

## INTRODUCTION

The economy of the twenty-first century will need workers who can respond and adapt to change and who are lifelong learners. Canada is on the verge of a workforce shortage that will create many new job opportunities. The ability to predict jobs or work of the future is becoming more and more challenging. Our knowledge-based economy requires more highly skilled workers at a time when the demographics of our country reveal a shrinking workforce and the underutilization of many of our workers. Work has been altered by factors such as

- globalization
- rapid spread of information and communication technology
- workforce population decline
- aging population

Canada is shifting to a new career-building paradigm that recognizes that career development is a lifelong process of skills acquisition and growth through a continuum of learning and mastery (Jarvis). People will need to play a greater role in the construction and development of their own careers. Canadians will need to develop a new set of career-building skills that will enable them to

- be flexible
- be adaptable
- be self-reliant in order to construct and manage their lives and careers
- access labour market information
- be able to use this information effectively

The boundary between work and life is becoming fuzzy, and people will need to understand and create a balance in their lives. In the new career paradigm, career development is the process of managing life, learning, and work. It means one's whole life, not just one's occupation. This paradigm requires Canadians to learn and develop a set of career-building skills that enable them to be self-reliant and able to construct and manage their lives and careers.

## Rationale and Philosophy

The career development curricula have been designed to connect school learning with workplace and labour market realities; this connection will then contribute to increasing the number of students graduating from high school in Manitoba. The courses will provide a smoother transition between high school graduation and more appropriate post-secondary educational programming. These courses will help students acquire and apply knowledge and skills to make appropriate decisions for life, work, and the essential post-secondary education/training that is required in today's economy. The experiential learning components will provide students with opportunities to explore potential occupations, and to demonstrate employability skills, essential skills, and specific occupational skills. The broad range of experiences may vary from community visitor presentations or volunteerism to community placements through which students have opportunities to gain knowledge and learn skills that are sometimes not available to them in their school setting.

The time allotted for community-based activities varies with the course level, with more time assigned to the higher grades. The following departmental curricula will be available:

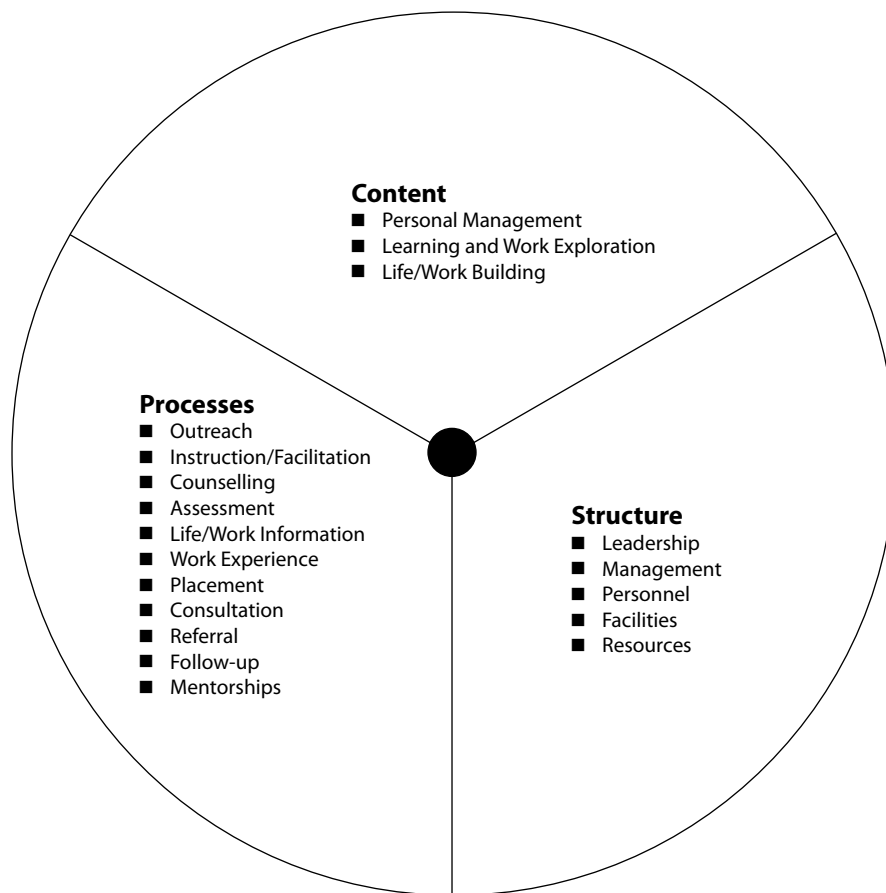
Grade 9	Career Development: Life/Work Exploration
Grade 10	Career Development: Life/Work Planning
Grade 11	Career Development: Life/Work Building
Grade 12	Career Development: Life/Work Transitioning

With career information and experience, students will acquire enhanced self-confidence, motivation, and self-knowledge, and a greater sense of direction and responsibility.

