

# CAREER & TECHNOLOGY STUDIES

## CAREER TRANSITIONS

GUIDE TO **S**TANDARDS AND **I**MPLEMENTATION

1997

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This document supersedes all previous versions of the *Career & Technology Studies Guide to Standards and Implementation*.

This publication is a support document. The advice and direction offered is suggestive except where it duplicates the Program of Studies. The Program of Studies—a prescriptive description of the expectations of student learning, focusing on what students are expected to know and be able to do—is issued under the authority of the Minister of Education pursuant to section 25(1) of the *School Act*, Statutes of Alberta, 1988, Chapter S-3.1 as amended, and is required for implementation. **Within this document, the Program of Studies is shaded so that the reader may readily identify all prescriptive statements or segments.**

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# CAREER AND TECHNOLOGY STUDIES

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## A. PROGRAM RATIONALE AND PHILOSOPHY

Through Career and Technology Studies (CTS), secondary education in Alberta is responding to the many challenges of modern society, helping young people develop daily living skills and nurturing a flexible, well-qualified work force.

In Canada's information society, characterized by rapid change in the social and economic environment, students must be confident in their ability to respond to change and successfully meet the challenges they face in their own personal and work lives. In particular, they make decisions about what they will do when they finish high school. Many students will enter the work force, others will continue their education. All students face the challenges of growing independence and responsibility, and of entering post-secondary programs and/or the highly competitive workplace.

Secondary schools also face challenges. They must deliver, on a consistent basis, high quality, cost-effective programs that students, parents and the community find credible and relevant.

CTS helps schools and students meet these challenges. Schools can respond more efficiently and effectively to student and community needs and expectations by taking advantage of the opportunities in the CTS curriculum to design courses and access school, community and distance learning resources. Students can develop the confidence they need as they move into adult roles by assuming increased responsibility for their

learning; cultivating their individual talents, interests and abilities; and by defining and acting on their goals.

As an important component of education in Alberta secondary schools, CTS promotes student achievement by setting clear expectations and recognizing student success. Students in CTS develop competencies—the knowledge, skills and attitudes they are expected to demonstrate, that is, what they know and what they are able to do.

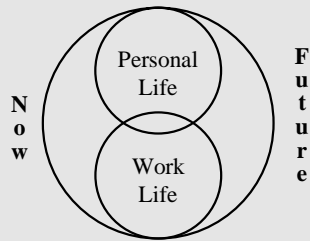
Acquired competencies can be applied now and in the future as students make a smooth transition into adult roles in the family, community, workplace and/or further education. To facilitate this transition, clearly stated expectations and standards have been defined in cooperation with teachers, business and industry representatives and post-secondary educators.

CTS offers all students important learning opportunities. Regardless of the particular area of study chosen, *students in CTS will:*

- develop skills that can be applied in their daily lives, now and in the future
- refine career-planning skills
- develop technology-related skills
- enhance employability skills
- apply and reinforce learnings developed in other subject areas.

In CTS, students build skills they can apply in their everyday lives. For example, in the CTS program, particularly at the introductory levels, students have the opportunity to improve their ability to make sound consumer decisions and to appreciate environmental and safety precautions.

### CAREERS



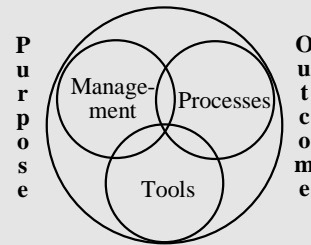
A career encompasses more than activities just related to a person's job or occupation; it involves one's personal life in both local and global contexts; e.g., as a family member, a friend, a community volunteer, a citizen of the world.

The integration of careers throughout the CTS program helps students to make effective career decisions and to target their efforts. CTS students will have the opportunity to expand their knowledge about careers, occupations and job opportunities, as well as the education and/or training requirements involved. Also, students come to recognize the need for lifelong learning.

Students in CTS have the opportunity to use and apply technology and systems effectively and efficiently. This involves:

- a decision regarding which processes and procedures best suit the task at hand
- the appropriate selection and skilled use of the tools and/or resources available
- an assessment of and management of the impact the use of the technology may have on themselves, on others and on the environment.

### TECHNOLOGY



Integrated throughout CTS are employability skills, those basic competencies that help students develop their personal management and social skills. Personal management skills are improved as students take increased responsibility for their learning, design innovative solutions to problems and challenges, and manage resources effectively and efficiently. Social skills improve through learning experiences that require students to work effectively with others, demonstrate teamwork and leadership, and maintain high standards in safety and accountability.

As well as honing employability skills, CTS reinforces and enhances learnings developed in core and other complementary courses. The curriculum emphasizes, as appropriate, the effective application of communication and numeracy skills.

In addition to the common outcomes described above, students focusing on a particular area of study will develop career-specific competencies that support entry into the workplace and/or related post-secondary programs. Career-specific competencies can involve understanding and applying appropriate terminology, processes and technologies related to a specific career, occupation or job.

## GENERAL LEARNER EXPECTATIONS

General learner expectations describe the basic competencies integrated throughout the CTS program.

Within an applied context relevant to personal goals, aptitudes and abilities; *the student in CTS will:*

- demonstrate the basic knowledge, skills and attitudes necessary for achievement and fulfillment in personal life
- develop an action plan that relates personal interests, abilities and aptitudes to career opportunities and requirements
- use technology effectively to link and apply appropriate tools, management and processes to produce a desired outcome
- develop basic competencies (employability skills), by:
  - selecting relevant, goal-related activities, ranking them in order of importance, allocating necessary time, and preparing and following schedules (managing learning)
  - linking theory and practice, using resources, tools, technology and processes responsibly and efficiently (managing resources)
  - applying effective and innovative decision-making and problem-solving strategies in the design, production, marketing and consumption of goods and services (problem solving and innovation)
  - demonstrating appropriate written and verbal skills, such as composition, summarization and presentation (communicating effectively)
  - participating as a team member by working cooperatively with others and contributing to the group with ideas, suggestions and effort (working with others)

- maintaining high standards of ethics, diligence, attendance and punctuality, following safe procedures consistently, and recognizing and eliminating potential hazards (demonstrating responsibility).

## PROGRAM ORGANIZATION

### CURRICULUM STRUCTURE

Career and Technology Studies is organized into **strands** and **modules**.

**Strands** in CTS define competencies that help students:

- build daily living skills
- investigate career options
- use technology (managing, processes, tools) effectively and efficiently
- prepare for entry into the workplace and/or related post-secondary programs.

In general, strands relate to selected industry sectors offering positive occupational opportunities for students. Some occupational opportunities require further education after high school, and some allow direct entry into the workplace. Industry sectors encompass goods-producing industries, such as agriculture, manufacturing and construction; and service-producing industries, such as business, health, finance and insurance.

**Modules** are the building blocks for each strand. They define what a student is expected to know and be able to do (exit-level *competencies*). Modules also specify prerequisites. Recommendations for module parameters, such as instructional qualifications, facilities and equipment can be found in the guides to implementation.

The competencies a student must demonstrate to achieve success in a module are defined through the *module learner expectations*. Senior high school students who can demonstrate the module learner expectations; i.e., who have the designated competencies, will qualify for one credit toward their high school diploma.

*Specific learner expectations* provide a more detailed framework for instruction. Within the context of module learner expectations, the specific learner expectations further define the knowledge, skills and attitudes the student should acquire.

The following chart shows the 22 strands that comprise the CTS program and the number of modules available in each strand.

| Strand                        | No. of Modules |
|-------------------------------|----------------|
| 1. Agriculture                | 33             |
| 2. Career Transitions         | 28             |
| 3. Communication Technology   | 33             |
| 4. Community Health           | 31             |
| 5. Construction Technologies  | 46             |
| 6. Cosmetology                | 58             |
| 7. Design Studies             | 31             |
| 8. Electro-Technologies       | 37             |
| 9. Energy and Mines           | 26             |
| 10. Enterprise and Innovation | 8              |
| 11. Fabrication Studies       | 41             |
| 12. Fashion Studies           | 29             |
| 13. Financial Management      | 14             |
| 14. Foods                     | 37             |
| 15. Forestry                  | 21             |
| 16. Information Processing    | 48             |
| 17. Legal Studies             | 13             |
| 18. Logistics                 | 12             |
| 19. Management and Marketing  | 19             |
| 20. Mechanics                 | 54             |
| 21. Tourism Studies           | 24             |
| 22. Wildlife                  | 17             |

## LEVELS OF ACHIEVEMENT

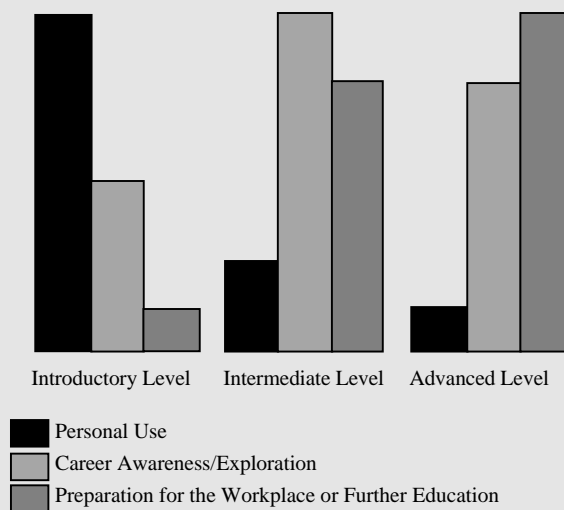
Modules are organized into three levels of achievement: **introductory**, **intermediate** and **advanced**. As students progress through the levels, they will be expected to meet higher standards and demonstrate an increased degree of competence, in both the general learner expectations and the module learner expectations.

**Introductory** level modules help students build daily living skills and form the basis for further learning. Introductory modules are for students who have no previous experience in the strand.

**Intermediate** level modules build on the competencies developed at the introductory level. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

**Advanced** level modules refine expertise and help prepare students for entry into the workplace or a related post-secondary program.

The graph below illustrates the relative emphasis on the aspects of career planning at each of the levels.





## CURRICULUM AND ASSESSMENT STANDARDS

**Curriculum standards** in CTS define what students must know and be able to do. Curriculum standards are expressed through general learner expectations for CTS, and through module and specific learner expectations for each strand.

**Assessment standards** define how student performance is to be judged. In CTS, each assessment standard defines the conditions and criteria to be used for assessing the competencies of each module learner expectation. To receive credit for a module, students must demonstrate competency at the level specified by the conditions and criteria defined for each module learner expectation.

Students throughout the province receive a fair and reliable assessment as they use the standards to guide their efforts, thus ensuring they participate more effectively and successfully in the learning and assessment process. Standards at advanced levels are, as much as possible, linked to workplace and post-secondary entry-level requirements.

## TYPES OF COMPETENCIES

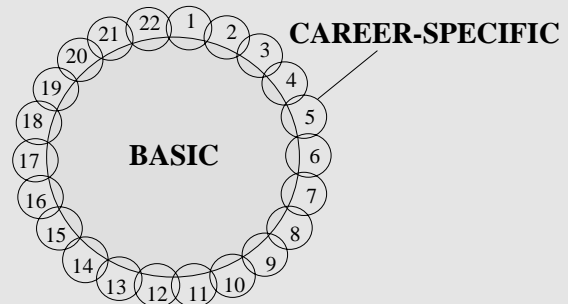
Two types of competencies are defined within the CTS program: basic and career-specific.

**Basic** competencies are generic to any career area and are developed within each module. Basic competencies include:

- personal management; e.g., managing learning, being innovative, ethics, managing resources
- social; e.g., communication, teamwork, leadership and service, demonstrating responsibility (safety and accountability).

**Career-specific** competencies relate to a particular strand. These competencies build daily living skills at the introductory levels and support the smooth transition to the workplace and/or post-secondary programs at the intermediate and advanced levels.

The model below shows the relationship of the two types of competencies within the 22 strands of the CTS program.



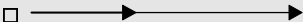






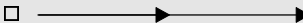
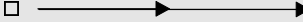
## BASIC COMPETENCIES REFERENCE GUIDE

The chart below outlines basic competencies that students endeavour to develop and enhance in each of the CTS strands and modules. Students' basic competencies should be assessed through observations involving the student, teacher(s), peers and others as they complete the requirements for each module. In general, there is a progression of task complexity and student initiative as outlined in the Developmental Framework<sup>★</sup>. **As students progress through Stages 1, 2, 3 and 4 of this reference guide, they build on the competencies gained in earlier stages.** Students leaving high school should set themselves a goal of being able to demonstrate Stage 3 performance.

*Suggested strategies for classroom use include:*

- having students rate themselves and each other
- using in reflective conversation between teacher and student
- highlighting areas of strength
- tracking growth in various CTS strands
- highlighting areas upon which to focus
- maintaining a student portfolio.

| Stage 1— <i>The student:</i>  | Stage 2— <i>The student:</i>   | Stage 3— <i>The student:</i>  | Stage 4— <i>The student:</i>  |
|---|--|---|---|
| <p><b>Managing Learning</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> comes to class prepared for learning</li> <li><input type="checkbox"/> follows basic instructions, as directed</li> <br/> <li><input type="checkbox"/> acquires specialized knowledge, skills and attitudes</li> <li><input type="checkbox"/> identifies criteria for evaluating choices and making decisions</li> <br/> <li><input type="checkbox"/> uses a variety of learning strategies</li> </ul>  | <p style="text-align: center;"><input type="checkbox"/> → → → →</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> follows instructions, with limited direction</li> <li><input type="checkbox"/> sets goals and establishes steps to achieve them, with direction</li> <br/> <li><input type="checkbox"/> applies specialized knowledge, skills and attitudes in practical situations</li> <li><input type="checkbox"/> identifies and applies a range of effective strategies for solving problems and making decisions</li> <br/> <li><input type="checkbox"/> explores and uses a variety of learning strategies, with limited direction</li> </ul> | <p style="text-align: center;"><input type="checkbox"/> → → → →</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> follows detailed instructions on an independent basis</li> <li><input type="checkbox"/> sets clear goals and establishes steps to achieve them</li> <br/> <li><input type="checkbox"/> transfers and applies specialized knowledge, skills and attitudes in a variety of situations</li> <li><input type="checkbox"/> uses a range of critical thinking skills to evaluate situations, solve problems and make decisions</li> <li><input type="checkbox"/> selects and uses effective learning strategies</li> <li><input type="checkbox"/> cooperates with others in the effective use of learning strategies</li> </ul> | <p style="text-align: center;"><input type="checkbox"/> → → → →</p> <p style="text-align: center;"><input type="checkbox"/> → → → →</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrates self-direction in learning, goal setting and goal achievement</li> <li><input type="checkbox"/> transfers and applies learning in new situations; demonstrates commitment to lifelong learning</li> <li><input type="checkbox"/> thinks critically and acts logically to evaluate situations, solve problems and make decisions</li> <br/> <li><input type="checkbox"/> → → → →</li> <li><input type="checkbox"/> provides leadership in the effective use of learning strategies</li> </ul> |
| <p><b>Managing Resources</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> adheres to established timelines; uses time/schedules/planners effectively</li> <li><input type="checkbox"/> uses information (material and human resources), as directed</li> <li><input type="checkbox"/> uses technology (facilities, equipment, supplies), as directed, to perform a task or provide a service</li> <li><input type="checkbox"/> maintains, stores and/or disposes of equipment and materials, as directed</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> creates and adheres to timelines, with limited direction; uses time/schedules/planners effectively</li> <li><input type="checkbox"/> accesses and uses a range of relevant information (material and human resources), with limited direction</li> <li><input type="checkbox"/> uses technology (facilities, equipment, supplies), as appropriate, to perform a task or provide a service, with minimal assistance and supervision</li> <li><input type="checkbox"/> maintains, stores and/or disposes of equipment and materials, with limited assistance</li> </ul>                                    | <ul style="list-style-type: none"> <li><input type="checkbox"/> creates and adheres to detailed timelines on an independent basis; prioritizes task; uses time/schedules/planners effectively</li> <li><input type="checkbox"/> accesses a range of information (material and human resources), and recognizes when additional resources are required</li> <li><input type="checkbox"/> selects and uses appropriate technology (facilities, equipment, supplies) to perform a task or provide a service on an independent basis</li> <li><input type="checkbox"/> maintains, stores and/or disposes of equipment and materials on an independent basis</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> creates and adheres to detailed timelines; uses time/schedules/planners effectively; prioritizes tasks on a consistent basis</li> <li><input type="checkbox"/> uses a wide range of information (material and human resources) in order to support and enhance the basic requirement</li> <li><input type="checkbox"/> recognizes the monetary and intrinsic value of managing technology (facilities, equipment, supplies)</li> <li><input type="checkbox"/> demonstrates effective techniques for managing facilities, equipment and supplies</li> </ul>  |
| <p><b>Problem Solving and Innovation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> participates in problem solving as a process</li> <li><input type="checkbox"/> learns a range of problem-solving skills and approaches</li> <br/> <li><input type="checkbox"/> practices problem-solving skills by responding appropriately to a clearly defined problem, specified goals and constraints, by: <ul style="list-style-type: none"> <li>– generating alternatives</li> <li>– evaluating alternatives</li> <li>– selecting appropriate alternative(s)</li> <li>– taking action</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> identifies the problem and selects an appropriate problem-solving approach, responding appropriately to specified goals and constraints</li> <li><input type="checkbox"/> applies problem-solving skills to a directed or a self-directed activity, by: <ul style="list-style-type: none"> <li>– generating alternatives</li> <li>– evaluating alternatives</li> <li>– selecting appropriate alternative(s)</li> <li>– taking action</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> thinks critically and acts logically in the context of problem solving</li> <li><input type="checkbox"/> transfers problem-solving skills to real-life situations, by generating new possibilities</li> <li><input type="checkbox"/> prepares implementation plans</li> <li><input type="checkbox"/> recognizes risks</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> identifies and resolves problems efficiently and effectively</li> <li><input type="checkbox"/> identifies and suggests new ideas to get the job done creatively, by: <ul style="list-style-type: none"> <li>– combining ideas or information in new ways</li> <li>– making connections among seemingly unrelated ideas</li> <li>– seeking out opportunities in an active manner</li> </ul> </li> </ul>  |

| Stage 1— <i>The student:</i>   | Stage 2— <i>The student:</i>  | Stage 3— <i>The student:</i>  | Stage 4— <i>The student:</i>   |
|--|---|---|--|
| <p><b>Communicating Effectively</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> uses communication skills; e.g., reading, writing, illustrating, speaking</li> <li><input type="checkbox"/> uses language in appropriate context</li> <li><input type="checkbox"/> listens to understand and learn</li> <li><input type="checkbox"/> demonstrates positive interpersonal skills in selected contexts</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> communicates thoughts, feelings and ideas to justify or challenge a position, using written, oral and/or visual means</li> <li><input type="checkbox"/> uses technical language appropriately</li> <li><input type="checkbox"/> listens and responds to understand and learn</li> <li><input type="checkbox"/> demonstrates positive interpersonal skills in many contexts</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> prepares and effectively presents accurate, concise, written, visual and/or oral reports providing reasoned arguments</li> <li><input type="checkbox"/> encourages, persuades, convinces or otherwise motivates individuals</li> <li><input type="checkbox"/> listens and responds to understand, learn and teach</li> <li><input type="checkbox"/> demonstrates positive interpersonal skills in most contexts</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> negotiates effectively, by working toward an agreement that may involve exchanging specific resources or resolving divergent interests</li> <li><input type="checkbox"/> negotiates and works toward a consensus</li> <li><input type="checkbox"/> listens and responds to understand, learn, teach and evaluate</li> <li><input type="checkbox"/> promotes positive interpersonal skills among others</li> </ul>  |
| <p><b>Working with Others</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> fulfills responsibility in a group project</li> <li><input type="checkbox"/> works collaboratively in structured situations with peer members</li> <li><input type="checkbox"/> acknowledges the opinions and contributions of others in the group</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> cooperates to achieve group results</li> <li><input type="checkbox"/> maintains a balance between speaking, listening and responding in group discussions</li> <li><input type="checkbox"/> respects the feelings and views of others</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> seeks a team approach, as appropriate, based on group needs and benefits; e.g., idea potential, variety of strengths, sharing of workload</li> <li><input type="checkbox"/> works in a team or group: <ul style="list-style-type: none"> <li>– encourages and supports team members</li> <li>– helps others in a positive manner</li> <li>– provides leadership/followership as required</li> <li>– negotiates and works toward consensus as required</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> leads, where appropriate, mobilizing the group for high performance</li> <li><input type="checkbox"/> understands and works within the context of the group</li> <li><input type="checkbox"/> prepares, validates and implements plans that reveal new possibilities</li> </ul>  |
| <p><b>Demonstrating Responsibility</b></p> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrates responsibility in attendance, punctuality and task completion</li> </ul> <p><b>Safety</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> follows personal and environmental health and safety procedures</li> <li><input type="checkbox"/> identifies immediate hazards and their impact on self, others and the environment</li> <li><input type="checkbox"/> follows appropriate/emergency response procedures</li> </ul> <p><b>Ethics</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> makes personal judgements about whether or not certain behaviours/actions are right or wrong</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> recognizes and follows personal and environmental health and safety procedures</li> <li><input type="checkbox"/> identifies immediate and potential hazards and their impact on self, others and the environment</li> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> assesses how personal judgements affect other peer members and/or family; e.g., home and school</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> establishes and follows personal and environmental health and safety procedures</li> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> assesses the implications of personal/group actions within the broader community; e.g., workplace</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> transfers and applies personal and environmental health and safety procedures to a variety of environments and situations</li> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> demonstrates accountability for actions taken to address immediate and potential hazards</li> <li><input type="checkbox"/> analyzes the implications of personal/group actions within the global context</li> <li><input type="checkbox"/> states and defends a personal code of ethics as required</li> </ul> |
| <p><b>★Developmental Framework</b></p> <ul style="list-style-type: none"> <li>• <i>Simple task</i></li> <li>• <i>Structured environment</i></li> <li>• <i>Directed learning</i></li> </ul>   | <ul style="list-style-type: none"> <li>• <i>Task with limited variables</i></li> <li>• <i>Less structured environment</i></li> <li>• <i>Limited direction</i></li> </ul>  | <ul style="list-style-type: none"> <li>• <i>Task with multiple variables</i></li> <li>• <i>Flexible environment</i></li> <li>• <i>Self-directed learning, seeking assistance as required</i></li> </ul>   | <ul style="list-style-type: none"> <li>• <i>Complex task</i></li> <li>• <i>Open environment</i></li> <li>• <i>Self-directed/self-motivated</i></li> </ul>  |



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# CAREER TRANSITIONS

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## B. STRAND RATIONALE AND PHILOSOPHY

Career Transitions, a strand in Career and Technology Studies, focuses on helping students recognize the relevance of schooling and to make a smooth transition from secondary school to the world of work or to further training and/or education. Key themes include Career Readiness, Leadership, Career Extensions, Career Credentials and Job Safety Skills.

Career Transitions has the potential to create meaningful educational experiences for today's high school students. It supports integration across curricular areas and partnerships in which students, schools, businesses and the community can work together toward common goals.

Each Career Transitions module promotes the development of independent thinking and decision-making skills. As well, the modules encourage the abilities and flexibility required to adapt to new situations, including the pursuit of career advancement opportunities and changes in career paths. Career Transitions also helps students recognize the relevance, transferability and applicability of competencies they have developed in other courses and through hobbies, interests or work.

Students participating in Career Transitions are encouraged to set realistic career goals and to increase their motivation to succeed in courses that are related to these goals. Career Transitions

helps students determine what employers and others expect of prospective employees, and encourages students to actively work to meet their own and others' expectations. Contact with role models in the work setting can provide accurate information about the training and pretraining requirements of occupations and the availability and use of up-to-date technology.

Within the philosophy of Career and Technology Studies, *students* in Career Transitions *will*:

- analyze the job market and societal trends, and relate them to personal career plans
- explore selected occupations in depth
- demonstrate successful job search, job acquisition and maintenance skills
- understand the concept of job termination
- develop acceptable work habits and positive attitudes toward work
- identify and discuss the expectations and the rights and responsibilities of employers and employees
- recognize and develop a positive attitude towards safety and safe workplace practices

- identify and understand legislation and regulations that govern employers and employees
- understand the relationships among the individual worker, the employer, organized labour and the government
- recognize and develop leadership skills
- apply leadership theory and skills in a variety of contexts
- explore the relationship between education, training and career advancement
- develop and demonstrate project management skills
- make a smooth transition between schooling and the world of work
- attain externally recognized credentials, where available.

# STRAND ORGANIZATION

## THEMES

The modules within this strand are identified in the following themes:

- Career Readiness
- Leadership
- Career Extensions
- Career Credentials
- Job Safety Skills.

The modules within each theme provide students with the flexibility to refine and enhance the competencies they are developing in one or more of the career-specific strands.

### *Career Readiness*

Modules within the Career Readiness theme focus on career planning and career development.

Career planning helps students identify and understand their values, interests, skills and aspirations. Researching career paths and occupations allows students to make informed choices as a part of their career-planning process. Job search and acquisition skills are developed and students discover that understanding employer expectations, writing targeted résumés and developing interview skills have lifelong value. In addition, students recognize and develop skills that allow them to advance within selected career paths.

Career development helps students to develop the knowledge, skills and positive attitudes that will help to enhance their marketability in the community and the workplace.

### *Leadership*

The Leadership theme introduces students to the principles and practices of leadership. Students may select modules that focus on personal, group and organizational leadership and/or leadership competencies relating to student governance and school–community governance.

### *Career Extensions*

Within the Career Extensions theme are project modules that students may use to develop project design and project management skills, and to expand and enhance learning of components of other CTS strands.

### *Career Credentials*

The five practicum modules that comprise the Career Credentials theme provide students with the opportunity to obtain Career Transitions strand credits while working toward attaining an externally developed and recognized credential relating to a CTS strand. Credentials students can attain and their sponsoring organization are listed in Section H.

These practicum modules cannot be used to obtain an apprenticeship-related credential by students enrolled in Registered Apprenticeship Program courses.

### *Job Safety Skills*

Modules within the Job Safety Skills theme provide students with the opportunity to develop a better understanding of safety and competencies relating to personal safety management, workplace safety practices and safety management systems.

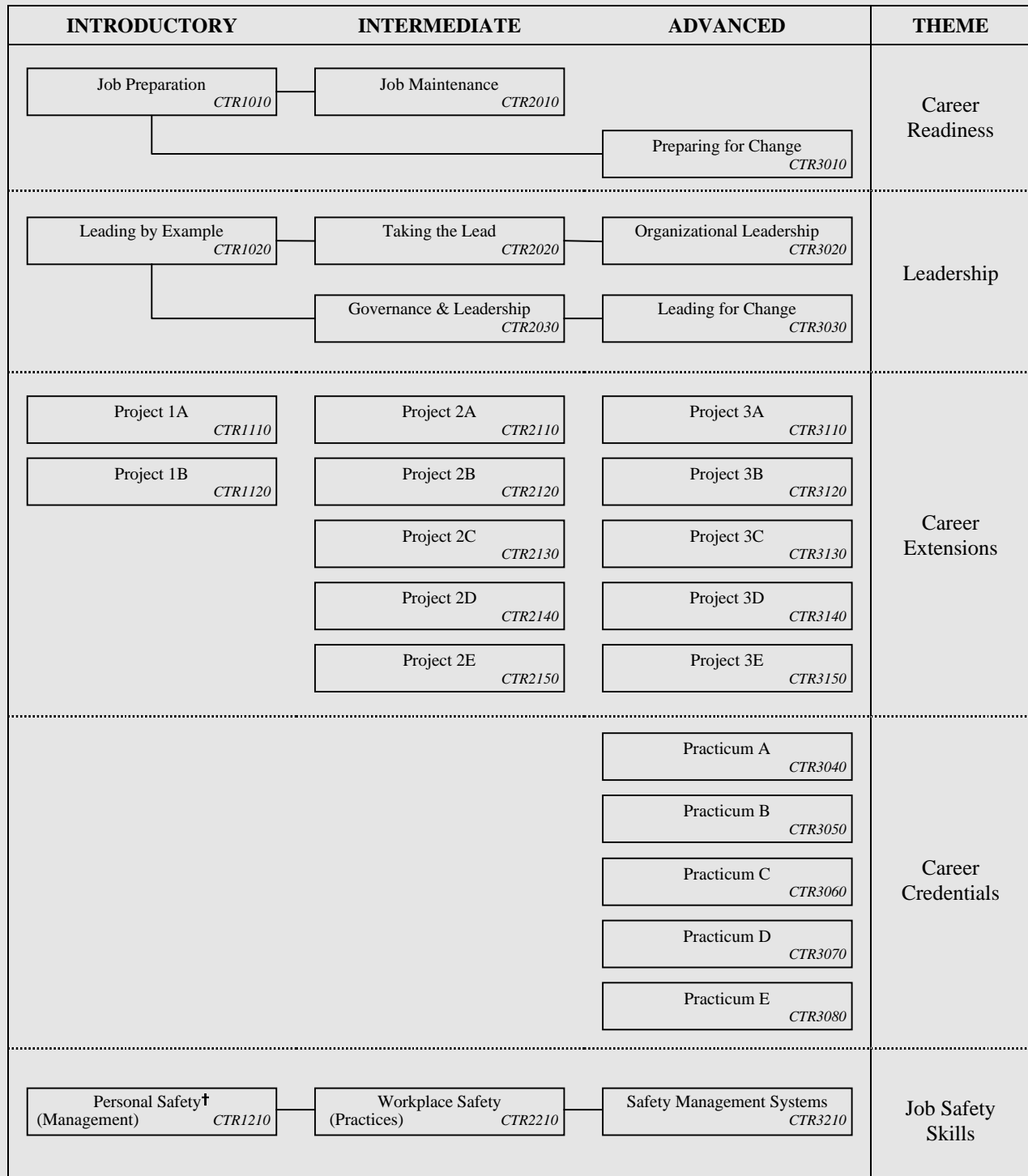
Students successfully completing modules within the Job Safety Skills theme may attain a credential recognized by the Workers' Compensation Board and Alberta Labour: Occupational Health and Safety.





**SCOPE AND SEQUENCE**

**CAREER TRANSITIONS**



—— Prerequisite

- - - - Recommended sequence

† Module is also offered in Community Health.

## MODULE DESCRIPTIONS

### **Module CTR1010: Job Preparation**

Students develop successful employment search skills and a personal employment search portfolio.

### **Module CTR1020: Leading by Example**

Students develop awareness of the principles and practices of leadership and develop, implement and assess a personal leadership plan.

### **Module CTR1110: Project 1A**

### **Module CTR1120: Project 1B**

Students, through projects, extend and enhance competencies developed in the Career Transitions strand or other Career and Technology Studies strands to contexts that are personally relevant.

### **Module CTR1210: Personal Safety (Management)**

Students develop practical safety-related knowledge, skills and attitudes, and obtain certification in emergency first aid.

### **Module CTR2010: Job Maintenance**

Students acquire knowledge about workplace requirements, rights and responsibilities and relate this knowledge to personal career/employment expectations.

### **Module CTR2020: Taking the Lead**

Students compare basic theories and styles of leadership, and demonstrate leadership in a school, workplace or community context.

### **Module CTR2030: Governance & Leadership**

Students are introduced to governance, its place within the administrative structure of a school or community, including the roles, responsibilities, practices and procedures for participating in governance and leadership.

### **Module CTR2110: Project 2A**

### **Module CTR2120: Project 2B**

### **Module CTR2130: Project 2C**

### **Module CTR2140: Project 2D**

### **Module CTR2150: Project 2E**

Students, through projects, extend and enhance competencies developed in the Career Transitions strand or other Career and Technology Studies strands to contexts that are personally relevant.

### **Module CTR2210: Workplace Safety (Practices)**

Students explore workplace safety principles and practices, and apply these principles and practices to a variety of contexts.

### **Module CTR3010: Preparing for Change**

Students develop knowledge and skills relating to the changing labour market, and relate these changes to analyzing and refining personal career plans.

### **Module CTR3020: Organizational Leadership**

Students develop an understanding of the concept of organizations, and demonstrate leadership by establishing an organization and leading it to achieve a stated goal.

### **Module CTR3030: Leading for Change**

Students investigate change and decision-making processes used in the school and/or community. They construct, propose and initiate the use of a project planning model to affect change.

### **Module CTR3040: Practicum A**

### **Module CTR3050: Practicum B**

### **Module CTR3060: Practicum C**

### **Module CTR3070: Practicum D**

### **Module CTR3080: Practicum E**

Students, on the worksite, continue to develop and refine those competencies developed in related Career and Technology Studies modules, previous practicums and other experiences.

### **Module CTR3110: Project 3A**

### **Module CTR3120: Project 3B**

### **Module CTR3130: Project 3C**

### **Module CTR3140: Project 3D**

### **Module CTR3150: Project 3E**

Students, through projects, extend and enhance competencies developed in the Career Transitions strand or other Career and Technology Studies strands to contexts that are personally relevant.

### **Module CTR3210: Safety Management Systems**

Students conduct an in-depth investigation of safety management systems and demonstrate the ability to design a safety program for a selected business/industry.

## SECTION C: PLANNING FOR INSTRUCTION

CTS provides increased opportunity for junior and senior high schools to design courses based on the needs and interests of their students and the circumstances within the school and community. Some strands may be appropriately introduced at the junior high school level. Other strands are more appropriately introduced at the senior high school level or to Grade 9 students. Refer to this section for recommendations regarding the Career Transitions strand, or the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* for a summary of the recommended grade levels for each strand.

### PLANNING FOR CTS

#### Defining Courses

Schools determine which strands and modules will be offered in a particular school, and will combine modules into courses.

Each module was designed for approximately 25 hours of instruction. However, this time frame is only a guideline to facilitate planning. The CTS curricula are competency based, and the student may take more or less time to gain the designated competencies within each module.

A course will usually consist of modules primarily from the same strand but, where appropriate, may include modules from other CTS strands. Refer to the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* (Appendix 4) for more information on course names and course codes.

Module selection and sequencing should consider the module parameters, which define:

- prerequisite(s)
- supporting module(s) (other CTS modules that may enhance the learning opportunity if offered with the module)
- instructional qualifications, if specialized
- equipment and facility requirements, if specialized

The module parameters are defined for each module in Sections D, E and F of this Guide.

#### Degree of Flexibility

The CTS program, while designed using the modular structure to facilitate flexible timetabling and instructional delivery, does not mandate the degree of flexibility a school or teacher will offer. The teacher and school will determine the degree of flexibility available to the student. Within the instructional plan established by the school, the student may:

- be given the opportunity to progress at a rate that is personally challenging
- have increased opportunity to select modules that develop competencies he or she finds most relevant.

#### Integrating Basic Competencies

The basic competencies relate to managing learning and resources, problem solving and innovation, communicating effectively, working with others and demonstrating responsibility are developed throughout the CTS program, and are within each module.

Assessment of student achievement on the basic competencies is integrated throughout the other module learner expectations. Refer to Section G (Assessment Tools) of this Guide for the description of student behaviours expected at each of the four developmental stages defined for the basic competencies.

Assessment of basic competencies could include input and reflection involving the student, teacher(s), peers and others. Description of the observed behaviour could be provided through a competency profile for the module. Positive, ongoing interaction between the student and teacher will support motivation for student growth and improvement.

## Assessing Student Achievement

Assessing student achievement is a process of gathering information by way of observations of process, product and student interaction.

A suggested emphasis for each module learner expectation has also been established. The suggested emphasis provides a guideline to help teachers determine time allocation and/or the appropriate emphasis for each MLE and student grade.

Unless otherwise provided as part of an authorized resource, specific assessment tools should be developed by the student in consultation with the teacher. Some sample assessment tools are included in Section G (Assessment Tools) of the Guide to Standards and Implementation available for each strand. Some guidelines for assessing student achievement in each theme are described below.

### *Career Readiness Module Assessment*

Each of the three Career Readiness modules should assess the following components:

1. In-class component. The knowledge, skills and attitudes appropriate to preparing for the exploration of job and career opportunities.
2. Workplace component. The student's ability to appropriately apply competencies demonstrated in the in-class component.

The following chart provides a guideline for determining a grade for student achievement:

| Proposed % Emphasis for Grading Purposes | Components         |                     |
|--|--------------------|---------------------|
|  | In-class Component | Workplace Component |
| Introductory Level                       | 40–60              | 60–40               |
| Intermediate Level                       | 30–50              | 50–70               |
| Advanced Level                           | 20–30              | 70–80               |

### *Career Extensions Module Assessment*

Each module should assess the following components:

1. Specific competencies defined within the project.
2. Project management competencies.

The following chart outlines the increasing level of expectation for student performance as they access the CTS project modules.

| Phases             | Intro. Level | Interm. Level | Adv. Level |
|--------------------|--------------|---------------|------------|
| Project Definition |              |               |            |
| • Proposing        | xxx          | xxxx          | xxxxx      |
| • Planning         | xx           | xxx           | xxxxx      |
| Project Management |              |               |            |
| • Implementing     | x            | xx            | xxx        |
| • Monitoring       | xx           | xxx           | xxxx       |
| Project Completion |              |               |            |
| • Presenting       | xx           | xxx           | xxxx       |
| • Assessing        | xx           | xxx           | xxxx       |

The following chart provides a guideline for determining a grade for student achievement.

| Proposed % Emphasis for Grading Purposes | Elements of a Career Extension        |                                    |
|--|---------------------------------------|------------------------------------|
|  | Competencies Defined with the Project | Competencies in Project Management |
| Introductory Level                       | 70–80                                 | 20–30                              |
| Intermediate Level                       | 60–70                                 | 30–40                              |
| Advanced Level                           | 50–60                                 | 40–50                              |

### *Career Credentials: Practicum Module Assessment*

Each module may be assessed in a combination of the following:

1. Teacher assessment of the student's attainment of module and specific learner expectations.

2. External trainer's/credentialed's assessment of the student's competencies, i.e., did the student earn the credential.

A student may be assessed by the teachers as completing a practicum module successfully; however, the student may not, in the trainer's assessment, have met the requirements to be awarded the credential.

### ***Leadership and Job Safety Skills Module Assessment***

Assessing the student's competency is a process of gathering information by way of observations of process, product, student interaction and student leadership.

Where appropriate, assessment tools have been defined to assist the teacher and student in the assessment. Section G (Assessment Tools) of this Guide for copies of the various tools (worksheets, checklists, sample questions, etc.).

The relative weighting, or emphasis, for each assessment standard has also been established. The weighting is a guideline to help teachers determine a percentage grade for students.

### **Recognizing Student Achievement**

At the high school level, successful demonstration of the exit-level competencies in a module qualifies the student for one credit. Refer to Section A of this Guide for more detailed information about how curriculum and assessment standards are defined in CTS. Refer to the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* (Appendix 2) for more information on how student achievement can be recognized and reported at the school and provincial levels.

### **Portfolio**

When planning for instruction and assessment, consider a portfolio as an excellent tool to provide evidence of a student's effort, progress and achievement. Portfolios will aid students in identifying skills and interest. They also provide

the receiving teacher, employer and/or post-secondary institution proof of a student's accomplishments. The make-up and evaluation of the portfolio should be a collaborative agreement between the student and teacher.

### **Resources**

A comprehensive resource base, including print, software and audio-visual, has been identified to support CTS strands. It is intended that these resources form the basis of a resource centre, encouraging teachers and students to access a wide selection of resources and other information sources throughout the learning process. Unless otherwise noted, these resources are considered to be suitable for both junior and senior high school students.

Authorized resources may be obtained from the Learning Resources Distributing Centre or directly from the publisher or distributor. Refer to Section I (Learning Resource Guide) of this Guide for the complete resource list including curriculum correlations and resource annotations. Additional sources refer to noncommercial or government agencies that offer resources that may be of assistance in this strand.

### **Sample Student Learning Guides**

In addition to the resources, Sample Student Learning Guides are available (refer to Section J of this Guide). These samples, designed for individual student or small group use, provide an instructional plan for selected modules and include the following components?

- Why take this module?
- What are the entry-level competencies?
- What are the exit-level competencies?
- What resources may be accessed?
- What assignments/activities must be completed?
- What are the timelines?
- How will the final mark be calculated?

## PLANNING FOR CAREER TRANSITIONS

The following suggestions are provided to assist teachers and school and school system administrators as they plan to deliver modules from the Career Transitions strand.

### Selecting Modules

The scope and sequence chart in Section B provides an overview of the Career Transitions modules, indicating prerequisites and theme areas. Brief descriptions of the modules follow the scope and sequence chart in Section B.

CTS modules within each theme provide opportunities for students to refine and enhance the competencies they are developing in one or more of the career-specific CTS strands through a specific application or project. These modules enable students to apply their learnings in a variety of contexts, allowing them to improve their level of competence through practice and application. Modules in this strand may be taken in isolation from other CTS strands, or in combination with modules in any strand. Suggestions about how these modules could be used to complement and enhance the competencies developed within a specific strand are outlined in the Guide to Standards and Implementation for each strand.

At the teacher's discretion, selected Career Transitions modules may be offered to junior high school students.

At the senior high level, the Career Transitions modules shown in the Career Transitions scope and sequence chart may be offered by schools as a 3-credit course, or they may be grouped together with modules from other strands as 3-, 4-, 5- or 6-credit courses.

### Identifying Linkages

Section H of this Guide describes linkages within CTS and with other programs.

Note that project modules from the Career Transitions strand may be combined with modules from other strands to provide increased opportunity for students to develop expertise and refine their competencies. Project modules are **not** designed to be offered as distinct courses and should **not** be used to extend Work Experience 15, 25 and 35 courses.

### Improving Smooth Transitions to the Workplace and/or Related Post-secondary Programs

Refer to Section H of this Guide for potential transitions students may make into the workplace and/or related post-secondary programs or other avenues for further learning.

# MODULE CURRICULUM AND ASSESSMENT STANDARDS:

## SECTION D: INTRODUCTORY LEVEL

The following pages define the curriculum and assessment standards for the introductory level of Career Transitions.

Introductory level modules help students build daily living skills and form the basis for further learning. Introductory modules are developed for students who have no previous experience in the strand.

Module learner expectations define the competencies a student must demonstrate to achieve success in a module. Assessment standards define the criteria and conditions to be used for assessing the competencies defined in the module learner expectations.

Specific learner expectations provide a detailed framework for instruction to help students build the competencies defined in the module learner expectations. Additional information and suggestions for instruction are provided in the Notes column; teachers may wish to use this space to record their ideas for instruction or student projects.

|  |      |
|--|------|
| Module CTR1010: Job Preparation .....              | D.3  |
| Module CTR1020: Leading by Example .....           | D.7  |
| Module CTR1110: Project 1A .....                   | D.11 |
| Module CTR1120: Project 1B .....                   | D.11 |
| Module CTR1210: Personal Safety (Management) ..... | D.13 |





## MODULE CTR1010: JOB PREPARATION

**Level:** Introductory

**Theme:** Career Readiness

**Prerequisite:** None

**Module Description:** Students develop successful employment search skills and a personal employment search portfolio.

**Notes:** The CTR1010 Job Preparation module:

- may be linked with modules from the Career Readiness theme, other themes within the Career Transitions strand or with modules from other CTS strands
- is a prerequisite to the first Work Experience course (15, 25 or 35) taken by a student
- may be taken as a 1-credit course addition to the Career and Life Management (CALM) 20 course providing that students have access to the additional time needed to develop the module learner expectations, to the assessment standards specified, for this module. Students enrolled in CALM 20 and this module concurrently must be advised that, to receive credits in both, they will be expected to meet the learner expectations specified in the CALM 20 course and the CTR1010 Job Preparation module.

**Module Parameters:** Students should be provided with opportunities for extensive experiential learning including contact with employers, career development practitioners and others having current knowledge and experience in hiring recent high school graduates and/or in preparing them to enter the changing workplace.

