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

Learning Outcomes (LO)	Assessments	Course Activities	Resources
STEP 1	Step 2	Step 3	Step 4
List all the learning outcomes for the course in this column. (Only one learning outcome per box)	List and describe all the assessments in the course. (One assessment per box) After each assessment description: - Mark which outcome is being assessed. - What the assessment will be marked out of? - How is the assessment weighted for the course final grade?	List the teaching and learning activities associated with each assessment. (There can be more than one activity in each box.) Record how long each activity is expected to take to complete.	List all the resources that are required for each course activity Could be PowerPoints, Websites, Videos, Textbooks (specify unit number), Articles, etc. (Please include links to anything on the internet below each resource)
Student will complete the RPL Self-Assessment	Complete Self-Assessment and receive 5% towards your mark	Once you have completed the self-assessment and have determined that you are ready to challenge the Career Development 40S course.	Self – Assessment Checklist Part of the package Pages 8-13

Unit 1: Personal Management

The learning experiences in this unit provide students the knowledge and skills to help them build and maintain a positive self-image and learn how self-image influences their lives

GLO A. Build and maintain a positive self-image.

GLO B. Interact positively and effectively with others.

GLO C. Change and grow throughout life

Core assignment # 1

GLO C. Change and grow throughout life: Task 1 Page 27-Create Transition Plan 5%;

<u>Core Assignment # 1</u> Task 1 Rubric Page 31

Create a transition plan : (5% of your marks)

This is a transition plan assignment. Career development is the process of managing life, learning, and work over one's life span. Student will demonstrate an understanding by providing a short answer about future plans on Page 27. Your work will be evaluated on understanding terms used, accuracy and completeness in completing the required information. (4 pages)

Core Assignment # 1

GLO A. Build and maintain a positive self-image: Task 2-Page 32- Article on Principles of Success 5%

Task 2 Assignment

Task 2 Rubric Page 33

Write an article on Life Principles for Success (5% of your marks)

Write a 300-400 word article about how an improved self-image will affect relationships with others at work, at school, and in the home. This article would contribute to a newsletter about what you think people can do to improve their self-images. Within the article, describe how an improved self-image will affect relationships with others at work, at school, and in the home

Create a transition plan:

Complete the assignment on Page 27 to 30

Resources

Career Development Education
Chart (98 KB)

Career Education – Senior
 Years Course and Credits

Flyer (463 KB)

Postcard (422 KB)

Online Resources for Career/Life Planning (722 KB)

 Futurpreneur Canada (Formerly Canadian Youth Business Foundation)

Futurpreneur Canada (Formerly Canadian Youth Business Foundation) is a national non-profit organization dedicated to growing our nation's economy one young entrepreneur at a time. As a national organization, they provide pre-launch coaching, financing, mentoring and business resources to help young Canadians, ages 18-39,

start and sustain thriving
businesses.
Grade 12 Career
Development:
Life/Work Transitionin
Unit 1: Personal
Management
1.A.2 Personal Profile of
Interests, Skills, and Values
CareerOneStop, "Toolkit"
Keirsey Temperament Sorter
Who Do U Want 2B Quiz
1.A.3 Protective Factors of
Personal Resiliency
Resilience Research for
Prevention Programs, Protective
Factors in Individuals, Families
and Schools: National
Longitudinal Study on Adolesce
Health Findings 🖰
1.A.4 Life Principles for
Success
Stephen R. Covey
Stephen R. Covey
Businessballs.com, <i>The Seven</i>
Habits of Highly Effective Peop
Seven Aboriginal Teachings
The Turtle Lodge

Learning Outcomes (LO)	Assessments	Course Activities	Resources
			The Sharing Circle, <i>The Seven</i>
			Sacred Teachings
			The Grand Council of Treaty #3
			MFL Occupational Health Centre,
			Spirit Tool Kit
			1.B.1 Effective Personal
			Management Skills
			Mind Tools (for problem solving,
			stress management, time
			management, etc.)
			1.C.1 Adapting to Change and
			Stress
			Canadian Mental Health
			Association, Stress
			WebMD, Health and Balance
			1.C.2 FISH!
			Philosophy™ System as a
			Management Strategy
			FISH! Philosophy

Unit 2: Career Exploration

The learning experiences in this unit will assist students with the knowledge and skills needed to be able to locate and effectively use life/work information and to understand the relationship between work, society and the economy.

GLO D. Locate and effectively use life/work information.

GLO E. Understand the relationship between work and society/economy.

GLO F. Maintain balanced life and work roles.

GLO G. Understand the changing nature of life/work roles.

Core assignment # 2

GLO D. Locate and effectively use life/work information.