# Career Development Framework

Manitoba's career development curricula use the competencies outlined in the national *Blueprint for Life/Work Designs* as the foundation for student learning outcomes. The *Blueprint for Life/Work Designs* is the result of the work of the National Life/Work Centre, Canada Career Information Partnership, and Human Resources Development Canada, along with partners in every province and territory. The *Blueprint* was piloted across Canada via a four-year process that included diverse public and private sector agencies in all regions of Canada.

The *Blueprint for Life/Work Designs* model for a comprehensive career development program, as shown below, emphasizes the relationship of program content, processes, and structure. Each of these elements is equally important to the successful implementation of career development curricula.



## Content

In Manitoba, the content of the career development courses is arranged into five units, with general learning outcomes (GLOs) indicated for each unit:

### **Unit 1: Personal Management**

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

GLO B. Interact positively and effectively with others.

GLO C. Change and grow throughout life.

### **Unit 2: Career Exploration**

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.

### **Unit 3: Learning and Planning**

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.

### **Unit 4: Job Seeking and Job Maintenance**

GLO K. Secure/create and maintain work.

### **Unit 5: Career and Community Experiences**

This unit draws upon all student learning outcomes, targeting those that individual students need to focus on. In addition to individual learning outcomes, the following GLOs will be revisited:

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

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

These outcomes include the employability skills employer groups suggest are lacking in too many prospective employees, particularly youth. In fact, work habits and attitudes strongly influence early adult earning, so education and training need to emphasize work behaviours as much as they emphasize job skills. Self-reliance grows out of the acquisition of these skills.

## Processes

Processes are the approaches used to actually deliver the content. Some may be more suitable than others to particular settings. Processes could include the following:

- Outreach—provides ongoing information to individuals about the career development services and resources available to them.
- Instruction/Facilitation—includes group activities, career-related curricula, and peer support groups that help students acquire the knowledge, skills, and attitudes outlined in the career development outcomes. Experiential learning is also an effective method to engage students in career development.\*
- Counselling—focuses on the interaction between an individual or a small group and a professional counsellor; helps students and adults explore personal issues related to life/work decisions; examines how to apply information and skills learned to personal plans; and facilitates the building of individualized career plans.
- Assessment—involves the administration and interpretation of a variety of formal and informal measures and techniques to help individuals gain an understanding of their skills, abilities, attitudes, interests, achievements, prior learning experiences, personal style, learning style, work values, and lifestyle needs.
- Life/Work Information—encompasses a variety of resources that provide current, unbiased information about work roles, educational programs, and work opportunities. Such resources include computer-based career information delivery systems, the Internet, print and media materials, informational interviews, workplace speakers, and more.
- Work Experience—provides opportunities for students and adults in actual work settings to test life/work decisions and develop effective work attitudes and behaviours. Internships, youth apprenticeships, co-op programs, service projects, volunteerism, and paid work are some examples.
- Placement—organizes resources and offers assistance so that individuals can make successful transitions from the program to work or further education and training.
- Consultation—assists staff, administrators, trainers, employers, and others in areas of needed expertise related to career development.
- Referral—develops a network of outside educational institutions, agencies, and other organizations to offer additional services needed by students and adults.
- Follow-up—establishes and maintains long-term contact with individuals who have made transitions to determine effectiveness of life/work decisions.
- Mentorships—provide one-to-one support and role models for students.

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\* Information about experiential learning techniques can be found at the following website:  
[www.njaes.rutgers.edu/learnbydoing/weblinks.html](http://www.njaes.rutgers.edu/learnbydoing/weblinks.html).