### Curriculum and Assessment Standards

| Module Learner Expectations  | Assessment Criteria and Conditions  | Suggested Emphasis                                |
|--|---|---|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• identify and develop knowledge, skills and attitudes appropriate for conducting successful employment searches</li> <li>• communicate in the language in which business is conducted</li> </ul> | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>• completing documentation and demonstrating competence in the job search process:               <ul style="list-style-type: none"> <li>– self-assessment profile</li> <li>– an application form</li> <li>– a covering/introductory letter</li> <li>– a résumé</li> <li>– a job interview</li> </ul> </li> </ul> | <p>10</p> <p>10</p> <p>10</p> <p>10</p> <p>10</p> |

**MODULE CTR1010: JOB PREPARATION (continued)**

| Module Learner Expectations  | Assessment Criteria and Conditions  | Suggested Emphasis   |
|--|---|--|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• prepare a personal employment search portfolio</li> <li>• use technologies, tools and information systems appropriately for job preparation</li> <br/> <li>• demonstrate basic competencies.</li> </ul> | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>• completeness of a personal employment search portfolio</li> <li>• identifying and describing:               <ul style="list-style-type: none"> <li>– safe/unsafe work situations</li> <li>– WHMIS symbols</li> <li>– injury accident reporting procedure</li> <li>– role of Occupational Health and Safety</li> <li>– role of Workers’ Compensation Board</li> <li>– purpose of Employment Standards Code.</li> </ul> </li> </ul> <p><i>Assessment Tool</i><br/> <i>CTR1010/2010/3010: Career Readiness Modules</i></p> <ul style="list-style-type: none"> <li>• successful completion of a role play or work skills simulation activity.</li> <li>• observations of individual effort and interpersonal interaction during the learning process.</li> </ul> <p><i>Assessment Tool</i><br/> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | <p>10<br/>5<br/>5<br/>5<br/>5<br/>5</p> <p>10</p> <p>Integrated throughout</p> |

| Concept                     | Specific Learner Expectations   | Notes |
|-----------------------------|---|-------|
| <p>Employability Skills</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• identify personal reasons for exploring career options</li> <li>• show a self-assessment profile based on personal interests, values, aptitudes and abilities</li> <li>• define the terms:               <ul style="list-style-type: none"> <li>– job</li> <li>– occupation</li> <li>– career</li> </ul> </li> <li>• select one or two occupations to explore</li> <li>• compile the following information about each occupation:               <ul style="list-style-type: none"> <li>– description of entry-level jobs</li> <li>– entry-level skills required</li> </ul> </li> </ul> |       |

**MODULE CTR1010: JOB PREPARATION (continued)**

| Concept                                   | Specific Learner Expectations   | Notes |
|---|---|-------|
| Employability Skills<br>(continued)       | <p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• describe the steps of an effective job search:               <ul style="list-style-type: none"> <li>– getting ready</li> <li>– finding suitable job leads</li> <li>– marketing your skills</li> <li>– dealing with job search disappointments</li> <li>– wrapping up your job search</li> </ul> </li> <li>• analyze several application forms and identify questions as appropriate or inappropriate according to human rights legislation</li> <li>• complete and present the following:               <ul style="list-style-type: none"> <li>– application form for a specific job</li> <li>– covering/introductory letter</li> <li>– current résumé</li> </ul> </li> <li>• identify the elements of a letter of recommendation and a letter of reference</li> <li>• describe the importance and the purpose of a job interview</li> <li>• list appropriate responses to sample interview questions</li> <li>• demonstrate effective interviewing skills and be able to use appropriate language.</li> </ul> |       |
| Expectations, Rights and Responsibilities | <ul style="list-style-type: none"> <li>• list personal job expectations</li> <li>• identify Occupational Health and Safety requirements of selected jobs</li> <li>• describe “Workplace Hazardous Materials Information System”:               <ul style="list-style-type: none"> <li>– explain WHMIS</li> <li>– identify WHMIS symbols and explain their meaning</li> <li>– identify employer responsibilities regarding WHMIS</li> <li>– identify employee responsibilities regarding WHMIS</li> <li>– describe availability of WHMIS certification</li> </ul> </li> </ul>  |       |

**MODULE CTR1010: JOB PREPARATION** (continued)

| Concept  | Specific Learner Expectations   | Notes   |
|--|---|---|
| <p>Expectations, Rights and Responsibilities (continued)</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• explain how the Employment Standards Code applies in the following areas:               <ul style="list-style-type: none"> <li>– minimum wages</li> <li>– hours of work and overtime</li> <li>– hours of rest</li> <li>– vacations and vacation pay</li> <li>– holidays</li> <li>– termination of employment</li> <li>– employment of adolescents and young persons</li> </ul> </li> <li>• identify and explain the key guidelines of the Alberta Education’s Off-Campus Education policy</li> <li>• explain how the <i>Workers’ Compensation Act</i> applies to Alberta Education’s Off-Campus Education students.</li> </ul>   |   |
| <p>Transition</p>  | <ul style="list-style-type: none"> <li>• explain the role of secondary education as a transition to the world of work or to further education</li> <li>• explain how the following are means of exploring careers:               <ul style="list-style-type: none"> <li>– job shadowing</li> <li>– mentoring</li> <li>– work study</li> <li>– work experience</li> <li>– cooperative education</li> </ul> </li> <li>• describe how exploration may be a positive or a negative experience</li> <li>• identify the hidden job market</li> <li>• identify the education and training requirements of entry-level jobs in a selected career field</li> <li>• prepare and present an employment portfolio</li> <li>• demonstrate competencies in applying specified knowledge and skills required by employers in a selected career field.</li> </ul> | <p>Role-playing activities and/or a workplace simulation project may prove useful in developing selected career field competencies.</p> |

## MODULE CTR1020: LEADING BY EXAMPLE

**Level:** Introductory

**Theme:** Leadership

**Prerequisite:** None

**Module Description:** Students develop awareness of the principles and practices of leadership and develop, implement and assess a personal leadership plan.

**Module Parameters:** No specialized equipment or facilities are required.

### Curriculum and Assessment Standards

| Module Learner Expectations   | Assessment Criteria and Conditions  | Suggested Emphasis            |
|---|---|-------------------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>define concepts, terms and practices relating to leadership</li> <li>develop a plan to demonstrate leadership by example behaviours</li> <li>demonstrate leadership abilities as outlined in the plan</li> </ul> | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>demonstrating an understanding of leadership concepts, terms and practices</li> <li>creating an appropriate plan including:               <ul style="list-style-type: none"> <li>goals</li> <li>objectives</li> <li>implementation strategies</li> <li>evaluation guidelines</li> </ul> </li> <li>displaying leadership behaviours including:               <ul style="list-style-type: none"> <li>accountability</li> <li>initiative</li> <li>communication</li> <li>decision making.</li> </ul> </li> </ul> <p><i>Assessment Tool</i><br/>CTR1020/2020/3020: <i>Leadership Modules</i></p> | <p>20</p> <p>30</p> <p>50</p> |
| <ul style="list-style-type: none"> <li>demonstrate basic competencies.</li> </ul>   | <ul style="list-style-type: none"> <li>observations of individual effort and interpersonal interaction during the learning process.</li> </ul> <p><i>Assessment Tool</i><br/><i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>   | <p>Integrated throughout</p>  |

**MODULE CTR1020: LEADING BY EXAMPLE** (continued)

| Concept              | Specific Learner Expectations  | Notes  |
|----------------------|--|--|
| Terms and Concepts   | <p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• define terms relating to leadership including:               <ul style="list-style-type: none"> <li>– leadership</li> <li>– power</li> <li>– influence</li> <li>– authority</li> </ul> </li> <li>• distinguish between the following pairs of concepts:               <ul style="list-style-type: none"> <li>– achieved leadership/ascribed leadership</li> <li>– formal leadership/informal leadership.</li> </ul> </li> </ul>   |  |
| Leadership Described | <ul style="list-style-type: none"> <li>• identify and describe examples of leadership behaviour demonstrated by:               <ul style="list-style-type: none"> <li>– self</li> <li>– others</li> </ul> </li> <li>• explain why leadership may/may not be situational based</li> <li>• describe leadership behaviours performed in specific contexts and in specific situations</li> <li>• explain why leadership behaviours appropriate in one context or situation may be inappropriate in other contexts or situations</li> <li>• describe strategies used by self and others to influence others.</li> </ul> | <p>A variety of contexts should be explored; e.g.,</p> <ul style="list-style-type: none"> <li>• home/family</li> <li>• school</li> <li>• community</li> <li>• workplace.</li> </ul> <p>Videotaped examples and/or role playing will help distinguish among different aspects of leadership behaviours.</p> |

**MODULE CTR1020: LEADING BY EXAMPLE** (continued)

| Concept         | Specific Learner Expectations  | Notes |
|-----------------|--|-------|
| Goal Setting    | <p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• define and distinguish between:               <ul style="list-style-type: none"> <li>– goals</li> <li>– objectives</li> </ul> </li> <li>• identify and explain processes used to set goals and objectives</li> <li>• explain and demonstrate brainstorming</li> <li>• define the following terms and describe the relationship among goals/objectives and:               <ul style="list-style-type: none"> <li>– motivation</li> <li>– achievement</li> <li>– success</li> <li>– ambition</li> </ul> </li> <li>• describe strategies and instruments available to assess achievement and success.</li> </ul> |       |
| Needs Theory    | <ul style="list-style-type: none"> <li>• identify and describe needs theory; e.g., Maslow’s Hierarchy of Needs, Herzberg’s Motivation – hygiene theory</li> <li>• describe why people may join groups; e.g.;               <ul style="list-style-type: none"> <li>– clubs</li> <li>– teams</li> <li>– political parties</li> <li>– volunteer groups</li> </ul> </li> <li>• identify and explain challenges faced by:               <ul style="list-style-type: none"> <li>– leaders</li> <li>– followers.</li> </ul> </li> </ul>   |       |
| Problem Solving | <ul style="list-style-type: none"> <li>• identify and explain various models for problem solving</li> <li>• explain how models assist the problem-solving process</li> <li>• describe the relationships among:               <ul style="list-style-type: none"> <li>– problem solving</li> <li>– decision making</li> <li>– feedback/feedback loops.</li> </ul> </li> </ul>  |       |

**MODULE CTR1020: LEADING BY EXAMPLE** (continued)

| Concept            | Specific Learner Expectations  | Notes  |
|--------------------|--|--|
| Leading by Example | <p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• show a plan that includes goals, objective and strategies to assess achievement and success of the plan</li> <li>• demonstrate individual or group leadership behaviour in a selected, teacher-approved context or situation by implementing the plan</li> <li>• describe the outcome(s) of the plan</li> <li>• list recommendations as to how the plan or assessment strategies could be improved for future use.</li> </ul> | The student may contract with the teacher to provide leadership to a class, school or community project. |



**MODULE CTR1110: PROJECT 1A**  
**MODULE CTR1120: PROJECT 1B**

**Level:** Introductory

**Theme:** Career Extensions

**Prerequisite:** None

**Module Description:** Students, through projects, extend and enhance competencies developed in the Career Transitions strand or other Career and Technology Studies strands to contexts that are personally relevant.

**Module Parameters:** Equipment variable according to project.

**Curriculum and Assessment Standards**

| Module Learner Expectations  | Assessment Criteria and Conditions   | Suggested Emphasis  |
|--|--|---|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• propose, manage and assess a project</li> <li>• meet goals as defined within the project plan</li> <br/> <li>• demonstrate basic competencies.</li> </ul> | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>• successful completion of project including project:               <ul style="list-style-type: none"> <li>– proposal</li> <li>– management</li> <li>– completion</li> <li>– assessment</li> <li>– presentation.</li> </ul> </li> </ul> <p><i>Assessment Tool</i><br/> <i>CTR Project: Career Extensions Modules</i></p> <ul style="list-style-type: none"> <li>• observations of individual effort and interpersonal interaction during the learning process.</li> </ul> <p><i>Assessment Tool</i><br/> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | <p>20</p> <p>20</p> <p>20</p> <p>20</p> <p>20</p><br><p>Integrated throughout</p> |

**MODULE CTR1110: PROJECT 1A**  
**MODULE CTR1120: PROJECT 1B** (continued)

| Concept                             | Specific Learner Expectations  | Notes★   |
|-------------------------------------|--|--|
| Project Definition                  | <p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• identify a project</li> <li>• prepare a project plan:               <ul style="list-style-type: none"> <li>– clarify the purpose of the project</li> <li>– define project deliverables</li> <li>– specify project timelines</li> <li>– define resource needs, e.g., materials, finances, support network</li> </ul> </li> <li>• define assessment standards (indicators for success)</li> <li>• present project proposal for approval.</li> </ul> | <p>Purposes of project should relate to student(s)' goals and expectations. (Refer to <i>Guide to Standards and Implementation</i> for strand-related projects.)</p> <p>Presentation of project proposal could be print, verbal or audio/visual.</p> |
| Project Management                  | <ul style="list-style-type: none"> <li>• proceed with the project as outlined by the project plan</li> <li>• monitor project and make necessary adjustments to project plan.</li> </ul>  | <p>Project monitoring should include regular progress checks and consultation with teacher and others.</p>   |
| Project Presentation and Assessment | <ul style="list-style-type: none"> <li>• present the project:               <ul style="list-style-type: none"> <li>– outcomes attained</li> <li>– relationship to goals set originally</li> </ul> </li> <li>• assess the project:               <ul style="list-style-type: none"> <li>– processes and strategies used</li> <li>– recommendations for how the project could have been improved.</li> </ul> </li> </ul>   | <p>Project presentation could be in print, a display of the product or a description of the processes undertaken.</p> <p>Student assessment could be print, verbal, and/or audio/visual.</p>   |

★Refer to the *Guide to Standards and Implementation for the particular strand for suggestions about how project modules could be used to complement and enhance the learning.*

## MODULE CTR1210: PERSONAL SAFETY (MANAGEMENT)

**Level:** Introductory

**Theme:** Job Safety Skills

**Prerequisite:** None

**Module Description:** Students develop practical safety-related knowledge, skills and attitudes, and obtain certification in emergency first aid.

**Module Parameters:** Access to personal protective equipment and emergency first aid materials; access to safety specialists and certificated first aid instructors.

### Curriculum and Assessment Standards

| Module Learner Expectations  | Assessment Criteria and Conditions  | Suggested Emphasis   |
|--|---|--|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• identify and describe:               <ul style="list-style-type: none"> <li>– health and safety stakeholders</li> <li>– legislation relating to health and safety</li> <li>– hazards; e.g., in offices</li> <li>– careers in safety</li> </ul> </li> <li>• demonstrate basic health and safety practices including:               <ul style="list-style-type: none"> <li>– burn prevention</li> <li>– use of personal protective equipment (PPE)</li> <li>– back care</li> </ul> </li> <li>• develop and implement a personal health and safety plan</li> </ul> | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>• report or presentation on occupational health and safety, including:               <ul style="list-style-type: none"> <li>– health and safety stakeholders</li> <li>– legislation relating to health and safety</li> <li>– hazards; e.g., offices</li> <li>– careers in safety.</li> </ul> </li> </ul> <p><i>Assessment Tool</i><br/><i>CTSPRE: Presentations/Reports</i></p> <ul style="list-style-type: none"> <li>• presenting a personal health and safety plan and demonstrating safe practices:               <ul style="list-style-type: none"> <li>– burn protection</li> <li>– personal protective equipment</li> <li>– back care.</li> </ul> </li> </ul> <p><i>Assessment Tool</i><br/><i>Basic Competencies Reference Guide</i><br/><i>CTSPRE: Presentations/Reports</i></p> <ul style="list-style-type: none"> <li>• meeting the standards specified on a test based on:               <ul style="list-style-type: none"> <li>– Workers' Compensation Board</li> <li>– Occupational Health and Safety</li> <li>– Workplace Hazardous Materials Information System</li> <li>– Materials Safety Data Sheets.</li> </ul> </li> </ul> <p><i>Assessment Tool</i><br/><i>CTR1210/2210/3210: Job Safety Skills Modules</i><br/><i>CTR1210–3: Occupational Health and Safety</i><br/><i>Multiple Choice Test</i></p> | <p>5</p> <p>5</p> <p>10</p> <p>5</p> <p>10</p> <p>10</p> <p>10</p> <p>20</p> |

**MODULE CTR1210: PERSONAL SAFETY (MANAGEMENT)** (continued)

| Module Learner Expectations  | Assessment Criteria and Conditions   | Suggested Emphasis                     |
|--|--|--|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>successfully complete a course in emergency first aid (EFA)</li> <li>demonstrate basic competencies.</li> </ul> | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>successful completion of an EFA course</li> <li>observations of individual effort and interpersonal interaction during the learning process.</li> </ul> <p><i>Assessment Tool</i><br/> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | <p>25</p> <p>Integrated throughout</p> |

| Concept      | Specific Learner Expectations   | Notes  |
|--------------|---|--|
| Stakeholders | <p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>define stakeholders and identify them in the context of workplace and worker safety</li> <li>define worker and employer</li> <li>describe the rights and responsibilities of workers and employers</li> <li>explain the role of Workers' Compensation Board (WCB)</li> <li>describe the procedure for filing a claim</li> <li>complete a claim form</li> <li>accurately complete report, using WCB accident forms: employer and employee.</li> </ul> | <p>Use resource persons from WCB, an injured speaker.</p> <p>Use actual claim scenarios.</p>   |
| Legislation  | <ul style="list-style-type: none"> <li>identify information sources about health and safety related to the workplace</li> <li>explain the responsibility of each major stakeholder in a typical workplace</li> <li>identify general and specific information in the legislation regarding major topics.</li> </ul>  | <p>Obtain from Queen's Printer:</p> <ul style="list-style-type: none"> <li>General safety regulations</li> <li><i>Occupational Health and Safety Act.</i></li> </ul> |

**MODULE CTR1210: PERSONAL SAFETY (MANAGEMENT)** (continued)

| Concept  | Specific Learner Expectations   | Notes                             |
|--|---|-----------------------------------|
| Terms and Procedures                                     | <p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• describe the three phases of dealing with a hazard (identification, evaluation and control)</li> <li>• explain and use terms related to health and safety; e.g., hazard, risk, accident, injury</li> <li>• explain the progressive steps in a prevention strategy (hazard, exposure, injury).</li> </ul>   |                                   |
| Commitment   | <ul style="list-style-type: none"> <li>• demonstrate a proactive personal commitment toward improvement of health and safety.</li> </ul>  |                                   |
| Costs  | <ul style="list-style-type: none"> <li>• identify the direct and indirect costs of injuries to Alberta workers</li> <li>• explain the reasons why young workers have a disproportionate claim rate.</li> </ul>  |                                   |
| Workplace Hazardous Materials Information System (WHMIS) | <ul style="list-style-type: none"> <li>• define and explain the basic purpose of WHMIS legislation</li> <li>• identify ways workers can receive information about chemical hazards</li> <li>• explain how:               <ul style="list-style-type: none"> <li>– hazardous chemicals can enter the body</li> <li>– principle routes of entry into the body</li> </ul> </li> <li>• identify specific information found on a Material Safety Data Sheet (MSDS).</li> </ul>   | Reference: <i>WHMIS Handbook.</i> |
| Hazards  | <ul style="list-style-type: none"> <li>• define health and the aims of occupational health</li> <li>• identify and describe the following categories of occupational hazards:               <ul style="list-style-type: none"> <li>– physical</li> <li>– biological</li> <li>– chemical</li> <li>– attitudinal</li> </ul> </li> <li>• list and explain internal and external factors affecting a worker’s health status</li> <li>• identify and list potential hazards found in the home, in school or in a workplace.</li> </ul> |                                   |

**MODULE CTR1210: PERSONAL SAFETY (MANAGEMENT)** (continued)

| Concept          | Specific Learner Expectations  | Notes  |
|------------------|--|--|
| Workplace Safety | <p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• identify and list hazards within a work environment; e.g.:               <ul style="list-style-type: none"> <li>– office</li> <li>– construction site</li> <li>– retail</li> <li>– child care centres</li> <li>– health centres</li> <li>– fitness centres</li> </ul> </li> <li>• describe potential consequences of hazards left unattended</li> <li>• explain appropriate corrective actions</li> <li>• demonstrate ability to communicate information appropriately about a hazard and hazard prevention practices to others; e.g., teacher, parent, employer, employees</li> <li>• develop a plan to safely address potential hazards found in a selected workplace.</li> </ul> | Use video: <i>Office Safety: It's a Jungle in There.</i> |
| Burn Prevention  | <ul style="list-style-type: none"> <li>• explain the types and operation of smoke and heat detectors</li> <li>• explain the role of detectors in preventing burn injuries or death</li> <li>• explain the need for sprinkler systems and their role in reducing injuries, damage and death</li> <li>• design an emergency fire escape route for home, school or workplace.</li> </ul>  |  |

**MODULE CTR1210: PERSONAL SAFETY (MANAGEMENT)** (continued)

| Concept                       | Specific Learner Expectations   | Notes  |
|-------------------------------|---|--|
| Personal Protective Equipment | <p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• identify and match specific types of personal protective equipment (PPE) to specific hazards</li> <li>• distinguish the specific uses of safety gloves, goggles and face shields</li> <li>• describe the two types of PPE available to protect against hearing loss</li> <li>• describe the two types of respirators and explain when each should be used</li> <li>• list kinds of fall protection devices</li> <li>• identify and list different types of special protective clothing and equipment specific to a work site.</li> </ul> | <p>Each trade may have specific PPE. Consult with tradespersons, local business, Occupational Health and Safety (OH&amp;S) and WCB personnel.</p>  |
| Back Care                     | <ul style="list-style-type: none"> <li>• label major regions and structures of the spinal column</li> <li>• define chronic and acute back injuries</li> <li>• list major causes of back problem</li> <li>• identify common back disorders</li> <li>• demonstrate appropriate body mechanics for lifting, moving, etc.</li> <li>• identify the advantages of participating in a back maintenance program.</li> </ul>   |  |
| First Aid                     | <ul style="list-style-type: none"> <li>• participate in a recognized emergency first-aid course including CPR; e.g., St. John or Red Cross.</li> </ul>  | <p>Various certification programs are available. First-aid certification is normally valid for two years only. Consult with St. John or Red Cross agency.</p> <p>See Community Health CMH2120: First Aid/ CPR.</p> |
| Careers in Safety             | <ul style="list-style-type: none"> <li>• identify and describe potential career paths relating to workplace safety.</li> </ul>  | <p>Consult with WCB, OH&amp;S, safety and health care professionals.</p>   |





## MODULE CURRICULUM AND ASSESSMENT STANDARDS:

### SECTION E: INTERMEDIATE LEVEL

The following pages define the curriculum and assessment standards for the intermediate level of Career Transitions.

Intermediate level modules help students build on the competencies developed at the introductory level and focus on developing more complex competencies. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

|                 |                                    |      |
|-----------------|------------------------------------|------|
| Module CTR2010: | Job Maintenance .....              | E.3  |
| Module CTR2020: | Taking the Lead .....              | E.7  |
| Module CTR2030: | Governance & Leadership .....      | E.9  |
| Module CTR2110: | Project 2A .....                   | E.13 |
| Module CTR2120: | Project 2B .....                   | E.13 |
| Module CTR2130: | Project 2C .....                   | E.13 |
| Module CTR2140: | Project 2D .....                   | E.13 |
| Module CTR2150: | Project 2E.....                    | E.13 |
| Module CTR2210: | Workplace Safety (Practices) ..... | E.15 |



## MODULE CTR2010: JOB MAINTENANCE

**Level:** Intermediate

**Theme:** Career Readiness

**Prerequisite:** CTR1010 Job Preparation

**Module Description:** Students acquire knowledge about workplace requirements, rights and responsibilities and relate this knowledge to personal career/employment expectations.

**Module Parameters:** No specialized equipment or facilities.

### Curriculum and Assessment Standards

| Module Learner Expectations   | Assessment Criteria and Conditions   | Suggested Emphasis   |
|---|--|--|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>identify and develop knowledge, skills and attitudes appropriate to acquiring and maintaining employment</li> <li>identify and describe employment support agencies, employment centres and employment legislation</li> <li>demonstrate basic competencies.</li> </ul> | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>listing and describing: <ul style="list-style-type: none"> <li>employability skills</li> <li>personal competencies</li> <li>competencies employers require in a selected career area.</li> </ul> </li> </ul> <p><i>Assessment Tool</i><br/><i>Basic Competencies Reference Guide</i></p> <ul style="list-style-type: none"> <li>explaining how each of the following help people to acquire/maintain employment: <ul style="list-style-type: none"> <li>Alberta Labour</li> <li>Alberta's Apprenticeship Division</li> <li>Canada Employment Centres</li> <li>Career Development Centres.</li> </ul> </li> </ul> <p><i>Assessment Tool</i><br/><i>CTR1010/2010/2010: Career Readiness Modules</i></p> <ul style="list-style-type: none"> <li>observations of individual effort and interpersonal interaction during the learning process.</li> </ul> <p><i>Assessment Tool</i><br/><i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | <p></p> <p>20</p> <p>20</p> <p>20</p> <p></p> <p>10</p> <p>10</p> <p>10</p> <p>10</p> <p></p> <p>Integrated throughout</p> |

**MODULE CTR2010: JOB MAINTENANCE** (continued)

| Concept                                   | Specific Learner Expectations   | Notes |
|---|---|-------|
| Employability Skills                      | <p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• identify the knowledge, skills and attitudes most valued by employers (in relation to a specific occupation):               <ul style="list-style-type: none"> <li>– academic                   <ul style="list-style-type: none"> <li>• communication skills</li> <li>• thinking skills</li> <li>• learning skills</li> </ul> </li> <li>– personal management skills                   <ul style="list-style-type: none"> <li>• positive attitudes and behaviours</li> <li>• responsibility</li> <li>• adaptability</li> </ul> </li> <li>– teamwork skills                   <ul style="list-style-type: none"> <li>• working with others</li> </ul> </li> </ul> </li> <li>• identify and assess personal skills and attitudes in relation to those most valued by employers.</li> </ul>  |       |
| Expectations, Rights and Responsibilities | <ul style="list-style-type: none"> <li>• describe an ideal work situation in relation to a selected occupation</li> <li>• identify strategies to deal with conflict in the workplace</li> <li>• identify and discuss possible reasons for job termination</li> <li>• explain the differences in the following types of job termination:               <ul style="list-style-type: none"> <li>– quit</li> <li>– resigned</li> <li>– laid off</li> <li>– fired</li> <li>– voluntary severance</li> </ul> </li> <li>• describe workplace ethics</li> <li>• identify and list the services provided by:               <ul style="list-style-type: none"> <li>– Labour Employment Standards Branch</li> <li>– Occupational Health and Safety</li> <li>– Workers’ Compensation Board</li> <li>– Apprenticeship and Industry Training Division</li> <li>– Canada Employment Centres</li> <li>– Alberta Career Development Centres</li> </ul> </li> </ul> |       |

**MODULE CTR2010: JOB MAINTENANCE** (continued)

| Concept  | Specific Learner Expectations  | Notes |
|--|--|-------|
| Expectations, Rights and Responsibilities<br>(continued) | <p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• identify how the Employment Standards Code applies to:               <ul style="list-style-type: none"> <li>– employee benefits</li> <li>– maternity/paternity leave</li> <li>– severance pay.</li> </ul> </li> </ul>   |       |
| Transition   | <ul style="list-style-type: none"> <li>• identify transferable career skills that have been developed</li> <li>• identify employment opportunities within selected occupation(s)</li> <li>• identify possible career paths within a selected business or industry and present an overview of training and/or education required to advance in the various career paths.</li> </ul> |       |



## MODULE CTR2020: TAKING THE LEAD

**Level:** Intermediate

**Theme:** Leadership

**Prerequisite:** CTR1020 Leading by Example

**Module Description:** Students compare basic theories and styles of leadership, and demonstrate leadership in a school, workplace or community context.

**Module Parameters:** No specialized equipment or facilities.

### Curriculum and Assessment Standards

| Module Learner Expectations  | Assessment Criteria and Conditions   | Suggested Emphasis    |
|--|--|-----------------------|
| <i>The student will:</i> <ul style="list-style-type: none"><li>compare theories and styles of leadership</li></ul> | <i>Assessment of student achievement should be based on:</i> <ul style="list-style-type: none"><li>demonstrating the advantages and disadvantages of selected theories and styles of leadership.</li></ul> <i>Assessment Tool</i><br><i>CTR1020/2020/3020: Leadership Modules</i>                  | 40                    |
| <ul style="list-style-type: none"><li>demonstrate the ability to lead others</li></ul>                             | <ul style="list-style-type: none"><li>displaying leadership behaviours, including:<ul style="list-style-type: none"><li>consensus seeking</li><li>conflict management</li><li>effective group dynamics.</li></ul></li></ul> <i>Assessment Tool</i><br><i>CTR1020/2020/3020: Leadership Modules</i> | 60                    |
| <ul style="list-style-type: none"><li>demonstrate basic competencies.</li></ul>                                    | <ul style="list-style-type: none"><li>observations of individual effort and interpersonal interaction during the learning process.</li></ul> <i>Assessment Tool</i><br><i>Basic Competencies Reference Guide and any assessment tools noted above</i>  | Integrated throughout |

**MODULE CTR2020: TAKING THE LEAD** (continued)

| Concept             | Specific Learner Expectations   | Notes   |
|---------------------|---|---|
| Group Dynamics      | <p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• identify and describe why groups form</li> <li>• list and describe dimensions of different groups</li> <li>• explain group dynamics</li> <li>• describe and explain how leaders:               <ul style="list-style-type: none"> <li>– lead groups</li> <li>– evolve in groups</li> </ul> </li> <li>• explain and demonstrate consensus seeking and conflict management in a group situation</li> <li>• describe defence mechanisms found in and among groups:               <ul style="list-style-type: none"> <li>– personal defence mechanisms</li> <li>– group defence mechanisms</li> </ul> </li> <li>• define apathy</li> <li>• demonstrate strategies for handling apathy:               <ul style="list-style-type: none"> <li>– within a group</li> <li>– of a group.</li> </ul> </li> </ul> |   |
| Leadership Theories | <ul style="list-style-type: none"> <li>• identify theories of leadership; e.g.:               <ul style="list-style-type: none"> <li>– classical</li> <li>– contingency</li> <li>– systems</li> </ul> </li> <li>• describe the key elements of each theory identified</li> <li>• describe context in which each theory of leadership was applied</li> <li>• identify contexts in which each theory may be appropriately applied.</li> </ul>   | Current theories may include elements from two or more traditional theories.                  |
| Leadership Styles   | <ul style="list-style-type: none"> <li>• explain the concept of leadership style</li> <li>• identify and explain different styles of leadership</li> <li>• describe research on leadership styles; e.g., Hersey and Blanchard's</li> <li>• explain the purpose of delegation and the challenges faced by leaders when they delegate</li> <li>• describe contexts in which each style of leadership may be appropriately used.</li> </ul>  |   |
| Taking the Lead     | <ul style="list-style-type: none"> <li>• demonstrate the ability to lead others to attain a stated goal</li> <li>• evaluate the success of leadership behaviours demonstrated.</li> </ul>   | A work skills simulation project or other timed project requiring leadership may be selected. |



## MODULE CTR2030: GOVERNANCE & LEADERSHIP

**Level:** Intermediate

**Theme:** Leadership

**Prerequisite** CTR1020 Leading by Example

**Module Description:** Students are introduced to governance, its place within the administrative structure of a school or community, including the roles, responsibilities, practices and procedures for participating in governance and leadership.

**Module Parameters:** No specialized equipment or facilities.

### Curriculum and Assessment Standards

| Module Learner Expectations  | Assessment Criteria and Conditions   | Suggested Emphasis    |
|--|--|-----------------------|
| <i>The student will:</i> <ul style="list-style-type: none"><li>describe and explain the purpose of a governance structure</li></ul>                        | <i>Assessment of student achievement should be based on:</i> <ul style="list-style-type: none"><li>identifying the components and describing the role of a governance structure.<br/><i>Assessment Tool</i><br/><i>CTR1020/2030/3030: Leadership: Governance Modules</i></li></ul> | 10                    |
| <ul style="list-style-type: none"><li>participate in leadership activities within a school, volunteer agency or a community governance structure</li></ul> | <ul style="list-style-type: none"><li>level of participation in various governance activities.<br/><i>Assessment Tool</i><br/><i>CTR1020/2030/3030: Leadership: Governance Modules</i></li></ul>   | 40                    |
| <ul style="list-style-type: none"><li>demonstrate leadership in a governance role</li></ul>  | <ul style="list-style-type: none"><li>exhibiting leadership behaviours in a governance role.<br/><i>Assessment Tool</i><br/><i>CTR1020/2030/3030: Leadership: Governance Modules</i></li></ul>   | 50                    |
| <ul style="list-style-type: none"><li>demonstrate basic competencies.</li></ul>  | <ul style="list-style-type: none"><li>observations of individual effort and interpersonal interaction during the learning process.<br/><i>Assessment Tool</i><br/><i>Basic Competencies Reference Guide and any assessment tools noted above</i></li></ul>                         | Integrated throughout |

**MODULE CTR2030: GOVERNANCE & LEADERSHIP** (continued)

| Concept   | Specific Learner Expectations   | Notes   |
|---|---|---|
| <p>Governance and Government</p>  | <p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• define governance and government, and explain the relationship between the concepts</li> <li>• describe the application of governance structures affecting students</li> <li>• identify and describe the structures and positions in a governance structure:               <ul style="list-style-type: none"> <li>– its purpose or mission</li> <li>– goals and objectives</li> <li>– roles and responsibilities</li> <li>– methods for assessing outcomes.</li> </ul> </li> </ul>   | <p>Governance structures and contacts may be found in the home.</p> |
| <p>Meetings</p> <ul style="list-style-type: none"> <li>• Agendas</li> <li>• Roles and Responsibilities</li> </ul> | <ul style="list-style-type: none"> <li>• identify and describe the purpose of various types of meetings; e.g., formal, committee, informal</li> <li>• describe elements of effective meetings; e.g., planning leadership participation styles, communication strategies</li> <li>• list and describe the form and structure of an agenda</li> <li>• describe the purpose of an agenda</li> <li>• list and describe the roles and responsibilities of meeting:               <ul style="list-style-type: none"> <li>– chairperson</li> <li>– committee leaders</li> <li>– other meeting members</li> <li>– visitors</li> <li>– invited speakers/guests.</li> </ul> </li> </ul> |   |
| <p>Team Building</p>  | <ul style="list-style-type: none"> <li>• describe the importance of team building</li> <li>• identify and describe possible individual behaviours in meetings</li> <li>• describe and demonstrate how the chairperson may:               <ul style="list-style-type: none"> <li>– increase task-directed behaviour</li> <li>– decrease disruptive behaviour</li> <li>– minimize stalling behaviour</li> <li>– encourage individual participation</li> <li>– establish a positive and effective team approach to student governance</li> </ul> </li> </ul>   |   |

**MODULE CTR2030: GOVERNANCE & LEADERSHIP** (continued)

| Concept   | Specific Learner Expectations   | Notes  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• Synergy</li> </ul> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• define synergy</li> <li>• describe potential positive and negative effects of achieving synergy</li> <li>• describe the relationship among synergy and:               <ul style="list-style-type: none"> <li>– problem solving</li> <li>– decision making</li> <li>– consensus building.</li> </ul> </li> </ul>  |  |
| <p>Parliamentary Procedure</p>                              | <ul style="list-style-type: none"> <li>• explain the purpose of parliamentary procedure</li> <li>• list and define the basic vocabulary of parliamentary procedures</li> <li>• identify and distinguish among guides to parliamentary procedure; e.g., Robert’s Rules, Duchesne’s Rules</li> <li>• distinguish between incidental motions and privileged motions</li> <li>• list and describe order of precedence for different types of motions</li> <li>• describe the role of the parliamentarian or speaker in a formal meeting setting</li> <li>• participate in a formal meeting and follow parliamentary procedure</li> <li>• lead a meeting and ensure that parliamentary procedure is followed.</li> </ul> | <p>Visits to meetings of the school board, local council and provincial Legislature will help to clarify roles and procedures relating to parliamentary procedure.</p> <p>Use extensive role playing to develop student confidence and competence.</p> |
| <p>Governance and Administration</p>                        | <ul style="list-style-type: none"> <li>• describe and explain the relationship between a governance structure, its procedures and its administration</li> <li>• identify the strengths and the limitations among the governance structure, its procedures and its administration</li> </ul>   |  |

**MODULE CTR2030: GOVERNANCE & LEADERSHIP** (continued)

| Concept                                      | Specific Learner Expectations  | Notes |
|--|--|-------|
| Governance and Administration<br>(continued) | <p><i>The student should:</i></p> <ul style="list-style-type: none"><li>• propose:<ul style="list-style-type: none"><li>– ideas for enhancing the relationships among the governance structure, its procedures and its administration</li><li>– strategies for implementing and assessing the outcomes of the enhancement strategies</li></ul></li><li>• demonstrate leadership in facilitating the piloting of enhancement proposals.</li></ul> |       |

**MODULE CTR2110: PROJECT 2A**  
**MODULE CTR2120: PROJECT 2B**  
**MODULE CTR2130: PROJECT 2C**  
**MODULE CTR2140: PROJECT 2D**  
**MODULE CTR2150: PROJECT 2E**

**Level:** Intermediate

**Theme:** Career Extensions

**Prerequisite:** None

**Module Description:** Students, through projects, extend and enhance competencies developed in the Career Transitions strand or other Career and Technology Studies strands to contexts that are personally relevant.

**Module Parameters:** Equipment variable according to project.

### Curriculum and Assessment Standards

| Module Learner Expectations   | Assessment Criteria and Conditions   | Suggested Emphasis                                |
|---|--|---|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>propose, manage and assess a project</li> <li>meet goals as defined within the project plan</li> </ul> | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>successful completion of project, including project:               <ul style="list-style-type: none"> <li>proposal</li> <li>management</li> <li>completion</li> <li>assessment</li> <li>presentation.</li> </ul> </li> </ul> <p><i>Assessment Tool</i><br/> <i>CTR Project: Career Extensions Modules</i></p> | <p>20</p> <p>20</p> <p>20</p> <p>20</p> <p>20</p> |
| <ul style="list-style-type: none"> <li>demonstrate basic competencies.</li> </ul>   | <ul style="list-style-type: none"> <li>observations of individual effort and interpersonal interaction during the learning process.</li> </ul> <p><i>Assessment Tool</i><br/> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>   | <p>Integrated throughout</p>                      |

**MODULE CTR2110: PROJECT 2A**  
**MODULE CTR2120: PROJECT 2B**  
**MODULE CTR2130: PROJECT 2C**  
**MODULE CTR2140: PROJECT 2D**  
**MODULE CTR2150: PROJECT 2E (continued)**

| Concept                             | Specific Learner Expectations   | Notes★   |
|-------------------------------------|---|--|
| Project Definition                  | <p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• identify a project</li> <li>• outline related issues and implications</li> <li>• prepare a project plan: <ul style="list-style-type: none"> <li>– clarify the purposes of the project</li> <li>– define project deliverables</li> <li>– specify project timelines; e.g., key decision points, consultation points</li> <li>– define resource needs; e.g., materials, costs, support network</li> </ul> </li> <li>• identify and comply with all related health and safety standards</li> <li>• define assessment standards (indicators for success)</li> <li>• present project proposal and obtain necessary approvals.</li> </ul> | <p>Purposes of project should relate to student(s)' goals and expectations. (Refer to <i>Guide to Standards and Implementation</i> for strand-related projects.)</p> <p>Resources could include materials, finances and support network.</p> <p>Presentation of project proposal could be print, verbal or audio/visual.</p> |
| Project Management                  | <ul style="list-style-type: none"> <li>• proceed with the project as outlined by the project plan</li> <li>• monitor project and make necessary adjustments to project plan.</li> </ul>   | <p>Project monitoring should include regular progress checks and consultation with teacher and others.</p>   |
| Project Presentation and Assessment | <ul style="list-style-type: none"> <li>• present the project: <ul style="list-style-type: none"> <li>– outcomes attained</li> <li>– relationship to goals set originally</li> </ul> </li> <li>• assess the project: <ul style="list-style-type: none"> <li>– processes and strategies used</li> <li>– recommendations for how the project could have been improved.</li> </ul> </li> </ul>  | <p>Project presentation could be in print, a display of the project or a description of the processes undertaken.</p> <p>Student assessment could be print, verbal, and/or audio/visual.</p>   |

★Refer to the *Guide to Standards and Implementation for a particular strand for suggestions about how project modules could be used to complement and enhance the learning.*

## MODULE CTR2210: WORKPLACE SAFETY (PRACTICES)

**Level:** Intermediate

**Theme:** Job Safety Skills

**Prerequisite:** CTR1210 Personal Safety Management

**Module Description:** Students explore workplace safety principles and practices, and apply these principles and practices to a variety of contexts.

**Module Parameters:** Access to power supply company for high voltage display; access to assorted fire extinguishers and fire safety specialists/department.

### Curriculum and Assessment Standards

| Module Learner Expectations  | Assessment Criteria and Conditions  | Suggested Emphasis |
|--|---|--------------------|
| <i>The student will:</i>   | <i>Assessment of student achievement should be based on:</i>  |                    |
| <ul style="list-style-type: none"><li>identify and describe hazard assessments and controls</li></ul>  | <ul style="list-style-type: none"><li>identifying in a given scenario:<ul style="list-style-type: none"><li>– hazards</li><li>– accidents and incidents</li><li>– causation</li><li>– hazard controls.</li></ul></li></ul> <p><i>Assessment Tool</i><br/><i>CTR2210–2: Scenario Assessment</i></p>  | 20                 |
| <ul style="list-style-type: none"><li>classify accidents and incidents and explain causation</li></ul>   |   | 20                 |
| <ul style="list-style-type: none"><li>define ergonomics and describe its relationship to workplace safety</li></ul>  | <ul style="list-style-type: none"><li>applying ergonomic controls to checklist standards.</li></ul> <p><i>Assessment Tool</i><br/><i>CTR2210–1: Ergonomics</i></p>  | 10                 |
| <ul style="list-style-type: none"><li>demonstrate and describe standards/legislated practices associated with workplace safety including:<ul style="list-style-type: none"><li>– farm/urban safety</li><li>– fire safety</li><li>– electrical safety</li><li>– confined space safety</li><li>– transportation of dangerous goods</li></ul></li></ul> | <ul style="list-style-type: none"><li>demonstrating competencies in:<ul style="list-style-type: none"><li>– fire safety (including operation of extinguishers)</li><li>– electrical safety</li><li>– farm safety</li><li>– confined space safety</li><li>– transportation of dangerous goods.</li></ul></li></ul> <p><i>Assessment Tool</i><br/><i>CTR2210–3: Transporting Dangerous Goods</i><br/><i>Theory Test</i><br/><i>CTR2210–4: Fire Extinguishers Practical Test</i></p> | 50                 |

**MODULE CTR2210: WORKPLACE SAFETY (PRACTICES)** (continued)

| Module Learner Expectations   | Assessment Criteria and Conditions   | Suggested Emphasis           |
|---|--|------------------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>demonstrate basic competencies.</li> </ul> | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>observations of individual effort and interpersonal interaction during the learning process.</li> </ul> <p><i>Assessment Tool</i><br/> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | <p>Integrated throughout</p> |

| Concept                              | Specific Learner Expectations   | Notes |
|--------------------------------------|---|-------|
| <p>Hazard Assessment and Control</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>identify the elements of workplace safety/risk management including monitoring, hazard identification, hazard analysis and risk control</li> <li>differentiate between risk and hazard</li> <li>identify risk control strategies used in a selected workplace:               <ul style="list-style-type: none"> <li>pre-contact</li> <li>contact</li> <li>post-contact.</li> </ul> </li> </ul> |       |
| <p>Accidents and Incidents</p>       | <ul style="list-style-type: none"> <li>describe the difference between accident and incident</li> <li>given a scenario, identify the cause of an accident or incident and develop a strategy on how it could have been avoided.</li> </ul>  |       |
| <p>Ergonomics</p>                    | <ul style="list-style-type: none"> <li>define ergonomics</li> <li>explain the role of ergonomics in the workplace</li> <li>identify major ergonomic risk factors in a selected workplace:               <ul style="list-style-type: none"> <li>people performance</li> <li>job task</li> <li>equipment</li> <li>environment.</li> </ul> </li> </ul>   |       |





**MODULE CTR2210: WORKPLACE SAFETY (PRACTICES)** (continued)

| Concept  | Specific Learner Expectations   | Notes   |
|--|---|---|
| <ul style="list-style-type: none"> <li>• Confined Space Safety</li> <br/> <li>• Transportation of Dangerous Goods (TDG)</li> </ul> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• explain the need for confined space legislation and standards</li> <li>• identify confined spaces and how to recognize them</li> <li>• identify the hazards that may be associated with confined spaces and what tests should be completed before entering that confined space</li> <li>• describe a plan to be used before entering a given confined space</li> <br/> <li>• explain the need for TDG regulations</li> <li>• identify placards on trucks or railway cars</li> <li>• describe the role placards play in emergency responses</li> <li>• explain why properly prepared shipping documents must be readily available</li> <li>• identify areas of responsibility when transporting dangerous goods.</li> </ul> | <p>Access TDG Pocket Guides from local suppliers.</p> |

## MODULE CURRICULUM AND ASSESSMENT STANDARDS:

### SECTION F: ADVANCED LEVEL

The following pages define the curriculum and assessment standards for the advanced level of Career Transitions.

