

The Ontario Curriculum

Guidance and Career Education

Open Courses (Draft)
Grades 10 and 12

2004

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Introduction

This document outlines the curriculum expectations for two new courses in the Ontario secondary school guidance and career education program. These courses – one for Grade 10 and one for Grade 12 – are open courses. They will be implemented in September 2004.

This document must be used in conjunction with *The Ontario Curriculum, Grades 9 and 10: Guidance and Career Education, 1999* and *The Ontario Curriculum, Grades 11 and 12: Guidance and Career Education, 2000*, which are under review, as well as *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000*. This document is available only on the ministry's website. When the review of the above guidance and career education curriculum policy documents is completed, the Grade 10 course will be incorporated in the document for Grades 9 and 10 and the Grade 12 course in the document for Grades 11 and 12.

The guidance and career education program offers courses that are intended to help students develop learning and interpersonal skills as well as identify their educational and career interests. These two new courses are focused on helping students develop the knowledge and skills that are necessary for success in today's workplace.

The Grade 10 course, *Discovering the Workplace*, will help students identify early in their secondary school career the essential skills¹ and work habits that are required for success in the workplace, and will prepare them for work experiences in the community. The Grade 12 course, *Navigating the Workplace*, will enable students to develop these essential skills and explore the workplace through experiential learning opportunities so that they can make a smooth transition from secondary school to the workplace.

Both courses emphasize experiential learning as a key method of instruction – that is, learning acquired wholly or in part through practical experiences inside and outside the classroom. The expectations of these courses incorporate a broad range of experiential learning opportunities (e.g., investigative interviews, worksite visits, volunteering, job shadowing, work experience, and virtual or simulated work experience), which are intended to meet the needs of students who are at various stages of readiness for work. Students will also use these experiences to direct their career exploration and educational planning. All experiential learning opportunities will be provided in accordance with the ministry's policy document entitled *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools, 2000*.

In both courses, real workplace materials are used as key resources. These include a wide variety of materials that workers actually use, from contracts to tables, graphs, and schematics.

1. Nine "essential skills" have been identified and validated on the basis of extensive and ongoing national research begun in 1994 by Human Resources and Skills Development Canada in partnership with various national, provincial, and international agencies. The essential skills are skills that are used in nearly every occupation and throughout daily life in different ways and at different levels of complexity. They are not the technical skills required by specific occupations.

Each of the courses may be taken prior to or concurrent with cooperative education credits to provide an extended experiential learning opportunity in the workplace. Students are prepared for these out-of-school career exploration workplace experiences through general development of job-readiness skills and knowledge of workplace health issues and safety procedures.

These courses may be taught very effectively through “indirect instruction” – that is, instruction that allows students to explore diverse possibilities, while the teacher acts as a resource person, offering direction and support when needed. With an emphasis on inquiry, problem solving, decision making, and discovery through experiential learning, this approach fosters creativity as well as the development of interpersonal skills and abilities. These courses also provide significant opportunities for students to learn about their career and occupational interests through independent study. Independent study involves a range of instructional methods that are used to encourage the development of individual student initiative, self-reliance, and self-improvement. In the Grade 12 course, emphasis is placed on independent study opportunities that are designed by the teacher and student in collaboration with community or workplace supervisors or mentors.

Students will use the *Ontario Skills Passport (OSP)* to keep track of their progress in developing the essential skills. The OSP is a bilingual web-based tool that is based on Human Resources and Skills Development Canada’s research on essential skills. The OSP provides clear descriptions of skill requirements for entry-level work in today’s labour market, as well as a list of important work habits.

The credit value of each course is 1.0. There is no prerequisite for either of these courses.

The curriculum expectations in each course are grouped in the following four strands:

Essential Skills for Working and Learning. In this strand, students discover the essential skills that are required for success in all occupations. Students learn about the importance and transferability of these skills, and become actively involved in developing them further to prepare themselves for future work. They apply selected workplace essential skills in the school, community, and workplace, using real workplace materials. They learn the literacy, numeracy, thinking, and learning strategies that support their use of the workplace essential skills to complete tasks at varying levels of complexity. They also manage their own learning and use strategies to help them learn continuously throughout their lives.