## Structure

A solid organizational structure is the framework that supports the course's activities. Key components include

- leadership—a management team usually led by a counsellor or career development professional who assumes the role of program coordinator
- management—a process for organizing planning, clarifying staff roles and responsibilities, securing resources, monitoring course implementation, and revising the course
- personnel—other staff, community resource persons, paraprofessionals, and volunteers who can help serve the wide range of individual career development needs through direct involvement or linkages with other organizations
- facilities—adequate space, materials, and equipment that ensure the delivery of high quality career development services
- resources—sufficient funds to purchase materials, equipment, and other items to implement career development courses

# Roles and Responsibilities

## Principals

As the school leader, the principal needs to understand the goals and structure of career development courses. There is a need to coordinate the guidance and career education courses with the overall school program, assigning suitable staff and communicating with parents and the larger community about the courses. These responsibilities should include

- establishing a school advisory team
- implementing and supervising career education courses
- in-service development of staff members responsible for course implementation
- developing a career education plan for the school
- arranging for physical facilities, resources, and staff necessary for the successful implementation of the courses
- ensuring adequate time is scheduled in the school timetable to allow students to participate in all aspects of the courses
- coordinating partnerships in the school community and broader local community
- ensuring workplace safety and health regulations apply to student training and placement

## Students

Student responsibilities increase as students proceed through the school system. These include

- taking responsibility for their learning
- taking responsibility for managing their behaviour
- getting along with others in a variety of settings in the school or community
- demonstrating social responsibility
- developing and setting educational goals
- completing their education plans and portfolios
- complying with workplace safety and health regulations

## Parents\*

Parents have an important role to play in their children's learning. They can encourage their children's learning by

- working collaboratively with the school to help students develop their education plans and portfolios
- supporting and helping students with critical decision making
- supporting the students' educational and occupational goals
- monitoring students' progress and reviewing their progress toward the completion of their Annual Education Plans
- maintaining contact with the students' teachers
- supporting and taking an interest in all of their children's assignments and activities, both inside and outside school

## Teachers

In addition to the usual duties conducted by the subject area classroom teacher, career education teachers should

- monitor the overall academic progress of their students
- monitor the completion of the students' education plans
- review the education plans with parents and students throughout the year
- refer students who require individual assistance or short-term counselling to a guidance counsellor in accordance with the school process
- register students participating in career and community experiences in advance of placement
- invite community partners to provide a variety of career exploration activities for their students
- provide work-site orientation that includes workplace safety and health education
- conduct a work-site safety evaluation at the beginning of a placement
- visit each student work site at least once and not less than every 20 hours of student participation
- participate in the ongoing review and evaluation of the career education course

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\* In this document, the terms *parent* and *parents* refer to both parents and guardians. The term *parents* is used with the recognition that in some cases only one parent may be involved in a child's education.



## Community Partners

Community partners include

- sector councils, employers, and workers within the wider school community who participate in school-based curricular activities and facilitate educational visits
- social and community agencies that might offer skilled staff to lead or support small-group instruction
- staff from local and regional post-secondary educational and training institutions

Principals and teachers should work with their communities to facilitate collaboration and opportunities for involvement through such means as

- in-school visits by community-based representatives
- community-based mentorships
- consultations with sector councils and employers to prepare students for employment
- placements for job shadowing, work experience, community service, internship, and school-work transition activities

Community partners must provide safe and healthy workplaces and any specific safety training required.

## Career and Community Experiences

One of the main goals of education is to aid students in their transition to the workplace. Community experiences can be used in a variety of ways. They are an extension of formal education beyond the confines of the school building, enabling students to become familiar with the workplace and enabling employers to participate in education. They make school more responsive to the needs of students, industry, and labour. Both school-sponsored career exploration and community-based work experience are intended to help prepare students for the transition from secondary school to the world of work or further education and training. A community experience provides students with an opportunity to apply classroom learning in a context outside of school and to bring back to the classroom new perspectives about their learning. Community experiences also provide students with the chance to gain new skills that can be used in future work.

*Preparing students for a career and community experience:*

Successful career experience placements in the community require that students be prepared for the expectations of work sites. Students should be knowledgeable about what to expect and what is expected of them. Students must understand that they need to adapt to the workplace environment and not perceive it as an extension of the school environment. Students need to know what work sites require in terms of behaviour, clothing, and workplace safety.

*Considerations for placing students in community experience:*

Community placements should match the interests and abilities of each student. Educators should decide whether a student is adequately prepared to participate in a community-based placement. Educators should provide each student with an adequate knowledge and understanding of the placement before the student begins any on-site visit.

