post-secondary educational and training institutions.</p> <p>GLO D. Locate and effectively use life/work information. GLO J. Understand, engage in, and manage own life/work building process.</p>	<p><b>Core assignment # 5</b> <b>Task 1 Page 50- Interview an Employer or Mentor 7.5%</b> GLO D. Locate and effectively use life/work information.  GLO J. Understand, engage in, and manage own life/work building process.</p> <p><b><u>Core Assignment # 5</u></b> <b><u>Task 1 Rubric Page 51</u></b></p> <p><b>ASSESSMENT RUBRIC Career Research Interview Questionnaire</b></p> <p><b>Core assignment # 5</b> <b>Task 2 Page 52- Career Management Assessment 5%</b> GLO D. Locate and effectively use life/work information. GLO J. Understand, engage in, and manage own life/work building process.</p> <p><b><u>Core Assignment # 5</u></b> <b><u>Task 2 Rubric Page 53</u></b> <b>Career Management Checklist</b></p>	<p><b><u>Core Assignment # 5</u></b> <b><u>Task 1 Assignment</u></b>  <b><u>Career Research Interview Questionnaire</u></b>  <b>Interview of an Employer or Mentor</b> Interview an employer or mentor. Make an appointment to interview employer or mentor. Using the questions below write a 500-700 word summary of the information gathered and includes brochures or other documentation</p> <p><b><u>Core Assignment # 5</u></b> <b><u>Task 2 Assignment</u></b> <b><u>Career Management Assessment</u></b> In this unit of the RPL process the individual will have a professional or community leader (teacher/instructor, nurse, social worker, doctor, lawyer, chief, councillor etc.) who is familiar with him/her to fill out the Career management Checklist form.</p>	<p><b>Unit 5: Career and Community Experiences</b> <b>5.D.2 Duties and Responsibilities for Community Placement</b> <a href="#">Finding Work in Manitoba</a> <a href="#">Manitoba Career Prospects</a> <a href="#">Apprenticeship Manitoba</a> <a href="#">Schoolfinder</a> <a href="#">Universities Canada</a> <a href="#">Set Your Course Manitoba</a> <b>5.D.3 Community Placement Interview</b> <a href="#">Monster, Interviews</a> <b>5.D.4 Revisions to Transition Plans and Career Portfolios</b> <a href="#">Manitoba Education, A Self-Managed Career Portfolio Guide</a> <a href="#">UVic Co-operative Education Program &amp; Career Services, Portfolios</a></p>
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<p><b>Student will have an employer/supervisor complete Employment Assessment Checklist</b></p>	<p><b>Employment Assessment 35% of final mark</b></p> <p><b>TASK: Employment Assessment Checklist</b>  <b>Part of the package</b>  <b>Pages 21-24</b></p>	<p>In this step of the RPL process, the individual with <u>one year work experience (full-time or part-time) with one employer within the past 5 years must have the employer/supervisor fill out the Employment Checklist form.</u></p> <p>The employer/supervisor must consider each question carefully. The checklist indicates the level of ability, knowledge and skills required for the Career Development 40S course. Use the checklist to measure the abilities of the employee/former employee in the different areas</p>	<p>Employment Assessment Checklist  Part of the package  Pages 21-24</p>

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