Task 1 Page 35 -Profile of 3 Possible Occupations 5%;

Core Assignment # 2
Task 1 Rubric Page 36

Use career information resources to learn about the realities and requirements of various occupations. Prepare a detailed profile of three (3) possible occupations you would like to pursue. Use the chart such as the Occupation Profiles Chart below. Please include sources of information used for profile. You will be evaluated and on the research sources, accuracy and completeness of the information.. See Page 35 in Guide for Instructions

See Page 35 in Guide for Instructions

See Page 37 in Guide for Instructions

A Self-Managed Career
Portfolio Guide

Unit 2: Career Exploration

2.D.1 Identifying Resources for Occupational Information - Realities and Requirements of Occupations

Manitoba Growth, Enterprise and Trade, Labour Market Information (LMI) and Labour Mobility Government of Canada, Job Bank

High Demand Careers

Manitoba Career Prospects

Apprenticeship Manitoba

Schoolfinder

Universities Canada

Community and Technical

Colleges in Canada

Manitoba Education and Training,

"Adult Learning and Literacy"

Government of Canada, Job Bank

Core assignment # 2 (7.5%)

GLO E. Understand the relationship between work and society/economy.

Core Assignment # 2
Task 2 Assignment

Create a Brochure

Task 2 Page 37- Develop

Brochure 7.5%

Core Assignment # 2

Follow directions on page 37:

The Government of Canada has provided us with a grant to develop several brochures that encourage workers to consider non-traditional careers. The brochures must be creative and accurately reflect the career but also explain why the career may be suitable to a variety of individuals. The brochure could

ask 2 Rubric Page 38	explain why, up until now, the career pathway has been dominated by a specific sector of the population.	CareerPerfect.com, Quick Work Preference Inventory 2.E.1 Society's Impact on Labour Market Trends 2.E.2 Factors Having an Impact on the Labour Market Economic Analysis and Statistics, Economic Research 2.E.3 The Importance of Work Jobhood.org, The Job Center: Knowing It's Important 2.F.1 Balancing Life/Work Roles Canadian Centre for Occupational Health and Safety (CCOHS), "Work/Life Balance" Statistics Canada, "Study: Workaholics and Time Perception" 2.G.1 Eliminating Gender Bias and Stereotyping Canadian International
		Development Agency, Gender
		Equality Policy and Tools A
		Saskatchewan, "Media,
		Stereotypes and the Perpetuation
		of Racism in Canada"

Learning Outcomes (LO)	Assessments	Course Activities	Resources
			Examining Stereotypes through
			Self-Awareness
			2.G.2 Advantages and
			Disadvantages of Traditional
			and Non-traditional
			Occupations
			Quintessential Careers, "Non-
			Traditional Career Paths for Men
			and Women"

Unit 3: Learning and Planning

This unit has been designed to help students develop the ability to make effective decisions, set goals, make plans, and act on, evaluate, and modify plans to adjust to change

GLO H. Participate in lifelong learning supportive of life/work goals.

GLO I. Make life/work enhancing decisions.

GLO J. Understand, engage in, and manage own life/work building process

Core assignment # 3 Task 1 Page 39- Goal Setting 5%

GLO H. Participate in lifelong learning supportive of life/work goals.

Core Assignment # 3
Task 1 Rubric Page 40

Task 2 Page 41- Monthly Budget 5%

GLO H. Participate in lifelong learning supportive of life/work goals.

Core Assignment # 3
Task 2 Rubric Page 43

Core assignment # 3 Task 1 Page 39- Goal Setting Tasks 1

Produce a document for Goal

setting (5% of your marks)
In this assignment you can use the seven statements provided to help prepare a document to demonstrate short-term goals and long-term goals needed to achieve your desired personal, professional, educational/training choice for

school and outside high school

financial planning, occupational related experience, academic

(completing applications,

performance, etc.).

Core assignment # 3
Task 2 Page 41- Monthly Budget
5%

Produce a monthly budget based on income(5% of your marks)

Create a budget based on a net income of \$30,000. You have a mortgage of \$500/month, car loan of \$350/month, and 3 credit cards (2 are maxed out at \$3000 each, 1 is only at \$759.00). You

Unit 3: Learning and Planning

3.H.1 Learning Strategies for Improving Academic Skills Learning style inventories are available on websites such as the following:

University of Utah School of Medicine, Barsch Learning Style Inventory

Valencia College, Barsch Learning Style Inventory

3.H.2 Positive Attitudes for Life/Work Success

Janet R. Elgass, "A Good Attitude is an Asset in Personal,

Professional Life"

3.H.3 The Value of Lifelong Learning

Journal of Information
Technology Education, "The
Lifelong Learning Iceberg of
Information Systems Academics—
A Study of On-going Formal and
Informal Learning by
Academics"

Jidaw Systems Limited, "Don't Become a Dinosaur"

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

Unit 4: Job Seeking and Job Maintenance

This unit gives students the opportunity to develop the skills and knowledge necessary to find jobs that are available at a local, provincial, national, and international level.

GLO K. Secure/create and maintain work.