*Community experience workplace safety:*

Students must have an in-school orientation that includes work-site safety awareness. This should prepare students to identify, observe, and apply their knowledge to health and safety issues in the workplace. Students should know the following before being placed:

- potential dangers at the job site and how they will be protected
- the right to refuse work if they feel it is unsafe
- hazards (such as noise or chemicals) and what they should know to avoid these hazards
- site-specific safety orientation and training they will receive before they start work
- safety gear they are expected to wear and who is responsible for providing the gear

- emergency procedures for events such as fire, chemical spills, or robbery
- location of fire extinguishers, first aid kits, and other emergency equipment
- workplace health and safety responsibilities
- procedures if injured on the work site
- who the first aid attendant is and how he or she can be contacted

## Manitoba's Career Development Curricula




Each career development curriculum is divided into five themes: Personal Management (Unit 1), Career Exploration (Unit 2), Learning and Planning (Unit 3), Job Seeking and Job Maintenance (Unit 4), and Career and Community Experiences (Unit 5). Grade 9 and Grade 10 curricula place greater emphasis on personal introspection and career exploration while Grade 11 and Grade 12 curricula focus more on community experiences and transition planning.

All four curricula provide learning outcomes that are necessary for a successful transition into life/work experiences for the future. The higher the grade level, the greater the expectations are that students will be able to acquire, apply, and personalize learning outcomes to assist their life/work transitions. The Grade 9 curriculum provides students with an overview of career development outcomes with emphasis on building a positive self-esteem, exploring self-assessment, locating work information, and selecting high school courses. The Grade 10 curriculum places a greater emphasis on student outcomes related to communication skills, work information, work trends, self-assessment, matching personal skills to occupations, stereotyping and discrimination in the workplace, and work-search tools. The Grade 11 curriculum focuses student learning on personal management skills, life/work balance, and transition from high school. In Grade 11, students will have up to 46 hours to apply the specific learning outcomes during their Career and Community Experiences unit. The Grade 12 curriculum gives students opportunities to internalize all the learning outcomes in a classroom setting and spend up to 80 hours applying and personalizing these outcomes in their career and community experience. The Grade 12 emphasis is on the transition from high school to post-secondary training and preparation for employment.

The four career development curricula are optional and can be offered in sequence or independently of each other. The learning outcomes of each curriculum build on prior curricula, and key topics are revisited to deepen understanding and extend application. Schools may choose to offer any or all of the career development courses, based upon local needs, priorities, resources, et cetera. Because of the nature and focus of the courses, adjustments are recommended if only one or two courses in career development are offered, particularly if at the Grade 11 or 12 level. If a school chooses to offer a career development course at Grade 12 only, it is recommended that the Career and Community Experiences part of the course be limited to a maximum of 68 hours to allow sufficient time to develop the knowledge and skills that will be needed to make the experience in the community effective.

## Key to Understanding the Learning Outcome Code

All specific learning outcomes are identified with a sequence of characters (numbers and letters) separated by dots. These characters code the unit, the general learning outcome, and the specific learning outcome.

- The first number indicates the **unit**. 
- The letter indicates the **general learning outcome**. 
- The last number indicates the **specific learning outcome**. 

## Grade 11 Career Development: Life/Work Building—General and Specific Learning Outcomes

### 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. The theme assists students in developing the knowledge and skills necessary for effective communication, teamwork, and leadership. The students will learn to build successful relationships in all aspects of their lives. This section also helps students to discover and learn how to respond to change and personal growth as they pass through the various stages of their lives. These personal management skills are needed for success in work, learning, and life.

General Learning Outcome (GLO) A: Build and maintain a positive self-image.

#### Specific Learning Outcomes (SLOs):

Students will be able to:

- 1.A.1 Evaluate the impact of self-image on self and others.
- 1.A.2 Identify own interests, skills, work values, learning styles, and work preferences.
- 1.A.3 Determine behaviours and attitudes conducive to reaching personal, social, and educational goals.

General Learning Outcome (GLO) B: Interact positively and effectively with others.

Specific Learning Outcomes (SLOs):

Students will be able to:

- 1.B.1 Illustrate how we show respect for the feelings and values of others.
- 1.B.2 Understand and apply appropriate skills, knowledge, and attitudes when responding to positive and negative criticism.
- 1.B.3 Demonstrate personal management skills such as time management, problem solving, stress management, and life/work balance.
- 1.B.4 Demonstrate openness to the diversity (of lifestyles, abilities, etc.) in the world.
- 1.B.5 Identify various communication skills, and adopt those that are culturally appropriate.
- 1.B.6 Explore all possible sources of financial aid for post-secondary education and training using personal management skills. (Include grants, bursaries, bank loans, band sponsorship, government financial assistance, other loans, work options, scholarships, and family assistance.)

General Learning Outcome (GLO) C: Change and grow throughout life.

Specific Learning Outcomes (SLOs):

Students will be able to:

- 1.C.1 Examine own communication skills and adopt those that are culturally appropriate.
- 1.C.2 Determine own work, family, and leisure activities, and recognize their impact on mental, emotional, physical, and economic well-being.
- 1.C.3 Explore and identify stressful behaviour, potential causes, and coping strategies.