Advanced level modules demand a higher level of expertise and help prepare students for entry into the workplace or a related post-secondary program.

|                 |                                 |      |
|-----------------|---------------------------------|------|
| Module CTR3010: | Preparing for Change .....      | F.3  |
| Module CTR3020: | Organizational Leadership ..... | F.5  |
| Module CTR3030: | Leading for Change.....         | F.9  |
| Module CTR3040: | Practicum A.....                | F.13 |
| Module CTR3050: | Practicum B .....               | F.13 |
| Module CTR3060: | Practicum C .....               | F.13 |
| Module CTR3070: | Practicum D.....                | F.13 |
| Module CTR3080: | Practicum E .....               | F.13 |
| Module CTR3110: | Project 3A.....                 | F.17 |
| Module CTR3120: | Project 3B.....                 | F.17 |
| Module CTR3130: | Project 3C.....                 | F.17 |
| Module CTR3140: | Project 3D.....                 | F.17 |
| Module CTR3150: | Project 3E.....                 | F.17 |
| Module CTR3210: | Safety Management Systems.....  | F.19 |



## MODULE CTR3010: PREPARING FOR CHANGE

**Level:** Advanced

**Theme:** Career Readiness

**Prerequisite:** CTR1010 Job Preparation

**Module Description:** Students develop knowledge and skills relating to the changing labour market, and relate these changes to analyzing and refining personal career plans.

**Module Parameters:** No specialized equipment or facilities.

### Curriculum and Assessment Standards

| Module Learner Expectations   | Assessment Criteria and Conditions  | Suggested Emphasis   |
|---|---|--|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>analyze the role of government and labour unions in relation to employers and employees</li> <li>gather and analyze appropriate labour market information related to selected occupations and incorporate the findings into a personal career plan</li> <li>demonstrate basic competencies.</li> </ul> | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>listing and describing labour-related issues regulated by: <ul style="list-style-type: none"> <li>federal government</li> <li>provincial government</li> <li>municipal government</li> </ul> </li> <li>explaining the roles played by: <ul style="list-style-type: none"> <li>labour unions</li> <li>professional associations</li> </ul> </li> <li>preparing and presenting a: <ul style="list-style-type: none"> <li>personal career plan</li> <li>current employment profile.</li> </ul> </li> </ul> <p><i>Assessment Tool</i><br/>CTR1010/2010/3010: Career Readiness Modules</p> <ul style="list-style-type: none"> <li>observations of individual effort and interpersonal interaction during the learning process.</li> </ul> <p><i>Assessment Tool</i><br/>Basic Competencies Reference Guide and any assessment tools noted above</p> | <p>10</p> <p>10</p> <p>10</p> <p>10</p> <p>10</p> <p>30</p> <p>20</p> <p>Integrated throughout</p> |

**MODULE CTR3010: PREPARING FOR CHANGE** (continued)

| Concept                                   | Specific Learner Expectations   | Notes |
|---|---|-------|
| Employability Skills                      | <p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• explain the importance of networking in locating employment opportunities</li> <li>• prepare an updated personal résumé</li> <li>• complete and present a current personal employment portfolio.</li> </ul>  |       |
| Expectations, Rights and Responsibilities | <ul style="list-style-type: none"> <li>• identify and describe areas of federal, provincial and municipal regulation and control that affect selected businesses and industries</li> <li>• identify and describe the role of labour unions and professional associations for employees and employers</li> <li>• explain the concept of “labour negotiations” between employees and employers.</li> </ul>  |       |
| Transition                                | <ul style="list-style-type: none"> <li>• explain why changing jobs is a natural and essential step in pursuing career goals</li> <li>• describe the employment patterns that are emerging in relation to:               <ul style="list-style-type: none"> <li>– number of employees</li> <li>– length of employment</li> <li>– location of workers</li> <li>– types of employment</li> </ul> </li> <li>• identify and describe job retraining programs and further education/training opportunities within a selected occupation(s)</li> <li>• demonstrate knowledge and skills in determining when retraining or further education is most appropriate</li> <li>• identify and explain how societal factors may affect an occupation</li> <li>• identify and discuss some of the major changes that have or are occurring within selected occupation(s)</li> <li>• identify sources of current labour market information</li> <li>• analyze current labour market information and predictions to identify employment trends within a selected occupation(s)</li> <li>• prepare and present a personal career plan that includes a plan for job training and/or post-secondary education.</li> </ul> |       |

## MODULE CTR3020: ORGANIZATIONAL LEADERSHIP

**Level:** Advanced

**Theme:** Leadership

**Prerequisite:** CTR2020 Taking the Lead

**Module Description:** Students develop an understanding of the concept of organizations, and demonstrate leadership by establishing an organization and leading it to achieve a stated goal.

**Module Parameters:** No specialized equipment or facilities.

### Curriculum and Assessment Standards

| Module Learner Expectations  | Assessment Criteria and Conditions   | Suggested Emphasis    |
|--|--|-----------------------|
| <i>The student will:</i> <ul style="list-style-type: none"><li>explain the similarities and differences between leadership practices and management practices</li><li>demonstrate leadership by establishing an organization, leading it to achieve a stated goal, and assessing the process and outcome</li><li>demonstrate basic competencies.</li></ul> | <i>Assessment of student achievement should be based on:</i> <ul style="list-style-type: none"><li>comparing and contrasting leadership and management practices.<br/><i>Assessment Tool</i><br/><i>CTR1020/2020/3020: Leadership Modules</i></li></ul>    | 20                    |
|  | <ul style="list-style-type: none"><li>initiating a leadership project.<br/><i>Assessment Tool</i><br/><i>CTR1020/2020/3020: Leadership Modules</i></li></ul>   | 30                    |
|  | <ul style="list-style-type: none"><li>developing the procedures and practices used to attain the goals for a leadership project.<br/><i>Assessment Tool</i><br/><i>CTR1020/2020/3020: Leadership Modules</i></li></ul>                                     | 50                    |
|  | <ul style="list-style-type: none"><li>observations of individual effort and interpersonal interaction during the learning process.<br/><i>Assessment Tool</i><br/><i>Basic Competencies Reference Guide and any assessment tools noted above</i></li></ul> | Integrated throughout |

**MODULE CTR3020: ORGANIZATIONAL LEADERSHIP** (continued)

| Concept  | Specific Learner Expectations   | Notes  |
|--|---|--|
| Organization(s)  | <p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• define and describe the concepts of:               <ul style="list-style-type: none"> <li>– being organized</li> <li>– an organization</li> </ul> </li> <li>• identify and describe types of organizations and their structures</li> <li>• explain how and why the structure(s) of organizations               <ul style="list-style-type: none"> <li>– differ</li> <li>– may be changed</li> </ul> </li> <li>• distinguish among an organization’s:               <ul style="list-style-type: none"> <li>– mission statement</li> <li>– vision</li> <li>– goals</li> <li>– objectives.</li> </ul> </li> </ul>   | <p>Relate to the home, the school and to the community.</p> <p>Consider current usage of terms, e.g.,</p> <ul style="list-style-type: none"> <li>• flattening</li> <li>• downsizing</li> <li>• outplacing</li> </ul>                     |
| Leadership and Management  | <ul style="list-style-type: none"> <li>• distinguish between roles played and tasks performed by leaders and managers</li> <li>• define and give examples of “delegation” as a leadership behaviour</li> <li>• explain why authority may be delegated but responsibility may not.</li> </ul>  | <p>Consider roles and tasks within a variety of contexts including:</p> <ul style="list-style-type: none"> <li>• the home</li> <li>• the school</li> <li>• in for-profit organizations</li> <li>• in volunteer organizations.</li> </ul> |
| <p>Project Management</p> <ul style="list-style-type: none"> <li>• Stress</li> <li>• Time</li> </ul> | <ul style="list-style-type: none"> <li>• identify elements within a project that may need managing; e.g.:               <ul style="list-style-type: none"> <li>– time</li> <li>– personnel</li> <li>– other resources</li> <li>– stress</li> </ul> </li> <li>• describe strategies/models for managing project elements; e.g., PERT</li> <li>• identify and describe causes of stress within an organization</li> <li>• identify and describe indicators of stress in self and others</li> <li>• describe and demonstrate stress management techniques used by individuals and groups</li> <li>• explain the importance of time as a resource to be managed in different projects/situations</li> <li>• identify and describe time management principles and strategies</li> <li>• demonstrate time management strategies.</li> </ul> | <p>Refer to work of Hans Selye.</p>  |



**MODULE CTR3020: ORGANIZATIONAL LEADERSHIP** (continued)

| Concept  | Specific Learner Expectations   | Notes   |
|--|---|---|
| <ul style="list-style-type: none"> <li>• Establishing or Changing Organizations</li> <li>• Visioning</li> <li>• Planning</li> <li>• Obtaining Approvals</li> <li>• Delegating</li> <li>• Implementing and Monitoring</li> <li>• Assessing</li> </ul> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• define the need and purpose of establishing a new organization or changing an existing organization</li> <li>• devise a new vision for the organization</li> <li>• prepare a plan:               <ul style="list-style-type: none"> <li>– clarify purpose/mission</li> <li>– define intended outcomes</li> <li>– specify timelines</li> <li>– list responses required</li> <li>– define assessment standards</li> </ul> </li> <li>• submit plan for approval and amend as necessary</li> <li>• explain and delegate key roles and areas of authority</li> <li>• create reporting procedures</li> <li>• implement the plan</li> <li>• monitor progress through assessment of reports and observations</li> <li>• evaluate attainment of benchmarks</li> <li>• evaluate attainment of outcomes</li> <li>• prepare a review of entire process               <ul style="list-style-type: none"> <li>– planning</li> <li>– approvals</li> <li>– delegating</li> <li>– implementation</li> <li>– monitoring</li> <li>– leadership</li> </ul> </li> <li>• identify how the leadership role could have been improved and how this improvement may have affected the outcome(s).</li> </ul> | <p>A school or community club as volunteer may be the focus for establishment or change.</p> <p>Plan should include details about personnel roles, budget and benchmarks for progress reporting and assessing.</p> <p>For community-based initiatives approvals may be required from the teacher as well as from community agencies.</p> <p>The leader should be able to assess the abilities of others and encourage them to assume key roles.</p> |



## MODULE CTR3030: LEADING FOR CHANGE

**Level:** Advanced

**Theme:** Leadership

**Prerequisite:** CTR2030 Governance & Leadership

**Module Description:** Students investigate change and decision-making processes used in the school and/or community. They construct, propose and initiate the use of a project planning model to affect change.

**Module Parameters:** No specialized equipment or facilities.

### Curriculum and Assessment Standards

| Module Learner Expectations   | Assessment Criteria and Conditions  | Suggested Emphasis    |
|---|---|-----------------------|
| <i>The student will:</i> <ul style="list-style-type: none"><li>describe the change and decision-making processes used in a governance structure</li><li>identify and record the organizational structures used in a school and in a community</li><li>construct, propose and initiate the use of a project-planning model</li><li>demonstrate basic competencies.</li></ul> | <i>Assessment of student achievement should be based on:</i> <ul style="list-style-type: none"><li>presentation of decision-making strategies that affect change in a governance structure; e.g., in a school, in the community.</li></ul> <i>Assessment Tool</i><br><i>CTR1020/2030/3030: Leadership: Governance Modules</i> | 40                    |
|   | <ul style="list-style-type: none"><li>developing and implementing the project planning model designed to affect change.</li></ul> <i>Assessment Tool</i><br><i>CTR1020/2030/3030: Leadership: Governance Modules</i>  | 60                    |
|   | <ul style="list-style-type: none"><li>observations of individual effort and interpersonal interaction during the learning process.</li></ul> <i>Assessment Tool</i><br><i>Basic Competencies Reference Guide and any assessment tools noted above</i>   | Integrated throughout |

**MODULE CTR3030: LEADING FOR CHANGE** (continued)

| Concept         | Specific Learner Expectations  | Notes |
|-----------------|--|-------|
| Decision Making | <p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• compare the decision-making roles and impacts of:               <ul style="list-style-type: none"> <li>– assigned leaders</li> <li>– ascribed leaders</li> <li>– primary decision makers</li> <li>– secondary decision makers</li> <li>– tertiary decision makers</li> <li>– interest groups</li> <li>– opinion leaders</li> </ul> </li> <li>• describe the current decision-making structure in the school and the community</li> <li>• identify and assess the role played by the leadership groups listed above.</li> </ul>  |       |
| Change          | <ul style="list-style-type: none"> <li>• explain why change is now viewed as a constant</li> <li>• describe and explain key changes that have occurred during the past three years within the school's and the community's governance and assess the impact of these changes</li> <li>• identify and describe how these changes were brought about and by what form of leadership and leadership activities.</li> </ul>  |       |
| Change Agents   | <ul style="list-style-type: none"> <li>• explain the concept of “change agent”</li> <li>• identify key change agents; e.g., in the school, in the community</li> <li>• identify and compare different types of change agents</li> <li>• explain the difference between:               <ul style="list-style-type: none"> <li>– internal and external change agents</li> <li>– formal and informal change agents</li> <li>– administrative and “grass-roots” change agents</li> </ul> </li> <li>• describe the strategies used by change agents to facilitate change</li> <li>• prepare a chart to show the:               <ul style="list-style-type: none"> <li>– organizational structures available in a governance structure; e.g., in the school, in the community</li> <li>– how change is/is not facilitated by these structures</li> </ul> </li> <li>• prepare a job description for a change agent for a selected project.</li> </ul> |       |

**MODULE CTR3030: LEADING FOR CHANGE** (continued)

| Concept           | Specific Learner Expectations   | Notes   |
|-------------------|---|---|
| Change Assessment | <p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• identify various methods of assessment used to assess change in societal contexts</li> <li>• evaluate key changes that have occurred recently in the school and in the community including:               <ul style="list-style-type: none"> <li>– intended/desired outcomes</li> <li>– actual or emerging outcomes</li> <li>– process of change</li> <li>– key change agents</li> </ul> </li> <li>• identify key elements/resources needed to bring about change</li> <li>• explain the role of time as a critical element/resource in the change and change assessment processes.</li> </ul> | <p>Consideration should be given to the various stakeholders who may be affected by a change.</p> |
| Project Plan      | <ul style="list-style-type: none"> <li>• create an original project plan for a school or community project identifying key elements, personnel and other resources</li> <li>• create an instrument suitable for assessing the project plan and its outcomes</li> <li>• present and/or facilitate the presentation to “sell” the project plan to key decision makers</li> <li>• evaluate the impact of the plan and its presentation on affecting the desired change.</li> </ul>   |   |



**MODULE CTR3040: PRACTICUM A**  
**MODULE CTR3050: PRACTICUM B**  
**MODULE CTR3060: PRACTICUM C**  
**MODULE CTR3070: PRACTICUM D**  
**MODULE CTR3080: PRACTICUM E**

**Level:** Advanced

**Theme:** Career Credentials

**Prerequisite:** None

**Module Description:** Students, on the worksite, continue to develop and refine those competencies developed in related Career and Technology Studies modules, previous practicums and other experiences.

**Module Parameters:** These modules should be accessed only by students continuing to work toward attaining a recognized credential offered by an agency external to the school. Practicum modules extend the competencies developed in related CTS strands. These modules may not be used in conjunction with Registered Apprenticeship Program courses. (See Section H of this Guide for list of credentialing opportunities related to the CTS strands.) Modules must be delivered off-campus and be supervised by both a qualified teacher and an experienced professional authorized to supervise trainees for the credential.

### Curriculum and Assessment Standards

| Module Learner Expectations   | Assessment Criteria and Conditions   | Suggested Emphasis |
|---|--|--------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>perform assigned tasks and responsibilities efficiently and effectively as required by the credentialing agency</li> </ul> | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>application of competencies developed in related CTS modules</li> <li>observations of individual performance emphasizing:               <ul style="list-style-type: none"> <li>individual effort</li> <li>interpersonal interactions</li> <li>resource management</li> <li>health and safety.</li> </ul> </li> </ul> <p><i>Assessment Tool</i><br/> <i>As established by the credentialing agency</i></p> <p><i>Standard</i><br/> <i>As defined by the credentialing agency</i></p> | 80                 |

**MODULE CTR3040: PRACTICUM A**  
**MODULE CTR3050: PRACTICUM B**  
**MODULE CTR3060: PRACTICUM C**  
**MODULE CTR3070: PRACTICUM D**  
**MODULE CTR3080: PRACTICUM E** (continued)

| Module Learner Expectations  | Assessment Criteria and Conditions   | Suggested Emphasis                     |
|--|--|--|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>analyze personal performance in relation to established standards</li> <li>demonstrate basic competencies.</li> </ul> | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>prepare personal work plans that include: <ul style="list-style-type: none"> <li>assessment of present competency</li> <li>analysis of competency levels needed to be successful in designated occupation</li> <li>action plan for improving competencies.</li> </ul> </li> </ul> <p><i>Assessment Tool</i><br/> <i>Generic Tool: Portfolio Assessment</i></p> <ul style="list-style-type: none"> <li>observations of individual effort and interpersonal interaction during the learning process.</li> </ul> <p><i>Assessment Tool</i><br/> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | <p>20</p> <p>Integrated throughout</p> |

| Concept                    | Specific Learner Expectations  | Notes |
|----------------------------|--|-------|
| Roles and Responsibilities | <p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>identify regulations and regulatory bodies related to the credential</li> <li>describe personal roles and responsibilities: <ul style="list-style-type: none"> <li>key responsibilities</li> <li>support functions/responsibilities</li> <li>code of ethics</li> </ul> </li> <li>describe personal work responsibilities and categorize them as <ul style="list-style-type: none"> <li>routine tasks (daily, weekly, monthly, yearly)</li> <li>non-routine task (emergencies, etc.)</li> <li>tasks requiring personal judgement</li> <li>task requiring approval of supervisor</li> </ul> </li> </ul> |       |



**MODULE CTR3040: PRACTICUM A**  
**MODULE CTR3050: PRACTICUM B**  
**MODULE CTR3060: PRACTICUM C**  
**MODULE CTR3070: PRACTICUM D**  
**MODULE CTR3080: PRACTICUM E (continued)**

| Concept                  | Specific Learner Expectations  | Notes |
|--------------------------|--|-------|
| Standards of Performance | <p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• describe and apply competencies developed in related CTS modules</li> <li>• describe standards of performance in terms of: <ul style="list-style-type: none"> <li>– quality of work</li> <li>– quantity of work</li> </ul> </li> <li>• describe and adhere to workplace policies and procedures related to health and safety</li> <li>• diagram and describe work environment in terms of: <ul style="list-style-type: none"> <li>– location</li> <li>– floor plan of work area</li> <li>– analysis of work flow patterns</li> </ul> </li> <li>• define competencies needed to perform tasks efficiently and effectively in terms of: <ul style="list-style-type: none"> <li>– knowledge</li> <li>– skill</li> <li>– attitude</li> </ul> </li> <li>• describe a professional in a related occupation in terms of <ul style="list-style-type: none"> <li>– training and certification</li> <li>– interpersonal skills</li> <li>– technical skills</li> <li>– professional ethics.</li> </ul> </li> </ul> |       |



**MODULE CTR3110: PROJECT 3A**  
**MODULE CTR3120: PROJECT 3B**  
**MODULE CTR3130: PROJECT 3C**  
**MODULE CTR3140: PROJECT 3D**  
**MODULE CTR3150: PROJECT 3E**

**Level:** Advanced

**Theme:** Career Extensions

**Prerequisite:** None

**Module Description:** Students, through projects, extend and enhance competencies developed in the Career Transitions strand or other Career and Technology Studies strands to contexts that are personally relevant.

**Module Parameters:** Equipment variable according to project.

### Curriculum and Assessment Standards

| Module Learner Expectations   | Assessment Criteria and Conditions   | Suggested Emphasis                    |
|---|--|---------------------------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>propose, manage and assess a project</li> <li>meet goals as defined within the project plan</li> </ul> | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>successful completion of project including project:               <ul style="list-style-type: none"> <li>proposal</li> <li>management</li> <li>completion</li> <li>assessment</li> <li>presentation</li> </ul> </li> </ul> <p><i>Assessment Tool</i><br/> <i>CTR Project: Career Extensions Modules</i></p> <ul style="list-style-type: none"> <li>successful attainment of the standards for achievement outlined within the project plan.</li> </ul> <p><i>Assessment Tool</i><br/> <i>CTR Project: Career Extensions Modules</i></p> | <p>20<br/>20<br/>20<br/>20<br/>20</p> |
| <ul style="list-style-type: none"> <li>demonstrate basic competencies.</li> </ul>   | <ul style="list-style-type: none"> <li>observations of individual effort and interpersonal interaction during the learning process.</li> </ul> <p><i>Assessment Tool</i><br/> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>   | <p>Integrated throughout</p>          |

**MODULE CTR3110: PROJECT 3A**  
**MODULE CTR3120: PROJECT 3B**  
**MODULE CTR3130: PROJECT 3C**  
**MODULE CTR3140: PROJECT 3D**  
**MODULE CTR3150: PROJECT 3E (continued)**

| Concept                             | Specific Learner Expectations   | Notes★   |
|-------------------------------------|---|--|
| Project Definition                  | <p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• identify a project</li> <li>• prepare a project plan: <ul style="list-style-type: none"> <li>– clarify the purposes of the project</li> <li>– define project deliverables</li> <li>– specify project timelines</li> <li>– explain terminology, tools and processes consistently throughout the project</li> <li>– define resource needs; e.g., materials, costs, staffing</li> </ul> </li> <li>• identify and comply with all related health and safety standards</li> <li>• define assessment standards (indicators for success)</li> <li>• present project proposal and obtain necessary approvals.</li> </ul> | <p>Purposes of project should relate to student(s)' goals and expectations. (Refer to <i>Guide to Standards and Implementation</i> for strand-related projects.)</p> <p>Resources could include materials, finances and support network.</p> <p>Presentation of project proposal could be print, verbal or audio/visual.</p> |
| Project Management                  | <ul style="list-style-type: none"> <li>• complete the project as outlined with the project plan</li> <li>• monitor project and make necessary adjustments to project plan.</li> </ul>   | <p>Project monitoring should include regular progress checks and consultation with teacher and others.</p>   |
| Project Presentation and Assessment | <ul style="list-style-type: none"> <li>• present the project: <ul style="list-style-type: none"> <li>– outcomes attained</li> <li>– relationship to goals set originally</li> </ul> </li> <li>• evaluate the project: <ul style="list-style-type: none"> <li>– processes and strategies used</li> <li>– recommendations for how the project could have been improved.</li> </ul> </li> </ul>  | <p>Project presentation could be in print, a display of the project or a description of the processes undertaken.</p> <p>Student assessment could be print, verbal, and/or audio/visual.</p>   |

★Refer to the *Guide to Standards and Implementation for a particular strand for suggestions about how project modules could be used to complement and enhance the learning.*

## MODULE CTR3210: SAFETY MANAGEMENT SYSTEMS

**Level:** Advanced

**Theme:** Job Safety Skills

**Prerequisites:** CTR1210 Personal Safety Management  
CTR2210 Workplace Safety Practices

**Module Description:** Students conduct an in-depth investigation of safety management systems and demonstrate the ability to design a safety program for a selected business/industry.

**Module Parameters:** Access to persons with specialized safety qualifications.

### Curriculum and Assessment Standards

| Module Learner Expectations   | Assessment Criteria and Conditions  | Suggested Emphasis    |
|---|---|-----------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>define “loss control” and describe “loss control” practices in a selected business/industry</li> </ul>                             | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>demonstrating knowledge of: <ul style="list-style-type: none"> <li>loss control</li> <li>accident/incident causation</li> <li>safety-related standards</li> <li>safety management practices.</li> </ul> </li> </ul> <p><i>Assessment Tool</i><br/><i>CTR3210–1: Loss Control</i></p> | 20                    |
| <ul style="list-style-type: none"> <li>design a safety program for a selected business/ industry, and specify safety management practices, standards and documentation requirements/procedures</li> </ul> | <ul style="list-style-type: none"> <li>preparing a safety program for a teacher-approved business.</li> </ul> <p><i>Assessment Tool</i><br/><i>CTR3210–3: Safety Program</i></p>  | 30                    |
| <ul style="list-style-type: none"> <li>gather and analyze accident/incident information, identify causation and recommend preventative measures</li> </ul>  | <ul style="list-style-type: none"> <li>completing an investigation of an accident/incident to the recommendation stage to an accident/incident investigation standard checklist.</li> </ul> <p><i>Assessment Tool</i><br/><i>CTR3210–2: Investigation</i></p>   | 50                    |
| <ul style="list-style-type: none"> <li>demonstrate basic competencies.</li> </ul>   | <ul style="list-style-type: none"> <li>observations of individual effort and interpersonal interaction during the learning process.</li> </ul> <p><i>Assessment Tool</i><br/><i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>   | Integrated throughout |

**MODULE CTR3210: SAFETY MANAGEMENT SYSTEMS (continued)**

| Concept   | Specific Learner Expectations  | Notes  |
|---|--|--|
| Loss Control  | <p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• define the terms:               <ul style="list-style-type: none"> <li>– loss</li> <li>– loss control</li> <li>– accident</li> <li>– incident</li> <li>– safety as it relates to loss control</li> </ul> </li> <li>• identify and describe the International Loss Control Institute (ILCI) Loss Causation Model</li> <li>• explain the relationship between direct and indirect (hidden) costs of loss and how this relates to business profitability</li> <li>• identify immediate and basic causes used in the ILCI Loss Causation Model.</li> <li>• research and report on loss control practices used in a selected business/industry.</li> </ul>   | <p>Reference text practical loss control leadership.</p> <p>Other loss causation models are in use and may be equally as effective, generally similar components.</p> <p>Case study or live investigation may be used.</p> |
| <p>Accident/Incident Investigation</p> <ul style="list-style-type: none"> <li>• Sequence of an Investigation</li> </ul> | <ul style="list-style-type: none"> <li>• identify and describe the basic elements of accident/incident investigation reports including:               <ul style="list-style-type: none"> <li>– identifying information</li> <li>– description of incident</li> <li>– causation</li> <li>– recommendations and follow-up</li> <li>– signatures</li> </ul> </li> <li>• identify and describe the sequential steps of an investigation; e.g.:               <ul style="list-style-type: none"> <li>– respond and preserve scene</li> <li>– gather information</li> <li>– analyze and evaluate causes</li> <li>– develop and take remedial action</li> <li>– review findings and recommendations</li> <li>– follow-up</li> </ul> </li> <li>• focusing on identifying information and description, compile and analyze information from a case study or scenario and arrange in a logical order</li> <li>• focusing on causation, analyze and determine factors contributing to the accident/incident</li> <li>• focusing on recommendations, propose actions that will prevent the occurrence of similar accidents/incidents.</li> </ul> | <p>Sample accident reports may be obtained from local business or in Student Learning Guide.</p>   |

**MODULE CTR3210: SAFETY MANAGEMENT SYSTEMS (continued)**

| Concept         | Specific Learner Expectations   | Notes |
|-----------------|---|-------|
| Safety Programs | <p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• using an accepted model with limited elements, and in consultation with stakeholders, design a safety program for a selected business/industry</li> <li>• identify safety management practices to be used</li> <li>• cite standards</li> <li>• list/prepare documentation to be used.</li> </ul>   |       |
| Data Management | <ul style="list-style-type: none"> <li>• identify and describe types of safety data compiled by:               <ul style="list-style-type: none"> <li>– business/industry</li> <li>– OH&amp;S</li> <li>– WCB</li> <li>– insurance companies.</li> </ul> </li> <li>• describe the impact of accident/incident occurrences on:               <ul style="list-style-type: none"> <li>– productivity</li> <li>– insurance rates</li> <li>– WCB assessments</li> <li>– quality control.</li> </ul> </li> </ul> |       |





# CAREER TRANSITIONS

## SECTION G: ASSESSMENT TOOLS

The following pages comprise background information and strategies for assessing student achievement and the assessment tools that are listed in Sections D, E and F of this Guide.

This section of the Guide to Standards and Implementation has been designed to provide a common base of understanding about the level of competencies students are expected to demonstrate to successfully complete a module. The goal is to establish assessment standards for junior and senior high school students that are fair, credible and challenging.

These tools will assist teachers throughout the province to more consistently assess student achievement. The purpose of expanding on the assessment standards is to:

- increase confidence among students, parents, business/industry and post-secondary that students can demonstrate the competencies specified in the modules they have completed
- encourage fairness and equity in how students' efforts are judged
- enable learners to focus effort on key learnings
- support teachers and community partners in planning and implementing CTS.

These tools were validated during the optional stage of CTS implementation.



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## ASSESSING STUDENT ACHIEVEMENT IN CTS

The CTS assessment standards assess two basic forms of competency:

- What can a student *do*?
  - **make** a product (e.g., wood bowl, report, garment)
  - **demonstrate** a process
    - strand-related competencies (e.g., keyboarding, hair cutting, sewing techniques, lab procedures)
    - basic competencies (e.g., resource use, safety procedures, teamwork).
- What does a student *know*?
  - knowledge base needed to demonstrate a competency (link theory and practice).

### CTS Defines *Summative* Assessment Standards

The assessment standards and tools defined for the CTS modules, referenced in Sections D, E and F of this Guide, focus on the final (or summative) assessment of student achievement.

Assessment throughout the learning period (formative assessment) will continue to evaluate how students are progressing. Teachers direct and respond to students' efforts to learn—setting and marking tasks and assignments, indicating where improvement is needed, sending out interim reports, congratulating excellence, etc.

Teachers will decide which instructional and assessment strategies to apply during the formative learning period. As formative and summative assessment are closely linked, some teachers may wish to modify the tools included in this section to use during the instructional process. Teachers may also develop their own summative assessment tools as long as the standards are consistent with the minimum expectations outlined by Alberta Education.

## Grading and Reporting Student Achievement

When a student can demonstrate ALL of the exit-level competencies defined for the module (module learner expectations), the teacher will designate the module as “successfully completed.” The teacher will then use accepted grading practices to determine the percentage grade to be given for the module—a mark not less than 50%.

The time frame a teacher allows a student to develop the exit-level competency is a local decision. NOTE: The Senior High School Handbook specifies that students must have access to 25 hours of instruction for each credit. Students may, however, attain the required competencies in less time and may proceed to other modules.

Teachers are encouraged to consult their colleagues to ensure grading practices are as consistent as possible.

High school teachers may wish to refer to “Directions for Reporting Student Achievement in CTS” for information on how to use the CTS course codes to report the credits that students have earned to Alberta Education. (Copies of this document have been forwarded to superintendents and senior high school principals.)

### Components of Assessment Standards in CTS

The following components are included in each module:

- **module learner expectations** (in the shaded left column of the module) define the exit-level competencies students are expected to achieve to complete a module. Each MLE defines and describes critical behaviours that can be measured and observed. The student must meet the standard specified for **ALL** MLEs within a module to be successful.

- **suggested emphasis** (in the right column of the module) provides a guideline for the relative significance of each MLE and can be used to organize for instruction.
- **criteria and conditions** (in the middle column of the module) set the framework for the assessment of student competency, specifying the minimum standard for performance and including a reference to assessment tools, where appropriate.
- tools specific to a module; e.g., assessment checklist for assessing a venture plan in Enterprise and Innovation or a checklist for sketching, drawing and modelling in Design Studies. (*Names of these tools include the module code; e.g., “INF1010-1” indicating that it is the first module-specific tool used in Information Processing Module 1010.*)

*Criteria* define the behaviours that a student must demonstrate to meet the designated standard. For example, the criteria could describe the various techniques that must be demonstrated when using a tool, and/or describe the minimum components of a project the student must complete.

*Conditions* outline the specifications under which a student’s competency can be judged. For example, the conditions could specify whether the assessment should be timed or not, or if the student should be allowed to access to support resources or references.

*Standard* may be defined by (1) assessment tools, which are referenced in this section (or sometimes in approved learning resources) and/or (2) “illustrative examples” of student work, if appropriate.

*Assessment Tools* included in this section of the Guide tend to be of two types:

- tools generic to a strand or to the entire CTS program; e.g., a standard five-point rating scale is used in all strands. Other generic tools include assessing reports and presentations and lab safety checklists. (*Names of these tools include the strand code [e.g., “INF” for Information Processing] and a code for the type of tool [e.g., “TDENT” for Text-Data Entry].*)

### Development and Validation Processes

The “Criteria and Conditions” and “Suggested Emphasis” columns have been validated with extensive input from teachers, professional associations/contacts and post-secondary institutions. The goal was to prepare well-structured assessment standards and related assessment tools that:

- establish an appropriate level of challenge and rigour
- relate directly to the type of learning described in the curriculum standard
- are easy to understand
- are efficient to implement
- can provide a consistent measure of what was expected to be measured.

As students and teachers work with the assessment standards and tools, it is expected that levels of performance will increase as more and more students are able to achieve the minimum standard. Therefore, the assessment standards and related tools will continue to be monitored, and revised as necessary to ensure appropriate levels of rigour and challenge, and successful transitions for students as they leave high school and enter the workplace or related post secondary programs.

## **ASSESSING STUDENT ACHIEVEMENT IN CAREER TRANSITIONS**

The Career Transitions curriculum is based on the premise that recognizable outcomes may be compared to stated standards. In Career Transitions, the standards identify students' growth in knowledge, skills and attitudes. The curriculum defines outcomes through the module learner expectations (MLEs) and specific learner expectations (SLEs). It also suggests criteria and conditions for assessment and the emphasis to be placed on each expectation. These elements combine to provide an overall framework for instruction and assessment.

### **Assessment Strategies and Tools**

A variety of tools have been provided for your reference and use. In the development of the assessment materials there has been an attempt to keep it as simple as possible while also providing guidance and assistance to teachers. The tools are intended to help you assess students' work as accurately and consistently as possible by stating standards of performance for elements felt to be important within the curriculum as a whole or in specific modules. They also provide standards for "basic competencies" students should be able to demonstrate while engaged in learning.

The tools that have been developed are intended to be used as summative assessment tools. Depending on the way the classroom is organized, they may be used when the student has indicated he or she is ready for the final assessment or by the entire class at the end of the learning period.

### **Tools Generic to CTS**

Tools, generic to CTS, may be used to guide assessment across the CTS curriculum generic tools include:

- CTSISS: Issue Analysis
- CTSLAB: Lab Investigations
- CTSNEG: Negotiation and Debate
- CTSPRES: Presentation/Reports
- CTSRES: Research Process.

### **Tools Generic to Career Transitions**

Throughout the Career Transitions strand, students have the opportunity to develop personal management skills in an applied learning context. A variety of tools are provided for this purpose. For example, the "Portfolio Assessment and "Workplace Safety Assessment Chart" may be used, as appropriate, to assess specific student competencies in any of the Career Transitions modules.

### **Tools Specific to Career Transitions Themes and Modules**

The themes and modules that comprise the Career Transitions strand are interrelated but diverse. The assessment tools provided attempt to reflect both this interrelatedness and this diversity.

The tools developed to assess specific MLEs in Career Transitions modules are labelled with the module number and the tool number (e.g., CTR1010-1 or CTR1010-2). They are referred to under the criteria and conditions section.

Each theme has its own set of assessment tools and in most cases, a single tool may be used to assess student competency at each of the three levels of modules, introductory, intermediate and advanced, contained within most themes.

Assessing competencies in Practicum modules will usually be performed by the credentialing agency. The teacher should, however, whenever possible participate in the student assessment process and require the student to maintain and submit a portfolio.

In some instances where the tool suggested is a test (e.g., Job Safety Skills modules), a sample test or sample questions has been included. The authorized learning resources for Career Transitions include teaching resources that have test banks and other suggested assessment strategies. It is recommended that these be used to prepare appropriate test banks. Numerous assessment tools have been developed for module specific research and analysis. Sample checklists to assess basic competencies are included. Choose the one most appropriate. Assessment materials currently being used may continue to be used if they assess the criteria and conditions for an MLE.

### **Emphasis for Assessment**

The “Suggested Emphasis” column provides a guideline for the relative significance of each MLE to assist in organizing for instruction. The basic competencies are expected to be integrated throughout and therefore the tools have been designed to assess the relevant basic competencies and the product, process and/or theory. The exception to this would be when a test bank is being used. In this case it is recommended that basic competencies be assessed separately.

## BASIC COMPETENCIES REFERENCE GUIDE

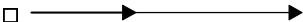








The chart below outlines basic competencies that students endeavour to develop and enhance in each of the CTS strands and modules. Students' basic competencies should be assessed through observations involving the student, teacher(s), peers and others as they complete the requirements for each module. In general, there is a progression of task complexity and student initiative as outlined in the Developmental Framework<sup>★</sup>. **As students progress through Stages 1, 2, 3 and 4 of this reference guide, they build on the competencies gained in earlier stages.** Students leaving high school should set themselves a goal of being able to demonstrate Stage 3 performance.

*Suggested strategies for classroom use include:*

- having students rate themselves and each other
- using in reflective conversation between teacher and student
- highlighting areas of strength
- tracking growth in various CTS strands
- highlighting areas upon which to focus
- maintaining a student portfolio.

| Stage 1— <i>The student:</i>  | Stage 2— <i>The student:</i>  | Stage 3— <i>The student:</i>  | Stage 4— <i>The student:</i>   |
|---|---|---|--|
| <p><b>Managing Learning</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> comes to class prepared for learning</li> <li><input type="checkbox"/> follows basic instructions, as directed</li> <br/> <li><input type="checkbox"/> acquires specialized knowledge, skills and attitudes</li> <li><input type="checkbox"/> identifies criteria for evaluating choices and making decisions</li> <br/> <li><input type="checkbox"/> uses a variety of learning strategies</li> </ul>  | <p><input type="checkbox"/> </p> <ul style="list-style-type: none"> <li><input type="checkbox"/> follows instructions, with limited direction</li> <li><input type="checkbox"/> sets goals and establishes steps to achieve them, with direction</li> <br/> <li><input type="checkbox"/> applies specialized knowledge, skills and attitudes in practical situations</li> <li><input type="checkbox"/> identifies and applies a range of effective strategies for solving problems and making decisions</li> <br/> <li><input type="checkbox"/> explores and uses a variety of learning strategies, with limited direction</li> </ul> | <p><input type="checkbox"/> </p> <ul style="list-style-type: none"> <li><input type="checkbox"/> follows detailed instructions on an independent basis</li> <li><input type="checkbox"/> sets clear goals and establishes steps to achieve them</li> <br/> <li><input type="checkbox"/> transfers and applies specialized knowledge, skills and attitudes in a variety of situations</li> <li><input type="checkbox"/> uses a range of critical thinking skills to evaluate situations, solve problems and make decisions</li> <li><input type="checkbox"/> selects and uses effective learning strategies</li> <li><input type="checkbox"/> cooperates with others in the effective use of learning strategies</li> </ul>  | <p><input type="checkbox"/> </p> <p><input type="checkbox"/> </p> <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrates self-direction in learning, goal setting and goal achievement</li> <li><input type="checkbox"/> transfers and applies learning in new situations; demonstrates commitment to lifelong learning</li> <li><input type="checkbox"/> thinks critically and acts logically to evaluate situations, solve problems and make decisions</li> <br/> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> provides leadership in the effective use of learning strategies</li> </ul> |
| <p><b>Managing Resources</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> adheres to established timelines; uses time/schedules/planners effectively</li> <li><input type="checkbox"/> uses information (material and human resources), as directed</li> <li><input type="checkbox"/> uses technology (facilities, equipment, supplies), as directed, to perform a task or provide a service</li> <li><input type="checkbox"/> maintains, stores and/or disposes of equipment and materials, as directed</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> creates and adheres to timelines, with limited direction; uses time/schedules/planners effectively</li> <li><input type="checkbox"/> accesses and uses a range of relevant information (material and human resources), with limited direction</li> <li><input type="checkbox"/> uses technology (facilities, equipment, supplies), as appropriate, to perform a task or provide a service, with minimal assistance and supervision</li> <li><input type="checkbox"/> maintains, stores and/or disposes of equipment and materials, with limited assistance</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> creates and adheres to detailed timelines on an independent basis; prioritizes task; uses time/schedules/planners effectively</li> <li><input type="checkbox"/> accesses a range of information (material and human resources), and recognizes when additional resources are required</li> <li><input type="checkbox"/> selects and uses appropriate technology (facilities, equipment, supplies) to perform a task or provide a service on an independent basis</li> <li><input type="checkbox"/> maintains, stores and/or disposes of equipment and materials on an independent basis</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> creates and adheres to detailed timelines; uses time/schedules/planners effectively; prioritizes tasks on a consistent basis</li> <li><input type="checkbox"/> uses a wide range of information (material and human resources) in order to support and enhance the basic requirement</li> <li><input type="checkbox"/> recognizes the monetary and intrinsic value of managing technology (facilities, equipment, supplies)</li> <br/> <li><input type="checkbox"/> demonstrates effective techniques for managing facilities, equipment and supplies</li> </ul>     |
| <p><b>Problem Solving and Innovation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> participates in problem solving as a process</li> <li><input type="checkbox"/> learns a range of problem-solving skills and approaches</li> <br/> <li><input type="checkbox"/> practices problem-solving skills by responding appropriately to a clearly defined problem, specified goals and constraints, by: <ul style="list-style-type: none"> <li>– generating alternatives</li> <li>– evaluating alternatives</li> <li>– selecting appropriate alternative(s)</li> <li>– taking action</li> </ul> </li> </ul> |   | <ul style="list-style-type: none"> <li><input type="checkbox"/> identifies the problem and selects an appropriate problem-solving approach, responding appropriately to specified goals and constraints</li> <li><input type="checkbox"/> applies problem-solving skills to a directed or a self-directed activity, by: <ul style="list-style-type: none"> <li>– generating alternatives</li> <li>– evaluating alternatives</li> <li>– selecting appropriate alternative(s)</li> <li>– taking action</li> </ul> </li> <br/> <li><input type="checkbox"/> thinks critically and acts logically in the context of problem solving</li> <li><input type="checkbox"/> transfers problem-solving skills to real-life situations, by generating new possibilities</li> <li><input type="checkbox"/> prepares implementation plans</li> <li><input type="checkbox"/> recognizes risks</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> identifies and resolves problems efficiently and effectively</li> <br/> <li><input type="checkbox"/> identifies and suggests new ideas to get the job done creatively, by: <ul style="list-style-type: none"> <li>– combining ideas or information in new ways</li> <li>– making connections among seemingly unrelated ideas</li> <li>– seeking out opportunities in an active manner</li> </ul> </li> </ul>   |



| Stage 1— <i>The student:</i>   | Stage 2— <i>The student:</i>  | Stage 3— <i>The student:</i>  | Stage 4— <i>The student:</i>   |
|--|---|---|--|
| <p><b>Communicating Effectively</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> uses communication skills; e.g., reading, writing, illustrating, speaking</li> <li><input type="checkbox"/> uses language in appropriate context</li> <li><input type="checkbox"/> listens to understand and learn</li> <li><input type="checkbox"/> demonstrates positive interpersonal skills in selected contexts</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> communicates thoughts, feelings and ideas to justify or challenge a position, using written, oral and/or visual means</li> <li><input type="checkbox"/> uses technical language appropriately</li> <li><input type="checkbox"/> listens and responds to understand and learn</li> <li><input type="checkbox"/> demonstrates positive interpersonal skills in many contexts</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> prepares and effectively presents accurate, concise, written, visual and/or oral reports providing reasoned arguments</li> <li><input type="checkbox"/> encourages, persuades, convinces or otherwise motivates individuals</li> <li><input type="checkbox"/> listens and responds to understand, learn and teach</li> <li><input type="checkbox"/> demonstrates positive interpersonal skills in most contexts</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> negotiates effectively, by working toward an agreement that may involve exchanging specific resources or resolving divergent interests</li> <li><input type="checkbox"/> negotiates and works toward a consensus</li> <li><input type="checkbox"/> listens and responds to understand, learn, teach and evaluate</li> <li><input type="checkbox"/> promotes positive interpersonal skills among others</li> </ul>  |
| <p><b>Working with Others</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> fulfills responsibility in a group project</li> <li><input type="checkbox"/> works collaboratively in structured situations with peer members</li> <li><input type="checkbox"/> acknowledges the opinions and contributions of others in the group</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> cooperates to achieve group results</li> <li><input type="checkbox"/> maintains a balance between speaking, listening and responding in group discussions</li> <li><input type="checkbox"/> respects the feelings and views of others</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> seeks a team approach, as appropriate, based on group needs and benefits; e.g., idea potential, variety of strengths, sharing of workload</li> <li><input type="checkbox"/> works in a team or group: <ul style="list-style-type: none"> <li>– encourages and supports team members</li> <li>– helps others in a positive manner</li> <li>– provides leadership/followership as required</li> <li>– negotiates and works toward consensus as required</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> leads, where appropriate, mobilizing the group for high performance</li> <li><input type="checkbox"/> understands and works within the context of the group</li> <li><input type="checkbox"/> prepares, validates and implements plans that reveal new possibilities</li> </ul>  |
| <p><b>Demonstrating Responsibility</b></p> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrates responsibility in attendance, punctuality and task completion</li> </ul> <p><b>Safety</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> follows personal and environmental health and safety procedures</li> <li><input type="checkbox"/> identifies immediate hazards and their impact on self, others and the environment</li> <li><input type="checkbox"/> follows appropriate/emergency response procedures</li> </ul> <p><b>Ethics</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> makes personal judgements about whether or not certain behaviours/actions are right or wrong</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> recognizes and follows personal and environmental health and safety procedures</li> <li><input type="checkbox"/> identifies immediate and potential hazards and their impact on self, others and the environment</li> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> assesses how personal judgements affect other peer members and/or family; e.g., home and school</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> establishes and follows personal and environmental health and safety procedures</li> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> assesses the implications of personal/group actions within the broader community; e.g., workplace</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> transfers and applies personal and environmental health and safety procedures to a variety of environments and situations</li> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> demonstrates accountability for actions taken to address immediate and potential hazards</li> <li><input type="checkbox"/> analyzes the implications of personal/group actions within the global context</li> <li><input type="checkbox"/> states and defends a personal code of ethics as required</li> </ul> |
| <p><b>★Developmental Framework</b></p> <ul style="list-style-type: none"> <li>• <i>Simple task</i></li> <li>• <i>Structured environment</i></li> <li>• <i>Directed learning</i></li> </ul>   | <ul style="list-style-type: none"> <li>• <i>Task with limited variables</i></li> <li>• <i>Less structured environment</i></li> <li>• <i>Limited direction</i></li> </ul>  | <ul style="list-style-type: none"> <li>• <i>Task with multiple variables</i></li> <li>• <i>Flexible environment</i></li> <li>• <i>Self-directed learning, seeking assistance as required</i></li> </ul>   | <ul style="list-style-type: none"> <li>• <i>Complex task</i></li> <li>• <i>Open environment</i></li> <li>• <i>Self-directed/self-motivated</i></li> </ul>  |