Learning in this strand focuses on supporting the development of the following nine essential skills used in the workplace: reading text, document use, writing, numeracy, oral communication, thinking skills, working with others, computer use, and continuous learning.

Personal Management. The expectations in this strand focus on developing students’ abilities to describe and assess their personal strengths and interests and to draw on their knowledge of themselves when exploring and deciding on work and life goals. Students develop an awareness of their needs and learn the skills required to ensure that they get the resources and support they need. They develop skills, habits, and characteristics that will help them to interact positively and effectively with others in school and in the community. They develop resiliency, learn to be effective members of a team, and learn to manage the resources required to complete tasks and achieve their goals.

Learning in this strand focuses on supporting the development of the following essential skills: working with others and job task planning and organizing (thinking skills).

Exploration of Opportunities. In meeting the expectations in this strand, students develop their abilities to research and present information in order to discover or create opportunities for learning and work. Students relate these opportunities to their personal and career goals. They learn about the nature of work and about workplace expectations and issues. They also demonstrate awareness of health and safety policies and procedures in school and in the workplace.

Learning in this strand focuses on supporting the development of the following essential skill: finding information (thinking skill).

Preparation for Transitions and Change. In meeting the expectations in this strand, students learn to anticipate and respond to change. They develop knowledge, skills, and strategies that can smooth the transitions between different stages and roles in life. They prepare themselves for postsecondary learning and work and for the challenge of finding and creating work opportunities. They also develop their ability to make effective decisions, set goals, plan, act on plans, and evaluate and modify plans in response to changes.

Learning in this strand focuses on supporting the development of the following essential skills: problem solving and decision making (thinking skills).

Discovering the Workplace, Grade 10, Open

(GLD2O)

This course provides students with opportunities to discover and develop the workplace essential skills and work habits required to be successfully employed. Students will develop an understanding of work through practical hands-on experiences in the school and in the community, using real workplace materials. They investigate occupations of interest through experiential opportunities (e.g., worksite visits, hearing guest speakers, job shadowing, work experience, simulations, entrepreneurial projects). This course helps students make plans for continued learning and work.

Essential Skills for Working and Learning

Overall Expectations

By the end of this course, students will:

- identify and describe the workplace essential skills necessary for success in life, school, and work;
- identify the literacy and numeracy strategies that support the application of workplace essential skills, and use them to complete specific tasks in the school, the community, or real or simulated workplace settings;
- describe learning and thinking strategies, and use them effectively in the school or community;
- plan for, assess, and document their ongoing development of selected workplace essential skills.

Specific Expectations

Understanding Workplace Essential Skills

By the end of this course, students will:

- identify and describe the workplace essential skills, using a variety of electronic, print, and human resources (e.g., the Human Resources and Skills Development Canada [HRSDC] website, the *Ontario Skills Passport*, brochures on essential skills, employers);
- identify the most important workplace essential skill requirements for a range of occupations, using various resources and personal workplace experiences (e.g., Essential Skills Occupational Profiles from the HRSDC website, employers);
- describe how the essential skills are transferable from home to school, school to work, occupation to occupation, and sector to sector.

Using Literacy and Numeracy Strategies

By the end of this course, students will:

- identify the numeracy strategies required for calculation and estimation, and use them effectively to manage money (e.g., make change), work with schedules and budgets (e.g., schedule room reservations), analyse data (e.g., compare monthly

reports), and measure and make numerical calculations (e.g., measure ingredients and reduce quantity by half) with real workplace materials in the school, the community, or real or simulated workplace settings;

- identify strategies for reading and interpreting text (e.g., pre-reading strategies, such as identifying signal words; strategies used during reading, such as sorting ideas using a concept map; post-reading strategies, such as writing brief notes in response to a text), and use them effectively for specific tasks in the school, the community, or real or simulated workplace settings, using real workplace materials;
- identify strategies for writing text, with or without a computer (e.g., generating ideas using rapid writing; developing ideas using mapping; revising using peer editing), and use them effectively for specific tasks in the school, the community, or real or simulated workplace settings, using real workplace materials;
- identify strategies for communicating orally (e.g., active listening, paraphrasing, verbal affirmation), and use them effectively in the school or community;

- explain how non-verbal communication (e.g., body language, dress, facial expressions, gestures) can affect the communication of an intended message.