## 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 and society and the economy. Students will discover the importance of post-secondary education and explore the numerous post-secondary education and training opportunities. They will learn about the interrelationship of life/work roles and the changing career patterns of men and women. The career exploration section provides students with information that allows them to explore issues around occupational choice, the meaning of work, and the impact of these choices on their lives.

General Learning Outcome (GLO) D: Locate and effectively use life/work information.

Specific Learning Outcomes (SLOs):

Students will be able to:

- 2.D.1 Identify various sources that provide occupational information about the many different occupations that exist. (Include Internet, networking, and local community resources.)
- 2.D.2 Use career information resources to learn about the realities of occupational ladders within work clusters.
- 2.D.3 Match own current skills, interests, and work preferences to the realities and requirements of various work roles.
- 2.D.4 Examine how individuals in various work roles serve as sources of information, role models, and/or mentors.
- 2.D.5 Compare and discuss the occupational differences of being self-employed and working for someone.

General Learning Outcome (GLO) E: Understand the relationship between work and society/economy.

Specific Learning Outcomes (SLOs):

Students will be able to:

- 2.E.1 Analyze how local and global trends have an impact on work and learning opportunities.
- 2.E.2 Determine the importance of work in our lives.

General Learning Outcome (GLO) F: Maintain balanced life and work roles.

Specific Learning Outcomes (SLOs):

Students will be able to:

- 2.F.1 Determine how volunteering and extracurricular activities can be a way to explore occupational opportunities.
- 2.F.2 Examine work, lifestyle, and leisure scenarios that reflect the changes in life stages.

General Learning Outcome (GLO) G: Understand the changing nature of life/work roles.

Specific Learning Outcomes (SLOs):

Students will be able to:

- 2.G.1 Examine the opportunities and challenges of participating in a non-traditional employment role.

### 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. Students will be required to engage in and manage their own life/work building process. They review the various components of the high school curricula, reflect on personal experiences, and use this knowledge in developing an Annual Education Plan and a Career Portfolio. Students will learn about the changing nature of life/work roles, factors involved in making life/work enhancing decisions, lifelong learning, and its contribution to one's life and work. Students will understand and experience the process of life/work building.

General Learning Outcome (GLO) H: Participate in lifelong learning supportive of life/work goals.

Specific Learning Outcomes (SLOs):

Students will be able to:

- 3.H.1 Evaluate strategies for improving academic skills and knowledge, and adopt those that contribute best to the lifelong learning process.
- 3.H.2 Evaluate the significance of the High Five Plus One career development principles to life/work successes.
- 3.H.3 Review high school graduation requirements.

General Learning Outcome (GLO) I: Make life/work enhancing decisions.

Specific Learning Outcomes (SLOs):

Students will be able to:

- 3.I.1 Evaluate how decisions about school, family, leisure, and work affect other decisions and have an impact on one's life.
- 3.I.2 Complete the steps required to plan for a transition from school to post-secondary education/training or work. (Include a budget.)
- 3.I.3 Examine alternative life/work scenarios, and evaluate their impact on life.

General Learning Outcome (GLO) J: Understand, engage in, and manage own life/work building process.

Specific Learning Outcomes (SLOs):

Students will be able to:

- 3.J.1 Develop and pursue plans in light of own ideal life/work scenarios.
- 3.J.2 Plan ways to experience different roles through work experience, volunteering, social events, and so on.
- 3.J.3 Review the purpose and content of a Career Portfolio.



## 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. They will develop the necessary skills needed for preparing resumés, completing job application forms, writing cover letters, and mastering job interviews. Students will acquire career management skills that will enable them to succeed in the labour market. The students will also acquire knowledge about unions, safe workplaces, and Manitoba labour practices.

General Learning Outcome (GLO) K: Secure/create and maintain work.

Specific Learning Outcomes (SLOs):

Students will be able to:

- 4.K.1 Identify and evaluate personal qualities needed to acquire and maintain work.
- 4.K.2 Demonstrate Employability 2000+ skills and knowledge necessary to acquire and maintain work.
- 4.K.3 Identify and assess own essential skills.
- 4.K.4 Explore skills and knowledge that are transferable from one occupation to another.
- 4.K.5 Demonstrate an understanding of workplace safety and health regulations. (Include rights, responsibilities, and hazard recognition and control.)
- 4.K.6 Recognize and discuss labour legislation and standards for Manitoba employees.
- 4.K.7 Describe the development and purpose of labour unions.
- 4.K.8 Identify and use work-search strategies required to seek work.
- 4.K.9 Identify and use work-search strategies to obtain and maintain work.
- 4.K.10 Recognize that work opportunities often require flexibility and adaptability.