## GENERIC RATING SCALE

| S<br>C<br>A<br>L<br>E | <b>RUBRIC STATEMENT</b><br>(included in assessment tool/statements in <i>italics</i> are optional)<br><br><i>The student:</i>   | <b>IS TASK/<br/>PROJECT<br/>COMPLETED?</b> | <b>PROBLEM<br/>SOLVING:<br/>STUDENT<br/>INITIATIVE VS<br/>TEACHER<br/>DIRECTION/<br/>SUPPORT</b> | <b>USE OF TOOLS,<br/>MATERIALS,<br/>PROCESSES</b>   | <b>STANDARDS OF<br/>QUALITY/<br/>PRODUCTIVITY</b>   | <b>TEAMWORK<br/>LEADERSHIP</b>   | <b>SERVICE<br/>CLIENT/<br/>CUSTOMER</b>  |
|-----------------------|---|--|--|---|---|--|--|
| 4                     | exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. <i>Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations.</i> | Exceeds defined outcomes.                  | Plans and solves problems effectively and creatively in a self-directed manner.                  | Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. | <i>Quality, particularly details and finishes and productivity are consistent and exceed standards.</i> | <i>Leads others to contribute team goals.</i>  | <i>Analyzes and provides effective client/customer services beyond expectations.</i> |
| 3                     | meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. <i>Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.</i>   | Meets defined outcomes.                    | Plans and solves problems in a self-directed manner.   | Tools, materials and/or processes are selected and used efficiently and effectively.                  | <i>Quality and productivity are consistent.</i>   | <i>Works cooperatively and contributes ideas and suggestions that enhance team effort.</i> | <i>Analyzes and provides effective client/customer services.</i>                     |
| 2                     | meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. <i>Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. Identifies and provides customer/client services.</i>   | Meets defined outcomes.                    | Plans and solves problems with limited assistance.   | Tools, materials and/or processes are selected and used appropriately.                                | <i>Quality and productivity are reasonably consistent.</i>  | <i>Works cooperatively to achieve team goals.</i>  | <i>Identifies and provides customer/client services.</i>                             |
| 1                     | meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. <i>Quality and productivity are reasonably consistent. Works cooperatively. Provides a limited range of customer/client services.</i>   | Meets defined outcomes.                    | Follows a guided plan of action.   | A limited range of tools, materials and/or processes are used appropriately.                          | <i>Quality and productivity are reasonably consistent.</i>  | <i>Works cooperatively.</i>  | <i>Provides a limited range of customer/client services.</i>                         |
| 0                     | has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.   | Has not completed defined outcomes.        |  | Tools, materials and/or processes are used inappropriately.   |   |  |  |

| INTRODUCTORY  | INTERMEDIATE  | ADVANCED  |
|---|---|---|
| <p><i>The student:</i></p> <p><b>Preparation and Planning</b></p> <ul style="list-style-type: none"> <li>• accurately describes an issue on which people disagree</li> <li>• poses an important question regarding the issue</li> <li>• accesses basic in-school/community information sources regarding the issue</li> <li>• uses one or more information-gathering techniques</li> </ul> <p><b>Analyzing Perspectives</b></p> <ul style="list-style-type: none"> <li>• clarifies different points of view regarding the issue; <i>e.g., social, economic, environmental</i></li> <li>• states a position on the issue and logical reasons for adopting that position</li> <li>• states an opposing position on the issue and logical reasons for adopting that position</li> <li>• identifies sources of conflict among different positions</li> <li>• distinguishes between fact and fiction/opinion/theory</li> </ul> <p><b>Collaboration and Teamwork</b></p> <ul style="list-style-type: none"> <li>• shares work appropriately among group members</li> <li>• respects the views of others</li> </ul> <p><b>Evaluating Choices/Making Decisions</b></p> <ul style="list-style-type: none"> <li>• identifies useful alternatives regarding the issue</li> <li>• establishes criteria for assessing each alternative; <i>e.g., social, economic, environmental</i></li> <li>• selects an appropriate alternative based on established criteria</li> <li>• reflects on strengths/weaknesses of decisions by considering consequences</li> <li>• communicates information in a logical sequence to justify choices/decisions made</li> </ul> | <p><i>The student:</i></p> <p><b>Preparation and Planning</b></p> <ul style="list-style-type: none"> <li>• accurately describes an issue on which people disagree, explaining areas of disagreement</li> <li>• poses one or more thoughtful questions regarding the issue</li> <li>• accesses a range of relevant in-school/community resources</li> <li>• uses a range of information-gathering techniques</li> </ul> <p><b>Analyzing Perspectives</b></p> <ul style="list-style-type: none"> <li>• categorizes different points of view regarding the issue; <i>e.g., cultural, ethical, economic, environmental, health-related</i></li> <li>• states a position on the issue and logical reasons for adopting that position</li> <li>• states two or more opposing positions on the issue and logical reasons for adopting each position</li> <li>• describes interrelationships among different perspectives/points of view</li> <li>• determines accuracy/currency/reliability of information and ideas</li> </ul> <p><b>Collaboration and Teamwork</b></p> <ul style="list-style-type: none"> <li>• shares work appropriately among group members</li> <li>• respects and considers the views of others</li> <li>• negotiates solutions to problems</li> </ul> <p><b>Evaluating Choices/Making Decisions</b></p> <ul style="list-style-type: none"> <li>• identifies important and appropriate alternatives regarding the issue</li> <li>• establishes knowledge- and value-based criteria for assessing each alternative; <i>e.g., social, economic, environmental</i></li> <li>• selects an appropriate alternative by showing differences among choices</li> <li>• assesses strengths/weaknesses of decisions by considering consequences</li> <li>• communicates ideas in a logical sequence with supporting detail to justify choices/decisions made</li> </ul> | <p><i>The student:</i></p> <p><b>Preparation and Planning</b></p> <ul style="list-style-type: none"> <li>• accurately describes an issue on which people disagree, explaining specific causes of disagreement</li> <li>• poses thoughtful questions regarding the issue</li> <li>• accesses a range of relevant information sources and recognizes when additional information is required</li> <li>• demonstrates resourcefulness in collecting data</li> </ul> <p><b>Analyzing Perspectives</b></p> <ul style="list-style-type: none"> <li>• categorizes different points of view regarding the issue; <i>e.g., cultural, ethical, economic, environmental, health-related, scientific, political</i></li> <li>• states a position on the issue and insightful reasons for adopting that position</li> <li>• states three or more opposing positions on the issue and thoughtful reasons for adopting each position</li> <li>• analyzes interrelationships among different perspectives/points of view</li> <li>• recognizes underlying bias/assumptions/values in information and ideas</li> </ul> <p><b>Collaboration and Teamwork</b></p> <ul style="list-style-type: none"> <li>• shares work appropriately among group members</li> <li>• respects and considers the views of others</li> <li>• negotiates with sensitivity solutions to problems</li> </ul> <p><b>Evaluating Choices/Making Decisions</b></p> <ul style="list-style-type: none"> <li>• describes in detail important and appropriate alternatives regarding the issue</li> <li>• establishes knowledge- and value-based criteria for assessing each alternative; <i>e.g., social, economic, environmental</i></li> <li>• selects an appropriate and useful alternative by showing differences among choices</li> <li>• assesses strengths/weaknesses of decisions by considering consequences and implications</li> <li>• communicates thoughts/feelings/ideas clearly to justify choices/decisions made</li> </ul> |

| INTRODUCTORY  | INTERMEDIATE  | ADVANCED  |
|---|---|---|
| <p><i>The student:</i></p> <p><b>Management</b></p> <ul style="list-style-type: none"> <li>• prepares self for task</li> <li>• organizes and works in an orderly manner</li> <li>• carries out instructions accurately</li> <li>• uses time effectively</li> </ul> <p><b>Teamwork</b></p> <ul style="list-style-type: none"> <li>• cooperates with group members</li> <li>• shares work appropriately among group members</li> </ul> <p><b>Use of Equipment and Materials</b></p> <ul style="list-style-type: none"> <li>• selects and uses appropriate equipment/materials</li> <li>• follows safe procedures/techniques</li> <li>• weighs and measures accurately</li> <li>• returns clean equipment/materials to storage areas</li> </ul> <p><b>Investigative Techniques</b></p> <ul style="list-style-type: none"> <li>• gathers and applies information from at least one source</li> <li>• makes predictions that can be tested</li> <li>• sets up and conducts experiments to test a prediction</li> <li>• distinguishes between manipulated/responding variables</li> <li>• obtains results that can be used to determine if some aspect of the prediction is accurate</li> <li>• summarizes important experimental outcomes</li> </ul> | <p><i>The student:</i></p> <p><b>Management</b></p> <ul style="list-style-type: none"> <li>• prepares self for task</li> <li>• organizes and works in an orderly manner</li> <li>• interprets and carries out instructions accurately</li> <li>• plans and uses time effectively</li> <li>• adheres to routine procedures</li> </ul> <p><b>Teamwork</b></p> <ul style="list-style-type: none"> <li>• cooperates with group members</li> <li>• shares work appropriately among group members</li> <li>• negotiates solutions to problems</li> </ul> <p><b>Use of Equipment and Materials</b></p> <ul style="list-style-type: none"> <li>• selects and uses appropriate equipment/materials</li> <li>• models safe procedures/techniques</li> <li>• weighs and measures accurately</li> <li>• practises proper sanitation procedures</li> <li>• minimizes waste of materials</li> <li>• advises of potential hazards and necessary repairs</li> </ul> <p><b>Investigative Techniques</b></p> <ul style="list-style-type: none"> <li>• gathers and applies information from a variety of sources</li> <li>• makes predictions that can be tested</li> <li>• plans, sets up and conducts experiments to test a prediction</li> <li>• identifies and explains manipulated/responding variables</li> <li>• obtains accurate results that confirm/reject the prediction</li> <li>• summarizes and applies experimental outcomes</li> </ul> | <p><i>The student:</i></p> <p><b>Management</b></p> <ul style="list-style-type: none"> <li>• prepares self for task</li> <li>• organizes and works in an orderly manner</li> <li>• interprets and carries out instructions accurately</li> <li>• plans and uses time effectively in a logical sequence</li> <li>• displays leadership in adhering to routine procedures</li> <li>• attempts to solve problems prior to requesting help</li> </ul> <p><b>Teamwork</b></p> <ul style="list-style-type: none"> <li>• cooperates with group members</li> <li>• shares work appropriately among group members</li> <li>• negotiates with sensitivity solutions to problems</li> <li>• displays effective communication skills</li> </ul> <p><b>Use of Equipment and Materials</b></p> <ul style="list-style-type: none"> <li>• selects and uses equipment/materials independently</li> <li>• demonstrates concern for safe procedures/techniques</li> <li>• weighs and measures accurately and efficiently</li> <li>• practises proper sanitation procedures</li> <li>• minimizes waste of materials</li> <li>• anticipates potential hazards and emergency response</li> </ul> <p><b>Investigative Techniques</b></p> <ul style="list-style-type: none"> <li>• uses relevant information to explain observations</li> <li>• makes predictions that can be tested</li> <li>• plans, sets up and conducts experiments to test a prediction</li> <li>• analyzes relationships among manipulated/responding variables</li> <li>• obtains accurate results that confirm/reject prediction and answer related questions</li> <li>• summarizes, applies and evaluates experimental outcomes</li> </ul> |

| INTRODUCTORY   | INTERMEDIATE   | ADVANCED  |
|--|--|---|
| <p><i>The student:</i></p> <p><b>Preparation and Planning</b></p> <ul style="list-style-type: none"> <li>• accurately describes an issue on which people disagree</li> <li>• poses an important question regarding the issue</li> <li>• accesses basic in-school/community information sources regarding the issue</li> <li>• uses one or more information-gathering techniques</li> </ul> <p><b>Analyzing Perspectives</b></p> <ul style="list-style-type: none"> <li>• states a position on the issue and logical reasons for adopting that position</li> <li>• explains why the issue is important by presenting examples of possible consequences</li> <li>• clarifies different points of view regarding the issue; <i>e.g., social, economic, environmental</i></li> <li>• distinguishes between fact and fiction/opinion/theory</li> </ul> <p><b>Collaboration and Teamwork</b></p> <ul style="list-style-type: none"> <li>• works with a range of peer members</li> <li>• shares information/opinions/suggestions through group discussion</li> <li>• listens to and respects the views of others</li> </ul> <p><b>Negotiating and Debating</b></p> <ul style="list-style-type: none"> <li>• presents a convincing argument in logical sequence supporting a position adopted on the issue</li> <li>• provides a relevant response to opposing arguments</li> <li>• speaks clearly so the argument can be understood</li> <li>• establishes a shared understanding of key alternatives and consequences relevant to the issue</li> </ul> | <p><i>The student:</i></p> <p><b>Preparation and Planning</b></p> <ul style="list-style-type: none"> <li>• accurately describes an issue on which people disagree, explaining areas of disagreement</li> <li>• poses one or more thoughtful questions regarding the issue</li> <li>• accesses a range of relevant in-school/community resources</li> <li>• uses a range of information-gathering techniques</li> </ul> <p><b>Analyzing Perspectives</b></p> <ul style="list-style-type: none"> <li>• states a position on the issue and logical reasons for adopting that position</li> <li>• explains why the issue is important by presenting examples of possible consequences</li> <li>• categorizes different points of view regarding the issue; <i>e.g., cultural, ethical, economic, environmental, health-related</i></li> <li>• determines accuracy/currency/reliability of information and ideas</li> </ul> <p><b>Collaboration and Teamwork</b></p> <ul style="list-style-type: none"> <li>• works with a range of peer members</li> <li>• shares information/opinions/suggestions, maintaining a balance between speaking and listening</li> <li>• listens to and respects the views of others, requesting clarification as necessary from other group members</li> </ul> <p><b>Negotiating and Debating</b></p> <ul style="list-style-type: none"> <li>• presents a convincing argument in logical sequence supporting a position adopted, conveying points in order of importance</li> <li>• provides a relevant and convincing response to opposing arguments</li> <li>• speaks clearly without hesitation so the argument can be understood</li> <li>• negotiates a shared agreement on preferred alternatives relevant to the issue</li> </ul> | <p><i>The student:</i></p> <p><b>Preparation and Planning</b></p> <ul style="list-style-type: none"> <li>• accurately describes an issue on which people disagree, explaining specific causes of disagreement</li> <li>• poses thoughtful questions regarding the issue</li> <li>• accesses a range of relevant information sources and recognizes when additional information is required</li> <li>• demonstrates resourcefulness in collecting data</li> </ul> <p><b>Analyzing Perspectives</b></p> <ul style="list-style-type: none"> <li>• states a position on the issue and insightful reasons for adopting that position</li> <li>• explains why the issue is important by presenting examples of possible consequences and implications</li> <li>• categorizes different points of view regarding the issue; <i>e.g., cultural, ethical, economic, environmental, health-related, scientific, political</i></li> <li>• recognizes underlying bias/assumptions/values in information and ideas</li> </ul> <p><b>Collaboration and Teamwork</b></p> <ul style="list-style-type: none"> <li>• works with a wide range of peer members</li> <li>• shares information/opinions/suggestions, maintaining a balance between speaking and listening</li> <li>• listens to and respects the views of others, requesting clarification as necessary from other group members</li> </ul> <p><b>Negotiating and Debating</b></p> <ul style="list-style-type: none"> <li>• presents a convincing argument in logical sequence supporting a position adopted, conveying points in order of importance and backing each with sound evidence</li> <li>• provides a relevant and convincing rebuttal to opposing arguments</li> <li>• speaks clearly without hesitation so the argument can be understood by all listeners</li> <li>• negotiates a shared agreement on preferred alternatives by resolving divergent points of view</li> </ul> |

| INTRODUCTORY  | INTERMEDIATE  | ADVANCED   |
|---|---|--|
| <p><i>The student:</i></p> <p><b>Preparation and Planning</b></p> <ul style="list-style-type: none"> <li>• sets goals and follows instructions accurately</li> <li>• responds to directed questions and follows necessary steps to find answers</li> <li>• accesses basic in-school/community information sources</li> <li>• interprets and organizes information into a logical sequence</li> <li>• records information accurately, using correct technical terms</li> <li>• uses time effectively</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>• demonstrates effective use of at least one medium of communication:<br/> <i>e.g., <u>Written:</u> spelling, punctuation, grammar, basic format</i></li> <li>• <i><u>Oral:</u> voice projection, body language</i></li> <li>• <i><u>Audio-Visual:</u> techniques, tools</i></li> <li>• uses correct grammatical convention and technical terms through proofreading/editing</li> <li>• provides an introduction that describes the purpose of the project</li> <li>• communicates information in a logical sequence</li> <li>• states a conclusion based on a summary of facts</li> <li>• provides a reference list of three or more basic information sources</li> </ul> | <p><i>The student:</i></p> <p><b>Preparation and Planning</b></p> <ul style="list-style-type: none"> <li>• sets goals and describes steps to achieve them</li> <li>• uses personal initiative to formulate questions and find answers</li> <li>• accesses a range of relevant in-school/community resources</li> <li>• interprets, organizes and combines information into a logical sequence</li> <li>• records information accurately with appropriate supporting detail and using correct technical terms</li> <li>• plans and uses time effectively</li> <li>• gathers and responds to feedback regarding approach to task and project status</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>• demonstrates effective use of at least two communication media:<br/> <i>e.g., <u>Written:</u> spelling, punctuation, grammar, format (formal/informal)</i></li> <li>• <i><u>Oral:</u> voice projection, body language, appearance</i></li> <li>• <i><u>Audio-Visual:</u> techniques, tools, clarity</i></li> <li>• maintains acceptable grammatical and technical standards through proofreading and editing</li> <li>• provides an introduction that describes the purpose and scope of the project</li> <li>• communicates ideas into a logical sequence with sufficient supporting detail</li> <li>• states a conclusion by synthesizing the information gathered</li> <li>• provides a reference list that includes five or more relevant information sources</li> </ul> | <p><i>The student:</i></p> <p><b>Preparation and Planning</b></p> <ul style="list-style-type: none"> <li>• sets goals and describes steps to achieve them</li> <li>• uses personal initiative to formulate questions and find answers</li> <li>• accesses a range of relevant information sources and recognizes when additional information is required</li> <li>• interprets, organizes and combines information in creative and thoughtful ways</li> <li>• records information accurately, using appropriate technical terms and supporting detail</li> <li>• plans and uses time effectively, prioritizing tasks on a consistent basis</li> <li>• assesses and refines approach to task and project status based on feedback and reflection</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>• demonstrates effective use of a variety of communication media:<br/> <i>e.g., <u>Written:</u> spelling, punctuation, grammar, format (formal/informal, technical/literary)</i></li> <li>• <i><u>Oral:</u> voice projection, body language, appearance, enthusiasm, evidence of prior practice</i></li> <li>• <i><u>Audio-Visual:</u> techniques, tools, clarity, speed and pacing</i></li> <li>• maintains acceptable grammatical and technical standards through proofreading and editing</li> <li>• provides an introduction that describes the purpose and scope of the project</li> <li>• communicates thoughts/feelings/ideas clearly to justify or challenge a position</li> <li>• states a conclusion by analyzing and synthesizing the information gathered</li> <li>• gives evidence of adequate research through a reference list including seven or more relevant information sources</li> </ul> |

| INTRODUCTORY  | INTERMEDIATE   | ADVANCED   |
|---|--|--|
| <p><i>The student:</i></p> <p><b>Preparation and Planning</b></p> <ul style="list-style-type: none"> <li>• sets goals and follows instructions accurately</li> <li>• adheres to established timelines</li> <li>• responds to directed questions and follows necessary steps to find answers</li> <li>• uses time effectively</li> </ul> <p><b>Information Gathering and Processing</b></p> <ul style="list-style-type: none"> <li>• accesses basic in-school/community information sources</li> <li>• uses one or more information-gathering techniques</li> <li>• interprets and organizes information in a logical sequence</li> <li>• records information accurately, using correct technical terms</li> <li>• distinguishes between fact and fiction/opinion/theory</li> <li>• responds to feedback when current approach is not working</li> </ul> <p><b>Collaboration and Teamwork</b></p> <ul style="list-style-type: none"> <li>• cooperates with group members</li> <li>• shares work appropriately among group members</li> </ul> <p><b>Information Sharing</b></p> <ul style="list-style-type: none"> <li>• demonstrates effective use of one or more communication media; <i>e.g., written, oral, audio-visual</i></li> <li>• communicates information in a logical sequence</li> <li>• uses correct grammatical convention and technical terms</li> <li>• cites three or more basic information sources</li> </ul> | <p><i>The student:</i></p> <p><b>Preparation and Planning</b></p> <ul style="list-style-type: none"> <li>• sets goals and establishes steps to achieve them</li> <li>• creates and adheres to useful timelines</li> <li>• uses personal initiative to formulate questions and find answers</li> <li>• plans and uses time effectively</li> </ul> <p><b>Information Gathering and Processing</b></p> <ul style="list-style-type: none"> <li>• accesses a range of relevant in-school/community resources</li> <li>• uses a range of information-gathering techniques</li> <li>• interprets, organizes and combines information into a logical sequence</li> <li>• records information accurately with appropriate supporting detail and using correct technical terms</li> <li>• determines accuracy/currency/reliability of information sources</li> <li>• gathers and responds to feedback regarding approach to the task</li> </ul> <p><b>Collaboration and Teamwork</b></p> <ul style="list-style-type: none"> <li>• cooperates with group members</li> <li>• shares work appropriately among group members</li> <li>• negotiates solutions to problems</li> </ul> <p><b>Information Sharing</b></p> <ul style="list-style-type: none"> <li>• demonstrates effective use of two or more communication media; <i>e.g., written, oral, audio-visual</i></li> <li>• communicates ideas in a logical sequence with sufficient supporting detail</li> <li>• maintains acceptable grammatical and technical standards</li> <li>• cites five or more relevant information sources</li> </ul> | <p><i>The student:</i></p> <p><b>Preparation and Planning</b></p> <ul style="list-style-type: none"> <li>• sets clear goals and establishes steps to achieve them</li> <li>• creates and adheres to detailed timelines</li> <li>• uses personal initiative to formulate questions and find answers</li> <li>• plans and uses time effectively, prioritizing tasks on a consistent basis</li> </ul> <p><b>Information Gathering and Processing</b></p> <ul style="list-style-type: none"> <li>• accesses a range of relevant information sources and recognizes when additional information is required</li> <li>• demonstrates resourcefulness in collecting data</li> <li>• interprets, organizes and combines information in creative and thoughtful ways</li> <li>• records information accurately with appropriate supporting detail and using correct technical terms</li> <li>• recognizes underlying bias/assumptions/values in information sources</li> <li>• assesses and refines approach to the task and project status based on feedback and reflection</li> </ul> <p><b>Collaboration and Teamwork</b></p> <ul style="list-style-type: none"> <li>• cooperates with group members</li> <li>• shares work appropriately among group members</li> <li>• negotiates with sensitivity solutions to problems</li> <li>• displays effective communication and leadership skills</li> </ul> <p><b>Information Sharing</b></p> <ul style="list-style-type: none"> <li>• demonstrates effective use of a variety of communication media; <i>e.g., written, oral, audio-visual</i></li> <li>• communicates thoughts/feelings/ideas clearly to justify or challenge a position</li> <li>• maintains acceptable grammatical and technical standards</li> <li>• gives evidence of adequate information gathering by citing seven or more relevant information sources</li> </ul> |

## GENERIC TOOL: PORTFOLIO ASSESSMENT

### Using the Portfolio Assessment Tool

The Portfolio Assessment Tool is designed to guide the teacher's assessment of a student's portfolio of competencies, credentials and attainments. This tool may be used to guide the assessment of a student's portfolio developed as a requirement of one or more CTS strands/modules, other programs or other courses (e.g., CALM).

### Rating Scale and Standards

The Rating Scale shown on the Portfolio Assessment tool is generic to most CTS assessment tools. The Minimum Standard Rating for a portfolio assessed as a requirement of the Practicum modules and other CTS modules should be:

- 3 for Advanced level modules
- 2 for Intermediate level modules
- 1 for Introductory level modules

To achieve the appropriate Minimum Standard Rating, a student's portfolio should contain evidence of each of the competency, credential and achievement areas identified in this assessment tool.

Because each student's portfolio tends to be unique, teachers can add competency, credential and achievement indicators as appropriate. Similarly, the "Not Applicable"  NA rating may be used, where appropriate.



**GENERIC TOOL: PORTFOLIO ASSESSMENT** (continued)

| <b>Rating Scale — The student:</b>   |  |  |  |   |
|--|--|--|--|---|
| <b>4</b>   | <b>3</b>   | <b>2</b>   | <b>1</b>   | <b>0</b>  |
| exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. | meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. | meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. | meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. | has not completed defined outcomes. Tools, materials and/or processes are used inappropriately. |

| <b>COMPETENCY, CREDENTIAL, ACHIEVEMENT</b>   |  | <b>RATING</b> |   |   |   |   |     |
|--|--|---------------|---|---|---|---|-----|
|  |  | 4             | 3 | 2 | 1 | 0 | N/A |
| <b>Title/Cover Page</b><br><input type="checkbox"/> Impact<br><input type="checkbox"/> Clarity<br><input type="checkbox"/> Readability<br><input type="checkbox"/><br><input type="checkbox"/>   |  |               |   |   |   |   |     |
| <b>Résumé</b><br><input type="checkbox"/> Format/Presentation<br><input type="checkbox"/> Readability/Clarity<br><input type="checkbox"/> Inclusiveness<br><input type="checkbox"/> References (including names, addresses, phone & fax numbers)<br><input type="checkbox"/> Skills Summary<br><input type="checkbox"/>  |  |               |   |   |   |   |     |
| <b>Statement of Grades</b><br><input type="checkbox"/> Letters of Reference<br><input type="checkbox"/> Commendations<br><input type="checkbox"/> Certificates/Diplomas<br><input type="checkbox"/>  |  |               |   |   |   |   |     |
| <b>Co-curricular Activities/Hobbies</b><br><input type="checkbox"/> School Activities<br><input type="checkbox"/><br><input type="checkbox"/> Community Activities<br><input type="checkbox"/><br><input type="checkbox"/> Workplace Activities<br><input type="checkbox"/><br><input type="checkbox"/> Volunteer Activities<br><input type="checkbox"/><br><input type="checkbox"/> | <b>Skills</b><br><hr/><br><hr/><br><hr/><br><hr/><br><hr/><br><hr/><br><hr/> |               |   |   |   |   |     |

**GENERIC TOOL: PORTFOLIO ASSESSMENT** (continued)

| COMPETENCY, CREDENTIAL, ACHIEVEMENT   | RATING |   |   |   |   |     |
|---|--------|---|---|---|---|-----|
|   | 4      | 3 | 2 | 1 | 0 | N/A |
| <p><b>Career-Specific Competencies</b></p> <p>Strand(s): _____, _____, _____,<br/>e.g., First Aid, computer-assisted design</p> <input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/>  |        |   |   |   |   |     |
| <p><b>Software Competencies</b></p> <input type="checkbox"/> Keyboarding WPM: _____<br><input type="checkbox"/> Word Processing Specify: _____<br><input type="checkbox"/> Databases Specify: _____<br><input type="checkbox"/> Spreadsheets Specify: _____<br><input type="checkbox"/> Project Management Specify: _____<br><input type="checkbox"/> Presentation Specify: _____ |        |   |   |   |   |     |
| <p><b>Competency Overview</b></p> <input type="checkbox"/> Academic Competencies Indicated<br><input type="checkbox"/> Technical Competencies Indicated<br><input type="checkbox"/> Personal Management Competencies Indicated<br><input type="checkbox"/> CTS Basic Competencies Indicated<br><input type="checkbox"/>   |        |   |   |   |   |     |
| <p><b>Employability Plan</b></p> <input type="checkbox"/> Career Path Indicated<br><input type="checkbox"/> Career Goals Indicated<br><input type="checkbox"/> Short-term<br><input type="checkbox"/> Longer-term<br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/>   |        |   |   |   |   |     |
| <p><b>Letters of Introduction</b></p> <input type="checkbox"/> To Prospective Employers<br><input type="checkbox"/> To Post-secondary Institutions<br><input type="checkbox"/> Format/Presentation<br><input type="checkbox"/> Readability/Clarity<br><input type="checkbox"/> Impact<br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/>         |        |   |   |   |   |     |
| <p><b>Other Competencies, Credentials, Achievements</b></p> <input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/>  |        |   |   |   |   |     |
| <p><b>Comments</b></p><br><br><br><br><br><br><br><br><br><br>  |        |   |   |   |   |     |

**GENERIC TOOL: PORTFOLIO ASSESSMENT (continued)**

|   |   |   |
|---|---|---|
| <p><b>CAREER TRANSITIONS</b><br/>Activity:</p> <p>_____</p> <p>_____</p>  | <p><b>Workplace Safety<br/>Assessment<br/>Chart</b></p> | <p>Name: _____</p> <p>Module: _____</p> |
| <p><b>Directions</b><br/>Circle the appropriate number that best describes the student's performance.</p>   | <p><b>Standard</b><br/>As stated in the module.</p>     |   |
| <b>CRITERIA</b>   |   | <b>Teacher Assessment</b>               |
| <p><b><u>Personal Protective Equipment</u></b><br/><b>Focus on the proper selection and use of protective clothing and equipment</b></p> <ul style="list-style-type: none"> <li>• identifies potential hazards and risks, selects and wears the appropriate personal protective equipment</li> <li>• usually recognizes potential hazards and takes the necessary precautions</li> <li>• hazards and risks must be pointed out and use of personal protective equipment must be enforced</li> <li>• does not recognize hazards and risks and personal protective equipment is seldom used.</li> </ul>                     |   | <p>3</p> <p>2</p> <p>1</p> <p>0</p>     |
| <p><b><u>Housekeeping Skills</u></b><br/><b>Consider effort given to maintaining a clean and tidy workstation</b></p> <ul style="list-style-type: none"> <li>• keeps workstation free from unnecessary materials and willingly participates in the overall lab clean-up</li> <li>• generally maintains a clean and tidy workstation and participates in lab clean-up activities</li> <li>• often must be reminded to keep workstation free of clutter and obstructions and requires specific lab clean-up directions and follow-up</li> <li>• does not keep workstation clean and tidy and ignores directions.</li> </ul> |   | <p>3</p> <p>2</p> <p>1</p> <p>0</p>     |
| <p><b><u>Materials</u></b><br/><b>Consider how materials are handled and processed</b></p> <ul style="list-style-type: none"> <li>• materials are handled and prepared with due care for self and others</li> <li>• normally demonstrates acceptable practices concerning the use and handling of project materials</li> <li>• is often not aware of the need to handle and use materials in a safe manner</li> <li>• is unwilling or unable to use materials in a safe manner.</li> </ul>  |   | <p>3</p> <p>2</p> <p>1</p> <p>0</p>     |
| <p><b><u>Equipment</u></b><br/><b>Focus on the safe use of hand and power tools</b></p> <ul style="list-style-type: none"> <li>• follows accepted practice for the safe use and maintenance of hand and power tools</li> <li>• normally demonstrates acceptable tools use and maintenance</li> <li>• will take unnecessary risks unless directed otherwise</li> <li>• will take unnecessary risks and not accept direction.</li> </ul>  |   | <p>3</p> <p>2</p> <p>1</p> <p>0</p>     |

Module(s): CTR1010, 2010, 3010 Theme: Career Readiness Student: \_\_\_\_\_ Date: \_\_\_\_\_

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| <b>Standards</b>                           | Students working <u>at or above standard</u> must demonstrate the outcomes outlined in the checklist below. The minimum standard for each category is indicated on the left for introductory, intermediate and advanced level modules. The rating scale defines the levels of skill development.   |  |  |  |  |
| <b>Rating Scale</b><br><i>The student:</i> | <b>4</b> exceeds defined outcomes.<br>Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. | <b>3</b> meets defined outcomes.<br>Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. | <b>2</b> meets defined outcomes.<br>Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. | <b>1</b> meets defined outcomes.<br>Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. | <b>0</b> has not completed defined outcomes. Tools, materials and/or processes are used inappropriately. |

**INTRODUCTORY CTR1010**

| Minimum Standard Rating   | Career Development Terms | Observed Performance Rating |
|---|--------------------------|-----------------------------|
| <b>1</b>  |                          |                             |
| <i>The student is able to:</i>  |                          |                             |
| Utilize and apply in appropriate context:   |                          |                             |
| <input type="checkbox"/> Self-Assessment Profile: <ul style="list-style-type: none"> <li>- identify personal goals</li> <li>- identify personal values</li> <li>- identify personal skills</li> <li>- identify technical skills</li> </ul>        |                          |                             |
| <input type="checkbox"/> Occupational Profile <ul style="list-style-type: none"> <li>- develop an occupational profile, using information contained in printed resources</li> <li>- incorporate information into employment portfolio.</li> </ul> |                          |                             |

**INTERMEDIATE CTR2010**

| Minimum Standard Rating  | Acquire Employment | Observed Performance Rating |
|--|--------------------|-----------------------------|
| <b>2</b>   |                    |                             |
| <i>The student is able to:</i>   |                    |                             |
| <input type="checkbox"/> demonstrate basic skills for employment: <ul style="list-style-type: none"> <li>- read</li> <li>- write</li> <li>- use numbers</li> </ul>                     |                    |                             |
| <input type="checkbox"/> demonstrate job-specific skills or potential to learn job-specific skills for employment <ul style="list-style-type: none"> <li>- technical skills</li> </ul> |                    |                             |
| <input type="checkbox"/> demonstrate an interest to learn on the job   |                    |                             |
| <input type="checkbox"/> demonstrate the ability to work with others   |                    |                             |
| <input type="checkbox"/> use job search documents and skills to meet employer's hiring expectations.   |                    |                             |

**ADVANCED CTR3010**

| Minimum Standard Rating  | Labour Legislation and Regulations | Observed Performance Rating |
|--|------------------------------------|-----------------------------|
| <b>3</b>   |                                    |                             |
| <i>The student is able to:</i>   |                                    |                             |
| <input type="checkbox"/> analyze the role of government and labour unions in employment  |                                    |                             |
| <input type="checkbox"/> Labour Market Information: <ul style="list-style-type: none"> <li>- gather and analyze appropriate demographic and occupational information</li> <li>- relate trends to selected occupations</li> <li>- develop detailed occupational profile</li> <li>- incorporate labour market knowledge into personal career plans.</li> </ul> |                                    |                             |

| Minimum Standard Rating<br><b>1</b>  | <i>Communicate in the language in which business is conducted</i> | Observed Performance Rating |
|--|---|-----------------------------|
| <p><i>The student is able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interview:                             <ul style="list-style-type: none"> <li>- identify and review common questions and responses</li> <li>- rehearse well-developed responses</li> <li>- participate in a mock interview exercise</li> <li>- demonstrate appropriate interview etiquette</li> <li>- use and understand terminology related to selected occupations</li> </ul> </li> <li><input type="checkbox"/> understand and use terminology relating to selected occupations.</li> </ul>     |   |                             |
| Minimum Standard Rating<br><b>1</b>  | <i>Résumé</i>   | Observed Performance Rating |
| <p><i>The student is able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> develop job-specific/occupation-specific résumé</li> <li><input type="checkbox"/> match interest, skills and abilities to job/occupation requirements</li> <li><input type="checkbox"/> Application Form:                             <ul style="list-style-type: none"> <li>- complete application form based on personal data sheet</li> <li>- demonstrate knowledge of common terms on application forms by answering all applicable questions</li> <li>- write legibly.</li> </ul> </li> </ul> |   |                             |

| Minimum Standard Rating<br><b>2</b>   | <i>Maintain Employment</i> | Observed Performance Rating |
|---|----------------------------|-----------------------------|
| <p><i>The student is able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate positive attitudes for employability                             <ul style="list-style-type: none"> <li>- dependability</li> <li>- integrity</li> <li>- concern for quality</li> <li>- independence and initiative</li> <li>- commitment to the employer</li> </ul> </li> <li><input type="checkbox"/> develop life skills for employability                             <ul style="list-style-type: none"> <li>- adaptability</li> <li>- problem-solving/decision-making skills</li> <li>- communication/assertiveness skills</li> <li>- time management skills</li> <li>- skills for overcoming unfairness</li> <li>- appropriate appearance and hygiene</li> <li>- teamwork</li> </ul> </li> <li><input type="checkbox"/> relate personal competencies to the Conference Board of Canada’s “Employability Skills Profile” in a personal portfolio</li> <li><input type="checkbox"/> recognize the transferability of employability skills to other work and life roles.</li> </ul> |                            |                             |

| Minimum Standard Rating<br><b>3</b>   | <i>Personal Career Plan</i> | Observed Performance Rating |
|---|-----------------------------|-----------------------------|
| <p><i>The student is able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> re-examine                             <ul style="list-style-type: none"> <li>- personal goals</li> <li>- personal values</li> <li>- personal interest</li> <li>- personal skills</li> <li>- technical skills</li> </ul>                             and incorporate into a Career Plan                         </li> <li><input type="checkbox"/> establish personal goals</li> <li><input type="checkbox"/> establish timelines to achieve goals</li> <li><input type="checkbox"/> develop targeted résumé</li> <li><input type="checkbox"/> Letter of Application                             <ul style="list-style-type: none"> <li>- prepare letter of application with attention to appearance, content and completeness</li> <li>- match and highlight interests, skills and abilities to employer/post-secondary requirements</li> </ul> </li> <li><input type="checkbox"/> Interview                             <ul style="list-style-type: none"> <li>- develop potential interview questions</li> <li>- identify underlying meaning of questions</li> <li>- develop responses to address the underlying concern</li> <li>- demonstrate appropriate interview etiquette</li> <li>- develop personal questions that demonstrate interest in position</li> <li>- develop questions that demonstrate knowledge about the position</li> <li>- participate in a formal interview</li> <li>- present current portfolio.</li> </ul> </li> </ul> |                             |                             |

CAREER READINESS MODULES(continued)

CTR1010/2010/3010

| Minimum Standard Rating  | <i>Letter of Application</i>                     | Observed Performance Rating |
|--|--|-----------------------------|
| <b>1</b>   |  |                             |
| <p><i>The student is able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> prepare letter of application with attention to appearance, content, completeness.</li> </ul>  |  |                             |
| Minimum Standard Rating  | <i>Technology, Tools and Information Systems</i> | Observed Performance Rating |
| <b>1</b>   |  |                             |
| <p><i>The student is able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate appropriate access and use of                             <ul style="list-style-type: none"> <li>- technology</li> <li>- tools</li> <li>- information systems</li> </ul> </li> <li><input type="checkbox"/> apply specialized knowledge required by employer in selected career fields.</li> </ul>                 |  |                             |
| Minimum Standard Rating  | <i>Safety</i>                                    | Observed Performance Rating |
| <b>1</b>   |  |                             |
| <p><i>The student is able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> identify and interpret WHMIS symbols</li> <li><input type="checkbox"/> understand Material Safety Data Sheets</li> <li><input type="checkbox"/> identify government organizations involved with safety in the workplace</li> <li><input type="checkbox"/> explain content and purpose of Employment Standards Code.</li> </ul> |  |                             |

| Minimum Standard Rating  | <i>Labour Legislation and Regulations</i> | Observed Performance Rating |
|--|---|-----------------------------|
| <b>2</b>   |   |                             |
| <p><i>The student is able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> recognize the role of government organizations involved with employment:                             <ul style="list-style-type: none"> <li>- Occupational Health and Safety</li> <li>- Workers' Compensation Board</li> <li>- Labour Employment Standards Branch</li> <li>- Apprenticeship Branch</li> <li>- Employment Centres.</li> </ul> </li> </ul> |   |                             |

**COMMENTS:**

**LEADERSHIP MODULES**

**CTR1020/2020/3020**

**Module(s):** CTR1020, 2020, 3020    **Theme:** Leadership    **Student:** \_\_\_\_\_    **Date:** \_\_\_\_\_

|  |   |   |   |   |  |
|--|---|---|---|---|--|
| <b>Standards</b>                           | Students working <u>at or above standard</u> must demonstrate the outcomes outlined in the checklist below. The minimum standard for each category is indicated on the left for introductory, intermediate and advanced level modules. The rating scale defines the levels of skill development.  |   |   |   |  |
| <b>Rating Scale</b><br><i>The student:</i> | <b>4</b> exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. | <b>3</b> meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. | <b>2</b> meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. | <b>1</b> meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. | <b>0</b> has not completed defined outcomes. Tools, materials and/or processes are used inappropriately. |

**INTRODUCTORY CTR1020**

| Minimum Standard Rating<br><b>1</b>  | <i>Conceptual Understanding</i> | Observed Performance Rating |
|--|---------------------------------|-----------------------------|
| <p><i>The student is able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> define basic leadership terminology</li> <li><input type="checkbox"/> distinguish between concepts of leadership and management</li> <li><input type="checkbox"/> identify goal setting and problem-solving strategies.</li> </ul> |                                 |                             |