Using Learning and Thinking Strategies

By the end of this course, students will:

- describe and effectively use a process for reflecting on their home, school, or community experiences (i.e., describe the experience, assess their performance, set goals for the future, identify strategies for achieving them, apply learning in a new situation), and explain how the reflection process contributes to continuous learning;
- describe how they learn best (e.g., by visual means, in kinesthetic ways, by using various technologies, through discussion), and use this knowledge to develop effective strategies for learning in school and in the community;
- describe strategies for remembering (e.g., using mnemonics, dividing written materials into memorable “chunks”), and use these effectively in situations that require significant use of memory in school and in the community;

- describe a process for decision making, and use it effectively in situations in school (e.g., in selecting school subjects) and in the community;
- describe a process for problem solving, and use it effectively in challenging situations (e.g., in dealing with problems that arise in group work) in school or in the community.

Developing Workplace Essential Skills

By the end of this course, students will:

- assess their use of selected workplace essential skills, using feedback from others (e.g., peers, teachers, supervisors);
- demonstrate the ability to plan for the development of the workplace essential skills that they require to complete specific tasks in school and in the community;
- document their development of selected workplace essential skills, including evidence of development of these skills from their *Ontario Skills Passport*.

Personal Management

Overall Expectations

By the end of this course, students will:

- identify their interests, strengths, and needs, and describe how these influence their decisions about education and work;
- identify and use effectively the strategies required to manage their behaviour in school and in the community;
- identify and use effectively the interpersonal and teamwork skills and strategies required when working with others in school or in the community;
- demonstrate the ability to use the task-planning and organizing skills and strategies that are required for success in school and in the workplace.

Specific Expectations

Self-Knowledge

By the end of this course, students will:

- identify, summarize, and document various aspects of their personal profile (e.g., interests, skills, needs, values), using feedback from others, personal reflection, and information from standardized assessment tools, and explain how this information contributes to the development of their goals and plans (e.g., decisions about course selection, part-time work, work experience placements);
- describe how learning from experience (e.g., work done in school subjects, volunteering, part-time jobs) can influence their plans for learning and work;
- identify and describe internal and external factors that motivate them (e.g., sense of satisfaction, money, recognition), and explain how such factors may influence the achievement of their short-term goals for learning and work.

Self-Management

By the end of this course, students will:

- describe strategies used by people in school or in the workplace to manage themselves effectively when dealing with challenges (e.g., changes, stress, work overload);
- identify the strategies (e.g., change management, stress management, anger management) that they use to manage their behaviour in response to a variety of situations, and describe how their management of these situations influences their relationships with others, their achievement in school, and their accomplishments in the community and workplace;
- demonstrate effective use of strategies to manage their behaviour in challenging situations (e.g., work overload) in school and in the community (e.g., prioritizing to balance school and part-time job or home responsibilities);
- obtain the resources and support required to meet their needs in school and in the community in appropriate ways (e.g., by asking questions, clarifying needs).

Working With Others

By the end of this course, students will:

- explain how diversity (e.g., in perspective, ability, culture, gender) can contribute to effective and productive group work;
- identify strategies that contribute to effective teamwork (e.g., presuming positive intentions, managing conflict, paying attention to self and others, seeking diverse strengths and perspectives), and use them to work collaboratively to accomplish team goals in the school or community;
- describe strategies for managing conflict (e.g., negotiation, mediation), and use these strategies effectively when working with others in the school or community;
- identify a specific need in the school or the community, and respond to this need, working as part of a team (e.g., coordinate a food drive).

Task Planning and Organization

By the end of this course, students will:

- describe their use of time, and assess the effectiveness of their time-management skills;
- demonstrate effective use of time-management skills (e.g., prioritizing, allocating adequate time, limiting interruptions, overcoming procrastination) and time-management tools (e.g., personal planners, schedules, “to-do” lists) to complete tasks in the school and community;
- develop and complete a project (e.g., set up a job shadowing experience), using task-planning and organizing skills and strategies (e.g., clustering and sequencing of tasks, scheduling), and evaluate the success of the project.

Exploration of Opportunities

Overall Expectations

By the end of this course, students will:

- demonstrate the ability to research information about education and work opportunities, using print, electronic, and human resources;
- describe opportunities for learning and work, and identify ways in which they can prepare for these opportunities;
- demonstrate an understanding of the nature of work and of workplace expectations and issues;
- identify, explain, and follow health and safety policies and procedures in school and in workplace settings.