## 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. Grade 9 and Grade 10 experiences could be limited to field trips, community guest speaker presentations, job shadowing, presentations by post-secondary educators, and private school training presentations. Ideally, Grade 11 and Grade 12 students would benefit from a longer time in the community to enhance previously taught generic work skills and to gain exposure to specific occupational experiences.

The specific learning outcomes for this unit are chosen for individual students based on their particular needs and interests. They can be chosen from any of the student learning outcomes in the course, but the following SLOs under GLOs D and J will be included.

General Learning Outcome (GLO) D: Locate and effectively use life/work information.

### Specific Learning Outcomes (SLOs):

Students will be able to:

- 5.D.1 Analyze education plans to match suitable occupations with career goals.
- 5.D.2 Research and discuss career and community experience expectations and responsibilities.
- 5.D.3 Identify, using community resources and networking, a potential employer with whom to conduct a placement interview.

General Learning Outcome (GLO) J: Understand, engage in, and manage own life/work building process.

### Specific Learning Outcomes (SLOs):

Students will be able to:

- 5.J.1 Evaluate different occupations through career and community experiences, and determine how such experiences have an impact on own life/work decisions.
- 5.J.2 Explain how learning about self and the work site is important to the life/work building process.
- 5.J.3 Reflect on and revise own strategies to locate, interpret, evaluate, and use life/work information.

## Curricular Connections

### Grade 11 Physical Education/Health Education

Teachers should be aware that some of the specific learning outcomes included in the Life/Work Building curriculum are similar to some in the Grade 11 Physical Education/Health Education curriculum. The learning outcomes may be similar but are dealt with in different ways in the respective curricula. Teachers are encouraged to consult each other to ensure a minimum of overlap. These overlapping topics include

- stress management
- safe and healthy lifestyle practices
- goal setting
- development of an action plan

## Assessment\*

The effectiveness of the career development courses will be determined by students' achievement of learning outcomes and through ongoing communication with parents and community partners. All four career development courses require the students to complete and/or revise Annual Education Plans (or, in Grade 12, a Transition Plan), compile a Career Portfolio, and participate in community activities. Teachers and students must continually observe, assess, and evaluate achievement of learning outcomes in all components of the courses. Teachers will also consult with community placement supervisors/mentors as to student performance at the community sites.

Information from assessment will help improve student learning and identify areas for course improvement. It will help teachers and guidance counsellors determine how well their planned career exploration activities are working. It will also provide them with feedback on how other components of the career education courses are working and help them make any changes to assist students in achieving their goals. It is important that teachers have students review their learning progress and plans for improvement and that this is reflected in the Annual Education Plans and Career Portfolios. It is especially important that parents be involved in discussions regarding their children's progress. Teachers and guidance counsellors should gather information from parents and consult with them when assessing a student's adjustment to school, achievement of goals, and plans for future education.

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\* Ideas in this section are drawn from *Rethinking Classroom Assessment with Purpose in Mind: Assessment for Learning, Assessment as Learning, Assessment of Learning* by Manitoba Education, Citizenship and Youth.

The assessment plan for each unit has been designed from the perspective that assessment *for* learning (formative assessment) and assessment *of* learning (summative assessment) are equally important. Therefore, the assessment ideas and guidelines for this course will reflect an attempt to balance both formative and summative aspects of student assessment.

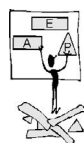
Teachers should, when gathering information for **assessment *for* learning**, observe, read, and/or listen for specific evidence that shows how close the students are to achieving the specific learning outcomes that are targeted for that learning activity. Teachers should use this information to plan further instruction and to differentiate learning (i.e., adjust grouping practices, instruction, and/or resources). Teachers should also provide descriptive feedback to students about why their response is appropriate and what they have achieved, along with prompts or suggestions for ways to improve. Students should reflect on their own learning, considering their progress toward their goals and how they can move further toward them. The completion and revision of their Annual Education Plans provide opportunities for this reflection and goal setting.

**Assessment *of* learning** is designed to provide evidence of student learning and achievement to students, parents, educators, and perhaps employers or other educational institutions. This is the part of assessment that becomes public and is used to decide the future of students, so it is vital that all assessment of learning is done in a fair and accurate manner. Methods used in assessment of learning need to allow students to demonstrate their understanding and to give a variety of kinds of information and evidence of student learning. In the career development courses, one key tool used to make assessments of learning is the Career Portfolio, which will contain such items as work experience journals and reports, certificates of achievement, samples of work demonstrating various employability and occupational skills, resumés and cover letters, and so on, all of which will provide evidence of student achievement of the learning outcomes.