**INTERMEDIATE CTR2020**

| Minimum Standard Rating<br><b>2</b>   | <i>Conceptual Understanding</i> | Observed Performance Rating |
|---|---------------------------------|-----------------------------|
| <p><i>The student is able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> describe fundamental concepts in group dynamics and leadership theories and styles</li> <li><input type="checkbox"/> identify the essential role of situational leadership</li> <li><input type="checkbox"/> assess effective leadership behaviours.</li> </ul> |                                 |                             |

**ADVANCED CTR3020**

| Minimum Standard Rating<br><b>3</b>   | <i>Conceptual Understanding</i> | Observed Performance Rating |
|---|---------------------------------|-----------------------------|
| <p><i>The student is able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> describe the fundamental concepts in organizational management</li> <li><input type="checkbox"/> identify the roles performed by leaders and managers in an organization</li> <li><input type="checkbox"/> describe effective project, stress and time management strategies</li> <li><input type="checkbox"/> assess the achievement of outcomes identified in the process of project management.</li> </ul> |                                 |                             |

| Minimum Standard Rating<br><b>1</b>   | <i>Skill Development</i> | Observed Performance Rating | Minimum Standard Rating<br><b>2</b>  | <i>Skill Development</i> | Observed Performance Rating | Minimum Standard Rating<br><b>3</b>  | <i>Skill Development</i> | Observed Performance Rating |
|---|--------------------------|-----------------------------|--|--------------------------|-----------------------------|--|--------------------------|-----------------------------|
| <p><i>The student is able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate personal leadership behaviours in a structured environment</li> <li><input type="checkbox"/> recognize leadership behaviours in different situations</li> <li><input type="checkbox"/> use the needs theory to define the roles and challenges of leaders and followers.</li> </ul>   |                          |                             | <p><i>The student is able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate personal leadership behaviours in the development of a group</li> <li><input type="checkbox"/> demonstrate strategies of conflict management and delegation in different situations</li> <li><input type="checkbox"/> apply various leadership styles employed in groups.</li> </ul>   |                          |                             | <p><i>The student is able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate appropriate leadership behaviours and management behaviours used in an organization</li> <li><input type="checkbox"/> demonstrate appropriate time and stress management strategies</li> <li><input type="checkbox"/> apply various management strategies employed in organizations.</li> </ul>  |                          |                             |
| Minimum Standard Rating<br><b>1</b>   | <i>Presentations</i>     | Observed Performance Rating | Minimum Standard Rating<br><b>2</b>  | <i>Presentations</i>     | Observed Performance Rating | Minimum Standard Rating<br><b>3</b>  | <i>Presentations</i>     | Observed Performance Rating |
| <p><i>The student is able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate effective use of written communication; e.g., spelling, punctuation, grammar, basic format</li> <li><input type="checkbox"/> use correct grammatical convention and technical terms through proofreading/editing</li> <li><input type="checkbox"/> provide an introduction that describes the purpose of a plan</li> <li><input type="checkbox"/> communicate information in a logical sequence</li> <li><input type="checkbox"/> state a conclusion and make recommendations based on a summary of facts.</li> </ul> |                          |                             | <p><i>The student is able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate effective use of at least two styles of communication; e.g.:                             <ul style="list-style-type: none"> <li>- <u>written</u>: spelling, punctuation, grammar, format (formal/informal)</li> <li>- <u>oral</u>: voice, body language, appearance</li> <li>- <u>audio/visual</u>: techniques, tools, clarity</li> </ul> </li> <li><input type="checkbox"/> maintain acceptable grammatical and technical standards through proofreading/editing</li> <li><input type="checkbox"/> provide an introduction that describes the purpose and scope of the project</li> <li><input type="checkbox"/> communicate ideas into a logical sequence with sufficient supporting detail</li> <li><input type="checkbox"/> state conclusions by synthesizing the information gathered</li> <li><input type="checkbox"/> provide a reference list that includes three or more relevant information sources.</li> </ul> |                          |                             | <p><i>The student is able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate effective use of a variety of communication styles; e.g.:                             <ul style="list-style-type: none"> <li>- <u>written</u>: spelling, punctuation, grammar, format (formal/informal/technical/literary)</li> <li>- <u>oral</u>: voice, body language, appearance, enthusiasm, evidence of prior practice</li> <li>- <u>audio/visual</u>: techniques, tools, clarity, speed, pacing</li> </ul> </li> <li><input type="checkbox"/> maintain acceptable grammatical and technical standards through proofreading/editing</li> <li><input type="checkbox"/> provide an introduction that explains the purpose and scope of the project</li> <li><input type="checkbox"/> communicate thoughts/feelings/ideas clearly to justify or challenge a position</li> <li><input type="checkbox"/> state conclusions by analyzing and synthesizing from the information gathered</li> <li><input type="checkbox"/> give evidence of adequate research through a reference list of five or more relevant information sources</li> <li><input type="checkbox"/> assess the impact of an effective presentation.</li> </ul> |                          |                             |



| Minimum Standard Rating<br><b>1</b>  | <i>Planning</i> | Observed Performance Rating | Minimum Standard Rating<br><b>2</b>   | <i>Planning</i> | Observed Performance Rating | Minimum Standard Rating<br><b>3</b>  | <i>Planning</i> | Observed Performance Rating |
|--|-----------------|-----------------------------|---|-----------------|-----------------------------|--|-----------------|-----------------------------|
| <p><i>The student is able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> set goals and state objectives</li> <li><input type="checkbox"/> adhere to established timelines</li> <li><input type="checkbox"/> access basic in-school/community resources</li> <li><input type="checkbox"/> interpret and organize information into a logical sequence</li> <li><input type="checkbox"/> record information accurately, using correct terminology</li> <li><input type="checkbox"/> use time effectively.</li> </ul> |                 |                             | <p><i>The student is able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> set goals and establish steps to achieve objectives</li> <li><input type="checkbox"/> create and adhere to general timelines</li> <li><input type="checkbox"/> access a range of relevant in-school/community resources</li> <li><input type="checkbox"/> interpret, organize and combine varied information into a logical sequence</li> <li><input type="checkbox"/> record information accurately with appropriate supporting detail and using correct terminology</li> <li><input type="checkbox"/> plan and use time effectively.</li> </ul> |                 |                             | <p><i>The student is able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> establish the vision, goals, objectives, intended outcomes and assessment standards for a project</li> <li><input type="checkbox"/> create and adhere to detailed timelines</li> <li><input type="checkbox"/> access a range of relevant information sources recognizing the need for additional data</li> <li><input type="checkbox"/> interpret, organize and combine varied information in creative ways</li> <li><input type="checkbox"/> record information accurately with appropriate supporting detail, using correct terminology, and in an effective format</li> <li><input type="checkbox"/> plan and use time effectively, prioritizing tasks on a consistent basis</li> <li><input type="checkbox"/> assess the impact of an effective plan.</li> </ul> |                 |                             |

**COMMENTS:**

**LEADERSHIP: GOVERNANCE MODULES**

**CTR102/203/303**

Module(s): CTR1020, 2030, 3030 Theme: Leadership: Governance Student: \_\_\_\_\_ Date: \_\_\_\_\_

|  |  |  |  |   |  |
|--|--|--|--|---|--|
| <b>Standards</b>                           | Students working <u>at or above standard</u> must demonstrate the outcomes outlined in the checklist below. The minimum standard for each category is indicated on the left for introductory, intermediate and advanced level modules. The rating defines the levels of skill development.   |  |  |   |  |
| <b>Rating Scale</b><br><i>The student:</i> | <b>4</b> exceeds defined outcomes.<br>Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. | <b>3</b> meets defined outcomes.<br>Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. | <b>2</b> meets defined outcomes.<br>Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. | <b>1</b> meets defined outcomes.<br>Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. | <b>0</b> has not completed defined outcomes. Tools, materials and/or processes are used inappropriately. |

**INTRODUCTORY CTR1020**

**INTERMEDIATE CTR2030**

**ADVANCED CTR3030**

| Minimum Standard Rating  | Conceptual Understanding | Observed Performance Rating | Minimum Standard Rating  | Conceptual Knowledge | Observed Performance Rating | Minimum Standard Rating   | Conceptual Knowledge | Observed Performance Rating |
|--|--------------------------|-----------------------------|--|----------------------|-----------------------------|---|----------------------|-----------------------------|
| <b>1</b>   |                          |                             | <b>2</b>   |                      |                             | <b>3</b>  |                      |                             |
| <i>The student is able to:</i><br><input type="checkbox"/> define basic leadership terminology<br><input type="checkbox"/> distinguish between concepts of leadership and management<br><input type="checkbox"/> identify goal setting and problem-solving strategies. |                          |                             | <i>The student is able to:</i><br><input type="checkbox"/> describe fundamental concepts in governance<br><input type="checkbox"/> explain the strategies of governance in team building and group dynamics<br><input type="checkbox"/> identify and describe the elements of effective meetings<br><input type="checkbox"/> compare different guides to parliamentary procedures. |                      |                             | <i>The student is able to:</i><br><input type="checkbox"/> describe fundamental concepts in decision making and change<br><input type="checkbox"/> compare the decision-making roles and impacts of leadership groups<br><input type="checkbox"/> identify and compare different types of change agents<br><input type="checkbox"/> assess recent key changes in the school and in the community. |                      |                             |

| Minimum Standard Rating<br><b>1</b>   | <i>Skill Development</i> | Observed Performance Rating | Minimum Standard Rating<br><b>2</b>  | <i>Skill Development</i> | Observed Performance Rating | Minimum Standard Rating<br><b>3</b>  | <i>Skill Development</i> | Observed Performance Rating |
|---|--------------------------|-----------------------------|--|--------------------------|-----------------------------|--|--------------------------|-----------------------------|
| <p><i>The student is able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate personal leadership behaviours in a structured environment</li> <li><input type="checkbox"/> recognize leadership behaviours in different situations</li> <li><input type="checkbox"/> use the needs theory to define the roles and challenges of leaders and followers.</li> </ul>   |                          |                             | <p><i>The student is able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate personal leadership behaviours in a governance structure</li> <li><input type="checkbox"/> demonstrate group dynamics in team-building activities</li> <li><input type="checkbox"/> plan and chair an effective meeting, using parliamentary procedure</li> <li><input type="checkbox"/> use synergy in problem solving, decision making and consensus building.</li> </ul>  |                          |                             | <p><i>The student is able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate decision-making strategies for affecting change</li> <li><input type="checkbox"/> demonstrate the roles played by various leadership groups; e.g.,                             <ul style="list-style-type: none"> <li>- assigned leaders</li> <li>- decision makers</li> <li>- interest groups</li> </ul> </li> <li><input type="checkbox"/> illustrate various organizational structures found in the school and in the community</li> <li><input type="checkbox"/> create, implement, monitor and assess a new project plan for a school or community.</li> </ul>  |                          |                             |
| Minimum Standard Rating<br><b>1</b>   | <i>Presentations</i>     | Observed Performance Rating | Minimum Standard Rating<br><b>2</b>  | <i>Presentations</i>     | Observed Performance Rating | Minimum Standard Rating<br><b>3</b>  | <i>Presentations</i>     | Observed Performance Rating |
| <p><i>The student is able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate effective use of written communication; e.g., spelling, punctuation, grammar, basic format</li> <li><input type="checkbox"/> use correct grammatical convention and technical terms through proofreading/editing</li> <li><input type="checkbox"/> provide an introduction that describes the purpose of a plan</li> <li><input type="checkbox"/> communicate information in a logical sequence</li> <li><input type="checkbox"/> state a conclusion and make recommendations based on a summary of facts.</li> </ul> |                          |                             | <p><i>The student is able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate effective use of at least two styles of communication; e.g.:                             <ul style="list-style-type: none"> <li>- <u>written</u>: spelling, punctuation, grammar, format (formal/informal)</li> <li>- <u>oral</u>: voice, body language, appearance</li> <li>- <u>audio/visual</u>: techniques, tools, clarity</li> </ul> </li> <li><input type="checkbox"/> maintain acceptable grammatical and technical standards through proofreading/editing</li> <li><input type="checkbox"/> provide an introduction that describes the purpose and scope of the project</li> <li><input type="checkbox"/> communicate ideas into a logical sequence with sufficient supporting detail</li> <li><input type="checkbox"/> state conclusions by synthesizing the information gathered</li> <li><input type="checkbox"/> provide a reference list that includes three or more relevant information sources.</li> </ul> |                          |                             | <p><i>The student is able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate effective use of a variety of communication styles; e.g.:                             <ul style="list-style-type: none"> <li>- <u>written</u>: spelling, punctuation, grammar, format (formal/informal/technical/literary)</li> <li>- <u>oral</u>: voice, body language, appearance, enthusiasm, evidence of prior practice</li> <li>- <u>audio/visual</u>: techniques, tools, clarity, speed, pacing</li> </ul> </li> <li><input type="checkbox"/> maintain acceptable grammatical and technical standards through proofreading/editing</li> <li><input type="checkbox"/> provide an introduction that explains the purpose and scope of the project</li> <li><input type="checkbox"/> communicate thoughts/feelings/ideas clearly to justify or challenge a position</li> <li><input type="checkbox"/> state conclusions by analyzing and synthesizing from the information gathered</li> <li><input type="checkbox"/> give evidence of adequate research through a reference list of five or more relevant information sources</li> <li><input type="checkbox"/> assess the impact of an effective presentation.</li> </ul> |                          |                             |

| Minimum Standard Rating<br><b>1</b>  | <i>Planning</i> | Observed Performance Rating | Minimum Standard Rating<br><b>2</b>   | <i>Planning</i> | Observed Performance Rating | Minimum Standard Rating<br><b>3</b>  | <i>Planning</i> | Observed Performance Rating |
|--|-----------------|-----------------------------|---|-----------------|-----------------------------|--|-----------------|-----------------------------|
| <p><i>The student is able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> set goals and state objectives</li> <li><input type="checkbox"/> adhere to established timelines</li> <li><input type="checkbox"/> access basic in-school/community resources</li> <li><input type="checkbox"/> interpret and organize information into a logical sequence</li> <li><input type="checkbox"/> record information accurately, using correct terminology</li> <li><input type="checkbox"/> use time effectively.</li> </ul> |                 |                             | <p><i>The student is able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> set goals and establish steps to achieve objectives</li> <li><input type="checkbox"/> create and adhere to general timelines</li> <li><input type="checkbox"/> access a range of relevant in-school/community resources</li> <li><input type="checkbox"/> interpret, organize and combine varied information into a logical sequence</li> <li><input type="checkbox"/> record information accurately with appropriate supporting detail and using correct terminology</li> <li><input type="checkbox"/> plan and use time effectively.</li> </ul> |                 |                             | <p><i>The student is able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> establish the vision, goals, objectives, intended outcomes and assessment standards for a project</li> <li><input type="checkbox"/> create and adhere to detailed timelines</li> <li><input type="checkbox"/> access a range of relevant information sources recognizing the need for additional data</li> <li><input type="checkbox"/> interpret, organize and combine varied information in creative ways</li> <li><input type="checkbox"/> record information accurately with appropriate supporting detail, using correct terminology, and in an effective format</li> <li><input type="checkbox"/> plan and use time effectively, prioritizing tasks on a consistent basis</li> <li><input type="checkbox"/> assess the impact of an effective plan.</li> </ul> |                 |                             |

**COMMENTS:**

**JOB SAFETY SKILLS MODULES**

**CTR1210/2210/3210**

**Module(s):** CTR1210, 2210, 3210    **Theme:** Job Safety Skills    **Student:** \_\_\_\_\_    **Date:** \_\_\_\_\_

|  |   |   |   |   |  |
|--|---|---|---|---|--|
| <b>Standards</b>                           | Students working <u>at or above standard</u> must demonstrate the outcomes outlined in the checklist below. The minimum standard for each category is indicated on the left for introductory, intermediate and advanced level modules. The rating scale defines the levels of skill development.  |   |   |   |  |
| <b>Rating Scale</b><br><i>The student:</i> | <b>4</b> exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. | <b>3</b> meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. | <b>2</b> meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. | <b>1</b> meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. | <b>0</b> has not completed defined outcomes. Tools, materials and/or processes are used inappropriately. |

**INTRODUCTORY CTR1210**

**INTERMEDIATE CTR2210**

**ADVANCED CTR3210**

| Minimum Standard Rating<br><b>1</b>   | <i>Safety Practices</i> | Observed Performance Rating | Minimum Standard Rating<br><b>2</b>  | <i>Safety Practices</i> | Observed Performance Rating | Minimum Standard Rating<br><b>3</b>   | <i>Safety Practices</i> | Observed Performance Rating |
|---|-------------------------|-----------------------------|--|-------------------------|-----------------------------|---|-------------------------|-----------------------------|
| <i>The student is able to:</i><br><input type="checkbox"/> explain the role of detectors in preventing burn injuries and death<br><input type="checkbox"/> demonstrate safe practices to prevent burn injuries or death<br><input type="checkbox"/> explain the need for personal protective equipment<br><input type="checkbox"/> identify the advantages of participating in a back care program<br><input type="checkbox"/> identify and describe health and safety stakeholders<br><input type="checkbox"/> identify legislation relating to health and safety<br><input type="checkbox"/> explain the responsibility of each major stakeholder in the workplace. |                         |                             | <i>The student is able to:</i><br><input type="checkbox"/> explain the role of ergonomics in the workplace<br><input type="checkbox"/> identify:<br>- farm hazards<br>- fire hazards (elements, prevention, extinguishing methods)<br>- electrical hazards (residence, school, workplace)<br>- confined space hazards<br>- areas of responsibility for transporting dangerous goods<br><input type="checkbox"/> explain the need for and demonstrate the use of personal protective equipment in:<br>- farm work<br>- fire<br>- electricity<br>- space confinement<br>- safety in transporting dangerous goods.<br><input type="checkbox"/> explain the need for confined space legislation and standards. |                         |                             | <i>The student is able to:</i><br><input type="checkbox"/> specify safety standards for a selected business/industry<br><input type="checkbox"/> explain safety management practices for a selected business/industry<br><input type="checkbox"/> prepare a safety program (in consultation with stakeholders) for a teacher-approved business operation to Safety Program Checklist standards. |                         |                             |

| Minimum Standard Rating<br><b>1</b>  | <i>Health and Safety Plan</i> | Observed Performance Rating | Minimum Standard Rating<br><b>2</b>   | <i>Health and Safety Plan</i> | Observed Performance Rating | Minimum Standard Rating<br><b>3</b>  | <i>Health and Safety Plan</i>          | Observed Performance Rating |
|--|-------------------------------|-----------------------------|---|-------------------------------|-----------------------------|--|--|-----------------------------|
| <p><i>The student is able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> develop a plan to address hazards found in a work environment</li> <li><input type="checkbox"/> meet the standards specified by                             <ul style="list-style-type: none"> <li>- Workers' Compensation Board</li> <li>- Occupational Health and Safety</li> <li>- Workplace Hazardous Materials Information System</li> <li>- Materials Safety Data sheets</li> </ul> </li> <li><input type="checkbox"/> identify ways workers can receive information about chemical hazards</li> <li><input type="checkbox"/> explain how hazardous chemicals can enter the body.</li> </ul> |                               |                             | <p><i>The student is able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> develop a plan to be used before entering a given confined space</li> <li><input type="checkbox"/> identify the hazards associated with confined spaces</li> <li><input type="checkbox"/> identify what tests should be completed before entering that confined space</li> <li><input type="checkbox"/> describe the major causes of farm injuries</li> <li><input type="checkbox"/> demonstrate appropriate safety practices in a confined space situation.</li> </ul> |                               |                             | <p><i>The student is able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> develop a safety plan for a selected business/industry</li> <li><input type="checkbox"/> specify safety management practices to be used</li> <li><input type="checkbox"/> cite standards for the selected business/industry</li> <li><input type="checkbox"/> list documentation required.</li> </ul>  |  |                             |
| Minimum Standard Rating<br><b>3</b>  | <i>Emergency First Aid</i>    | Observed Performance Rating |   |                               |                             | Minimum Standard Rating<br><b>3</b>  | <i>Accident/Incident Investigation</i> | Observed Performance Rating |
| <p><i>The student is able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> complete a recognized first aid course at the "standard" level.</li> </ul>   |                               |                             |   |                               |                             | <p><i>The student is able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> identify the basic elements of an accident/incident by including:                             <ul style="list-style-type: none"> <li>- identifying relevant information</li> <li>- describing accident/incident in detail</li> <li>- causation factors</li> <li>- recommendations and follow-up procedures</li> <li>- sign off procedures</li> </ul> </li> <li><input type="checkbox"/> investigate an accident/incident by:                             <ul style="list-style-type: none"> <li>- determining factors contributing to the accident/incident</li> <li>- recommending preventative measures of similar accidents/incidents.</li> </ul> </li> </ul> |  |                             |

**COMMENTS:**

**CAREER EXTENSIONS PROJECT MODULES**

**CTR: PROJECT**

(Note: This assessment tool may be used to assess student performance in any of the project modules at the introductory, intermediate or advanced levels.)

**Module(s):** \_\_\_\_\_ **Theme:** Career Extensions **Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

|  |   |   |   |   |  |
|--|---|---|---|---|--|
| <b>Standards</b>                           | Students working <u>at or above standard</u> must demonstrate the outcomes outlined in the checklist below. The minimum standard for each category is indicated on the left for introductory, intermediate and advanced level modules. The rating defines the levels of competency development.   |   |   |   |  |
| <b>Rating Scale</b><br><i>The student:</i> | <b>4</b> exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. | <b>3</b> meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. | <b>2</b> meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. | <b>1</b> meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. | <b>0</b> has not completed defined outcomes. Tools, materials and/or processes are used inappropriately. |

**INTRODUCTORY CTR1110, 1120**

**INTERMEDIATE CTR2110, 2120, 2130, 2140, 2150**

**ADVANCED CTR3110, 3120, 3130, 3140, 3150**

| Minimum Standard Rating  | Project Proposal | Observed Performance Rating | Minimum Standard Rating  | Project Proposal | Observed Performance Rating | Minimum Standard Rating   | Project Proposal | Observed Performance Rating |
|--|------------------|-----------------------------|--|------------------|-----------------------------|---|------------------|-----------------------------|
| <b>1</b>   |                  |                             | <b>2</b>   |                  |                             | <b>3</b>  |                  |                             |
| <i>The student is able to:</i><br><input type="checkbox"/> accurately describe a project with a definition and a plan. |                  |                             | <i>The student is able to:</i><br><input type="checkbox"/> accurately describe a project with a definition and a plan. |                  |                             | <i>The student is able to:</i><br><input type="checkbox"/> accurately describe a project with a definition and a plan with criteria stated. |                  |                             |

CAREER EXTENSIONS PROJECT MODULES (continued)

CTR: PROJECT

| Minimum Standard Rating<br><b>1</b>  | <i>Project Management</i> | Observed Performance Rating | Minimum Standard Rating<br><b>2</b>   | <i>Project Management</i> | Observed Performance Rating | Minimum Standard Rating<br><b>3</b>   | <i>Project Management</i> | Observed Performance Rating |
|--|---------------------------|-----------------------------|---|---------------------------|-----------------------------|---|---------------------------|-----------------------------|
| <p><i>The student is able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> prepare self for lesson</li> <li><input type="checkbox"/> organize and work in an orderly manner</li> <li><input type="checkbox"/> carry out instructions accurately</li> <li><input type="checkbox"/> use time effectively</li> <li><input type="checkbox"/> meet standards in clean-up</li> <li><input type="checkbox"/> demonstrate high standards in attendance and punctuality.</li> </ul>          |                           |                             | <p><i>The student is able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> prepare self for lesson</li> <li><input type="checkbox"/> organize and work in an orderly manner</li> <li><input type="checkbox"/> interpret and carry out instructions accurately</li> <li><input type="checkbox"/> plan and use time effectively</li> <li><input type="checkbox"/> meet standards in clean-up</li> <li><input type="checkbox"/> demonstrate high standards in attendance and punctuality</li> <li><input type="checkbox"/> adhere to routine procedures.</li> </ul>             |                           |                             | <p><i>The student is able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> prepare self for lesson</li> <li><input type="checkbox"/> organize and work in an orderly manner</li> <li><input type="checkbox"/> interpret and carry out instructions accurately</li> <li><input type="checkbox"/> plan and use time effectively and in a logical sequence</li> <li><input type="checkbox"/> meet standards in clean-up</li> <li><input type="checkbox"/> demonstrate high standards in attendance and punctuality</li> <li><input type="checkbox"/> minimize waste of supplies</li> <li><input type="checkbox"/> excel at setting and meeting goals, doing tasks, setting high standards and paying attention to important details.</li> </ul> |                           |                             |
| Minimum Standard Rating<br><b>2</b>  | <i>Project Safety</i>     | Observed Performance Rating | Minimum Standard Rating<br><b>3</b>   | <i>Project Safety</i>     | Observed Performance Rating | Minimum Standard Rating<br><b>3</b>   | <i>Project Safety</i>     | Observed Performance Rating |
| <p><i>The student is able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> choose and use appropriate tools and equipment</li> <li><input type="checkbox"/> recognize hazards</li> <li><input type="checkbox"/> maintain a clean and tidy workstation</li> <li><input type="checkbox"/> demonstrate acceptable practices concerning the use and handling of proper materials</li> <li><input type="checkbox"/> demonstrate equipment and/or tools usage and maintenance.</li> </ul> |                           |                             | <p><i>The student is able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> choose and use appropriate tools and equipment</li> <li><input type="checkbox"/> recognize potential hazards and takes the necessary precautions</li> <li><input type="checkbox"/> maintain a clean and tidy workstation and participate in lab clean-up activities</li> <li><input type="checkbox"/> demonstrate acceptable practices concerning the use and handling of proper materials</li> <li><input type="checkbox"/> demonstrate equipment and/or tools usage and maintenance.</li> </ul> |                           |                             | <p><i>The student is able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> choose and use appropriate tools and equipment</li> <li><input type="checkbox"/> identify potential hazards and risks, wear appropriate protective equipment when necessary</li> <li><input type="checkbox"/> keep workstation free from unnecessary materials and willingly participate in the overall lab clean-up</li> <li><input type="checkbox"/> handle and prepare materials with due care for self and others</li> <li><input type="checkbox"/> follow accepted practice for safe use and maintenance of equipment and tools.</li> </ul>  |                           |                             |
| Minimum Standard Rating<br><b>1</b>  | <i>Project Completion</i> | Observed Performance Rating | Minimum Standard Rating<br><b>2</b>   | <i>Project Completion</i> | Observed Performance Rating | Minimum Standard Rating<br><b>3</b>   | <i>Project Completion</i> | Observed Performance Rating |
| <p><i>The student is able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> set goals and follow instructions accurately</li> <li><input type="checkbox"/> adhere to established timelines</li> <li><input type="checkbox"/> respond to directed questions and follow necessary steps to find answers</li> <li><input type="checkbox"/> use time effectively</li> <li><input type="checkbox"/> meet goals.</li> </ul>  |                           |                             | <p><i>The student is able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> set goals and establish steps to achieve them</li> <li><input type="checkbox"/> create and adhere to useful timelines</li> <li><input type="checkbox"/> plan and use time effectively</li> <li><input type="checkbox"/> meet all goals.</li> </ul>  |                           |                             | <p><i>The student is able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> set goals and standards and establish steps to achieve them</li> <li><input type="checkbox"/> create and adhere to established timelines</li> <li><input type="checkbox"/> plan and use time effectively, prioritizing tasks on a consistent basis</li> <li><input type="checkbox"/> meet goals to established standards.</li> </ul>  |                           |                             |



CAREER EXTENSIONS PROJECT MODULES (continued)

CTR: PROJECT

| Minimum Standard Rating<br><b>1</b>  | <i>Project Presentation</i> | Observed Performance Rating | Minimum Standard Rating<br><b>2</b>   | <i>Project Presentation</i> | Observed Performance Rating | Minimum Standard Rating<br><b>3</b>  | <i>Project Presentation</i> | Observed Performance Rating |
|--|-----------------------------|-----------------------------|---|-----------------------------|-----------------------------|--|-----------------------------|-----------------------------|
| <p><i>The student is able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate effective use of at least one medium of communication; e.g.:                             <ul style="list-style-type: none"> <li>- <u>written</u>: spelling, punctuation, grammar, basic format</li> <li>- <u>oral</u>: voice projection, body language</li> <li>- <u>audio/visual</u>: techniques, tools</li> </ul> </li> <li><input type="checkbox"/> use correct grammatical convention and technical terms</li> <li><input type="checkbox"/> provide an introduction that describes the purpose of the project</li> <li><input type="checkbox"/> communicate information in a logical sequence</li> <li><input type="checkbox"/> state a conclusion</li> <li><input type="checkbox"/> provide a reference list of two or more basic information sources.</li> </ul> |                             |                             | <p><i>The student is able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate effective use of at least two mediums of communication; e.g.:                             <ul style="list-style-type: none"> <li>- <u>written</u>: spelling, punctuation, grammar, basic format</li> <li>- <u>oral</u>: voice projection, body language, appearance</li> <li>- <u>audio-visual</u>: techniques, tools, clarity</li> </ul> </li> <li><input type="checkbox"/> use correct grammatical convention and technical standards in most levels of communication</li> <li><input type="checkbox"/> provide an introduction that describes the purpose and scope of the project</li> <li><input type="checkbox"/> communicate ideas into a logical sequence with sufficient supporting details</li> <li><input type="checkbox"/> state a conclusion</li> <li><input type="checkbox"/> provide a reference list of three or more basic information sources.</li> </ul> |                             |                             | <p><i>The student is able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate effective use of a variety of mediums of communication; e.g.:                             <ul style="list-style-type: none"> <li>- <u>written</u>: spelling, punctuation, grammar, format</li> <li>- <u>oral</u>: voice projection, body language, appearance, enthusiasm, evidence of prior practice</li> <li>- <u>audio-visual</u>: techniques, tools, clarity, speed and pacing</li> </ul> </li> <li><input type="checkbox"/> use correct grammatical convention and technical standards in all levels of communication</li> <li><input type="checkbox"/> provide an introduction that describes the purpose and scope of the project</li> <li><input type="checkbox"/> communicate ideas into a logical sequence with sufficient supporting details</li> <li><input type="checkbox"/> state a conclusion</li> <li><input type="checkbox"/> provide a reference list of three or more basic information sources.</li> </ul> |                             |                             |

**COMMENTS:**

**Rating Scale**

| Competency Level | Correct Answers |
|------------------|-----------------|
| 5 Excellent      | 18-21           |
| 4 Above Standard | 15-17           |
| 3 At Standard    | 11-14           |
| 2 Below Standard | 8-10            |
| 1 Repeat Unit    | 0-7             |

To qualify for credentialling, the student must attain a competency of 4 or 5.

1. In the event of a serious accident or injury at a work site, who is responsible for investigating and reporting it under the *OH&S Act*?
  - A. an OH&S officer
  - B. the victim
  - C. the employer
  - D. everyone at the work site
2. Which of the following hazards would not be covered under the OH&S regulations?
  - A. noise exposure
  - B. exposure to radioactivity
  - C. farm hazards
  - D. toxic chemical exposure
3. The main purpose of the OH&S legislation is to:
  - A. define standards and responsibilities
  - B. tell the worker how to do his or her job
  - C. tell managers how to manage their work sites
  - D. all of the above
4. Which of the following defines a competent worker?
  - A. adequately qualified
  - B. suitably trained
  - C. sufficiently experienced
  - D. all of the above

5. Which of the following types of accident should be investigated?
- A. injury accident
  - B. lost time accident
  - C. material and equipment damage
  - D. all of the above
6. The *Occupational Health and Safety Act* requires the employer to do which of the following things when there has been an accident resulting in a serious injury at his or her work site?
- A. notify a Director of Inspection as to the time, place and nature of the accident
  - B. carry out an investigation into the circumstances surrounding the accident
  - C. prepare a report in accordance with the regulations
  - D. all of the above
7. Which of the following operation(s) requires a code of practice?
- A. work that by regulation requires a safe work procedure
  - B. work that requires a worker who is competent under the regulation
  - C. work undertaken in confined spaces
  - D. all of the above
8. Which of the following have to be considered as potential work hazards?
- A. harmful substances
  - B. radiation
  - C. noise
  - D. all of the above
9. The primary routes of entry of harmful substances into the body are:
- A. eyes, skin, ingestion and inhalation
  - B. inhalation, absorption through the liver and kidneys, ingestion
  - C. skin absorption, ingestion, inhalation, injection
  - D. none of the above
10. Which of the following are employer or worker responsibilities under the Chemical Hazard Regulation?
- A. control of sources of contamination in excess of the occupational exposure limits
  - B. provide respiratory protective equipment
  - C. participate in employee training
  - D. all of the above

11. Which of the following methods of control is generally regarded to be the least desirable?
- A. ventilation
  - B. chemical substitution
  - C. personal protective equipment
  - D. administrative controls
12. Occupational Health Hazards are addressed by regulations. Which of the following hazards are not covered by OH&S regulations?
- A. noise exposure
  - B. exposure to radioactive materials
  - C. amount of weight a worker can lift
  - D. toxic chemical exposure
13. Employers must select their own specific standards to comply with regulations when:
- A. there is an existing regulation standard
  - B. equipment meeting the required external standard is no longer available
  - C. the regulation requires a level of performance to be met
  - D. none of the above
14. Which of the following is not an external industrial standards used in the General Safety Regulation?
- A. ANSI (American National Standards Institute)
  - B. NFPA (National Fire Protection Associations)
  - C. SAE (Society of Automotive Engineers)
  - D. UBC (United Brotherhood of Carpenters)
15. Which of the following activities is not assigned by regulation to the employer?
- A. providing equipment that is in safe condition
  - B. ensuring a worker uses equipment safely
  - C. checking that no worker can be injured before a worker starts up machinery
  - D. establishing a code of practice for respiratory protective equipment
16. Which of the following conditions would not require a workplace label on a decanting container?
- A. when the decanting container is filled directly from the supplier labelled container
  - B. when the decanting container is used by several different people in the work area
  - C. when the material in the decanting container is used immediately
  - D. none of the above

17. Which of the following sections in an MSDS would include data on the immediate and delayed hazardous effects of a chemical?
- A. the radioactivity data section
  - B. the toxicological properties section
  - C. the preventive measures section
  - D. the physical characteristics section
18. Which of the following sections in an MSDS would include information on the appearance and odour of a chemical?
- A. the toxicological properties section
  - B. the fire and explosion data section
  - C. the reactivity data section
  - D. the physical characteristics section
19. The Workers' Compensation Board is designed to:
- A. provide no-fault accident insurance for employees
  - B. protect employers from injury-related law suits
  - C. refer questions relative to workplace injuries to a board rather than to the courts
  - D. all of the above
20. When a worker is injured on a workplace, which of the following forms must be completed by the injured worker?
- A. Employer's Report of Accident
  - B. Employee's Report of Accident
  - C. Insurance Claim
  - D. Will
21. When a worker is injured in a workplace, which of the following forms must be completed by the employer?
- A. Employer's Report of Accident
  - B. Employee's Report of Accident
  - C. Insurance Claim
  - D. Will

**ANSWER KEY**

**CTR1210-3**

**Multiple Choice Test**

1. C
2. C
3. A
4. D
5. D
6. D
7. C
8. D
9. A
10. D
11. C
12. C
13. C
14. D
15. C
16. C
17. B
18. D
19. D
20. B
21. A

| Competency   | Rating Scale |   |   |   |   |
|--|--------------|---|---|---|---|
|  | 4            | 3 | 2 | 1 | 0 |
| 1. Define ergonomics.  |              |   |   |   |   |
| 2. Describe the principle of ergonomics.   |              |   |   |   |   |
| 3. List a minimum of two examples of how the ergonomic principle is applied in a selected workplace. |              |   |   |   |   |
| 4. Describe how ergonomics may be further applied in the selected workplace.                         |              |   |   |   |   |

**Rating Scale**

Indicate the level of competency for each task by checking the appropriate box.

*The student:*

- 4** exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.
- 3** meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.
- 2** meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.
- 1** meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.
- 0** has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

To qualify for credentialling, the student must attain a minimum rating of 2 in each competency.

**Ergonomic Rating Scale**

1. The science dealing with adapting the work environment to meet human needs.
  
2. Fit the task to the worker, rather than the worker to the task.
  
3. Examples:
  - adjustable furniture
  - appropriate lighting
  - control clustering
  - placement of control indicators
  - accessibility of work interface
  - not exceeding personal limitations
  
4. Examples:
  - ergonomic keyboards
  - ergonomic chairs
  - lighting controls



**Scenario**

A Jones & Smith Co. Employee was admitted to City Hospital Wednesday after he inhaled the toxic fumes of a cleaning liquid. A hospital spokesman said the employee was listed in serious condition. Two others were treated for chemical inhalation and are reported in satisfactory condition.

The accident occurred at 11:00 while the three workers were using a potent fluid to clean a 5 m deep pit. Reports state that the inhalation of the chemical chlorothene caused the one worker to go into cardiac arrest. The report further states the workers were found some time later by a passer-by.

**Questions**

1. Is the occurrence describe above an:
  - a. accident
  - b. incident
  
2. List a minimum of three unsafe acts or conditions.
  - a.
  - b.
  - c.
  
3. List and describe a minimum of four hazard controls needed to prevent a similar accident.
  - a.
  - b.
  - c.
  - d.

**Scenario Assessment Tool**

1. Accident, because personal injury occurred. (100% accuracy)
  
2. Causation:
  - a. inadequate PPE
  - b. exposure to hazardous conditions (environment)
  - c. inadequate ventilation
  - d. possible lack of adequate written company policy on confined space entry
  - e. lack of an assistant on the outside of the pit
  - f. inadequate training of personnel, including not being familiar with the MSDS on chloroethene
  
3. Hazard controls:
  - a. adequate PPE
  - b. substitution of a nontoxic cleaning material
  - c. provide proper ventilation into the pit
  - d. adequate written company policy
  - e. have an assistant outside of the pit ready to provide assistance
  - f. proper training programs

**Rating Scale**

To qualify for credentialling, the student must answer all questions correctly.

**Multiple Choice**

1. Which of the following is not a basic need of a fire?
  - A. oxygen
  - B. carbon dioxide
  - C. fuel
  - D. heat
  
2. TDG stands for:
  - A. Transporting Damaged Goods
  - B. Transportation of Dangerous Goods
  - C. Transferring of Dangerous Goods
  - D. Transferring of Damaged Goods
  
3. The placard that has a skull and cross bones on it means that the contents are:
  - A. dangerous
  - B. poisonous
  - C. combustible
  - D. a gas
  
4. The placard that has fire on it means that the contents are:
  - A. dangerous
  - B. poisonous
  - C. combustible
  - D. a gas
  
5. The person who is transporting the goods is called the:
  - A. consignor
  - B. carrier
  - C. consignee
  - D. trucker

6. The person who is to receive the goods is called the:
- A. consignor
  - B. consignee
  - C. carrier
  - D. trucker
7. The person who is to ship the goods is called the:
- A. consignor
  - B. consignee
  - C. carrier
  - D. trucker
8. A confined space has:
- A. inadequate access
  - B. inadequate egress
  - C. potentially hazardous environment
  - D. all of the above
9. In TDG, PIN stands for:
- A. personal identification number
  - B. product identification number
  - C. package identification number
  - D. none of the above
10. Dangerous goods are divided into areas according to the primary hazards of the material. These are called:
- A. divisions
  - B. classes
  - C. segregation
  - D. partitions

## True Or False

- T F 1. A “confined space” is any area with limited entry and exit, which contains known and potential hazards and which is not designated for continuous human occupancy.
- T F 2. Before entering a confined space, an entry permit must be obtained and completed.
- T F 3. The two major factors that lead to fatalities when working in confined spaces are failure to recognize hazards and incorrect rescue attempts.
- T F 4. Oxygen and other atmospheric tests should be conducted in more than one location.
- T F 5. A “hot work” permit must be obtained before entering a confined space that has an average temperature in excess of 90° F.
- T F 6. Testing of the atmosphere within a confined space should be conducted to determine any hazards of flammability, an excess or deficiency of oxygen, toxic vapours or gases, as well as toxic substances that can be absorbed through the skin.
- T F 7. The permissible exposure level represents the level of atmospheric concentrations to which a person may be repeatedly exposed without suffering adverse health affects.
- T F 8. A person’s size or strength would prohibit participation in confined space operations.
- T F 9. Isolate a confined space prior to entry by disconnecting/blanking off all pipe connections
- T F 10. The term standby refers to the individual responsible for observing and maintaining communications with those inside of the confined space.
- T F 11. A confined space should be purged and cleaned prior to entry to remove any tank residues and reduce the possibility of harmful contact with toxic materials.
- T F 12. When a standby observes that an individual within the confined space has been overcome, the standby should sound the alarm.
- T F 13. Either a self-contained breathing apparatus (SCBA) or an air-line respirator with an emergency escape bottle is required if entry into an IDLH (immediately dangerous to life or health) is necessary.

- T F 14. An oxygen deficiency is present if the percentage of oxygen is below 19.5%.
- T F 15. Fire requires fuel, oxygen and heat for ignition to occur. Take away one and the fire cannot occur.
- T F 16. Fire needs an atmosphere of 21% oxygen—the same as the air we breath—to sustain ignition.
- T F 17. Class A fires are fueled by ordinary combustible or fibrous material, such as wood, paper, cloth and some plastics.
- T F 18. Class B fires include flammable or combustible liquids, greases and gases, such as gasoline, paint and propane.
- T F 19. Class C fires include electrical equipment such as motors and heaters that are not connected to a power source.
- T F 20. Combustible metals (Class D) are difficult to extinguish, because once ignited, they give off sufficient oxygen to support combustion.
- T F 21. Class D fires can be extinguished with water.
- T F 22. Keeping the work area free of litter is one way to help prevent Class A fires.
- T F 23. Gasoline-powered equipment can be refueled while hot if refueling is done in a well-ventilated area.
- T F 24. Heat from an uncovered light bulb can easily ignite ordinary combustibles.
- T F 25. A spark from a rough-running motor can ignite the oil and dust in it.
- T F 26. You may use a higher amp-fuse than is specified for an electrical circuit if you first tag the fuse box to mark the change.
- T F 27. Unusual odours from electrical equipment can be the first sign of a potential fire.
- T F 28. If the fire you are fighting begins to spread, leave the area and call for help.
- T F 29. Use water extinguishers on energized electrical equipment.
- T F 30. An Emergency Action Plan should designate people to evacuate all people with disabilities in the building.

- T F 31. Fire drills are necessary to test the Emergency Action Plan.
- T F 32. The last person to evacuate a room should lock the door to prevent vandalism or theft of equipment.
- T F 33. Elevators may be used to evacuate a building as long as they remain operable.
- T F 34. The power needed to turn on a light bulb is more than enough to kill a person.

**Theory Test**

**Multiple Choice**

1. B
2. B
3. B
4. C
5. B
6. B
7. A
8. D
9. B
10. B

**True or False**

- |          |           |           |
|----------|-----------|-----------|
| 1. True  | 13. True  | 25. True  |
| 2. False | 14. True  | 26. False |
| 3. True  | 15. True  | 27. True  |
| 4. True  | 16. False | 28. True  |
| 5. False | 17. True  | 29. False |
| 6. True  | 18. True  | 30. True  |
| 7. True  | 19. False | 31. True  |
| 8. True  | 20. True  | 32. False |
| 9. True  | 21. False | 33. False |
| 10. True | 22. True  | 34. True  |
| 11. True | 23. False |           |
| 12. True | 24. True  |           |



| Competency   | Rating Scale |   |   |   |   |
|--|--------------|---|---|---|---|
|  | 4            | 3 | 2 | 1 | 0 |
| 1. Check gauge on extinguisher.                                    |              |   |   |   |   |
| 2. Remove pin.   |              |   |   |   |   |
| 3. Stand off an appropriate distance from fire.                    |              |   |   |   |   |
| 4. Activate extinguisher.  |              |   |   |   |   |
| 5. Use sweeping motion at base of fire until fire is extinguished. |              |   |   |   |   |
| 6. Back away from site of fire.                                    |              |   |   |   |   |
| Optional<br>Refill extinguisher.                                   |              |   |   |   |   |

**Rating Scale**

Indicate the level of competency for each task by checking the appropriate box.