Specific Expectations

Researching Information

By the end of this course, students will:

- use an inquiry process (i.e., formulate and ask questions; gather, organize, interpret, assess, and present information) to locate information about education and work opportunities related to their career interests (e.g., school subjects, cooperative education, certification courses, work experience opportunities);
- locate information for a range of occupations, using print, electronic, and human resources (e.g., *Ontario Prospects*, National Occupational Classification, mentors, guidance counsellors);
- describe, through investigation, learning opportunities (e.g., cooperative education, Ontario Youth Apprenticeship Program, school courses, industry certification, first-aid training) that are related to their education and career goals, using resources in the school (e.g., guidance counsellors, teachers, the Internet) and in the community (e.g., career centres, local businesses, employment and community support agencies);
- report on occupations in selected fields of work, using information gathered from interviews (e.g., by e-mail, in person, by

telephone) and experiential learning (e.g., job shadowing, job twinning, simulations, site visits).

Exploring Learning and Work Opportunities

By the end of this course, students will:

- demonstrate knowledge of a range of occupations (e.g., duties, employment prospects, required knowledge and skills) and of the related education and/or training requirements;
- describe the educational opportunities available in school (e.g., specific courses), in the community/workplace (e.g., job shadowing, volunteer work, first-aid training), or on the Internet (e.g., e-learning, e-cooperative education) that can contribute to the achievement of their goals for learning and work;
- describe the characteristics and skills required for self-employment, including entrepreneurship;
- describe work-style alternatives (e.g., contract work, job sharing, “flex-time” arrangements, telecommuting), and identify which ones best suit their interests, skills, and values.

Understanding the Workplace

By the end of this course, students will:

- identify the attitudes, behaviours, habits, and skills, including the workplace essential skills, required to obtain and keep a job;
- explain workers' rights (e.g., right to refuse unsafe work, right to accommodation) and responsibilities (e.g., accident reporting), and identify federal and provincial legislation in which they are described (e.g., Hazardous Products Act, Ontario Human Rights Act);
- identify various workplace issues (e.g., ethics, confidentiality, harassment, equity, responsible use of technology), and explain how policies and procedures dealing with these issues contribute to a positive and productive work environment;
- describe the role of unions in the workplace.

Demonstrating Health and Safety Awareness

By the end of this course, students will:

- identify health and safety hazards in school and in the workplace;
- explain and follow health and safety policies (e.g., proper handling of tools/equipment, correct use of personal protective equipment) and procedures (e.g., fire drill, evacuation, equipment lockouts) at school or in a workplace setting;
- identify procedures for reporting accidents and unsafe practices in school and in the workplace.

Preparation for Transitions and Change

Overall Expectations

By the end of this course, students will:

- identify changes and transitions that take place in their lives, and describe strategies to effectively manage these changes;
- identify goals and develop plans for their learning in school, the community, and the workplace;
- apply job-search strategies and tools to find or create opportunities for work and for learning about work.

Specific Expectations

Managing Change

By the end of this course, students will:

- identify and describe the changes and transitions that can occur during adolescence and young adulthood (e.g., a move to a new community, transition from Grade 8 to Grade 9);
- describe the positive and negative impact of changes in their lives (e.g., going to a new school);
- identify strategies for managing changes (e.g., preparing and planning for changes), both planned (e.g., a move, a part-time job) and unplanned (e.g., illness).

Planning for Learning and Work

By the end of this course, students will:

- identify their career goals and explain how these relate to their interests, skills, and values;
- describe the career-planning process (i.e., determine personal interests and attributes; investigate education and career opportunities in the school, community, and workplace; decide which opportunities to select; plan the transition), and use it to develop goals and plans for learning and work;
- identify strategies (e.g., back-up plan, tutoring) to overcome possible difficulties in achieving their goals;
- describe factors that are changing the workplace (e.g., technology, globalization) and the implications that these may have for their learning and work plans.