Core assignment # 4 Task 1 Page 44- Three Job Resumes 7.5 %;

GLO K. Secure/create and maintain work.

<u>Core Assignment # 4</u> <u>Task 1 Rubric Page 45</u> Rubric for resume

Task 2 Page 47- Three Cover Letters 7.5%

GLO K. Secure/create and maintain work.

Core Assignment # 4
Task 2 Assignment
Assignment

Cover Letters
Core Assignment # 4
Task 2 Rubrics Page 48

Rubric letter

Core Assignment # 4 Task 1 Assignment

<u>Assignment</u> Resume Page 44

Prepare resume for 3 different jobs addressed to a real or fictional business in the industry in which you wish to work.

Core Assignment # 4 Task 2 Assignment Assignment

Cover Letters

Based upon your resume(s) prepare three (3) cover letters for 3 different jobs addressed to a real or fictional business in the industry in which you wish to work.

Unit 4: Job Seeking and Job Maintenance

Government of Canada. Guide to

4.K.1 Essential Skills

Essential Skills Profiles
Canadian Career Development
Foundation, Downloadable
Resources

Essential Skills Manitoba

4.K.1 Employability Skills

The Conference Board of
Canada, Education and Learning
(includes link to Employability
Skills 2000+)

4.K.3 Personal Marketing Documentation

Quintessential Careers, Personal
Career Branding and SelfMarketing Tools for Job-Seekers
and Career Activists
Minnesota Department of
Employment and Economic
Development, Creative Job
Search

Careers OnLine, Job Seeker's Workshop, "Job Search: Using the Internet in Your Job Search"

4.K.4 Interview Skills

	Minnesota Department of
	Employment and Economic
	Development, Creative Job Search: The Job Interview
	The Balance: Career Planning,
	"The Job Interview"
	Quintessential Careers, Free
	Sample Behavioral Interview
	Questions for Job Seekers
	Ann Bezbatchenko, "College
	Admission Interviews: Putting
	You with Your Name"
	4.K.5 Volunteering as a
	Strategy for Job Search and
	Personal Development
	Volunteer Canada
	Volunteer Manitoba
	Manitoba Education and Training
	"MB4Youth"
	4.K.6 Understanding
	Employment Standards for
	Manitobans
	Manitoba, The Employment
	Standards Code
	Government of Canada, Canada
	Business Network, "Employees"
	Manitoba Labour and
	Immigration, A Quick Guide To
	Employment Standards

Learning Outcomes (LO)	Assessments	Course Activities	Resources
			4.K.7 The Labour Movement in
			Manitoba
			Winnipeg General Strike
			Historica Foundation of
			Canada, The Canadian
			Encyclopedia, "Winnipeg General
			Strike"
			ThoughtCo., Winnipeg General
			Strike 1919
			4.K.8 Student Workplace
			Safety and Health
			Safe Work
			Safe Workers of
			Tommorrow, Student Resource
			Book
			Safe Workers of Tommorrow,
			Teacher Information

Unit 5: Career and Community Experiences

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.

GLO D. Locate and effectively use life/work information.
GLO J. Understand, engage in, and manage own life/work building process.

Core assignment # 5 Task 1 Page 50- Interview an Employer or Mentor 7.5%

GLO D. Locate and effectively use life/work information.

GLO J. Understand, engage in, and manage own life/work building process.

Core Assignment # 5 Task 1 Rubric Page 51

ASSESSMENT RUBRIC Career Research Interview Questionnaire

Core assignment # 5
Task 2 Page 52- Career
Management Assessment 5%
GLO D. Locate and effectively use life/work information.
GLO J. Understand, engage in, and

Core Assignment # 5
Task 2 Rubric Page 53
Career Management Checklist

manage own life/work building

process.

Core Assignment # 5

Task 1 Assignment

<u>Career Research Interview</u> Questionnaire

Interview of an Employer or Mentor

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

Core Assignment # 5 Task 2 Assignment Career Management Assessment

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.

Unit 5: Career and Community Experiences

5.D.2 Duties and Responsibilities for Community Placement

Finding Work in Manitoba Manitoba Career Prospects Apprenticeship Manitoba Schoolfinder

Universities Canada
Set Your Course Manitoba

5.D.3 Community Placement

Monster. Interviews

Interview

5.D.4 Revisions to Transition Plans and Career Portfolios

Manitoba Education, A Self-Managed Career Portfolio Guide UVic Co-operative Education Program & Career Services, Portfolios

Learning Outcomes (LO)	Assessments	Course Activities	Resources
Student will have an employer/supervisor complete Employment Assessment Checklist	Employment Assessment 35% of final mark TASK: Employment Assessment Checklist Part of the package Pages 21-24	In this step of the RPL process, the individual with 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. 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	Employment Assessment Checklist Part of the package Pages 21-24

Learning Outcomes (LO)	Assessments	Course Activities	Resources