*The student:*

- 4** exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.
- 3** meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.
- 2** meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.
- 1** meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.
- 0** has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

To qualify for credentialling, the student must attain a minimum rating of 2 in each competency.

| Competency   | Rating Scale |   |   |   |   |
|--|--------------|---|---|---|---|
|  | 4            | 3 | 2 | 1 | 0 |
| 1. Define loss control.  |              |   |   |   |   |
| 2. For a selected work site:   |              |   |   |   |   |
| a. obtain and analyze accident and incident records for previous year            |              |   |   |   |   |
| b. describe causes of accidents/incidents analyzed                               |              |   |   |   |   |
| c. specify types of safety standards employed in this workplace                  |              |   |   |   |   |
| d. describe practices implemented to help prevent reoccurrence of incidents.     |              |   |   |   |   |
| 3. Prepare and present a report of loss control measures used in this workplace. |              |   |   |   |   |

**Rating Scale**

Indicate the level of competency for each task by checking the appropriate box.

*The student:*

- 4** exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.
- 3** meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.
- 2** meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.
- 1** meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.
- 0** has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

To qualify for credentialling, the student must attain a minimum rating of 3 in each competency.

**Loss Control Rating Scale**

1. Loss control are measures taken to prevent, reduce or eliminate unplanned events and wastage of resources.
2.
  - a. The student should attempt to obtain data from his or her selected workplace. If access to this data is not possible, the teacher should provide the student with alternative data.
  - b. Statements of causation should include references to:
    - direct causes; e.g., struck by an object, fell from a height
    - root causes; e.g., lack of training, inadequate equipment
    - systemic causes (lack of controls); e.g., management practices, failure to develop and/or implement safety policy.
  - c. Examples of safety standards include:
    - Canadian Standards Association (CSA)
    - Underwriters Laboratories (UL)
    - National Fire Protection Association (NFPA)
    - Alberta Recommended Practices (ARP)
    - General Safety Regulations (GSR).
  - d. The student should discuss the range of corrective actions taken by persons in the workplace to prevent the recurrence of specified incidents; e.g.:
    - improved training
    - installation of guarding
    - safe-work procedures
    - use of PPE
    - material substitutions
    - ergonomic controls.
3. Report Presentation
  - a. Organization
  - b. Creativity/impact
  - c. Key issues addressed:
    - fire prevention
    - security systems
    - employee training systems
    - management commitment
    - material controls.

Elements of Effective Safety Investigation

| Competency   | Rating Scale |   |   |   |   |
|--|--------------|---|---|---|---|
|  | 4            | 3 | 2 | 1 | 0 |
| <p><b>1. Responds to the emergency promptly and positively.</b></p> <ul style="list-style-type: none"> <li>a. Takes control at the scene</li> <li>b. Ensures first aid and calls for emergency services</li> <li>c. Controls potential secondary accidents</li> <li>d. Identifies sources of evidence at the scene</li> <li>e. Preserves evidence from alteration or removal</li> <li>f. Investigates to determine loss potential.</li> </ul>  |              |   |   |   |   |
| <p><b>2. Collects pertinent information.</b></p> <ul style="list-style-type: none"> <li>a. Gets “the big picture” first</li> <li>b. Interviews witnesses separately</li> <li>c. Interviews on-site whenever feasible</li> <li>d. Puts the person at ease</li> <li>e. Gets the individual’s version</li> <li>f. Asks questions at the right time</li> <li>g. Gives the witness feedback of understanding</li> <li>h. Records (in writing) critical information quickly</li> <li>i. Uses visual aids</li> <li>j. Uses re-enactment sparingly and carefully</li> <li>k. Ends on a positive note</li> <li>l. Keeps the communication line open.</li> </ul> |              |   |   |   |   |
| <p><b>3. Analyzes and evaluates all significant causes.</b></p> <ul style="list-style-type: none"> <li>a. Uses the cause and effect (domino) sequence</li> <li>b. Makes a causal factor outline</li> <li>c. Covers immediate causes or symptoms (substandard acts and conditions)</li> <li>d. Covers basic or underlying causes (personal factors and job factors)</li> <li>e. Determines the critical causes</li> <li>f. Covers deficiencies in the management system (inadequate program, inadequate standards, inadequate compliance with standards).</li> </ul>  |              |   |   |   |   |
| <p><b>4. Develops and takes remedial actions.</b></p> <ul style="list-style-type: none"> <li>a. Considers alternative controls</li> <li>b. Lowers the likelihood of occurrence</li> <li>c. Reduces the potential severity of loss</li> <li>d. Takes temporary actions immediately</li> <li>e. Takes permanent actions as soon as possible</li> <li>f. Documents with written report.</li> </ul>  |              |   |   |   |   |

| Competency  | Rating Scale |   |   |   |   |
|---|--------------|---|---|---|---|
|   | 4            | 3 | 2 | 1 | 0 |
| <p><b>5. Reviews findings and recommendations.</b></p> <p>a. Has every report reviewed by the next higher level manager</p> <p>b. Assesses the quality of the reports and coaches for improvement.</p>  |              |   |   |   |   |
| <p><b>6. Follow through.</b></p> <p>a. Conducts investigation review meetings</p> <p>b. Monitors implementation of remedial/preventative actions</p> <p>c. Analyzes data for trends</p> <p>d. Profits from prompt and positive changes based on reviews, analysis and experience.</p> |              |   |   |   |   |

**Rating Scale**

Indicate the level of competency for each task by checking the appropriate box.

*The student:*

- 4** exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.
- 3** meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.
- 2** meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.
- 1** meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.
- 0** has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

To qualify for credentialling, the student must attain a minimum rating of 3 in each competency.

**SAFETY PROGRAM**

**CTR3210-3**

The student’s safety program should contain a variety of elements including, at least, the following eight.

| Competency  | Rating Scale |   |   |   |   |
|---|--------------|---|---|---|---|
|   | 4            | 3 | 2 | 1 | 0 |
| 1. Organizational policy and commitment clearly stated in written form.   |              |   |   |   |   |
| 2. Process for identifying and recording hazards clearly established.   |              |   |   |   |   |
| 3. Process for controlling hazards specified.   |              |   |   |   |   |
| 4. Procedure for ongoing safety inspections established.  |              |   |   |   |   |
| 5. Procedure for worker:<br>a. Competency assessment criteria established<br>b. Upgrading/training established. |              |   |   |   |   |
| 6. Emergency response procedure clearly specified.  |              |   |   |   |   |
| 7. Policy and procedures for accident/incident investigation clearly specified.                                 |              |   |   |   |   |
| 8. Roles and responsibilities for workplace health and safety program administrators clearly indicated.         |              |   |   |   |   |

**Rating Scale**

Indicate the level of competency for each task by checking the appropriate box.

*The student:*

- 4** exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.
- 3** meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.
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- 0** has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

To qualify for credentialling, the student must attain a minimum rating of 3 in each competency.

**Safety Program Rating Scale**

1. Organizational policy and commitment must be:
  - a. written in any of the following forms:
    - mission statement
    - policy statements
  - b. supported and signed by senior executives.
2. The process for identifying and recording of hazards should:
  - a. be in writing
  - b. specify actions when equipment or operational procedures change
  - c. rank hazards as high, medium, low.
3. Indicate procedure for controlling hazards based upon their rank; e.g., safe work procedures.
4. Specify:
  - a. when safety inspections must be performed
  - b. who performs safety inspections
  - c. how safety inspections are to be conducted
  - d. where safety inspections must/should be conducted
  - e. what to look for when performing a safety inspection.
5. For the selected workplace, specify in writing:
  - a. expected worker competencies for critical tasks
  - b. upgrading, training, inservices expected and provided; e.g., maintain records of safety training provided.
6. For the selected workplace, specify in writing required responses to anticipated emergencies; e.g.,
  - fire
  - explosion
  - chemical leaks
  - cave-ins
  - worker injury.
7. For the selected workplace, specify in writing policy and procedures for:
  - types of incidents that must be investigated
  - who is to perform each type of investigation
  - who reviews reports
  - who recommends corrective action
  - documentation to be used when recording investigation information.
8. For the selected workplace, specify in writing who is responsible for the administration of the health and safety program; e.g., safety coordinator, human resource officer, occupational health and safety coordinator, industrial hygienist.





# CAREER TRANSITIONS

## SECTION H: LINKAGES/TRANSITIONS

This section of the Guide has been designed to provide an overview of linkages and transitions of CTS modules with a number of organizations. The charts and information presented in this section will assist CTS students and teachers in understanding the potential application of CTS modules as students move into the workplace.

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# LINKAGES/TRANSITIONS

## LINKAGES

### With Other CTS Strands

The Career Transitions strand provides career-readiness project, practicum, safety and leadership modules that may be combined with modules in other CTS strand to increase opportunity for students to develop expertise and refine their competencies. For example, a plant production or landscape venture from the Agriculture strand may require more than the 25, 50 or 75 hours available through modules by that name. In these cases, project and/or practicum modules from the Career Transitions strand can be accessed so as to provide sufficient time for completion of learning and the task.

Career Transitions modules can be linked to modules in all other CTS strands. **Career Readiness** modules support other modules that involve students in any form of off-campus learning activities.

**Career Extensions** modules may be used to extend and enhance learning initiated in a module(s) from another CTS strand.

**Career Credentialling** modules may be used to provide opportunities for students to qualify for external credentials.

**Leadership and Safety** modules may be used to enhance life skills and employability in conjunction with modules from all other CTS strands.

A chart showing connections to other CTS strands is provided in this section.

Linkages of Career Transitions modules with other CTS strands are provided in this section (see “Career Transitions in Junior High” and “Career Transitions in Senior High”).

### With Other Secondary Programs

The Career Transitions may be linked with other core and complementary subject areas across the curriculum. These modules provide opportunities for students to extend and apply related knowledge

and skills in practical ways. Potential linkages of Career Transitions with other core and complementary subject areas across the curriculum are identified in this section (see “Career Transitions: Connections Across the Curriculum”).

## TRANSITIONS

### To the Workplace

Introductory, intermediate and advanced modules are designed to develop knowledge, skills and attitudes that facilitate transitions to occupations in Alberta’s workplaces. Some career sectors welcome individuals who have basic skills and other skills addressed in the Career Transitions strand; e.g., Safety and Leadership, and are prepared to learn through further training from the employer.

There are currently no direct linkages between the Career Transitions modules and post-secondary programs.

## CREDENTIALLING


Students may earn partial or complete credentials recognized in the workplace and/or post-secondary institutions by demonstrating specified competencies within the CTS curriculum. Career Transitions Modules can provide opportunities for students to develop competencies that link with a variety of external courses and credentials, including:


- First Aid certificate courses
- Job Safety Skills modules.

Teachers may wish to explore opportunities for linking modules in Career Transitions with these and/or other credentialling programs. Further information regarding credentialling in Career Transitions is provided in this section (see “Credentialling Opportunities in Career Transitions”).

**LINKAGES - Career Transitions: Connections with Other CTS Strands**

| Career Transitions Modules            | Other CTS Strands |                          |                  |                           |                     |                |                  |                      |                           |                 |                      |       |                     |          |                        |               |           |                          |           |                 |          |
|---------------------------------------|-------------------|--------------------------|------------------|---------------------------|---------------------|----------------|------------------|----------------------|---------------------------|-----------------|----------------------|-------|---------------------|----------|------------------------|---------------|-----------|--------------------------|-----------|-----------------|----------|
|                                       | Agriculture       | Communication Technology | Community Health | Construction Technologies | Cosmetology Studies | Design Studies | Energy and Mines | Electro-Technologies | Enterprise and Innovation | Fashion Studies | Financial Management | Foods | Fabrication Studies | Forestry | Information Processing | Legal Studies | Logistics | Management and Marketing | Mechanics | Tourism Studies | Wildlife |
| <b>Theme: Career Readiness</b>        |                   |                          |                  |                           |                     |                |                  |                      |                           |                 |                      |       |                     |          |                        |               |           |                          |           |                 |          |
| CTR1010: Job Preparation              |                   |                          |                  |                           |                     |                |                  |                      |                           |                 |                      |       |                     |          |                        |               |           |                          |           |                 |          |
| CTR2010: Job Maintenance              |                   |                          |                  |                           |                     |                |                  |                      |                           |                 |                      |       |                     |          |                        |               |           |                          |           |                 |          |
| CTR3010: Preparing for Change         |                   |                          |                  |                           |                     |                |                  |                      |                           |                 |                      |       |                     |          |                        |               |           |                          |           |                 |          |
| <b>Theme: Career Extensions</b>       |                   |                          |                  |                           |                     |                |                  |                      |                           |                 |                      |       |                     |          |                        |               |           |                          |           |                 |          |
| CTR1110: Project 1A                   |                   |                          |                  |                           |                     |                |                  |                      |                           |                 |                      |       |                     |          |                        |               |           |                          |           |                 |          |
| CTR1120: Project 1B                   |                   |                          |                  |                           |                     |                |                  |                      |                           |                 |                      |       |                     |          |                        |               |           |                          |           |                 |          |
| CTR2110: Project 2A                   |                   |                          |                  |                           |                     |                |                  |                      |                           |                 |                      |       |                     |          |                        |               |           |                          |           |                 |          |
| CTR2120: Project 2B                   |                   |                          |                  |                           |                     |                |                  |                      |                           |                 |                      |       |                     |          |                        |               |           |                          |           |                 |          |
| CTR2130: Project 2C                   |                   |                          |                  |                           |                     |                |                  |                      |                           |                 |                      |       |                     |          |                        |               |           |                          |           |                 |          |
| CTR2140: Project 2D                   |                   |                          |                  |                           |                     |                |                  |                      |                           |                 |                      |       |                     |          |                        |               |           |                          |           |                 |          |
| CTR2150: Project 2E                   |                   |                          |                  |                           |                     |                |                  |                      |                           |                 |                      |       |                     |          |                        |               |           |                          |           |                 |          |
| CTR3110: Project 3A                   |                   |                          |                  |                           |                     |                |                  |                      |                           |                 |                      |       |                     |          |                        |               |           |                          |           |                 |          |
| CTR3120: Project 3B                   |                   |                          |                  |                           |                     |                |                  |                      |                           |                 |                      |       |                     |          |                        |               |           |                          |           |                 |          |
| CTR3130: Project 3C                   |                   |                          |                  |                           |                     |                |                  |                      |                           |                 |                      |       |                     |          |                        |               |           |                          |           |                 |          |
| CTR3140: Project 3D                   |                   |                          |                  |                           |                     |                |                  |                      |                           |                 |                      |       |                     |          |                        |               |           |                          |           |                 |          |
| CTR3150: Project 3E                   |                   |                          |                  |                           |                     |                |                  |                      |                           |                 |                      |       |                     |          |                        |               |           |                          |           |                 |          |
| <b>Theme: Career Credentials</b>      |                   |                          |                  |                           |                     |                |                  |                      |                           |                 |                      |       |                     |          |                        |               |           |                          |           |                 |          |
| CTR3040: Practicum 3A                 |                   |                          |                  |                           |                     |                |                  |                      |                           |                 |                      |       |                     |          |                        |               |           |                          |           |                 |          |
| CTR3050: Practicum 3B                 |                   |                          |                  |                           |                     |                |                  |                      |                           |                 |                      |       |                     |          |                        |               |           |                          |           |                 |          |
| CTR3060: Practicum 3C                 |                   |                          |                  |                           |                     |                |                  |                      |                           |                 |                      |       |                     |          |                        |               |           |                          |           |                 |          |
| CTR3070: Practicum 3D                 |                   |                          |                  |                           |                     |                |                  |                      |                           |                 |                      |       |                     |          |                        |               |           |                          |           |                 |          |
| CTR3080: Practicum 3E                 |                   |                          |                  |                           |                     |                |                  |                      |                           |                 |                      |       |                     |          |                        |               |           |                          |           |                 |          |
| <b>Theme: Leadership</b>              |                   |                          |                  |                           |                     |                |                  |                      |                           |                 |                      |       |                     |          |                        |               |           |                          |           |                 |          |
| CTR1020: Leading by Example           |                   |                          |                  |                           |                     |                |                  |                      |                           |                 |                      |       |                     |          |                        |               |           |                          |           |                 |          |
| CTR2020: Taking the Lead              |                   |                          |                  |                           |                     |                |                  |                      |                           |                 |                      |       |                     |          |                        |               |           |                          |           |                 |          |
| CTR2030: Governance & Leadership      |                   |                          |                  |                           |                     |                |                  |                      |                           |                 |                      |       |                     |          |                        |               |           |                          |           |                 |          |
| CTR3020: Organizational Leadership    |                   |                          |                  |                           |                     |                |                  |                      |                           |                 |                      |       |                     |          |                        |               |           |                          |           |                 |          |
| CTR3030: Leading for Change           |                   |                          |                  |                           |                     |                |                  |                      |                           |                 |                      |       |                     |          |                        |               |           |                          |           |                 |          |
| <b>Theme: Job Safety Skills</b>       |                   |                          |                  |                           |                     |                |                  |                      |                           |                 |                      |       |                     |          |                        |               |           |                          |           |                 |          |
| CTR1210: Personal Safety (Management) |                   |                          |                  |                           |                     |                |                  |                      |                           |                 |                      |       |                     |          |                        |               |           |                          |           |                 |          |
| CTR2210: Workplace Safety Practices   |                   |                          |                  |                           |                     |                |                  |                      |                           |                 |                      |       |                     |          |                        |               |           |                          |           |                 |          |
| CTR3210: Safety Management Systems    |                   |                          |                  |                           |                     |                |                  |                      |                           |                 |                      |       |                     |          |                        |               |           |                          |           |                 |          |

Provides many direct links with content in this strand. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical situations. 

Provides some links with competencies developed in this strand, usually through the application of related technologies and/or processes. 

**LINKAGES - Career Transitions in Junior High**

| <u>Course Emphasis</u>    | <u>Career Transitions Modules</u>          | <u>Cosmetology Modules</u> | <u>Community Health Modules</u> |
|---------------------------|--|----------------------------|---------------------------------|
| Leadership<br>(3 modules) | Leading by Example<br>CTR1020              | Personal Images<br>COS1010 |                                 |
|                           | Taking the Lead<br>CTR2020                 |                            |                                 |
| Integrated<br>(4 modules) | Job Preparation<br>CTR1010                 | Personal Images<br>COS1010 |                                 |
|                           | Leading by Example<br>CTR1020              |                            |                                 |
|                           | Personal Safety<br>(Management)<br>CTR1210 |                            |                                 |
| Integrated<br>(5 modules) | Leading by Example<br>CTR1020              | Personal Images<br>COS1010 | Caring for Children<br>CMH1040  |
|                           | Taking the Lead<br>CTR2020                 |                            |                                 |
|                           | Personal Safety<br>(Management)<br>CTR1210 |                            |                                 |

**LINKAGES – Career Transitions in Senior High**

| <b>Area of Course Emphasis</b>                       | <b>Career Transitions Modules</b>  | <b>Work Experience</b>                                      | <b>RAP</b>   | <b>Other CTS Strands</b> |
|--|--|---|--|--------------------------|
| Career Readiness<br>(variable credits)               | CTR1010 Job Readiness<br>CTR2010 Job Maintenance   | 15, 25 or 35<br>(Available for 3 to 10 credits each course) | 15<br>25a<br>25b<br>25c<br>25d<br>35a<br>35b<br>35c<br>35d | All                      |
| Career Extensions (Projects)<br>(variable credits)   | CTR1110 Project 1A<br>CTR1120 Project 1B<br>CTR2110 Project 2A<br>CTR2120 Project 2B<br>CTR2130 Project 2C<br>CTR3110 Project 3A<br>CTR3120 Project 3B<br>CTR3130 Project 3C<br>CTR3140 Project 3D<br>CTR3150 Project 3E | No  | No   | All                      |
| Career Credentials (Practicum)<br>(variable credits) | CTR3040 Practicum A<br>CTR3050 Practicum B<br>CTR3060 Practicum C<br>CTR3070 Practicum D<br>CTR3080 Practicum E  | No  | No   | All                      |
| Job Safety Skills<br>(variable credits)              | CTR1210 Personal Safety (Management)<br>CTR2210 Workplace Safety (Practices)<br>CTR3210 Safety Management Systems  | 15, 25 or 35<br>(Available for 3 to 10 credits each course) | 15<br>25a<br>25b<br>25c<br>35a<br>35b<br>35c<br>35d        | All                      |
| Leadership<br>(variable credits)                     | CTR1020 Leading by Example<br>CTR2020 Taking the Lead<br>CTR3020 Organizational Leadership<br>CTR2030 Governance & Leadership<br>CTR3030 Leading for Change  | 15, 25 or 35<br>(Available for 3 to 10 credits each course) | 15<br>25a<br>25b<br>25c<br>35a<br>35b<br>35c<br>35d        | All                      |

# LINKAGES – Career Transitions: Connections Across the Curriculum

|                                       |  | Across the Curriculum |                |             |         |              |                    |             |                |             |                   |         |           |         |      |                    |           |                 |                 |
|---------------------------------------|--|-----------------------|----------------|-------------|---------|--------------|--------------------|-------------|----------------|-------------|-------------------|---------|-----------|---------|------|--------------------|-----------|-----------------|-----------------|
|                                       |  | Junior High           |                |             |         |              |                    | Senior High |                |             |                   |         |           |         |      |                    |           |                 |                 |
|                                       |  | Language Arts         | Social Studies | Mathematics | Science | Health & PLS | Physical Education | English     | Social Studies | Mathematics | Science (General) | Biology | Chemistry | Physics | CALM | Physical Education | Fine Arts | Social Sciences | Second Language |
| <b>Career Transitions Modules</b>     |  |                       |                |             |         |              |                    |             |                |             |                   |         |           |         |      |                    |           |                 |                 |
| <b>Theme: Career Readiness</b>        |  |                       |                |             |         |              |                    |             |                |             |                   |         |           |         |      |                    |           |                 |                 |
| CTR1010: Job Preparation              |  |                       |                |             |         |              |                    |             |                |             |                   |         |           |         |      |                    |           |                 |                 |
| CTR2010: Job Maintenance              |  |                       |                |             |         |              |                    |             |                |             |                   |         |           |         |      |                    |           |                 |                 |
| CTR3010: Preparing for Change         |  |                       |                |             |         |              |                    |             |                |             |                   |         |           |         |      |                    |           |                 |                 |
| <b>Theme: Career Extensions</b>       |  |                       |                |             |         |              |                    |             |                |             |                   |         |           |         |      |                    |           |                 |                 |
| CTR1110: Project 1A                   |  |                       |                |             |         |              |                    |             |                |             |                   |         |           |         |      |                    |           |                 |                 |
| CTR1120: Project 1B                   |  |                       |                |             |         |              |                    |             |                |             |                   |         |           |         |      |                    |           |                 |                 |
| CTR2110: Project 2A                   |  |                       |                |             |         |              |                    |             |                |             |                   |         |           |         |      |                    |           |                 |                 |
| CTR2120: Project 2B                   |  |                       |                |             |         |              |                    |             |                |             |                   |         |           |         |      |                    |           |                 |                 |
| CTR2130: Project 2C                   |  |                       |                |             |         |              |                    |             |                |             |                   |         |           |         |      |                    |           |                 |                 |
| CTR2140: Project 2D                   |  |                       |                |             |         |              |                    |             |                |             |                   |         |           |         |      |                    |           |                 |                 |
| CTR2150: Project 2E                   |  |                       |                |             |         |              |                    |             |                |             |                   |         |           |         |      |                    |           |                 |                 |
| CTR3110: Project 3A                   |  |                       |                |             |         |              |                    |             |                |             |                   |         |           |         |      |                    |           |                 |                 |
| CTR3120: Project 3B                   |  |                       |                |             |         |              |                    |             |                |             |                   |         |           |         |      |                    |           |                 |                 |
| CTR3130: Project 3C                   |  |                       |                |             |         |              |                    |             |                |             |                   |         |           |         |      |                    |           |                 |                 |
| CTR3140: Project 3D                   |  |                       |                |             |         |              |                    |             |                |             |                   |         |           |         |      |                    |           |                 |                 |
| CTR3150: Project 3E                   |  |                       |                |             |         |              |                    |             |                |             |                   |         |           |         |      |                    |           |                 |                 |
| <b>Theme: Career Credentials</b>      |  |                       |                |             |         |              |                    |             |                |             |                   |         |           |         |      |                    |           |                 |                 |
| CTR3040: Practicum 3A                 |  |                       |                |             |         |              |                    |             |                |             |                   |         |           |         |      |                    |           |                 |                 |
| CTR3050: Practicum 3B                 |  |                       |                |             |         |              |                    |             |                |             |                   |         |           |         |      |                    |           |                 |                 |
| CTR3060: Practicum 3C                 |  |                       |                |             |         |              |                    |             |                |             |                   |         |           |         |      |                    |           |                 |                 |
| CTR3070: Practicum 3D                 |  |                       |                |             |         |              |                    |             |                |             |                   |         |           |         |      |                    |           |                 |                 |
| CTR3080: Practicum 3E                 |  |                       |                |             |         |              |                    |             |                |             |                   |         |           |         |      |                    |           |                 |                 |
| <b>Theme: Leadership</b>              |  |                       |                |             |         |              |                    |             |                |             |                   |         |           |         |      |                    |           |                 |                 |
| CTR1020: Leading by Example           |  |                       |                |             |         |              |                    |             |                |             |                   |         |           |         |      |                    |           |                 |                 |
| CTR2020: Taking the Lead              |  |                       |                |             |         |              |                    |             |                |             |                   |         |           |         |      |                    |           |                 |                 |
| CTR2030: Governance & Leadership      |  |                       |                |             |         |              |                    |             |                |             |                   |         |           |         |      |                    |           |                 |                 |
| CTR3020: Organizational Leadership    |  |                       |                |             |         |              |                    |             |                |             |                   |         |           |         |      |                    |           |                 |                 |
| CTR3030: Leading for Change           |  |                       |                |             |         |              |                    |             |                |             |                   |         |           |         |      |                    |           |                 |                 |
| <b>Theme: Job Safety Skills</b>       |  |                       |                |             |         |              |                    |             |                |             |                   |         |           |         |      |                    |           |                 |                 |
| CTR1210: Personal Safety (Management) |  |                       |                |             |         |              |                    |             |                |             |                   |         |           |         |      |                    |           |                 |                 |
| CTR2210: Workplace Safety Practices   |  |                       |                |             |         |              |                    |             |                |             |                   |         |           |         |      |                    |           |                 |                 |
| CTR3210: Safety Management Systems    |  |                       |                |             |         |              |                    |             |                |             |                   |         |           |         |      |                    |           |                 |                 |

Provides many direct links with course content. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical contexts.



Provides some links with course content, usually through the application of related technologies and/or processes.



**CREDENTIALLING – *Credentialling Opportunities in Career Transitions***

| <b>Certificate</b>  | <b>Agency</b>                            | <b>Other Strands</b> | <b>Modules</b>  | <b>Instructor Qualifications</b>     | <b>Comments</b>   |
|---------------------|--|----------------------|---|--------------------------------------|---|
| Job Safety Skills   | Job Safety Skills Society                |                      | Personal Safety (Management) (CTR1210)<br>Workplace Safety Practices (CTR2210)<br>Safety Management Systems (CTR3210) | Variable (e.g., First Aid, WHMIS)    | Key contact for more information: Job Safety Skills Society, phone (403) 423-6556 or (403) 423-8388 |
| Emergency First Aid | St. John Ambulance<br>Canadian Red Cross |                      | Personal Safety (Management) (CTR1210)  | Certified First-Aid / CPR Instructor | See <i>Community Health</i>   |



# CAREER TRANSITIONS

## SECTION I: LEARNING RESOURCE GUIDE

This section of the GSI has been designed to provide a list of resources that support student learning.

Three types of resources are identified:

- **Authorized:** Resources authorized by Alberta Education for CTS curriculum; these resources are categorized as basic, support, or teaching
- **Other:** Titles provided as a service to assist local jurisdictions to identify resources that contain potentially useful ideas for teachers. Alberta Education has done a preliminary review of these resources, but further review will be necessary prior to use in school jurisdictions
- **Additional:** A list of local, provincial and national sources of information available to teachers, including the community, government, industry, and professional agencies and organizations.

The information contained in this Guide, although as complete and accurate as possible as of June 1997, is time-sensitive.

For the most up-to-date information on learning resources and newer editions/versions, consult the LRDC *Buyers Guide* and/or the agencies listed in the Distributor Directory at the end of this section.



**CTS is on the Internet.**  
Internet Address:  
<http://ednet.edc.gov.ab.ca>



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# INTRODUCTION

## CTS AND THE RESOURCE-BASED CLASSROOM

Career and Technology Studies (CTS) encourages teachers to establish a resource-based classroom, where a variety of appropriate, up-to-date print and nonprint resources are available. Learning resources identified for CTS strands include print, software, video and CD-ROM formats. Also of significance and identified as appropriate throughout each strand are sources of information available through the Internet.

The resource-based classroom approach accommodates a variety of instructional strategies and teaching styles, and supports individual or small group planning. It provides students with opportunities to interact with a wide range of information sources in a variety of learning situations. Students in CTS are encouraged to take an active role in managing their own learning. Ready access to a strong resource base enables students to learn to screen and use information appropriately, to solve problems, to meet specific classroom and learning needs, and to develop competency in reading, writing, speaking, listening and viewing.

## PURPOSE AND ORGANIZATION OF THIS DOCUMENT

The purpose of this document is to help teachers identify a variety of resources to meet their needs and those of the students taking the new CTS curriculum. It is hoped that this practical guide to resources will help teachers develop a useful, accessible resource centre that will encourage students to become independent, creative thinkers.

This document is organized as follows:

- Authorized Resources:
  - basic learning resources
  - support learning resources
  - teaching resources
- Other Resources
- Additional Sources.
- Distributor Directory.

Some resources in the guide have been authorized for use in some or all of the CTS strands, e.g., the Career and Technology Studies video series produced by ACCESS: The Education Station. Further information is provided in relevant sections of this resource guide.

Each resource in the guide provides bibliographic information, an annotation where appropriate, and a module correlation to the CTS modules. The distributor code for each entry will facilitate ordering resources. It is recommended that teachers preview all resources before purchasing, or purchase one copy for their reference and additional copies as required.

| Distributor Code | Resources                 |        | Levels/Mod. No. |      |      | 1 = Introductory<br>2 = Intermediate<br>3 = Advanced<br><br>Indicates module number |
|------------------|---------------------------|--------|-----------------|------|------|---|
|                  |                           |        | 1               | 2    | 3    |   |
| ACC              | Title                     | Author | 1010            | 2010 | 3010 |   |
|                  | Bibliographic Information |        |                 |      |      |   |
|                  | Annotation                |        |                 |      |      |   |

Distributor Code - see Distributor Directory

## HOW TO ORDER

Most authorized resources are available from the Learning Resources Distributing Centre (LRDC) at:

12360 – 142 Street  
Edmonton, AB T5L 4X9  
Telephone: 403-427-5775 (outside of Edmonton dial 310-0000 to be connected toll free)  
Fax: 403-422-9750  
Internet: <http://ednet.edc.gov.ab.ca/lrdc>

Please check LRDC for availability of videos.

## RESOURCE POLICY

Alberta Education withdraws learning and teaching resources from the provincial list of approved materials for a variety of reasons; e.g., the resource is out of print; a new edition has been published; the program has been revised. Under section 44 (2) of the *School Act*, school boards may approve materials for their schools, including resources that are withdrawn from the provincial list. **Many school boards have delegated this power to approve resources to school staff or other board employees under section 45 (1) of the *School Act*.**

For further information on resource policy and definitions, refer to the *Student Learning Resources Policy* and *Teaching Resources Policy* or contact:

Learning Resources Unit, Curriculum Standards Branch  
Alberta Education  
5<sup>th</sup> Floor, Devonian Building, East Tower  
11160 Jasper Avenue  
Edmonton, AB T5K 0L2  
Telephone: 403-422-4872 (outside of Edmonton dial 310-0000 to be connected toll free)  
Fax: 403-422-0576  
Internet: <http://ednet.edc.gov.ab.ca>

**Note:** Owing to the frequent revisions of computer software and their specificity to particular computer systems, newer versions may not be included in this guide. However, schools may contact the LRDC directly at 403-427-5775 for assistance in purchasing computer software.

**Trademark Notices:** Microsoft, Access, Excel, FoxPro, Mail, MS-DOS, Office, PowerPoint, Project, Publisher, Visual Basic, Visual C++, Windows, Windows NT, Word, and Works are either registered trademarks or trademarks of Microsoft Corporation. Apple, Mac, Macintosh, and Power Macintosh are either registered trademarks or trademarks of Apple Computer, Inc. Other brand and product names are registered trademarks or trademarks of their respective holders.

## AUTHORIZED RESOURCES

### BASIC LEARNING RESOURCES

The following basic learning resources have been authorized by Alberta Education for the use in the Career Transitions curriculum. These resources address the majority of the learner expectations in one or more modules and/or levels. A curriculum correlation appears in the right-hand column.

| Distributor Code | Resources  | Levels/Module No. |      |      |
|------------------|--|-------------------|------|------|
|                  |  | 1                 | 2    | 3    |
| LRDC             | <p><i>Expanding Your Horizons: A Career Guide.</i> Judi Misener and Susan Kearns. Toronto, ON: McGraw-Hill Ryerson Ltd., 1993.</p> <p>Both the text and teacher's resource provide an activity-based approach to career planning and development. Sixteen chapters are divided into four themes: Planning Your Career; Developing Your Career Skills; Quality of Work; Exploring the Workplace. The key message presented is that students should learn not only how to look, they should learn about work. References to Canadian legislation and regulations governing health and safety in the workplace are included.</p>  | 1010              | 2010 | 3010 |
| LRDC             | <p><i>Success in the Workplace: A Student Guide.</i> Margaret Brand and Ann Olney Sparkes. Mississauga, ON: Copp Clark Longman Ltd., 1990. ⚡</p> <p>This resource provides a broad range of information about the workplace in general and the job search and job maintenance processes in particular. Twenty-five chapters are arranged under six themes: You and the World of Work; The Job Search; Success on the Job; Attitudes, Interpersonal Skills and Stress on the Job; Information for the Workplace; Creating Job Opportunities. The guide includes a useful chart that will enable students to compare job characteristics with their interests and abilities. Case studies, chapter summaries and activities are extensive. This resource may be best suited to students who enjoy reading and who appreciate detail.</p> | 1010              | 2010 | 3010 |
| LRDC             | <p><i>Transitions: A Practical Guide to the Workplace.</i> Linda Winder, Sonja Stih and Jim O'Connor. Don Mills, ON: Maxwell Macmillan Canada, 1989.</p> <p>The 10 chapters that comprise the text are organized into four units: Work Today and Tomorrow; The World of Work; Living in the World of Work; The Changing World of Work. The text is easy to read and includes short case studies and numerous activities.</p>   | 1010              | 2010 | 3010 |

⚡ A newer edition/version of this resource may be available. Consult the LRDC Buyers Guide or the appropriate resource distributor for the most recent edition/version available.

## SUPPORT LEARNING RESOURCES

The following support learning resources are authorized by Alberta Education to assist in addressing some of the learner expectations of a module or components of modules.

| Distributor Code | Resources   | Levels/Module No. |      |      |
|------------------|---|-------------------|------|------|
|                  |   | 1                 | 2    | 3    |
| LRDC             | <p><i>Back Care in the Office.</i> International Telefilm Enterprises.</p> <p>This video focuses on the prevention of damage/injury to the back in office settings. Ergonomic features of office furniture and aids are shown and described. Content may be related to the home, school and workplace.</p>  | 1210              | 2210 | 3210 |
| ACC              | <p><i>Career and Technology Studies: Key Concepts.</i> Edmonton, AB: ACCESS: The Education Station.</p> <p>A series of videos and utilization guides relevant to all CTS strands. The series consists of: <i>Anatomy of a Plan; Creativity; Electronic Communication; The Ethics Jungle; Go Figure; Innovation; Making Ethical Decisions; Portfolios; Professionalism; Project Planning; Responsibility &amp; Technical Writing.</i></p>  | all               | all  | all  |
| LRDC             | <p><i>Career Planner, The.</i> Edmonton, AB: Advanced Education and Career Development, 1993.</p> <p>Written in plain language at the Grade 6 level, this resource uses activities and exercises to guide individuals in their career plans. A step-by-step approach is used to help users to identify their skills, interests and values, what they would like to do, potential problems and suggestions on how to solve these problems. This resource may be suitable for students with limited language proficiency.</p> | 1010              | 2010 |      |
| LRDC             | <p><i>Confined Space Safety: Part 1.</i> Electrolab Training Systems., 1986. Video includes Answer Key and Discussion Guide.</p> <p>This 20-minute video provides detailed information about confined space safety. Examples of confined spaces and safety procedures that must be followed are depicted.</p>   | 1210              | 2210 | 3210 |
| LRDC             | <p><i>Consider the Flip Side: Get a ROPS and Seatbelt.</i> Alberta Agriculture., 1996.</p> <p>Focusing on safe tractor operating procedures, this video promotes the use of seatbelts and ROPS for tractor operations. Cases are presented to show how these protective devices help in saving operators from serious injury and death.</p>   | 1210              | 2210 | 3210 |



**Support Learning Resources** (continued)

| Distributor Code | Resources   | Levels/Module No.  |                    |                    |
|------------------|---|--------------------|--------------------|--------------------|
|                  |   | 1                  | 2                  | 3                  |
| LRDC             | <p><i>Creative Decision Making: Using Positive Uncertainty.</i> H. B. Gelatt. Los Altos, CA: Crisp Publications Inc./Reid Publishing Ltd., 1991.</p> <p>Modules in the Career Extensions and Leadership themes can be supported by using this resource to encourage students to think creatively, take calculated risks and assess outcomes of their actions.</p>                           | 1020<br>to<br>1210 | 2020<br>to<br>2150 | 3020<br>to<br>3150 |
| LRDC             | <p><i>Effective Meeting Skills.</i> Marion E. Haynes. Los Altos, CA: Crisp Publications Inc./Reid Publishing Ltd., 1988.</p> <p>This resource supports the Leadership theme and will be of particular value to students engaged in student governance and activities relating to school councils.</p>   | 1020               | 2020<br>2030       | 3020<br>3030       |
| LRDC             | <p><i>Employability Skills Portfolio: Creating My Future.</i> Calgary, AB: Calgary Educational Partnership Foundation, 1994.</p> <p>This resource is “made in Alberta” for use by Alberta students. The structure and content of the student document guides the student in how and what to include in a portfolio—a collection of the student’s best work, interests and achievements.</p> | all                | all                | all                |
| LRDC             | <p><i>Equipped for Safety: Personal Protective Equipment.</i> Electrolab Training Systems, 1987.</p> <p>9-minute video presents information and instructions on a wide variety of personal protective equipment (PPE) and their proper use. Recommended that students view and respond to key points in the video before their placement in a work site on which PPE may be required.</p>   | 1210               | 2210               | 3210               |
| LRDC             | <p><i>Flammables, Combustibles and Explosives.</i> Marcom Group. Magic Lantern Communications Ltd., 1985.</p> <p>This video provides simple descriptions of products/chemicals not commonly viewed as chemical hazards. Information is provided on protection, labelling, first-aid and safe clean-up activities.</p>   | 1210               | 2210               | 3210               |

**Support Learning Resources** (continued)

| Distributor Code | Resources   | Levels/Module No. |              |              |
|------------------|---|-------------------|--------------|--------------|
|                  |   | 1                 | 2            | 3            |
| LRDC             | <p><i>Job Search Success System: Units 1, 2 and 3.</i> Etobicoke, ON. Core Career Strategies Inc.</p> <p>This resource package includes a series of six videos and related instructor's manuals and workbook materials. Video titles are:</p> <ul style="list-style-type: none"> <li>- <i>Getting Started</i></li> <li>- <i>Looking at Options</i></li> <li>- <i>Applications &amp; Resumes</i></li> <li>- <i>The Game Plan</i></li> <li>- <i>Telephone Skills</i></li> <li>- <i>Interviewing.</i></li> </ul>   | 1010              | 2010         | 3010         |
| LRDC             | <p><i>Job Seekers' Handbook.</i> Edmonton, AB: Alberta Career Development and Employment, 1992.</p> <p>This resource provides a step-by-step action guide to finding a satisfying job. It will assist students in assessing their skills, interests, needs and values, job targeting and finding an appropriate job. Practical advice is offered on how to research jobs, tap the hidden job market, market oneself and carry out job-seeking procedures including completing application forms, writing resumes and participating in interviews.</p> | 1010              | 2010         |              |
| LRDC             | <p><i>Leadership for Safety Excellence.</i> (1<sup>st</sup> edition.) Edmonton, AB: Alberta Construction Safety Association, 1991.</p> <p><i>Module 1: Supervisor's Role</i><br/> <i>Module 2: Training</i><br/> <i>Module 3: Inspections</i><br/> <i>Module 4: Investigations</i></p> <p>A comprehensive approach to safety practices, safety training, inspections and management.</p>  | 1210              | 2210         | 3210         |
| LRDC             | <p><i>Learning to Lead: An Action Plan for Success (Fifty-Minute Series).</i> Pat Heim and Elwood N. Chapman. Menlo Park, CA: Crisp Publications Inc./Reid Publishing Ltd., 1990.</p> <p>This resource supports the Leadership theme in Career Transitions. Through the use of a workbook format, students are encouraged to assess their own leadership potential, develop a vision of leadership and decision-making strategies through case studies and analyses.</p>  | 1020              | 2020<br>2030 | 3020<br>3030 |

**Support Learning Resources (continued)**

| Distributor Code | Resources   | Levels/Module No. |      |      |
|------------------|---|-------------------|------|------|
|                  |   | 1                 | 2    | 3    |
| LRDC             | <p><i>Look Around: You Have Rights.</i> Workplace Health and Safety Agency, 1995.</p> <p>A 29-minute video that addresses young worker’s awareness about safety in the work place. The video consists of 3 parts: A father’s account of the tragedy of his son in the work place, safety and young workers; the Occupational Health and Safety Act in Ontario. The latter component may be used to compare with Alberta’s Health and Safety Act.</p>  | 1210              | 2210 | 3210 |
| LRDC             | <p><i>Loss Control Management: Practical Loss Control Leadership.</i> F.E. Bird and G. German. International Loss Control Institute, Inc., Institute Publishing, 1992.</p> <p>This resource provides an extensive view of loss control, from its history to its current importance.</p>   | 1210              | 2210 | 3210 |
| LRDC             | <p><i>Me and My Back: Back Safety.</i> ITS Corporation. Electrolab Training Systems., 1990. Video includes Leader’s Guide.</p> <p>An audiovisual training program designed to inform employees about the proper methods of lifting and movement in order to maintain a healthy and strong back on and off the job. It also explains why the discs and vertebrae in the back can be injured during improper lifting and movement. For optimum results, this presentation should be supplemented by group discussion of potential back injuries that might be encountered in the workplace, hands-on practice using the appropriate methods of lifting and movement, and supervisory reinforcement of the proper steps necessary in order to prevent back injuries. However, since specific policies and procedures related to back safety may vary depending upon the work to be done and particular company policies, the teacher should take into consideration when presenting the program.</p> | 1210              | 2210 | 3210 |
| LRDC             | <p><i>Medicine Demystified Video Series.</i> Multi-Images Inc. Le Groupe Multimédia du Canada, 1994.</p> <p><i>Burns:</i> This video addresses the many causes and affects of burns in the home and in the workplace. Treatment, techniques for major burns and strategies to prevent fire-related injuries are depicted.</p> <p><i>Burnout:</i> This video addresses What is “burnout”? How is it caused? Who does it most affect? This resource addresses a form of reaction to occupational stress. Teachers are encouraged to review this resource before using and to promote students’ discussion on the topic of burnout and possible preventative strategies.</p>   | 1210              | 2210 | 3210 |