Searching for Work

By the end of this course, students will:

- identify various job-search strategies (e.g., conducting on-line job searches, developing a personal network, making “cold calls”) and tools (e.g., résumé, covering letter), and find or create opportunities for experiential learning, part-time work, or summer employment using these strategies;
- communicate their interest in a volunteer or work opportunity by telephone or e-mail and by completing a real job application form;
- use job interview skills effectively in simulated and/or real workplace interviews;
- document evidence of the knowledge and skills (including workplace essential skills) that they have acquired in school, the community, or the workplace, using the *Ontario Skills Passport* and other tracking tools;
- create effective job-search tools (e.g., résumé, covering letter, portfolio) that reflect their knowledge, strengths, experience, and skills (including workplace essential skills), using a word-processing program and appropriate vocabulary and conventions, for an experiential learning, volunteer, or work opportunity.

Navigating the Workplace, Grade 12, Open

(GLN4O)

This course provides students with opportunities to develop the workplace essential skills and work habits required for success in all types of workplaces. Students will explore occupations and careers of interest through participation in real workplace experiences (e.g., information interviews, work experiences). They will make plans for continued learning and work, work with others to design learning experiences, and investigate the resources and support required to make a smooth transition to their postsecondary destination.

Essential Skills for Working and Learning

Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of the workplace essential skills necessary for success in life, school, and work;
- demonstrate effective use of literacy and numeracy strategies that support the application of the workplace essential skills to complete specific tasks in real or simulated workplace settings;
- demonstrate effective use of learning and thinking strategies in school and in real or simulated workplace settings;
- plan for, assess, and document their ongoing development of selected workplace essential skills.

Specific Expectations

Understanding Workplace Essential Skills

By the end of this course, students will:

- identify and describe the workplace essential skills, using a variety of electronic, print, and human resources (e.g., Human Resources and Skills Development Canada website, *Ontario Skills Passport*, employers, brochures on essential skills), and explain how these skills are used in the workplace;
- locate information on the most important workplace essential skill requirements for a range of occupations, and identify the varying complexity levels of tasks associated with these skills;
- describe the transferability of the workplace essential skills (e.g., from home to school, school to work, occupation to occupation) on the basis of their experiences in the community or the workplace.

Using Literacy and Numeracy Strategies

By the end of this course, students will:

- demonstrate effective use of numeracy strategies required for calculation and estimation in order to manage money (e.g., make change), to work with schedules and budgets (e.g., schedule room reservations), to analyse data (e.g., compare monthly reports), and to measure and make numerical calculations (e.g., measure

ingredients and reduce quantity by half), using real workplace materials in real or simulated workplace settings;

- demonstrate effective use of strategies for reading and interpreting text (e.g., pre-reading strategies, such as identifying signal words; strategies used during reading, such as sorting ideas using a concept map; post-reading strategies, such as writing brief notes in response to a text) for specific tasks, using real workplace materials in real or simulated workplace settings;
- demonstrate effective use of strategies for writing text (e.g., generating ideas using rapid writing; developing ideas using mapping; revising using peer editing) for specific tasks, with or without a computer, in real or simulated workplace settings;
- demonstrate effective use of strategies for communicating orally (e.g., active listening, paraphrasing, verbal affirmation) in real or simulated workplace settings;
- assess the impact of their own non-verbal communication strategies and habits (e.g., body language, dress, facial expression, gestures) on their audiences, and determine strategies to clarify their intended message, using feedback from others (e.g., supervisor, teachers, peers).

Using Learning and Thinking Strategies

By the end of this course, students will:

- demonstrate the ability to use a process to reflect on their home, school, or work experiences (i.e., describe their experience, assess their performance, apply the learning to similar or different situations, set goals for future performance, identify strategies for achieving them), and explain how this reflection process contributes to continuous learning;
- use knowledge of the ways they learn best (e.g., by visual means, in kinesthetic ways, by using various technologies, through discussion) to develop effective strategies for learning (e.g., taking notes, using audio devices) in school and in real or simulated workplace settings;
- demonstrate effective use of strategies for remembering (e.g., using mnemonics, dividing written material into memorable “chunks”) in situations that require significant use of memory in school and in real or simulated workplace settings;
- use a decision-making process to make informed choices (e.g., to select opportunities for learning, to prioritize workplace tasks) in the school, community, or workplace, and analyse the impact of their decisions on themselves and others;
- demonstrate effective use of a problem-solving process to deal with issues in school and in the workplace.