Assessment is an integral part of the entire learning process, and needs to be carefully planned and followed through on. Therefore, each unit begins with a proposed assessment plan that covers both formative and summative assessment elements, as well as suggestions for materials that may be collected in student Annual Education Plans and Career Portfolios. The following icons are used to indicate when a particular learning activity provides a good opportunity to assess students' progress:



Assessment *for* Learning



Annual Education Plan



Assessment *of* Learning



Career Portfolio

## Document Organization and Format

The assessment plans and suggestions for instruction for each of the five units suggest ways to provide opportunities for students to achieve the learning outcomes of this course. *Grade 11 Career Development: Life/Work Building* is organized according to the five units:

- Unit 1: Personal Management
- Unit 2: Career Exploration
- Unit 3: Learning and Planning
- Unit 4: Job Seeking and Job Maintenance
- Unit 5: Career and Community Experiences

In addition to the unit sections, there is an appendix of blackline masters (BLMs), an appendix of strategies to use in instruction and assessment, and a bibliography.

## Guide to Reading the Units

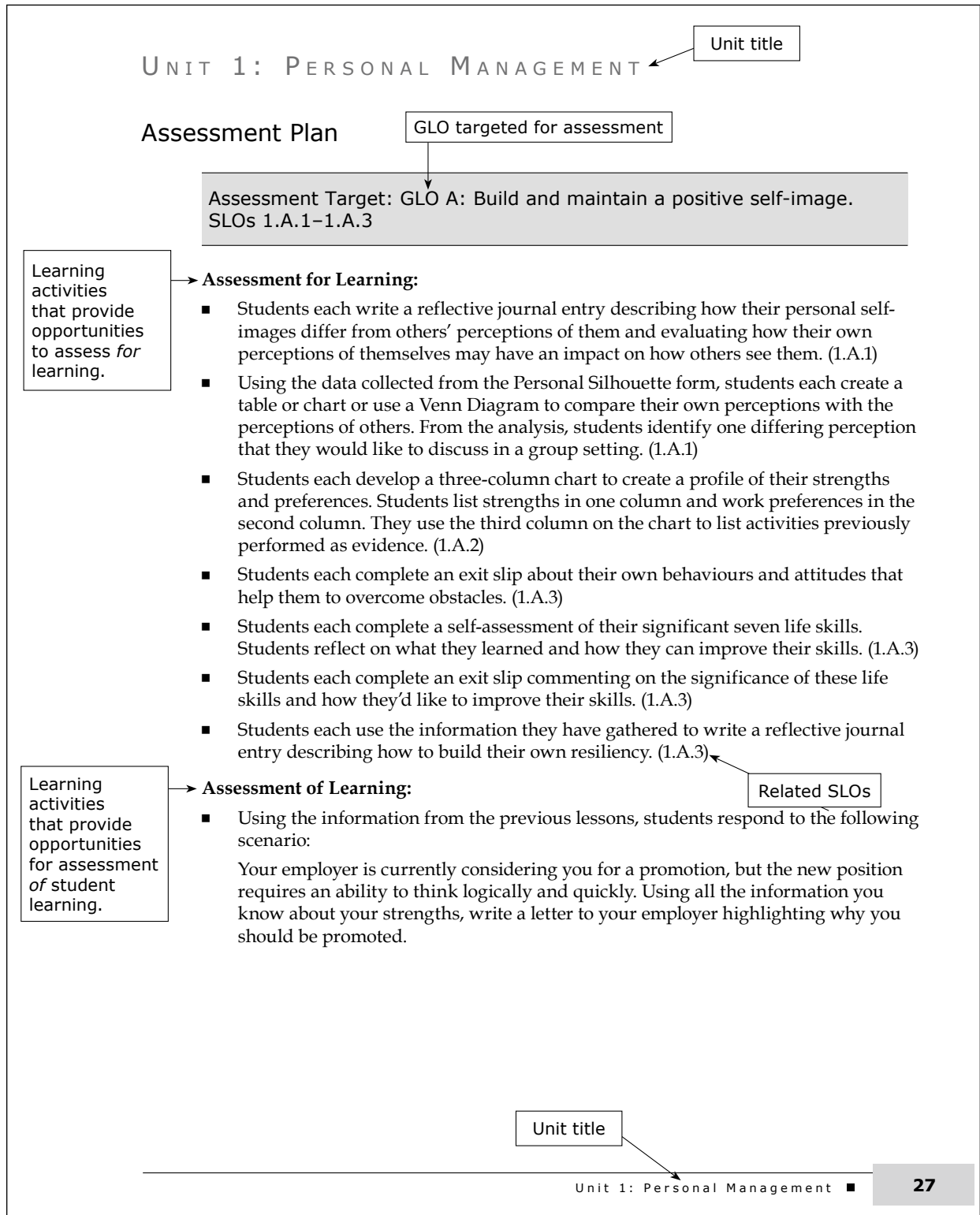
The unit sections are organized as follows:

- An **Assessment Plan** points out particular learning experiences that provide opportunities for assessment for and/or assessment of student learning of each targeted general learning outcome (GLO). The related specific learning outcomes (SLOs) are indicated in parentheses after each learning experience.
- The **unit title**, identified in a main heading and in the footers on each page, provides the focus of instruction for the identified GLOs and SLOs.
- In the section **Achieving the Learning Outcomes**, suggested time allotments for each of the GLOs in the unit are given. The **Suggestions for Instruction**, a sequence of learning experiences, relate directly to the GLO under which they are grouped and to the SLOs listed beside them. When it worked within the sequence of the SLOs, the SLOs are grouped together to be taught in an integrated way.
- **Icons** beside the learning experiences indicate which ones provide opportunities for assessment for and assessment of learning—as stated on the Assessment Plan—as well as which will result in additions or revisions to students' Annual Education Plans (AEPs) and Career Portfolios. Within certain learning experiences, there is an icon to indicate that supporting website addresses are available on the Manitoba Education and Training Career Development website at [www.edu.gov.mb.ca/k12/cur/cardev/gr11\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr11_found/supporting.html).

**Note:** Even though in this document there is often a one-to-one correspondence between learning experience and SLO, it is still understood that single learning outcomes are rarely taught in isolation—opportunities to demonstrate other SLOs will almost always be integrated in any one learning experience or sequence of experiences. For example, opportunities for students to demonstrate an SLO such as 1.B.1 (“Illustrate how we show respect for the feelings and values of others”) could be given whenever students work in partners or groups. Because this document follows a particular sequence of SLOs and learning experiences, this clustering of outcomes is not always demonstrated throughout the units.

See the following pages for a detailed clarification of reading the Assessment Plan format (page 23) and the Achieving the Learning Outcomes format (page 24).

# Document Format



# Achieving the Learning Outcomes

Targeted GLO continued from previous page

## GLO A: Build and maintain a positive self-image. (continued)

Prescribed Learning Outcomes

Suggestions for Instruction

Suggestions for student learning experiences

1.A.3 Determine behaviours and attitudes conducive to reaching personal, social, and educational goals.

### Resiliency/Protective Factors

Provide students with the definition of resiliency as “being able to recover from difficulties or being able to bounce back.”

In small groups, students research and generate lists of personal characteristics and protective factors involved in resiliency.

Once the students have completed the research, facilitate a follow-up class discussion about what increases the likelihood of resiliency (protective factors) and what decreases it (risk factors). The class should develop a chart listing personal qualities found in resilient youth and the major factors that contribute to putting youth at risk.

Students each use the information they have gathered to write a short reflective journal entry (see Appendix B) describing how to build their own resiliency.

For example, students could address a question such as the following: How will knowing this help me be more successful?

Specific learning outcomes define what students are expected to achieve.

Add to AEP

Suitable for assessment of learning

A of

Title of learning experience

Description of the learning experience

## GLO B: Interact positively and effectively with others.

Prescribed Learning Outcomes

Suggestions for Instruction

Beginning of targeted GLO

1.A.3 Determine behaviours and attitudes conducive to reaching personal, social, and educational goals.

### Circle of Courage and Three Spheres of Life

In small groups, students examine the Circle of Courage (see Appendix A, BLM 9) and list the values stressed in it. Students compare these values to those that were revealed in the Three Spheres of Life forms and discuss how various activities reveal the spirit of generosity or the spirit of belonging or the spirit of mastery or the spirit of independence. Remind students that small group discussions are a good opportunity to practise showing respect for the feelings and values of others.

As a class, discuss any personal insights gained. What did students learn about their own values? the values of their classmates? Was anyone surprised by how different or how similar their values were? How easy was it to show respect for the feelings and values held by others, especially when they were different from one's own?

Career Portfolio Selection



Supporting websites



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr11\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr11_found/supporting.html).

Suitable for assessment for learning

A for