## Support Learning Resources (continued)

| Distributor Code | Resources  | Levels/Module No. |      |      |
|------------------|--|-------------------|------|------|
|                  |  | 1                 | 2    | 3    |
| LRDC             | <p><i>Nero &amp; Ashcan on the Farm</i>. Manitoba Labour - Workplace Safety and Health Branch, 1996.</p> <p>An animated video showing basic safety hazards on the farm. The video may be best used to orient students without farm backgrounds to safety on the farm.</p>  | 1210              | 2210 | 3210 |
| LRDC             | <p><i>Noise Induced Hearing Loss: No Second Chance</i> ITS Corporation/Electrolab Training Systems, 1992. Video and Leader's Guide.</p> <p>This resource is a video training program designed to give the viewer an increased awareness of what it is like to experience noise-reduced hearing loss. The program covers sound level monitoring, engineering controls, audiometric testing, as well as the care and use of hearing protective devices. This program will help meet the requirements set forth in the Occupational Safety &amp; Health Administration's "Occupational Noise Exposure" and Labour Canada's "Levels of Sound" standard. However, this video program is only one part of a comprehensive training program on hearing conservation. This presentation should be supplemented by other training materials, group discussion, hands-on training on the use of hearing protective devices, and supervisory reinforcement to encourage employees to use protective devices when exposed to loud noise.</p>   | 1210              | 2210 | 3210 |
| LRDC             | <p><i>Occupational Health and Safety Act, The: A Worker's Guide</i>, 1993; <i>An Employer's Guide</i>, 1994. Edmonton, AB: Alberta Labour.</p>   | 1210              | 2210 | 3210 |
| ETS              | <p><i>Office Safety: It's A Jungle In There</i>. Electrolab Training Systems, 1990.</p> <p>This live action video is designed to inform managers, supervisors and employees about the potential dangers in their work environment. In addition to identifying the principal hazards in an office, the program provides guidelines for correcting conditions which frequently lead to accidents and injuries. It should be recognized that this audio-visual program is only one part of a comprehensive training program on office safety. For optimum results this presentation should be supplemented by walking through work areas and identifying potential safety hazards. The principal objective of this program is not just to inform workers about safety hazards in their offices, but to get them to think about how they can eliminate these hazards. The leader should encourage the group's participation by asking for recommendations to correct potential or existing hazards. Since policies on office safety may vary from company to company, the leader should consider these differences when presenting this program.</p> | 1210              | 2210 | 3210 |

## Support Learning Resources (continued)

| Distributor Code | Resources  | Levels/Module No.  |                    |                    |
|------------------|--|--------------------|--------------------|--------------------|
|                  |  | 1                  | 2                  | 3                  |
| LRDC             | <p><i>Parliamentary Procedure Made Simple: The Basics.</i> Robert McConnell Productions. Le Groupe Multimédia du Canada, 1994.</p> <p>An 80 minute video which outlines details of using parliamentary procedure using Robert's Rules of Order.</p>  | 1020               | 2020<br>2030       | 3020<br>3030       |
| LRDC             | <p><i>Pathways Series.</i> Nancy Hutchinson and John G. Freeman. Scarborough, ON: Nelson Canada, 1994.</p> <p>The modules are: <i>Knowing about Yourself; Knowing about Others; Succeeding with the Resume and the Application; Succeeding with the Interview; Solving Problems on the Job; Anger Management on the Job.</i></p> <p><i>Pathways</i> is a program of career education that is designed to enhance the employability of youth. <i>Pathways</i> addresses the wide variety of career concerns of adolescents. This includes young people with learning disabilities, who were the target group for the original development of this program. The modules are designed so that each can be used independently or used together as a comprehensive program of career education.</p> | 1010<br>to<br>1120 | 2010<br>to<br>2150 | 3010<br>to<br>3150 |
| LRDC             | <p><i>Personal Safety in Tanker Truck Loading and Off-Loading.</i> Westwood Screen. Marlin Motion Pictures Ltd., 1990.</p> <p>This 16-minute video stresses accident prevention as the best means of defense. Whether loading or unloading liquid or dry materials, corrosive or explosive materials, this program cites two universal methods for working safely with these substances – knowing the nature of the load and how it will react, and knowing the appropriate protective equipment to use when working with the load. Also covered is the importance of knowing the loading/off-loading site and where the first-aid and emergency facilities are located.</p>   | 1210               | 2210               | 3210               |
| ALCS             | <p><i>Plan to Get Out Alive: Family Fire Safety Video.</i> WCBS - New York/Alberta Labour. Alberta Labour Client Services Division, 1988.</p> <p>This 40 minute video shows steps to prevent fires. It may be used to support the Job Safety Skills modules and provide a fire safety message to persons of all ages, and occupations.</p>   | 1210               | 2210               | 3210               |
| LRDC             | <p><i>Project Management.</i> Marion E. Haynes. Los Altos, CA: Crisp Publications Inc./Reid Publishing Ltd., 1989.</p> <p>This workbook-style resource will support modules in the Career Extensions and Leadership themes of Career Transitions. The resource provides step-by-step strategies for defining a project through project completion and assessment.</p>  | 1020               | 2020<br>2030       | 3020<br>3030       |

**Support Learning Resources** (continued)

| Distributor Code | Resources   | Levels/Module No. |              |              |
|------------------|---|-------------------|--------------|--------------|
|                  |   | 1                 | 2            | 3            |
| LRDC             | <p><i>Safety Essentials Series.</i> The Marcom Group Ltd. Magic Lantern Communications Ltd., 1990. Videos.</p> <p><i>Avoiding Slips, Trips and Falls:</i> The causes of slips, trips and falls are dramatized. Factors including gravity, friction, and momentum are examined. Understanding potential health effects of such mishaps reveals the importance of taking precautions. The role of safety shoes and proper ladder usage are demonstrated</p> <p><i>Back Care &amp; Safety:</i> Informs the viewers about the back and how it works. Demonstrations include common types of back injuries and their causes. The short and long-term effects of back injuries are discussed. Injury prevention techniques are shown. Back muscle strengthening exercises and proper lifting techniques are illustrated.</p> <p><i>Eye Care &amp; Safety:</i> Understanding how eyes work and the long term effects of eye injuries helps prevent accidents from happening. Frequent types and causes of eye injuries are covered. Eye care and safety practices are illustrated especially the importance of selecting and utilizing proper protective equipment</p> <p><i>Hearing Conservation and Safety:</i> The workings of the ear, types of hearing problems, and causes of hearing damage are shown. The effects of hearing damage are discussed. Personal protective equipment and safe practices, including avoidance of noise whenever possible are illustrated.</p> <p><i>Personal Protective Equipment:</i> The areas of the body most needing protection are highlighted. Available protective equipment is shown. The importance of matching the equipment to the hazard and properly utilizing the equipment is stressed.</p> | 1210              | 2210         | 3210         |
| LRDC             | <p><i>Safe Work Series.</i> Edmonton, Alberta. Christie Communications. CDROM/Print.</p> <p><i>An Introduction to Working Safely: Learner's CD ROM, 1994</i><br/> <i>An Introduction to Working Safely: Learner's Guide, 1993</i><br/> <i>Confined Spaces – The Worker's Role: Learner's Guide, 1993</i><br/> <i>Health and Safety Committees: Learner's Guide, 1993</i><br/> <i>Incident Investigation: Learner's Guide, 1993</i><br/> <i>Rescue in Confined Spaces: Learner's Guide, 1993</i><br/> <i>Worker's View of Ergonomics, A: Learner's Guide, 1994</i></p> <p>A comprehensive series of student and teaching resources designed to support safety in the workplace. Additional CDs are planned.</p>  | 1210              | 2210         | 3210         |
| LRDC             | <p><i>Superleadership: Leading Others to Lead Themselves.</i> Charles C. Manz and Henry P. Sims, Jr. New York, NY. Berkley, 1990.</p> <p>A key message in this resource is that the “most accomplished leaders are self-leaders.” This resource provides a new model for leadership strategies that focus on self-leadership. This resource will support the Leadership modules in Career Transitions.</p>  | 1020              | 2020<br>2030 | 3020<br>3030 |

## Support Learning Resources (continued)

| Distributor Code | Resources   | Levels/Module No. |              |              |
|------------------|---|-------------------|--------------|--------------|
|                  |   | 1                 | 2            | 3            |
| LRDC             | <p><i>Taking the Lead Video Series.</i> Intelcom. Magic Lantern Communications Ltd., 1993.</p> <p><i>At the Helm: Styles and Leadership:</i> Although focusing on US persons and situations, this resource describes, through first-hand presentations, different styles of leadership and leadership behaviour.</p> <p><i>Running the Show: Influence, Power and Authority:</i> Distinguishes among power, influence and authority and portrays and describes examples of each on different corporate contexts. Both videos may be used to promote a range of discussion topics in the context of leadership.</p> <p>Note: It is recommended that the two titles be used together to provide gender balance.</p> | 1020              | 2020<br>2030 | 3020<br>3030 |
| LRDC             | <p><i>Team Building: An Exercise in Leadership.</i> (Revised Edition.) Robert B. Maddux. Menlo Park, CA: Crisp Publications Inc./Reid Publishing Inc., 1992.</p> <p>The workbook and case study style of this resource provide a concise body of information and activities to support the Leadership modules in Career Transitions.</p>  | 1020              | 2020<br>2030 | 3020<br>3030 |
| LRDC             | <p><i>Transportation of Dangerous Goods.</i> Calgary, AB. Danatec Educational Services Ltd., 1994. Training Course, Employer's Guide and Video.</p> <p>This resource supports key concepts and skills relating to transportation of dangerous goods addressed in the job safety skills modules. The instructional package consists of a video, a text, "Training Course" and an Employer's Guide.</p>   | 1210              | 2210         | 3210         |

**Support Learning Resources** (continued)

| Distributor Code | Resources  | Levels/Module No. |      |      |
|------------------|--|-------------------|------|------|
|                  |  | 1                 | 2    | 3    |
| LRDC             | <p><i>What Everybody Should Know About Toxicology.</i> ITS Corporation. Electrolab Training Systems., 1990. Video includes Leader's Guide.</p> <p>A live action video designed to help people understand the types of toxic materials found around the workplace and their effects. The program reviews the basic terminology used in the field of toxicology and covers the differences between point of contact and remote side effects of toxic materials, and between immediate and delayed effects. The program also describes hazards of different classes of materials and includes guidelines for minimizing exposure to toxic or hazardous materials. It should be recognized that this audiovisual program is only one part of a comprehensive training program understanding the range and effects of toxic materials. For optimum results, this presentation should be supplemented with a review of the types of protective equipment to be used around specific types of materials. However, since information on exposure levels, specific chemicals and protective equipment may vary depending on the work to be done and particular local policies, the training session leader should take this into consideration when presenting this program.</p>              | 1210              | 2210 | 3210 |
| LRDC             | <p><i>WHMIS Handbook.</i> Deborah L. Smith and Edward Pessah. Calgary, AB: Danatec Educational Services Ltd., 1993.</p>  | 1210              | 2210 | 3210 |
| LRDC             | <p><i>WHMIS "Self-Teach" Training Manual.</i> Dennis J. Perch, Vancouver, BC and Marilyn R. Bright, Calgary, AB. Danatec Educational Services Ltd., 1990.</p>  | 1210              | 2210 | 3210 |
| ETS              | <p><i>WHMIS: Working To Protect Your Health.</i> Electrolab Training Systems, 1991. Video includes Leader's Guide.</p> <p>This live action video is designed to inform managers, supervisors and employees about the background of the Workplace Hazardous Materials Information System (WHMIS) and how it works to ensure their safety when working with hazardous materials. The program provides an overview of the regulation and examines the three principal components of WHMIS: 1) training sessions, 2) labels and 3) Material Safety Data Sheets (MSDS). The program includes an explanation of rules concerning supplier and workplace labeling and an in-depth section by section examination of a typical MSDS. It should be recognized that this audio-visual program is only one part of a comprehensive training program on WHMIS. For optimum results this program should include instruction in the safe handling of specific hazardous chemicals used at worksite, emergency procedures and training sessions on when and how to use protective equipment. Specific policies and procedures related to the implementations of WHMIS may vary from company to company and the training leader should take this into consideration when presenting the program.</p> | 1210              | 2210 | 3210 |



## Support Learning Resources (continued)

| Distributor Code | Resources   | Levels/Module No. |      |      |
|------------------|---|-------------------|------|------|
|                  |   | 1                 | 2    | 3    |
| LRDC             | <p><i>WonderTech Work Skills Simulation</i>. Kathleen V. Cairns and J. Brian Woodward. Toronto, ON: Trifolium Books Inc., 1994.</p> <ul style="list-style-type: none"> <li>• <i>WonderTech Work Skills Simulation: Forms and Memos for Duplication</i></li> <li>• <i>WonderTech Work Skills Simulation: Administration Department (Policies, Records and Reports; In-Baskets)</i></li> <li>• <i>WonderTech Work Skills Simulation: Production Department (Policies, Records and Reports; In-Baskets)</i></li> <li>• <i>WonderTech Work Skills Simulation: Materials Department (Policies, Records and Reports; In-Baskets)</i></li> <li>• <i>WonderTech Work Skills Simulation: Sales and Marketing Department (Policies, Records and Reports; In-Baskets)</i></li> </ul> <p>The simulation kit is designed to teach students:</p> <ul style="list-style-type: none"> <li>• about how organizations may be structured</li> <li>• the roles and responsibilities of departments and individuals in a corporation</li> <li>• participation, communication and leadership skills</li> <li>• a broad range of employability skills</li> </ul> | all               | all  | all  |
| LRDC             | <p><i>Work Experience Planner, The</i>. (2nd edition.) William A. Stull and Robert H. Zedlitz. Cincinnati, OH: South-Western Publishing Co., 1990.</p> <p>The resource presents work experience programs as beneficial learning experiences. While written primarily for a U.S. audience, the resource provides a broad range of job-oriented activities that effectively combines theory with practice. The content is presented in workbook format as 30 activities organized within six themes.</p>  | 1010              | 2010 | 3010 |
| WCBP             | <p><i>Young Worker Awareness Program Series</i>. Workplace Health and Safety Agency., 1996.</p> <p><i>Safety First</i>: The first of two video series on safety in a workplace. The second video is <i>Work Smart – Work Safe</i>. This video presents a powerful message about safety in a workplace in general, WHMIS and legal measurements for safety environments.</p> <p><i>Work Smart – Work Safe</i>: The second of two videos designed to give students information about rights, responsibilities and appropriate safety behaviour in a variety of workplaces.</p> <p>Note: That although the videos reference to Ontario workplaces, the visuals and key messages communicated are just as appropriate to Alberta workplaces.</p>  | 1210              | 2210 | 3210 |

## TEACHING RESOURCES

The following teaching resources are authorized by Alberta Education to assist teachers in the instructional process.

| Distributor Code | Resources   | Levels/Module No. |              |              |
|------------------|---|-------------------|--------------|--------------|
|                  |   | 1                 | 2            | 3            |
| LRDC             | <p><i>Employability Skills Portfolio</i>. Calgary Educational Partnership Foundation, 1994. Instructor's Guide.</p> <p>See Support Learning Resources for annotation and module correlation.</p>  |                   |              |              |
| LRDC             | <p><i>Everyday Career Development: Concepts and Practices: A Guidebook for Secondary School Educators</i>. Dave E. Redekopp. Alberta Education/Special Education Branch, 1994. Participant Guide and Facilitator Guide.</p> <p>This resource has been developed by Alberta educators for teachers, counsellors and administrators. Its purpose is to provide a reference to Alberta educators interested in helping students link school programs and career opportunities after completing school.</p> | 1010              | 2010         | 3010         |
| LRDC             | <p><i>Expanding Your Horizons: A Career Guide</i>. Judi Misener and Susan Kearns. Toronto, ON: McGraw-Hill Ryerson Ltd., 1994. Teacher's Resource.</p> <p>See Basic Learning Resources for annotation and module correlation.</p>   |                   |              |              |
| LRDC             | <p><i>How to Start a Leadership Class</i>. Linda Teague Rogers. Reston, VA: National Association of Secondary School Principals, 1991.</p> <p>This "how to" handbook will be of use to teachers intending to focus the Leadership modules in the context of student governance/school councils.</p>   | 1020              | 2020<br>2030 | 3020<br>3030 |
| LRDC             | <p><i>Leadership 2000: Preparing Students for Success and Leadership in the Workplace</i>. D. Schilling et al. Innerchoice Publishing, 1994. Leader's Manual/Curriculum Guide and Student Materials.</p> <p>Note: Selected readings and activities may be considered sensitive by some students. Teachers should review all readings and activity sheets to assess their suitability for their students and their community.</p>  | 1020              | 2020<br>2030 | 3020<br>3030 |
| LRDC             | <p><i>Pathways: Program Overview</i>. (Pathways Series.) Nancy Hutchinson and John G. Freeman. Scarborough, ON: Nelson Canada, 1994.</p> <p>See Support Learning Resources for annotation and module correlation.</p>   |                   |              |              |

**Teaching Resources (continued)**

| Distributor Code | Resources  | Levels/Module No. |     |     |
|------------------|--|-------------------|-----|-----|
|                  |  | 1                 | 2   | 3   |
| LRDC             | <p><i>Safe Work Series</i>. Edmonton, AB: Christie Communications.</p> <p><i>An Introduction to Working Safely: Leader's Guide, 1993</i><br/> <i>Confined Spaces – The Worker's Role: Leader's Guide, 1993</i><br/> <i>Health and Safety Committees: Leader's Guide, 1994</i><br/> <i>Incident Investigation: Leader's Guide, 1993</i><br/> <i>Rescue in Confined Spaces: Leader's Guide, 1993</i><br/> <i>Worker's View of Ergonomics, A: Leader's Guide, 1994</i></p> <p>See Support Learning Resources for annotation and module correlation.</p> |                   |     |     |
| LRDC             | <p><i>Success in the Workplace: A Student Guide</i>. L. Bulmer. Mississauga, ON: Copp Clark Longman Ltd., 1992. Teacher's Manual.</p> <p>See Basic Learning Resources for annotation and module correlation.</p>   |                   |     |     |
| LRDC             | <p><i>Transitions: A Practical Guide to the Workplace</i>. Linda Winder, Sonja Stih and Jim O'Connor. Don Mills, ON: Maxwell Macmillan Canada, 1992. Teacher's Resource Book.</p> <p>See Basic Learning Resources for annotation and module correlation.</p>   |                   |     |     |
| LRDC             | <p><i>WonderTech Work Skills Simulation (Facilitator's Manual)</i>. Kathleen V. Cairns and J. Brian Woodward, Toronto, ON. Trifolium Books Inc., 1994.</p> <p>The simulation kit is designed to teach students:</p> <ul style="list-style-type: none"> <li>• about how organizations may be structured</li> <li>• the roles and responsibilities of departments and individuals in a corporation</li> <li>• participation, communication and leadership skills</li> <li>• a broad range or employability skills.</li> </ul>                          | all               | all | all |



## CAREER TRANSITIONS RESOURCES

### THEME CODE:

A. Career Readiness  
B. Career Extensions  
C. Career Credentials  
D. Leadership  
E. Job Safety Skills

### FORMAT CODE:

p - Print  
v - Video  
s - Software

### STATUS CODE:

B - Basic  
S - Support  
T - Teaching  
O - Other

### LEVEL CODE:

1 - Introductory  
2 - Intermediate  
3 - Advanced

### JR/SR HIGH CODE:

J - Junior High  
S - Senior High

| LEVEL  |               |               |                           | 1               | 1                  | 1          | 1          | 1                          | 2               | 2               | 2                       | 2          | 2          | 2          | 2          | 2          | 2                | 3                    | 3                         | 3                  | 3          | 3          | 3          | 3          | 3          | 3                         |   |
|--|---------------|---------------|---------------------------|-----------------|--------------------|------------|------------|----------------------------|-----------------|-----------------|-------------------------|------------|------------|------------|------------|------------|------------------|----------------------|---------------------------|--------------------|------------|------------|------------|------------|------------|---------------------------|---|
| THEME  |               |               |                           | A               | D                  | B          | B          | E                          | A               | D               | D                       | B          | B          | B          | B          | B          | E                | A                    | D                         | D                  | B          | B          | B          | B          | B          | E                         |   |
|  | <i>Format</i> | <i>Status</i> | <i>Junior/Senior High</i> | Job Preparation | Leading by Example | Project 1A | Project 1B | Personal Safety Management | Job Maintenance | Taking the Lead | Governance & Leadership | Project 2A | Project 2B | Project 2C | Project 2D | Project 2E | Workplace Safety | Preparing for Change | Organizational Leadership | Leading for Change | Project 3A | Project 3B | Project 3C | Project 3D | Project 3E | Safety Management Systems |   |
| Module Number  |               |               |                           | 1010            | 1020               | 1110       | 1120       | 1210                       | 2010            | 2020            | 2030                    | 2110       | 2120       | 2130       | 2140       | 2150       | 2210             | 3010                 | 3020                      | 3030               | 3110       | 3120       | 3130       | 3140       | 3150       | 3210                      |   |
| <b>Back Care in the Office</b>   | v             | S             | J/S                       |                 |                    |            |            | X                          |                 |                 |                         |            |            |            |            |            | X                |                      |                           |                    |            |            |            |            |            | X                         |   |
| <b>Career Planner, The</b>   | p             | S             | J/S                       | X               |                    |            |            |                            | X               |                 |                         |            |            |            |            |            |                  |                      |                           |                    |            |            |            |            |            |                           |   |
| <b>Confined Space Safety: Part 1</b> (Includes Answer Key and Discussion Guide)  | p,v           | S             | J/S                       |                 |                    |            |            | X                          |                 |                 |                         |            |            |            |            |            | X                |                      |                           |                    |            |            |            |            |            | X                         |   |
| <b>Consider the Flip Side: Get a ROPS and Seatbelt</b>   | v             | S             | J/S                       |                 |                    |            |            | X                          |                 |                 |                         |            |            |            |            |            | X                |                      |                           |                    |            |            |            |            |            | X                         |   |
| <b>Creative Decision Making: Using Positive Uncertainty</b>  | p             | S             | J/S                       |                 | X                  | X          | X          | X                          |                 | X               | X                       | X          | X          | X          | X          | X          |                  |                      | X                         | X                  | X          | X          | X          | X          | X          |                           |   |
| <b>Effective Meeting Skills</b>  | p             | S             | J/S                       |                 | X                  |            |            |                            |                 | X               | X                       |            |            |            |            |            |                  |                      | X                         | X                  |            |            |            |            |            |                           |   |
| <b>Employability Skills Portfolio: Creating My Future</b>  |               |               |                           | X               | X                  | X          | X          | X                          | X               | X               | X                       | X          | X          | X          | X          | X          | X                | X                    | X                         | X                  | X          | X          | X          | X          | X          | X                         | X |
| Text   | p             | S             | J/S                       |                 |                    |            |            |                            |                 |                 |                         |            |            |            |            |            |                  |                      |                           |                    |            |            |            |            |            |                           |   |
| Instructor's Guide   | p             | T             | J/S                       |                 |                    |            |            |                            |                 |                 |                         |            |            |            |            |            |                  |                      |                           |                    |            |            |            |            |            |                           |   |
| <b>Equipped for Safety: Personal Protective Equipment</b>  | v             | S             | J/S                       |                 |                    |            |            | X                          |                 |                 |                         |            |            |            |            |            | X                |                      |                           |                    |            |            |            |            |            | X                         |   |
| <b>Everyday Career Development: Concepts and Practices: A Guidebook for Secondary School Educators</b> (Participant Guide and Facilitator Guide) | p             | T             | J/S                       | X               |                    |            |            |                            | X               |                 |                         |            |            |            |            |            |                  |                      | X                         |                    |            |            |            |            |            |                           |   |
| <b>Expanding Your Horizons: A Career Guide</b>   |               |               |                           | X               |                    |            |            |                            | X               |                 |                         |            |            |            |            |            |                  |                      | X                         |                    |            |            |            |            |            |                           |   |
| Text   | p             | B             | J/S                       |                 |                    |            |            |                            |                 |                 |                         |            |            |            |            |            |                  |                      |                           |                    |            |            |            |            |            |                           |   |
| Teacher's Resource   | p             | T             | J/S                       |                 |                    |            |            |                            |                 |                 |                         |            |            |            |            |            |                  |                      |                           |                    |            |            |            |            |            |                           |   |

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J - Junior High  
 S - Senior High

| LEVEL   |               |               |                           | 1               | 1                  | 1          | 1          | 1                          | 2               | 2               | 2                       | 2          | 2          | 2          | 2          | 2          | 2                | 3                    | 3                         | 3                  | 3          | 3          | 3          | 3          | 3          | 3                         | 3 |
|---|---------------|---------------|---------------------------|-----------------|--------------------|------------|------------|----------------------------|-----------------|-----------------|-------------------------|------------|------------|------------|------------|------------|------------------|----------------------|---------------------------|--------------------|------------|------------|------------|------------|------------|---------------------------|---|
| THEME   |               |               |                           | A               | D                  | B          | B          | E                          | A               | D               | D                       | B          | B          | B          | B          | B          | E                | A                    | D                         | D                  | B          | B          | B          | B          | B          | B                         | E |
|   | <i>Format</i> | <i>Status</i> | <i>Junior/Senior High</i> | Job Preparation | Leading by Example | Project IA | Project IB | Personal Safety Management | Job Maintenance | Taking the Lead | Governance & Leadership | Project 2A | Project 2B | Project 2C | Project 2D | Project 2E | Workplace Safety | Preparing for Change | Organizational Leadership | Leading for Change | Project 3A | Project 3B | Project 3C | Project 3D | Project 3E | Safety Management Systems |   |
| Module Number   |               |               |                           | 1010            | 1020               | 1110       | 1120       | 1210                       | 2010            | 2020            | 2030                    | 2110       | 2120       | 2130       | 2140       | 2150       | 2210             | 3010                 | 3020                      | 3030               | 3110       | 3120       | 3130       | 3140       | 3150       | 3210                      |   |
| <b>Flammables, Combustibles and Explosives</b>  | <i>v</i>      | <i>S</i>      | J/S                       |                 |                    |            |            | X                          |                 |                 |                         |            |            |            |            |            | X                |                      |                           |                    |            |            |            |            |            |                           | X |
| <b>How to Start a Leadership Class</b>  | <i>p</i>      | <i>T</i>      | J/S                       |                 | X                  |            |            |                            |                 | X               | X                       |            |            |            |            |            |                  |                      | X                         | X                  |            |            |            |            |            |                           |   |
| <b>Job Search Success System: Units 1, 2 and 3</b> (Instructor's Manual, Videos & Workbook Materials) | <i>p,v</i>    | <i>S</i>      | J/S                       | X               |                    |            |            |                            | X               |                 |                         |            |            |            |            |            |                  | X                    |                           |                    |            |            |            |            |            |                           |   |
| <b>Job Seekers' Handbook</b>  | <i>p</i>      | <i>S</i>      | J/S                       | X               |                    |            |            |                            | X               |                 |                         |            |            |            |            |            |                  |                      |                           |                    |            |            |            |            |            |                           |   |
| <b>Leadership 2000: Preparing Students for Success and Leadership in the Workplace</b>                | <i>p</i>      | <i>T</i>      | J/S                       |                 | X                  |            |            |                            |                 | X               | X                       |            |            |            |            |            |                  |                      | X                         | X                  |            |            |            |            |            |                           |   |
| <b>Leadership for Safety Excellence (1st Ed.)</b>   | <i>p</i>      | <i>S</i>      | J/S                       |                 |                    |            |            | X                          |                 |                 |                         |            |            |            |            |            | X                |                      |                           |                    |            |            |            |            |            |                           | X |
| <b>Learning to Lead: An Action Plan for Success (Fifty-Minute Series)</b>                             | <i>p</i>      | <i>S</i>      | J/S                       |                 | X                  |            |            |                            |                 | X               | X                       |            |            |            |            |            |                  |                      | X                         | X                  |            |            |            |            |            |                           |   |
| <b>Look Around: You have Rights</b>   | <i>v</i>      | <i>S</i>      | J/S                       |                 |                    |            |            | X                          |                 |                 |                         |            |            |            |            |            | X                |                      |                           |                    |            |            |            |            |            |                           | X |
| <b>Loss Control Management: Practical Loss Control Leadership</b>                                     | <i>p</i>      | <i>S</i>      | J/S                       |                 |                    |            |            | X                          |                 |                 |                         |            |            |            |            |            | X                |                      |                           |                    |            |            |            |            |            |                           | X |
| <b>Me and My Back: Back Safety</b> (Video includes Leader's Guide)                                    | <i>p,v</i>    | <i>S</i>      | J/S                       |                 |                    |            |            | X                          |                 |                 |                         |            |            |            |            |            | X                |                      |                           |                    |            |            |            |            |            |                           | X |
| <b>Medicine Demystified Video Series</b>  |               |               |                           |                 |                    |            |            | X                          |                 |                 |                         |            |            |            |            |            | X                |                      |                           |                    |            |            |            |            |            |                           | X |
| Burnout   | <i>v</i>      | <i>S</i>      | J/S                       |                 |                    |            |            |                            |                 |                 |                         |            |            |            |            |            |                  |                      |                           |                    |            |            |            |            |            |                           |   |
| Burns   | <i>v</i>      | <i>S</i>      | J/S                       |                 |                    |            |            |                            |                 |                 |                         |            |            |            |            |            |                  |                      |                           |                    |            |            |            |            |            |                           |   |
| <b>Nero &amp; Ashcan on the Farm</b>  | <i>v</i>      | <i>S</i>      | J/S                       |                 |                    |            |            | X                          |                 |                 |                         |            |            |            |            |            | X                |                      |                           |                    |            |            |            |            |            |                           | X |

## CAREER TRANSITIONS RESOURCES

### THEME CODE:

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### FORMAT CODE:

p - Print  
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### STATUS CODE:

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### LEVEL CODE:

1 - Introductory  
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### JR/SR HIGH CODE:

J - Junior High  
 S - Senior High

| LEVEL  |               |               |                           | 1    | 1    | 1    | 1    | 1    | 2    | 2    | 2    | 2    | 2    | 2    | 2    | 2    | 2    | 2    | 3    | 3    | 3    | 3    | 3    | 3    | 3    | 3    | 3 |
|--|---------------|---------------|---------------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|---|
| THEME  |               |               |                           | A    | D    | B    | B    | E    | A    | D    | D    | B    | B    | B    | B    | B    | E    | A    | D    | D    | B    | B    | B    | B    | B    | B    | E |
|  | <i>Format</i> | <i>Status</i> | <i>Junior/Senior High</i> |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |   |
| Module Number  |               |               |                           | 1010 | 1020 | 1110 | 1120 | 1210 | 2010 | 2020 | 2030 | 2110 | 2120 | 2130 | 2140 | 2150 | 2210 | 3010 | 3020 | 3030 | 3110 | 3120 | 3130 | 3140 | 3150 | 3210 |   |
| <b>Noise Induced Hearing Loss: No Second Chance</b><br>(Leader's Guide and Video)        | p,v           | S             | J/S                       |      |      |      |      | X    |      |      |      |      |      |      |      |      | X    |      |      |      |      |      |      |      |      |      | X |
| <b>Occupational Health and Safety Act, The: A Worker's Guide and An Employer's Guide</b> | p             | S             | J/S                       |      |      |      |      | X    |      |      |      |      |      |      |      |      | X    |      |      |      |      |      |      |      |      |      | X |
| <b>Office Safety: It's A Jungle in There</b>   | v             | S             | J/S                       |      |      |      |      | X    |      |      |      |      |      |      |      |      | X    |      |      |      |      |      |      |      |      |      | X |
| <b>Parliamentary Principles Made Simple: The Basics</b>                                  | v             | S             | J/S                       |      | X    |      |      |      |      | X    | X    |      |      |      |      |      |      |      | X    | X    |      |      |      |      |      |      |   |
| <b>Pathways Series</b>   |               |               |                           | X    | X    | X    | X    |      | X    | X    | X    | X    | X    | X    | X    | X    |      | X    | X    | X    | X    | X    | X    | X    | X    | X    |   |
| Anger Management on the Job  | p             | S             | J/S                       |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |   |
| Knowing about Yourself   | p             | S             | J/S                       |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |   |
| Knowing about Others   | p             | S             | J/S                       |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |   |
| Succeeding with the Resume and the Application   | p             | S             | J/S                       |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |   |
| Succeeding with the Interview  | p             | S             | J/S                       |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |   |
| Solving Problems on the Job  | p             | S             | J/S                       |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |   |
| Program Overview   | p             | T             | J/S                       |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |   |
| <b>Personal Safety in Tanker Truck Loading and Off-Loading</b>                           | v             | S             | J/S                       |      |      |      |      | X    |      |      |      |      |      |      |      |      | X    |      |      |      |      |      |      |      |      |      | X |
| <b>Plan to Get Out Alive: Family Fire Safety Video</b>                                   | v             | S             | J/S                       |      |      |      |      | X    |      |      |      |      |      |      |      |      | X    |      |      |      |      |      |      |      |      |      | X |

## CAREER TRANSITIONS RESOURCES

### THEME CODE:

A. Career Readiness  
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 E. Job Safety Skills

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| LEVEL   |               |               |                           | 1    | 1    | 1    | 1    | 1    | 2    | 2    | 2    | 2    | 2    | 2    | 2    | 2    | 2    | 3    | 3    | 3    | 3    | 3    | 3    | 3    | 3    | 3    | 3 |
|---|---------------|---------------|---------------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|---|
| THEME   |               |               |                           | A    | D    | B    | B    | E    | A    | D    | D    | B    | B    | B    | B    | B    | E    | A    | D    | D    | B    | B    | B    | B    | B    | B    | E |
|   | <i>Format</i> | <i>Status</i> | <i>Junior/Senior High</i> |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |   |
| Module Number   |               |               |                           | 1010 | 1020 | 1110 | 1120 | 1210 | 2010 | 2020 | 2030 | 2110 | 2120 | 2130 | 2140 | 2150 | 2210 | 3010 | 3020 | 3030 | 3110 | 3120 | 3130 | 3140 | 3150 | 3210 |   |
| <b>Project Management</b>                                 | <i>p</i>      | <i>S</i>      | J/S                       |      | X    |      |      |      |      | X    | X    |      |      |      |      |      |      |      | X    |      | X    |      |      |      |      |      |   |
| <b>Safety Essentials</b>                                  |               |               |                           |      |      |      |      | X    |      |      |      |      |      |      |      |      | X    |      |      |      |      |      |      |      |      |      | X |
| Avoiding Slips, Trips and Falls                           | <i>v</i>      | <i>S</i>      | J/S                       |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |   |
| Back Care & Safety  | <i>v</i>      | <i>S</i>      | J/S                       |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |   |
| Eye Care & Safety   | <i>v</i>      | <i>S</i>      | J/S                       |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |   |
| Hearing Conservation and Safety                           | <i>v</i>      | <i>S</i>      | J/S                       |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |   |
| Personal Protective Equipment                             | <i>v</i>      | <i>S</i>      | J/S                       |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |   |
| <b>Safe Work Series</b>                                   |               |               |                           |      |      |      |      | X    |      |      |      |      |      |      |      |      | X    |      |      |      |      |      |      |      |      |      | X |
| An Introduction To Working Safely: CD Rom                 | <i>s</i>      | <i>S</i>      | J/S                       |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |   |
| An Introduction To Working Safely                         | <i>p</i>      | <i>S/T</i>    | J/S                       |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |   |
| Confined Spaces - The Worker's Role                       | <i>p</i>      | <i>S/T</i>    | J/S                       |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |   |
| Health and Safety Committees                              | <i>p</i>      | <i>S/T</i>    | J/S                       |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |   |
| Incident Investigation                                    | <i>p</i>      | <i>S/T</i>    | J/S                       |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |   |
| Rescue in Confined Spaces                                 | <i>p</i>      | <i>S/T</i>    | J/S                       |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |   |
| Worker's View of Ergonomics, A                            | <i>p</i>      | <i>S/T</i>    | J/S                       |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |   |
| <b>Success in the Workplace: A Student Guide</b>          |               |               |                           | X    |      |      |      |      | X    |      |      |      |      |      |      |      |      | X    |      |      |      |      |      |      |      |      |   |
| Student Guide   | <i>p</i>      | <i>B</i>      | J/S                       |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |   |
| Teacher's Manual  | <i>p</i>      | <i>T</i>      | J/S                       |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |   |
| <b>Superleadership: Leading Others to Lead Themselves</b> | <i>p</i>      | <i>S</i>      | J/S                       |      | X    |      |      |      |      | X    | X    |      |      |      |      |      |      |      | X    | X    |      |      |      |      |      |      |   |



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|--|---------------|---------------|---------------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|---|
| THEME  |               |               |                           | A    | D    | B    | B    | E    | A    | D    | D    | B    | B    | B    | B    | B    | E    | A    | D    | D    | B    | B    | B    | B    | B    | B    | E |
|  | <i>Format</i> | <i>Status</i> | <i>Junior/Senior High</i> |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |   |
| Module Number  |               |               |                           | 1010 | 1020 | 1110 | 1120 | 1210 | 2010 | 2020 | 2030 | 2110 | 2120 | 2130 | 2140 | 2150 | 2210 | 3010 | 3020 | 3030 | 3110 | 3120 | 3130 | 3140 | 3150 | 3210 |   |
| <b>Taking the Lead Video Series</b>  |               |               |                           |      | X    |      |      |      |      | X    | X    |      |      |      |      |      |      |      | X    | X    |      |      |      |      |      |      |   |
| At the Helm: Styles and Leadership   | <i>v</i>      | <i>S</i>      | J/S                       |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      | X    | X    |      |      |      |      |      |      |   |
| Running the Show: Influence, Power and Authority                                       | <i>v</i>      | <i>S</i>      | J/S                       |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |   |
| <b>Team Building: An Exercise in Leadership</b>  | <i>p</i>      | <i>S</i>      | J/S                       |      | X    |      |      |      |      | X    | X    |      |      |      |      |      |      |      | X    | X    |      |      |      |      |      |      |   |
| <b>Transitions: A Practical Guide to the Workplace</b>                                 |               |               |                           | X    |      |      |      |      | X    |      |      |      |      |      |      |      |      | X    |      |      |      |      |      |      |      |      |   |
| Text   | <i>p</i>      | <i>B</i>      | J/S                       |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |   |
| Teacher Resource Book  | <i>p</i>      | <i>T</i>      | J/S                       |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |   |
| <b>Transportation of Dangerous Goods</b> (Training Course, Employer's Guide and Video) | <i>p/v</i>    | <i>S</i>      | J/S                       |      |      |      |      | X    |      |      |      |      |      |      |      |      | X    |      |      |      |      |      |      |      |      |      | X |
| <b>What Everybody Should Know About Toxicology</b> (Video includes Leader's Guide)     | <i>p/v</i>    | <i>S</i>      | J/S                       |      |      |      |      | X    |      |      |      |      |      |      |      |      | X    |      |      |      |      |      |      |      |      |      | X |
| <b>WHMIS Handbook</b>  | <i>p</i>      | <i>S</i>      | J/S                       |      |      |      |      | X    |      |      |      |      |      |      |      |      | X    |      |      |      |      |      |      |      |      |      | X |
| <b>WHMIS "Self-Teach" Training Manual</b>  | <i>p</i>      | <i>S</i>      | J/S                       |      |      |      |      | X    |      |      |      |      |      |      |      |      | X    |      |      |      |      |      |      |      |      |      | X |
| <b>WHMIS: Working to Protect Your Health</b> (Video Includes Leader's Guide)           | <i>p/v</i>    | <i>S</i>      | J/S                       |      |      |      |      | X    |      |      |      |      |      |      |      |      | X    |      |      |      |      |      |      |      |      |      | X |
| <b>WonderTech Work Skills Simulation</b>   |               |               |                           | X    | X    | X    | X    | X    | X    | X    | X    | X    | X    | X    | X    | X    | X    | X    | X    | X    | X    | X    | X    | X    | X    | X    | X |
| Forms and Memos for Duplication  | <i>s</i>      | <i>S</i>      | J/S                       |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |   |
| Administration Department  | <i>s</i>      | <i>S</i>      | J/S                       |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |   |
| Production Department  | <i>s</i>      | <i>S</i>      | J/S                       |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |   |
| Materials Department   | <i>s</i>      | <i>S</i>      | J/S                       |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |   |
| Sales and Marketing Department   | <i>s</i>      | <i>S</i>      | J/S                       |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |   |
| Facilitator's Manual   | <i>s</i>      | <i>T</i>      | J/S                       |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |   |
| <b>Work Experience Planner, The</b>  | <i>p</i>      | <i>S</i>      | J/S                       | X    |      |      |      |      | X    |      |      |      |      |      |      |      |      | X    |      |      |      |      |      |      |      |      |   |
| <b>Young Worker Awareness Program Series</b>   |               |               |                           |      |      |      |      | X    |      |      |      |      |      |      |      |      | X    |      |      |      |      |      |      |      |      |      | X |
| Safety First   | <i>v</i>      | <i>S</i>      | J/S                       |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |   |
| Work Smart: Work Safe  | <i>v</i>      | <i>S</i>      | J/S                       |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |   |



## ADDITIONAL SOURCES

Available to Career and Technology Studies (CTS) teachers, locally and provincially, are many sources of information that can be used to enhance CTS. These sources are available through the community (e.g., libraries, boards, committees, clubs, associations) and through government agencies, resource centres and organizations. Some sources, e.g., government departments, undergo frequent name and/or telephone number changes. Please consult your telephone directory or an appropriate government directory.

The following is a partial list of sources to consider:

### TEACHER-LIBRARIANS

Planned and purposeful use of library resources helps students grow in their ability to gather, process and share information. Research activities require access to an adequate quantity and variety of appropriate, up-to-date print and nonprint resources from the school library, other libraries, the community and additional sources. Some techniques to consider are:

- planning together
- establishing specific objectives
- integrating research skills into planning.

Cooperation between the teacher-librarian and the subject area teacher in the development of effectively planned resource-based research activities ensures that students are taught the research skills as well as the subject content. Also see *Focus on Research: A Guide to Developing Student's Research Skills* referenced in the Alberta Education resources section.

### ALBERTA EDUCATION SOURCES

Alberta Government telephone numbers can be reached toll free from outside Edmonton by dialing 310-0000.

The following monographs are available for purchase from the Learning Resources Distributing Centre. Refer to the Distributor Directory at the end of this section for address, telephone, fax and Internet address.

Please consult the "Support Documents" section or the "Legal, Service and Information Publications" section in the LRDC *Buyers Guide* for ordering information and costs.

### Developmental Framework Documents

- *The Emerging Student: Relationships Among the Cognitive, Social and Physical Domains of Development*, 1991 (Stock No. 161555)

This document examines the child, or student, as a productive learner, integrating all the domains of development: cognitive, social and physical. It emphasizes the need for providing balanced curriculum and instruction.

- *Students' Interactions Developmental Framework: The Social Sphere*, 1988 (Stock No. 161399)

This document examines children's perceptual, structural and motor development and how such physical development affects certain learning processes.

- *Students' Physical Growth: Developmental Framework Physical Dimension*, 1988 (Stock No. 161414)

This document examines children's normal physical growth in three areas: perceptual, structural and motor development. In none of these areas is the child's growth in a single continuous curve throughout the first two decades of life. Physical growth is characterized by periods of rapid growth and periods of slower growth. Consequently, differences and changes in growth patterns may affect the timing of certain learning processes.

#### Other

- *Focus on Research: A Guide to Developing Students' Research Skills*, 1990 (Stock No. 161802)

This document outlines a resource-based research model that helps students manage information effectively and efficiently, and gain skills that are transferable to school and work situations. This model provides a developmental approach to teaching students how to do research.

- *Teaching Thinking: Enhancing Learning*, 1990 (Stock No. 161521)

Principles and guidelines for cultivating thinking, ECS to Grade 12, have been developed in this resource. It offers a definition of thinking, describes nine basic principles on which the suggested practices are based, and discusses possible procedures for implementation in schools and classrooms.

#### ACCESS: The Education Station

ACCESS: The Education Station offers a variety of resources and services to teachers. For a nominal dubbing and tape fee, teachers may have ACCESS: The Education Station audio and video library tapes copied. ACCESS: The Education Station publishes listings of audio and video cassettes as well as a comprehensive programming schedule.

Of particular interest are the CTS videos, which are available with utilization guides. The guides outline key points in each video and suggest questions for discussion, classroom projects and other activities. Video topics are listed in the Support Learning Resources section of this guide. The videos and accompanying support material can be obtained from ACCESS: The Education Station. Refer to the Distributor Directory at the end of this section for address, telephone, fax and Internet address.