Developing Workplace Essential Skills

By the end of this course, students will:

- assess their application of selected workplace essential skills, using feedback from others (e.g., peers, teachers, supervisors);
- produce a gap analysis of their workplace essential skills by identifying the workplace essential skill requirements for a specific occupation, comparing the requirements to the skills they have, and identifying the skill they need to develop;
- produce a plan for the development of the workplace essential skills that they require to complete specific tasks in the community or workplace;
- document their ongoing development of selected workplace essential skills, including evidence of these skills from their *Ontario Skills Passport*.

Personal Management

Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of their interests, strengths, and needs, and describe how these influence their postsecondary education, training, and career plans;
- identify and describe self-management and teamwork skills and strategies, and use them effectively in working with others in real or simulated workplace settings;
- identify and effectively apply strategies for managing time, planning tasks, and managing personal finances.

Specific Expectations

Self-Knowledge

By the end of this course, students will:

- summarize, assess, and document various aspects of their personal profile (e.g., interests, skills, needs, values), using feedback from others, personal reflection, and information from standardized assessment tools, and explain how this information influences their postsecondary education, training, and career plans;
- describe how learning from experience (e.g., work done in school subjects, volunteering, part-time jobs) contributes to the achievement of their goals for learning and work;
- identify and describe internal and external factors that motivate them (e.g., sense of satisfaction, money, recognition), and explain how such factors contribute to the achievement of their goals for learning and work.

Working With Others

By the end of this course, students will:

- describe self-management skills (e.g., prioritizing, stress management, problem solving), and use them to deal effectively with challenging situations in the school, community, or workplace (e.g., situations involving harassment, unreliability of others);
- describe and use strategies for managing conflict (e.g., negotiation, mediation), and explain the issues and difficulties that may be encountered when resolving conflict;
- describe the value of diversity (e.g., in perspective, gender, culture) in teamwork as well as some of the challenges it may create;
- identify strategies that contribute to effective teamwork (e.g., presuming positive intentions, managing conflict, paying attention to self and others, seeking diverse strengths and perspectives), and use them to work collaboratively to accomplish team goals in real or simulated workplace settings;
- identify a specific need in the community and respond to this need, working as part of a team (e.g., organize a career fair for parents and teachers);
- identify and use appropriate strategies (e.g., clarifying needs) to obtain the resources and support required to meet their needs when communicating with employers and postsecondary education and training providers.

Resource Management

By the end of this course, students will:

- identify and use time-management skills (e.g., prioritizing, allocating adequate time, limiting interruptions) and time-management tools (e.g., personal planners, schedules, “to-do” lists) to complete tasks and projects in real or simulated workplace settings;
- develop and implement a plan to complete a task or series of tasks in the community or the workplace (e.g., collect and organize materials and resources, sequence components of the task, create a timeline, delegate responsibilities, make adjustments as required), and assess the effectiveness of the plan;
- describe how such factors as personal goals, priorities, and needs affect their use of money as a resource;
- demonstrate an understanding of the money-management strategies (e.g., budgeting, using credit, investing) required to handle their short- and long-term expenses.

Exploration of Opportunities

Overall Expectations

By the end of this course, students will:

- demonstrate the ability to research information about learning and work opportunities, using print, electronic, and human resources;
- describe occupations of interest and the postsecondary education or training required for these occupations;
- demonstrate an understanding of the nature of work and of workplace expectations and issues;
- identify, explain, and follow health and safety policies and procedures in school and in the workplace.

Specific Expectations

Researching Information

By the end of this course, students will:

- use an inquiry process (i.e., formulate questions; gather, organize, interpret, assess, and communicate information) to locate information about postsecondary learning and work options (e.g., on-the-job training, apprenticeship, college, university, fields of work, specific occupations);
- locate information about learning opportunities and work, using a variety of career information resources (e.g., National Occupational Classification system, *Job Futures*, *Ontario Prospects*) and human resources (e.g., mentor, placement supervisor);
- design experiential learning opportunities (e.g., cooperative education, work experience, site visits, job shadowing) and information interviews (e.g., in person, by telephone, by e-mail) to investigate types of employment, employment trends, and work-style alternatives (e.g., job sharing, shift work, “flex-time” arrangements, contract work, consulting).