#### GOVERNMENT SOURCES

##### National Film Board of Canada (NFB)

The NFB has numerous films and videotapes that may be suitable for Career and Technology Studies strands. For a list of NFB films and videotapes indexed by title, subject and director, or for purchase of NFB films and videotapes, call 1-800-267-7710 (toll free) or Internet address: <http://www.nfb.ca>

ACCESS: The Education Station and some school boards have acquired duplication rights to some NFB videotapes. Please contact ACCESS: The Education Station or consult the relevant catalogues in your school or school district.

The Edmonton Public Library and the Calgary Public Library have a selection of NFB films and videotapes that can be borrowed free of charge with a Public Library borrower's card. For further information, contact:

Edmonton Public Library  
Telephone: 403-496-7000

Calgary Public Library  
Telephone: 403-260-2650

For further information contact:

##### Statistics Canada

Regional Office  
8th Floor, Park Square  
10001 Bellamy Hill  
Edmonton, AB T5J 3B6  
Telephone: 403-495-3027  
Fax: 403-495-5318  
Internet address: <http://www.statcan.ca>

Statistics Canada produces periodicals, reports, and an annual year book.

## **Resource Centres**

### ***Urban Resource Centres***

#### **Instructional Services**

Elk Island Public Schools  
2001 Sherwood Drive  
Sherwood Park, AB T8A 3W7  
Telephone: 403-464-8235  
Fax: 403-464-8033  
Internet Address: <http://ei.educ.ab.ca>

#### **Learning Resources Centre**

Red Deer Public School Board  
4747 – 53 Street  
Red Deer, AB T4N 2E6  
Telephone: 403-343-8896  
Fax: 403-347-8190

#### **Instructional Materials Centre**

Calgary Separate School Board  
6220 Lakeview Drive SW  
Calgary, AB T3E 5T1  
Telephone: 403-298-1679  
Fax: 403-249-3054

#### **School, Student, Parent Services Unit**

Program and Professional Support Services  
Sub Unit  
Calgary Board of Education  
3610 – 9 Street SE  
Calgary, AB T2G 3C5  
Telephone: 403-294-8542  
Fax: 403-287-9739

After July 1, 1997, please contact the School, Student, Parent Services Unit regarding the relocation of the Loan Pool Resource Unit.

#### **Learning Resources**

Edmonton Public School Board  
Centre for Education  
One Kingsway Avenue  
Edmonton, AB T5H 4G9  
Telephone: 403-429-8387  
Fax: 403-429-0625

#### **Instructional Materials Centre**

Medicine Hat School District No. 76  
601 – 1 Avenue SW  
Medicine Hat, AB T1A 4Y7  
Telephone: 403-528-6719  
Fax: 403-529-5339

#### **Resource Centre**

Edmonton Catholic Schools  
St. Anthony's Teacher Centre  
10425 – 84 Avenue  
Edmonton, AB T6E 2H3  
Telephone: 403-439-7356  
Fax: 403-433-0181

#### **Instructional Media Centre**

Northern Lights School Division No. 69  
Bonnyville Centralized High School  
4908 – 49 Avenue  
Bonnyville, AB T9N 2J7  
Telephone: 403-826-3366  
Fax: 403-826-2959

### ***Regional Resource Centres***

#### **Zone 1**

Zone One Regional Resource Centre  
P.O. Box 6536  
10020 – 101 Street  
Peace River, AB T8S 1S3  
Telephone: 403-624-3187  
Fax: 403-624-5941

#### **Zone 2/3**

Central Alberta Media Services (CAMS)  
182 Sioux Road  
Sherwood Park, AB T8A 3X5  
Telephone: 403-464-5540  
Fax: 403-449-5326

#### **Zone 4**

Information and Development Services  
Parkland Regional Library  
5404 – 56 Avenue  
Lacombe, AB T4L 1G1  
Telephone: 403-782-3850  
Fax: 403-782-4650  
Internet Address: <http://rtt.ab.ca.rtt/prl/prl.htm>

## **Zone 5**

South Central Alberta Resource Centre  
(SCARC)  
Golden Hills Regional Division  
435A Hwy 1  
Westmount School  
Strathmore, AB T0J 3H0  
Telephone: 403-934-5028  
Fax: 403-934-5125

## **Zone 6**

Southern Alberta Learning Resource Centre  
(SALRC)  
Provincial Government Administration Building  
909 Third Avenue North, Room No. 120  
Box 845  
Lethbridge, AB T1J 3Z8  
Telephone: 403-320-7807  
Fax: 403-320-7817

## **OTHER GOVERNMENT SOURCES**

### **Alberta Apprenticeship Program**

For more information, contact the Alberta Advanced Education and Career Development office nearest you or call the Alberta Career Information Hotline. 1-800-661-3753 (toll free)  
Edmonton: 403-422-4266

### **Alberta Health**

Environmental Health Services  
14<sup>th</sup> Floor, 10025 Jasper Avenue  
Edmonton, AB T5J 2N3  
Telephone: 403-427-2643

Alberta Health will issue a Certificate of Achievement in Food Sanitation and Hygiene to all successful applicants. The department also maintains a registry of certified food handlers.

### **Alberta Labour**

9940 – 106 Street  
Edmonton, AB T5K 2N2  
Telephone: 403-427-8848  
Fax: 403-427-0999

Offices are also in Calgary, Camrose, Edson, Fort McMurray, Grande Prairie, Lethbridge, Medicine Hat, Red Deer and Vermilion.

### **Communication Branch of Alberta Health**

18<sup>th</sup> Floor, Telus Plaza North Tower  
10025 – Jasper Avenue  
Edmonton, AB T5J 1S6

### **Health Canada**

Publications  
Public Affairs, Head Office  
Brooke Claxton Building  
de la Colombine  
Tunney's Pasture  
Ottawa, ON K1A 0K9

### **Health Protection Branch**

840, 9700 Jasper Avenue  
Edmonton, AB T5J 4C3  
Telephone: 403-495-2626  
Fax: 403-495-2624

Or

282, 220 – 4 Avenue SE  
Calgary, AB T2G 4X3  
Telephone: 403-292-4650  
Fax: 403-292-4644

### **Industry Canada**

Consumer Affairs  
#400, 639 – 5 Avenue SW  
Calgary, AB T2P 0M9  
Telephone: 403-292-4295  
<http://strategis.ic.gc.ca>

## **PROFESSIONAL ORGANIZATIONS**

### **ATEC**

12th Floor, Sterling Place  
9940 – 106 Street  
Edmonton, AB T5K 2N2  
Telephone: 403-422-0781  
Fax: 403-422-3430

- Resources previously available through ATEC may now be available from Training Resource Centre, Grant MacEwan Community College (see below).

## **POST-SECONDARY INSTITUTES**

### **Training Resource Centre**

Grant MacEwan Community College  
City Centre Campus  
Room 5-309, 10700 – 104 Avenue  
Edmonton, AB T5J 4S2  
Telephone: 403-497-5475  
Fax: 403-497-5677

- Memberships must be purchased.

## **ASSOCIATIONS**

Alberta Safety Council  
201, 10526 Jasper Avenue  
Edmonton, AB T5J 1Z7  
Telephone: 403-428-7555  
Fax: 403-428-7557

Canada Safety Council  
1020 Thomas Spratt Place  
Ottawa, ON K1G 5L5  
Telephone: 613-739-1535  
Fax: 613-739-1566





## DISTRIBUTOR DIRECTORY

The entries in the Distributor Directory are arranged alphabetically by code.

| CODE | Distributor/Address  | Contact Via  |
|------|--|--|
| ACC  | ACCESS: The Education Station<br>3270 – 76 Avenue<br>Edmonton, AB T6B 2N9  | 403-440-7777<br>Fax: 403-440-8899<br>1-800-352-8293<br><a href="http://www.ccinet.ab.ca/access">http://www.ccinet.ab.ca/access</a> |
| ALCS | Alberta Labour Client Services Division<br>Occupational Health and Safety Division<br>9321 – 48 Street<br>Edmonton, AB T6B 2R4 | 403-427-8848<br>Fax: 403-422-9645  |
| ETS  | Electrolab Training Systems<br>P.O. Box 320<br>335 University Avenue<br>Belleville, ON K8N 5A5                                 | 613-962-9577<br>Fax: 613-962-0284<br>1-800-267-7582  |
| LRDC | Learning Resources Distributing Centre<br>12360 – 142 Street<br>Edmonton, AB T5L 4X9   | 403-427-5775<br>Fax: 403-422-9750<br><a href="http://ednet.edc.gov.ab.ca/lrdc">http://ednet.edc.gov.ab.ca/lrdc</a>                 |
| WCBP | Workers' Compensation Board<br>Prevention Division<br>17 <sup>th</sup> Floor, 200 Front Street West<br>Toronto, ON M5V 3J1     | 416-975-9728<br>Fax: 416-975-9775<br>1-800-465-5606  |



# CAREER TRANSITIONS

## SECTION J: SAMPLE STUDENT LEARNING GUIDES

The following pages provide background information, strategies and a template for developing student learning guides. Also included at the end of this section are several sample student learning guides for Career Transitions.

A student learning guide provides information and direction to help students attain the expectations defined in a specified CTS module. It is designed to be used by students under the direction of a teacher.

Many excellent student learning guides (SLGs) are available for use and/or are in the process of being developed. While Alberta Education provides a development template accompanied by some samples, most student learning guide development is being done by individuals and organizations across the province (e.g., school jurisdictions, specialist councils, post-secondary organizations). Refer to the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* (Appendix 11) for further information regarding student learning guide developers and sources.

**Note:** A student learning guide is not a self-contained learning package (e.g., Distance Learning Module), such as you might receive from the Alberta Distance Learning Centre (ADLC) or Distance Learning Options South (DLOS).

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## BACKGROUND

A Student Learning Guide (SLG) is a presentation of information and direction that will help students attain the expectations defined in a specified CTS module. It is designed to be used by students under the direction of a teacher. A SLG is not a self-contained learning package such as you might receive from the Alberta Distance Learning Centre (ADLC) or Distance Learning Options South (DLOS).

Each SLG is based on curriculum and assessment standards as defined for a particular CTS module. Curriculum and assessment standards are defined in this document through:

- module and specific learner expectations (Sections D, E and F)
- assessment criteria and conditions (Sections D, E and F)
- assessment tools (Section G).

The SLG is written with the student in mind and makes sense to the student in the context of his or her CTS program. SLGs are designed to guide students through modules under the direction of the teacher. They can be used to guide:

- an entire class
- a small groups of students
- individual students.

In some instances, the Student Learning Guide may also be used as teacher lesson plans. When using SLGs as teacher lesson plans, it should be noted that they tend to be:

- learner-centred (versus teacher-directed)
- activity-based (versus lecture-based)
- resource-based (versus textbook-based).

### Components of a Student Learning Guide

The student learning guide format, as developed by Alberta Education, typically has *seven* components as described below.

#### 1. *Why Take This Module?*

This section provides a brief rationale for the work the student will do, and also establishes a context for learning (i.e., in relation to the strand, a life pursuit, a specific industry, etc.).

#### 2. *What Do You Need To Know Before You Start?*

In this section, prerequisite knowledge, skills and attitudes considered necessary for success in the module are identified. Prerequisites may include other modules from within the strand or from related CTS strands, as well as generic knowledge and skills (e.g., safety competencies, the ability to measure/write/draw, prior knowledge of basic information relevant to the area of study).

#### 3. *What Will You Know And Be Able To Do When You Finish?*

This information must parallel and reflect the curriculum and assessment standards as defined for the module. You may find it desirable to rewrite these standards in less formal language for student use.

#### 4. *When Should Your Work Be Done?*

This section provides a timeline that will guide the student in planning their work. The timeline will need to reflect your program and be specific to the assignments you give your students. You may wish to include a time management chart, a list of all assignments to be completed, and instructions to the student regarding the use of a daily planner (i.e., agenda book) to organize their work.

#### 5. *How Will Your Mark For This Module Be Determined?*

This section will interpret the assessment criteria and conditions, assessment standards, assessment tools and suggested emphasis as defined for the module within the context of the projects/tasks completed. Accepted grading practices will then be used to determine a percentage grade for the module—a mark not less than 50% for successful completion. (**Note:** A module is

“successfully completed” when the student can demonstrate ALL of the exit-level competencies or MLEs defined for the module.)

#### 6. *Which Resources May You Use?*

Resources considered appropriate for completing the module and learning activities are identified in this section of the guide. The resources may be available through the Learning Resources Distributing Centre (LRDC) and/or through other agencies. Some SLGs may reference a single resource, while others may reference a range of resources. Resources may include those identified in the Learning Resource Guide (Section I) as well as other sources of information considered appropriate.

#### 7. *Activities/Worksheets*

This section provides student-centred and activity-based projects and assignments that support the module learner expectations. When appropriately aligned with curriculum and assessment standards, successful completion of the projects and assignments will also indicate successful completion of the module.

### **Strategies for Developing Student Learning Guides**

Prior to commencing the development of a student learning guide, teachers are advised to obtain:

- the relevant Guide to Standards and Implementation
- the student learning guide template.

Information communicated to the student in the SLG must parallel and reflect the curriculum and assessment standards as defined for the module. Therefore, critical elements of the Guide to Standards and Implementation that need to be addressed throughout the SLG include:

- module and specific learner expectations
- assessment criteria and conditions
- assessment standards
- assessment tools.

Additional ideas and activities will need to be incorporated into the student learning guide. These can be obtained by:

- reflecting on projects and assignments you have used in delivering programs in the past
- identifying human and physical resources available within the school and community
- networking and exchanging ideas (including SLGs) with other teachers
- reviewing the range of resources (e.g., print, media, software) identified in the Learning Resource Guide (Section I) for a particular module/strand.

Copyright law must also be adhered to when preparing a SLG. Further information and guidelines regarding copyright law can be obtained by referring to the:

- *Copyright Act*
- *Copyright* and the *Can Copy Agreement*.

A final task in developing a student learning guide involves validating the level of difficulty/ challenge/rigour established, and making adjustments as considered appropriate.

A template for developing student learning guides, also available on the Internet, is provided in this section (see “Student Learning Guide Template”, pages J.5–10). Several sample student learning guides are also provided in this section (see “Sample Student Learning Guides,” starting on page J.11).

# CAREER & TECHNOLOGY STUDIES



## SAMPLE STUDENT LEARNING GUIDE TEMPLATE





# WHY TAKE THIS MODULE?



# WHAT DO YOU NEED TO KNOW BEFORE YOU START?



# WHAT

**WILL YOU KNOW AND  
BE ABLE TO DO  
WHEN YOU FINISH?**

- 
- 
- 
- 
- 
- 
- 
- 

# WHEN

**SHOULD YOUR WORK BE DONE?**



# HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

|  |            |
|--|------------|
|  | PERCENTAGE |
|--|------------|

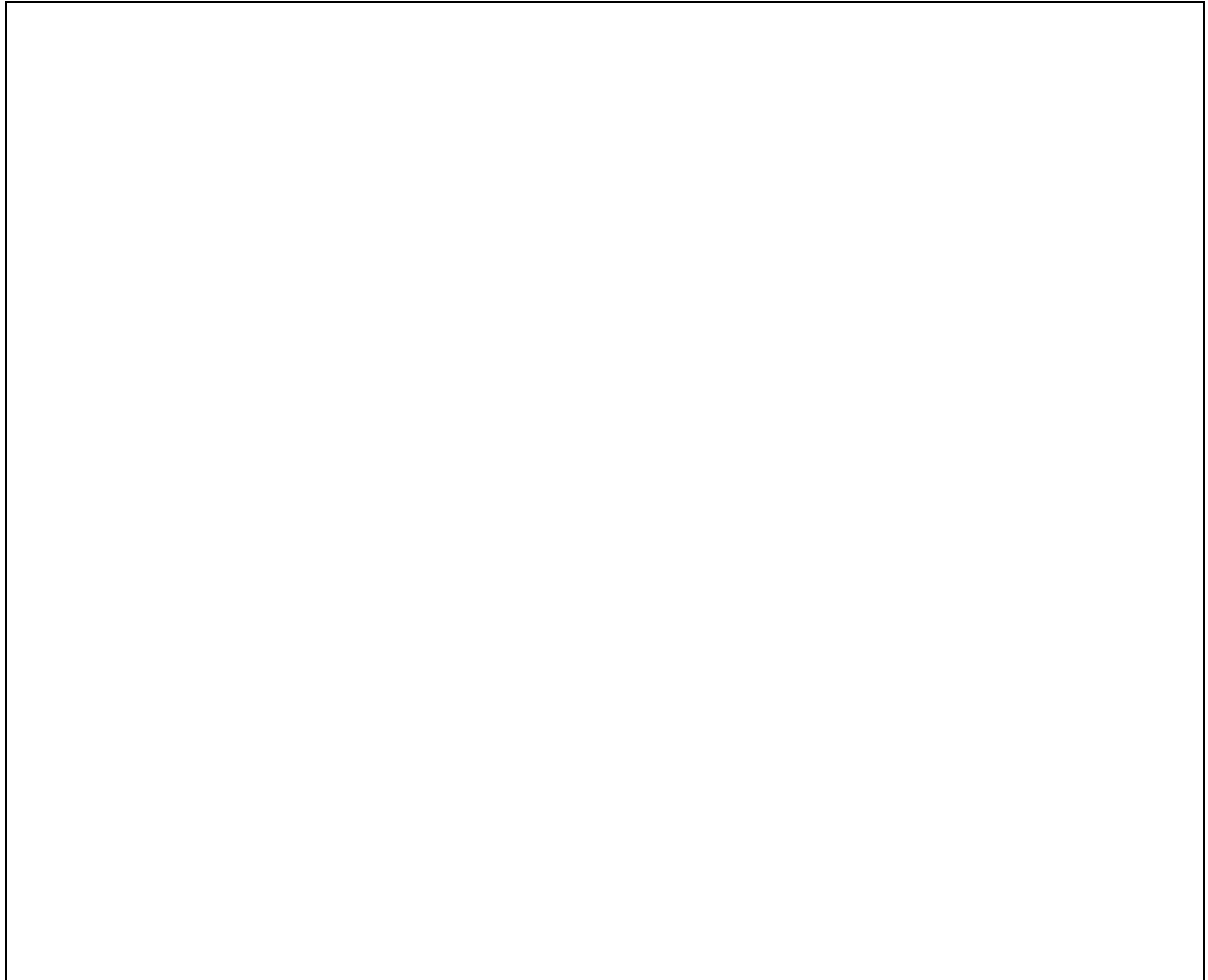


# WHICH RESOURCES MAY YOU USE?



|   |
|---|
| <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul> |
|---|

# ACTIVITIES/WORKSHEETS



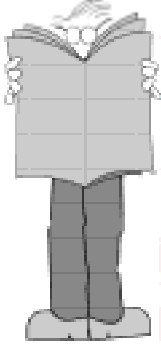
# CAREER & TECHNOLOGY STUDIES

## CAREER TRANSITIONS

### SAMPLE STUDENT LEARNING GUIDE

#### **CTR1010 Job Preparation**

## WHY TAKE THIS MODULE?



- It can help you in identifying preferred careers.
- You will learn how to identify your many competencies.
- It could help you:
  - find a job
  - get the job
  - keep the job.

## WHAT DO YOU NEED TO KNOW BEFORE YOU START?

There are no prerequisites identified for this module.

However, to ensure success, you should have enthusiasm and a willingness to learn.



## WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this module you will be able to:

- identify and develop knowledge, skills and attitudes appropriate for conducting successful employment searches
- communicate in the language in which business is conducted
- prepare a personal employment search portfolio
- use technologies, tools and information systems appropriately for job preparation
- demonstrate basic competencies.

# WHEN SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.



# HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

| Competencies   | Percentage |
|--|------------|
| You must first demonstrate <b>all</b> the competencies required for this module. |            |
| When you have done this, your percentage mark will be determined as follows.     |            |
| Completion of a PORTFOLIO that includes:   |            |
| • self-assessment profile  | 10–15%     |
| • personal employment search portfolio   | 10–15%     |
| • an application form  | 10–15%     |
| • a covering/introductory letter   | 10–15%     |
| • a résumé   | 10–15%     |
| • an interview.  | 20–25%     |
| Being able to identify and describe:   |            |
| • safe and unsafe work situations  | 5– 8%      |
| • WHMIS symbols  | 5– 8%      |
| • injury accident reporting procedures   | 5– 8%      |
| • role of various agencies; e.g., WCB, OH&S, Employment Standard Codes           | 15–20%     |



# WHICH RESOURCES MAY YOU USE?



- *Expanding Your Horizons*. Judi Misener and Susan Kearns, 1993
- *Employability Skills Portfolio: Creating My Future*, Calgary Educational Partnership Foundation, 1994
- Job Search Success System: Units 1, 2 and 3
- *Job Seekers' Handbook*, Advanced Education and Career Development
- *Knowing About Yourself, Knowing About Careers* (Pathways Series), Nancy Hutchinson and John G. Freeman, 1994
- Occupational Health and Safety: A Workers' Guide
- *Occupational Health and Safety Act*
- *Success in the Workplace*. Margaret Brand and Ann Olney Sparkes, 1990
- *Succeeding with the Interview* (pathways Series). Nancy Hutchinson and John Freeman, 1994
- *The Career Planner*. Advanced Education and Career Development, 1993
- *Transitions: A Practical Guide to the Workplace*. Linda Winder, Sonia Stih and Jim O'Connor, 1989

# ACTIVITIES/WORKSHEETS

1. **Job Search.** Job search is a process not an event. Knowing the steps in the process and carefully planning each step will enhance your chances of finding a job, becoming employed and keeping the job.
  - 1.1 Through class discussion or a brainstorming session with friends:
    - 1.1.1 identify and list all of the steps in the job search process
    - 1.1.2 prioritize the steps. That is, which step do you think is most important, next in importance, etc. Be able to give reasons for your decisions.
2. **Self-assessment.** Knowing and being able to categorize your competencies (knowledge, skills, interests, attitudes) is the first step in the job search process. Many of the resources listed in the "Which Resources May You Use" section of the Student Learning Guide suggest ways to perform a self-assessment.
  - 2.1 Select and complete any one of the self-assessment strategies contained in an available resource.  
AND/OR
  - 2.2 Use the "Self-assessment Tool" (Activity 1) attached to this Guide to complete your self-assessment.  
AND/OR
  - 2.3 Using a 5"-8" card or sheet of paper (e.g., personal skills, technical skills, values, interests, goals):
    - 2.3.1 list the things you like to do on one side
    - 2.3.2 list the things you do not like to do on the other side
    - 2.3.3 review both lists and then describe your major strengths and areas in which you could improve your strengths.



## CAREER TRANSITIONS

### CTR1010 Job Preparation

- 2.3.4 Make a list of words that best describe you:
  - Do this alone and then ask two or more of your friends to add or subtract descriptions from the list. OR
  - Work with two or more friends or classmates. THEN
  - Write a paragraph that best describes your interests, values, skills, specialized knowledge.
3. Occupational Profile. Before making any career or job decision it is important to know what competencies are required for entry-level positions and the competencies required for higher level positions.
  - 3.1 Select two occupations that interest you and create a profile of each. Each profile should include:
    - 3.1.1 the name and brief description of the occupation.
    - 3.1.2 the name of at least two local companies in which the occupation is performed.
    - 3.1.3 a list of both the qualifications and competencies required for:
      - entry-level positions
      - supervisory positions
      - management positions.
4. Application Form. Most jobs require applicants to complete and submit an application form. Some of these forms are simple; others may be more complex.
  - 4.1 Visit any two of the businesses/companies that you profiled previously and obtain an application form from each.
  - 4.2 Complete the application form.
  - 4.3 Have your teacher review the form.
  - 4.4 Submit each form with a covering letter requesting each company to consider employing you.
  - 4.5 Ensure that you give adequate thought in responding to questions, such as:
    - Why do you want to work for this company?
    - How will hiring you help this company?
5. Résumé. A résumé is usually a written statement that the writer hopes will present him or her in a positive way to prospective employers and others. A résumé should include information on your education, achievements (e.g., grades, awards) your career plan(s), work history, hobbies and interests, and the names, positions and addresses of at least three people who know you and who are willing to act as references for you.
  - 5.1 Review the different formats for creating a résumé in available resources.
  - 5.2 Select one of the formats and create a résumé for yourself.
  - 5.3 Consider whether the same résumé or one using a different format might be used to apply for jobs in different companies.
  - 5.4 What factors will you consider in deciding to change the format of your résumé? What new impact do you hope the new format will achieve?
  - 5.5 Contact the personnel office/person responsible for hiring in a local company or business. Ask questions about the type and length of resume preferred by each.
  - 5.6 Customize a minimum of two résumés that meet the specifications received from persons contacted.
6. Job Interview. The job interview is important. It provides a job applicant with the opportunity to show and to tell the prospective employer why you should be hired.
  - 6.1 List the factors that should be considered prior to the interview. Categorize them under the following headings:
    - personal appearance
    - knowledge of company
    - attitude
    - paperwork/credentials.

## CAREER TRANSITIONS

### CTR1010 Job Preparation

- 6.2 Role play a series of interviews with classmates and with friends. Make sure that you are asked and that you practise responses to the following types of questions:
- Why do you want to work for this company?
  - How will hiring you help this company?
7. Health and Safety. In every workplace, safety is everybody's business. Various government departments and other agencies have legislation, rules and procedures to ensure that the workplace is made safe and that everyone know how to maintain a safe workplace and how to work safely.
- 7.1 Using resources available both in class and in the community:
- 7.1.1 list and describe the purpose of workplace safety legislation
- 7.1.2 identify the meaning of a minimum of 10 WHMIS symbols
- 7.1.3 describe the purpose of a MSDS label and the meaning of each symbol.
- 7.2 Describe the purpose of the Employment Standards Code:
- 7.2.1 How does the Code affect employees?
- 7.2.2 How does the Code affect employers?
- 7.3 Demonstrate how you would:
- 7.3.1 respond to an injury accident to yourself
- 7.3.2 respond to an injury accident to a classmate, fellow employee
- 7.3.3 describe the reporting procedure used and the purpose of this procedure
- 7.3.4 describe and, if possible, demonstrate how you would improve the safety/safe work practices in a given classroom/laboratory/workplace.
8. Developing a Portfolio. A portfolio is a collection of information about a person, a theme or a collection of similar things. Your portfolio should contain information about you. This information may be in the form of school reports, certificates, letters of commendation, examples of your best work in each of your subject areas, your career goals and plans, how you intend to reach these goals, etc. In other words, your portfolio should be designed to present you to other in the best possible light. It should showcase your abilities, interests, experiences, achievements and indicate your knowledge and use of the job search process.
- 8.1 Look at portfolios created by other students.
- 8.2 Develop and maintain a portfolio. Make it distinctively yours.
9. Responding to Offers of Employment and Rejection. Work seekers must be prepared to respond effectively and promptly to both offers of employment and letters of rejection. In the first, the prospective employer wants to know if you accept the offer of employment. In the case of a rejection, a courteous response thanking the interviewer for taking the time to interview you may result in being called back for future positions with the company.
- 9.1 Prepare a letter accepting the offer of employment.
- 9.2 Prepare a letter in response to being rejected for a position.

**CAREER TRANSITIONS****CTR1010 Job Preparation****Activity 1**  
**Self-Assessment Tool**

| <b>My Competencies</b>   | <b>Technical</b> | <b>Personal</b> | <b>Interpersonal</b> |
|--|------------------|-----------------|----------------------|
| <b><u>Knowledge</u></b><br>e.g.: <ul style="list-style-type: none"><li>• I know . . .</li><li>• I know how to . . .</li><li>• I can research . . .</li><li>• I can problem solve . . .</li><li>•</li></ul>           |                  |                 |                      |
| <b><u>Skills</u></b><br>e.g.: <ul style="list-style-type: none"><li>• I can operate . . .</li><li>• I can construct . . .</li><li>• I can make . . .</li><li>• I can provide service to . . .</li><li>•</li></ul>    |                  |                 |                      |
| <b><u>Attitudes</u></b><br>e.g.: <ul style="list-style-type: none"><li>• I appreciate . . .</li><li>• I respect . . .</li><li>• I like . . .</li><li>• I dislike . . .</li><li>• I want to . . .</li><li>•</li></ul> |                  |                 |                      |

**CAREER TRANSITIONS**  
**CTR1010 Job Preparation**

Activity 1 (continued)  
**Self-Assessment Tool**

| <b>Goals: What I want for myself</b>  | <b>Strategies: How I intend to achieve my goals</b> |
|---|---|
| My Personal Goals are: <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>      |   |
| My Career Goal(s) is (are): <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul> |   |
| <b>Experience</b>   |   |
| Work Experience(s)  |   |
| Volunteer Experience(s)   |   |
| Other Experience(s)   |   |

# CAREER & TECHNOLOGY STUDIES

## CAREER TRANSITIONS

### SAMPLE STUDENT LEARNING GUIDE

### **CTR1210 Personal Safety (Management)**

# WHY TAKE THIS MODULE?



- It could save you and others from injury or death.
- You'll learn how to recognize and deal with hazards.
- You'll have the opportunity to earn an emergency first-aid certificate.
- It can help you get a job.

# WHAT DO YOU NEED TO KNOW BEFORE YOU START?

There are no prerequisites identified for this module.

To ensure success you should have:

- enthusiasm and a willingness to learn
- a positive approach toward safety.



# WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this module you will be able to:

- identify and describe:
  - health and safety stakeholders
  - legislation relating to health and safety
  - hazards; e.g., in offices
  - careers in safety
- demonstrate basic health and safety practices, including:
  - burn prevention
  - use of personal protective equipment (PPE)
  - back care
- develop and implement a personal health and safety plan
- successfully complete a course in emergency first aid (EFA)
- demonstrate basic competencies.

# WHEN SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.

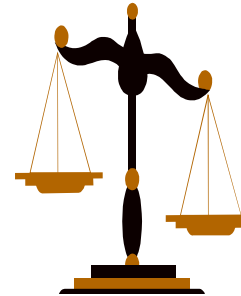


## CAREER TRANSITIONS

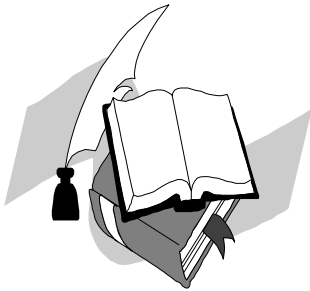
### CTR1210 Personal Safety (Management)

# HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

|   | PERCENTAGE |
|---|------------|
| You must first demonstrate <b>all</b> of the competencies required for this module. |            |
| When you have done this, your percentage mark will be determined as follows:        |            |
| Report  | 20 – 30%   |
| First Aid Competency  | 15 – 25%   |
| Safety Plan   | 25 – 30%   |
| Safety Competencies   | 40 – 50%   |



# WHICH RESOURCES MAY YOU USE?



- *Occupational Health and Safety Act (OH&S)*
- General Safety Regulations
- OH&S Pamphlets
- Workers' Compensation Board Pamphlets (WCB)
- Workplace Hazard Material Information System (WHMIS) Handbook
- Back Care slides
- *WHMIS: Working for You* video
- *Health and Safety: Strike Out Injuries* video
- *So it Won't Happen Again* video
- *Equipped for Safety* video
- *Noise Induced Hearing Loss – No Second Chance* video
- Personal Protective Equipment
- Back Care Owner's Manual
- Emergency First Aid Manual
- *Office Safety: It's a Jungle in There* video
- *Fire Power* video
- *Stop it Burning* video



# ACTIVITIES/WORKSHEETS

1. **Hazard Identification.** Hazards are found in every aspect of a person's life. Identifying and controlling these hazards can result in a decrease in accidents and health.
  - 1.1 Watch the office safety video *Office Safety: It's a Jungle in There* and for a selected office observe hazards and report on solutions needed to make them safer.
  - 1.2 Interview an office worker knowledgeable about safety on office accidents; office hazards; need for control of hazards; common problems which result in accidents.

or

Create a list of hazards found in various workplaces (include physical, biological, chemical and attitudinal hazards.) Suggest hazard-prevention strategies.
  - 1.3 Visit a local industry that has a safety program and job shadow a safety inspection. Report on the types of hazards inspected and assess the controls used.
  - 1.4 Select a special health hazard not usually found in a work site and research the controls needed to reduce or eliminate the danger of exposure to this hazard.
  - 1.5 Recognize that habits are hard to break by selecting a personal habit (i.e., smoking, gum chewing) and for one week try to eliminate that particular habit.
  - 1.6 Select a physical hazard and prepare a one- to two-page report that explains the dangers and controls used to deal with this hazard; e.g., noise, radiation, temperature, pressure.

or

Research a newspaper or magazine and locate three articles that review/report on how harmful substances can enter the body. Explain what preventive measures could have been used to stop the harm from taking place.
2. **Rights and Responsibilities.** Everybody in the workplace has a duty to make it as safe as possible for themselves and others. This is not just an option, it is a legislated duty.
  - 2.1 Make a list of at least 10 questions you would ask a new employer about the work site you are about to enter. Once complete, compare your questions to the questions outlined by OH&S.

or

Make up a plan which you could give to workers which explains what they should do if they think they have contracted work-related health problems. Your research may include interviews with WCB or OH&S personnel.
  - 2.2 From the PPE kit, select one of each of the following PPE types:
    - head gear
    - hand gear
    - body gear
    - foot gearWhere can each item of equipment be obtained? (Identify supplier, price and manufacturer.)
  - 2.3 Watch the video "WHMIS: Working to Protect Your Health" and complete the quiz.
  - 2.4 Make a poster of a WHMIS label, include an explanation.
  - 2.5 Visit a local industry that has a safety program and investigate the WHMIS controls in place. Report on your findings.

## CAREER TRANSITIONS

### CTR1210 Personal Safety (Management)

- 2.6 Identify the rights and responsibilities when it comes to safety of:
  - workers
  - employers
  - government agencies (i.e., WCB, OH&S).
- 2.7 Complete necessary documentation for:
  - employer report of accident
  - worker report of accident.
3. Back Care. The greatest percentage of workplace injuries involve the back. (Eighty percent of all people will have a back problem in their life.)
  - 3.1 Watch the Back Care slides (with the explanation of each slide) and describe an act that contributes to back care and one that may injure your back.

or

Consult with a local back care expert e.g., doctor, OH&S staff, WCB, chiropractor or physiotherapist) and report on your findings.
  - 3.2 Demonstrate the proper lifting dynamic and explain the difference between chronic and acute back disorders.
4. Burn Prevention. When a fire starts, you have seconds to act and the difference between life and death depends on how prepared you are.
  - 4.1 Watch the video *Fire Power* and complete the quiz.
  - 4.2 Create a fire escape plan for your home, classroom and/or workplace.
  - 4.3 Watch the video *Stop it Burning* and make a safety poster or slogan poster suitable for elementary grade level students.

or

Develop a fire safety checklist which could be used in a home.
5. Participate in a recognized emergency first-aid course including CPR, e.g., St. John Emergency First Aid.
6. For a selected work site, conduct an investigation of various hazards and develop a plan to safely address the hazards.
7. Keep a log of everything you did which was safety related for one day.
8. In consultation with your teacher, decide on an ongoing personal project, which you will continue throughout the safety module. Some ideas include:
  - a safety journal
  - an analysis of your safety habits
  - for a selected work site, determine ways to make it safer
  - explore safety related careers
  - job shadow a safety specialist.

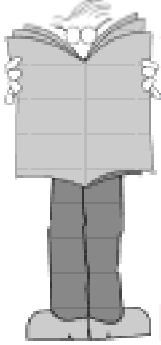
# CAREER & TECHNOLOGY STUDIES

## CAREER TRANSITIONS

### SAMPLE STUDENT LEARNING GUIDE

#### **CTR2210 Workplace Safety (Practices)**

# WHY TAKE THIS MODULE?



- Learn how to assess and control hazards in a variety of places and situations.
- Get out alive from confined spaces.
- Become a safety advocate and practitioner.
- Discover why safety is an attitude.

# WHAT DO YOU NEED TO KNOW BEFORE YOU START?

Prerequisite: CTR1210 Personal Safety (Management)

In addition, to work successfully in this module, you must already be able to:

- appreciate the importance of safety in daily life
- provide emergency first aid
- demonstrate basic health and safety practices, including burn prevention, back care and use of personal protective equipment.



# WHAT

**WILL YOU KNOW AND  
BE ABLE TO DO  
WHEN YOU FINISH?**

Upon completion of this module you will be able to:

- identify and describe hazard assessments and controls
- classify accidents and incidents and explain causation
- define ergonomics and describe its relationship to workplace safety
- demonstrate and describe standards/legislated practices associated with workplace safety, including:
  - farm/urban safety
  - fire safety
  - electrical safety
  - confined space safety
  - transportation of dangerous goods
- demonstrate basic competencies.

# WHEN

**SHOULD YOUR WORK BE DONE?**

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.

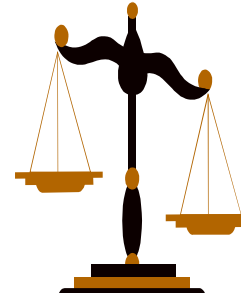


## CAREER TRANSITIONS

### CTR2210 Workplace Safety (Practices)

# HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

|   | PERCENTAGE |
|---|------------|
| You must first demonstrate <b>all</b> of the competencies required for this module. |            |
| When you have done this, your percentage mark will be determined as follows:        |            |
| <ul style="list-style-type: none"><li>• Written assignments</li></ul>               | 30 – 40%   |
| <ul style="list-style-type: none"><li>• Practical demonstrations</li></ul>          | 40 – 60%   |
| <ul style="list-style-type: none"><li>• Career portfolio</li></ul>                  | 5 – 10%    |



# WHICH RESOURCES MAY YOU USE?



- *It Only Takes a Second* video
- *Seconds Save Lives* video
- *Electrojuice* video
- *Confined Spaces Entry* video
- *Do it Right Stay Alive* video
- *A Day in the Life of TDG* video

# ACTIVITIES/WORKSHEETS

1. Hazards Assessment and Controls. A hazard is an identifiable element that can lead to loss or injury. Safety controls are actions designed to minimize or prevent the exposure to a hazard.
  - 1.1 Make an inspection of a selected workplace and report on:
    - hazards identified
    - controls observed/in place
    - recommend changes
    - explain how recommended changes will reduce risk.
2. Accidents and Incidents
  - 2.1 Distinguish between accidents and incidents and give examples of each.
  - 2.2 Discuss causes of different types of accidents and incidents in terms of:
    - personal factors
    - job factors
    - unsafe acts
    - unsafe conditions.

## CAREER TRANSITIONS

### CTR2210 Workplace Safety (Practices)

3. Ergonomics
  - 3.1 Define ergonomics.
  - 3.2 Identify and describe ergonomically correct/incorrect conditions in your home, school and/or in a selected workplace.
  - 3.3 Working in a group, complete an Anthropometric Chart and evaluate the range of each person's physical characteristics. Relate this data to ergonomics.
4. Farm Safety
  - 4.1 View the video *It Only Takes a Second* or *Seconds Save Lives* and develop a written review of the video you watch or develop a true/false quiz containing a minimum of 15 questions based on the video.
  - 4.2 Prepare an emergency farm phone procedure using the given guide.
  - 4.3 Complete the student activity "What Would You Do If . . ."
  - 4.4 Using the given scenarios, indicate the PPE required.
5. Fire Safety
  - 5.1 Locate all fire extinguishers in your school or in a given area in your school. Identify each one as to type of extinguisher and indicate the kind of fire that each would be useful in fighting.
  - 5.2 Develop a model indicating the four elements of fire. Be creative.
  - 5.3 Give an example of a Class A, B, C and D fire.
  - 5.4 Under the supervision of a teacher, demonstrate the proper use of a portable fire extinguisher to extinguish a preset fire (this should be done only under the supervision of an experienced fire fighter/trainer, e.g., local fire department) or watch a demonstration and make a step by step process guide.
  - 5.5 Develop a workbook or video that could be used by elementary students for a safety unit entitled "Fire Prevention."
6. Electrical Safety
  - 6.1 View video, *Electrojuice* and compile self-test.
  - 6.2 Watch a demonstration of a local power company's "High Voltage Power Display." (This activity must be coordinated by your teacher.)
  - 6.3 Using the daily newspaper or magazines, find and report on all accidents involving electricity. Create a file on electrical accidents (you may use past editions of newspapers).
7. Confined Spaces Entry
  - 7.1 View videos *Confined Spaces Entry*, *Do it Right Stay Alive* and complete worksheets.
  - 7.2 Using one of the given scenarios, develop a confined entry plan. In this plan include:
    - pre-tests performed
      - potential hazards
      - all PPE needed
      - include an emergency escape plan(Use the article from *OH&S* magazine, January 1993, as a guide).
8. Transportation of Dangerous Goods (TDG)
  - 8.1 View video *A Day in the Life of TDG* and discuss its message.
  - 8.2 Interview of person directly involved in transportation and write a report on his or her overall views on TDG including:
    - need for TDG regulations
      - role of \_\_\_\_\_ in emergency response
      - need to have documentation readily available.





# CAREER & TECHNOLOGY STUDIES

## CAREER TRANSITIONS

### SAMPLE STUDENT LEARNING GUIDE

#### **CTR3210 Safety Management Systems**

# WHY TAKE THIS MODULE?



Like any aspect of business, safety has to be managed. If you plan to ever become a supervisor, manager or an owner, this module will:

- introduce you to “loss control”
- provide you with basic skills to conduct effective accident/incident investigations
- enable you to develop a basic safety program
- further enhance your safety skills and open doors to career opportunities.

# WHAT DO YOU NEED TO KNOW BEFORE YOU START?

Prerequisite: CTR2210 Workplace Safety (Practices)

In addition, CTR1210 Personal Safety (Management) will provide helpful background knowledge to work successfully in this module.

Enthusiasm and a willingness to become actively involved will enhance your opportunities for success.



# WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this module you will be able to:

- define “loss control” and describe “loss control” practices in a selected business/industry
- design a safety program for a selected business/industry, and specify safety management practices, standards and documentation requirements/procedures
- gather and analyze accident/incident information, identify causation and recommend preventive measures
- demonstrate basic competencies.
- 

# WHEN SHOULD YOU WORK BE DONE?

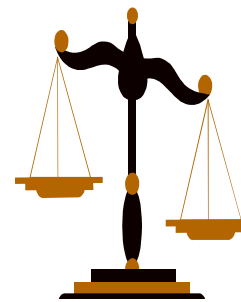
Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.



# HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

|   | PERCENTAGE |
|---|------------|
| You must first demonstrate <b>all</b> of the competencies required for this module. |            |
| When you have done this, your percentage mark will be determined as follows:        |            |
| Tests   | 15 – 20%   |
| Safety Program  | 30 – 40%   |
| Investigation and Recommendations   | 50 – 60%   |



# WHICH RESOURCES MAY YOU USE?



- Occupational Health and Safety magazines
- Alberta Safety Council publications
- Canada Safety Council publications
- Industry-developed safety resources

# ACTIVITIES/WORKSHEETS

## 1. Loss Control

“Loss control” are measures taken to prevent, reduce or eliminate unplanned events and waste of resources.

1.1 Using the principle of accident prevention, prepare and present a visual report of loss control measures used in a selected business operation, e.g.:

- fire safety
- security systems
- employee training systems
- management commitment
- material controls.

1.2 Prepare a graphic to show the relationship between/among:

- direct and indirect causation
- safety, cost, productivity, quality.

## 2. Accidents and Incidents

2.1 Using accident and incident reports obtained from a minimum of two business operations (sample reports may be available from your teacher):

- identify statements of causation
- identify recommendations
- discuss the merits of the recommendations.

2.2 Investigate an accident or incident and prepare an accident/incident report, include:

- record of information (e.g., time, date, place, persons involved)
- description of event
- causation
- recommendations (give reasons for your recommendations).

## 3. Safety Programs

Various models of safety programs are in use, e.g.:

- International Loss Control Institute (ILCI)
- Alberta Construction Safety Association, “Safety Basics”
- Dupont “STOP Program”

Each model varies in its approach and has its strengths and limitations.

3.1 Using one safety program model, develop a safety program for a selected business operation. Present your safety program to the business operator/supervisor for reaction.