Exploring Learning and Work Opportunities

By the end of this course, students will:

- summarize and communicate information about occupations of interest (e.g., work environment, employment prospects, duties, required workplace essential skills) and the education and/or training recommended for these occupations;
- describe resources and opportunities available in the community (e.g., small business loans, venture capital, adult and continuing education, career counselling and job placement agencies) that will support the achievement of their postsecondary learning and work goals;
- describe types of employment and work-style alternatives (e.g., job sharing, shift work, “flex-time” arrangements, contract work, consulting), and explain the advantages and disadvantages in relation to their own lifestyle and work preferences;
- explain how a variety of factors (e.g., supply and demand for workers, demographic changes, trends in various work sectors) affect work opportunities in their occupational areas of interest.

Understanding the Workplace

By the end of this course, students will:

- identify workplace issues (e.g., harassment, ethics, confidentiality and the right to privacy, responsible use of computers, gender equity), and explain how policies and procedures dealing with them contribute to a positive and productive work environment;
- explain workers' rights (e.g., right to refuse unsafe work, right to reasonable accommodation) and responsibilities (e.g., accident reporting), and identify federal and provincial legislation in which they are described (e.g., Hazardous Products Act, Ontario Human Rights Act);
- describe the role of unions and explain their impact in the workplace.

Demonstrating Health and Safety Awareness

By the end of this course, students will:

- identify potential health and safety hazards in a workplace setting;
- describe safety practices associated with work-related risk reduction and injury prevention (e.g., safety training, hazard recognition, risk management, ergonomic considerations, workplace accessibility) in a workplace setting;
- explain and follow health and safety policies (e.g., proper handling of tools and equipment, use of personal protective equipment) and procedures (e.g., fire drill, evacuation, equipment lockouts) in a workplace setting;
- describe procedures for reporting accidents and unsafe practices, and explain why they are necessary in the workplace.

Preparation for Transitions and Change

Overall Expectations

By the end of this course, students will:

- identify the possible changes they will encounter in the transition from secondary school to their first postsecondary destination, and develop strategies and resources to manage this transition;
- produce plans for a smooth transition to their selected postsecondary destination;
- apply job-search strategies, tools, and resources to find or create opportunities for work and for learning about work.

Specific Expectations

Managing Change

By the end of this course, students will:

- describe the challenges (e.g., financial obligations, moving) and opportunities (e.g., job offers, certification courses, re-entry to school) that may occur during their transition from secondary school to new roles and environments (e.g., work, postsecondary education/training, community living);
- use appropriate strategies (e.g., finding personal and financial support, compiling a list of kinds of community support) and identify resources (e.g., key contacts within the family, school, community, and workplace) to assist them with their transition to a postsecondary destination of interest;
- describe how to manage planned changes (e.g., accepting a job offer) and unplanned changes (e.g., non-admission to a postsecondary program, illness) in their learning and work environments.

Planning for Learning and Work

By the end of this course, students will:

- describe the career-planning process (i.e., identify personal interests and attributes; investigate education and career opportunities in the school, community, and workplace; decide which opportunities to select; plan the transition), and

develop their postsecondary goals and plans using this process;

- develop, assess, and refine a back-up plan describing the steps they would take and the resources and support they would need to make a smooth transition to their first postsecondary destination;
- identify the financial requirements for their selected postsecondary destination, and produce and implement a plan for managing their finances (e.g., income, expenditures, savings).

Searching for Work

By the end of this course, students will:

- use various job-search strategies (e.g., conducting on-line job searches, developing a personal network) to find work opportunities;
- document evidence of the knowledge and skills (including workplace essential skills) that they have acquired in the workplace or through volunteering, using the *Ontario Skills Passport* and other tracking tools;
- create effective job-search tools (e.g., job-specific résumé, covering letter, portfolio) that reflect their knowledge, strengths, experience, and skills (including workplace essential skills) for an experiential learning, volunteer, or work opportunity;

- communicate their interest in a volunteer or work opportunity by telephone or e-mail and by completing a real job application form;
- present effectively their knowledge and skills, including the workplace essential skills, in interviews with prospective employers or placement supervisors;
- identify community-based agencies available to provide assistance in making the transition to the next stage in their lives.



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