






From:  **Michelle Middleton**
Subject: Re(5): Changes to course
To:  **Al FriesenBAK**
Cc:  David deWit  Patti Tebbutt

June 22, 2011 12:10:11 PM 

Attachments:  Abby Career-Life Transition revision 2.doc

104K

The revisions are fine and approved for use. So now all you need to do is enrol students.

Here is the course code and name that we will be using for the Career-Life Transitions 12 course. Your CIS clerk will need to use this code and course name when registering students.

YCLTF-2A---	Career and Life Transitions	12
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Also, I just dug up an old spreadsheet that has the following dates for approval: (Please put that on the cover page of the outline).

Nov. 5, 2007

Thanks,

Michelle Middleton
District Helping Teacher
Curriculum, Instruction, and Assessment
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BAA Career/Life Transition 12 Framework

District Name: Abbotsford

District Number: 34

Developed by: Career Programs

Date Developed: October 2007 (revised June 2011)

School Name: Abbotsford Collegiate School/ Bakerview Centre for Learning

Board/Authority Approval Date: *Nov 5, 2007* (revised June 2011)

Board/Authority Signature:

Course Name: BAA Career/Life Transition 12

Grade Level of Course: 12

Number of Course Credits: 4 credits

Number of Hours of Instruction: 120 hrs.

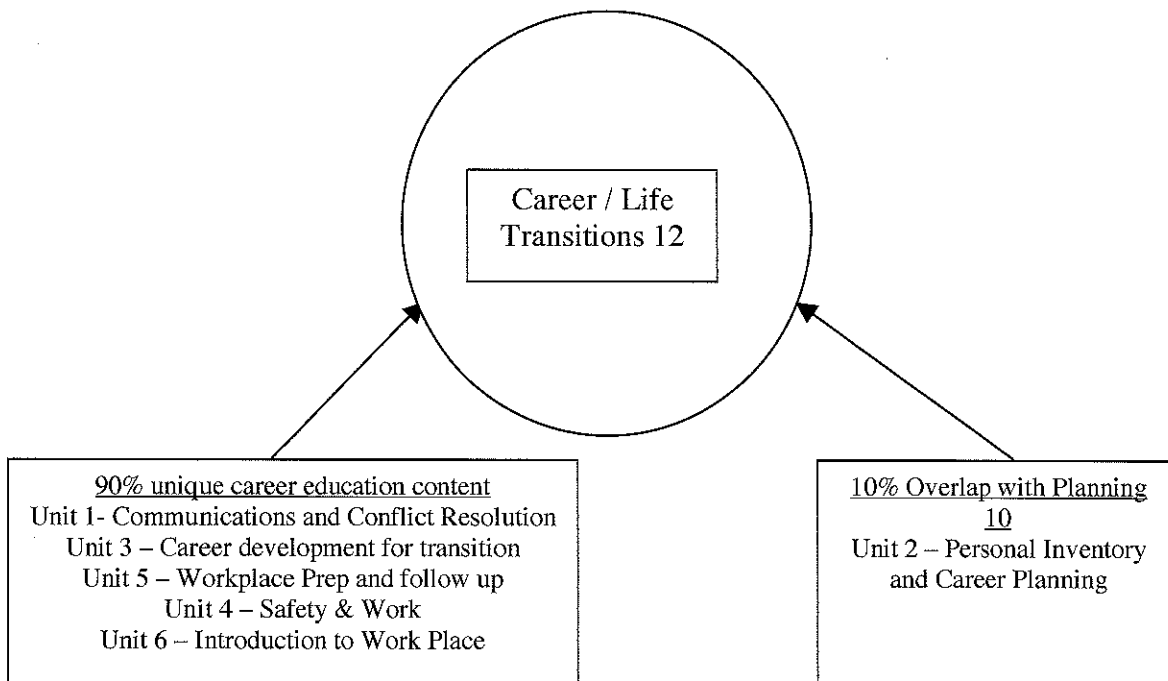
Prerequisite(s): None

Special Training, Facilities or Equipment Required:

Course Synopsis: This course has been developed to provide support to students in their transition from school to life after high school. Students will continue their career development education; learn the skills of compiling and presenting portfolios for multiple uses, focusing specifically on the Graduation Transitions requirements; and

complete the preparation and post-placement requirements of the Work Experience 12 courses.

Rationale: While career development is central to the 2004 Graduation Program, there are no ministry-authorized courses beyond Planning 10 to ensure that the continuum of career education is part of grade 11 and 12 students' programs. Students taking this course will develop career development competencies and acquire industry-recognized certifications to complement their graduation credentials. This course will enable schools to fulfil the ministry's recommendation that schools need to provide a formal support system for students, including staff resources, to make the portfolio process successful.



Organizational Structure:

Unit/Topic	Title	Time
Unit 1	Communication and Conflict Resolution Skills	15 hours
Unit 2	Personal Inventory and Career Planning	15 hours
Unit 3	Career Development for Transition	25 hours
Unit 4	Safety and Work	30 hours
Unit 5	Workplace Preparation and Follow-up	15 hours
Unit 6	Introduction to the Workplace	20 hours
Total Hours		120 hours

Unit 1: Communication & Conflict Resolution

Time: 15 hours

Students will explore and develop professional and personal relationships in one's life and work. They will participate in role-play activities and discussions to develop their own set of skills for building positive relationships. Coping methods for conflict resolution will be explored and each student will develop their own skill set. Problem solving techniques to deal with irate people will be practiced. Students will learn to change conflicts into positive experiences. The students will also be exposed to situations where they must enhance their communication skills to develop employability and workability skills to obtain and maintain work. Finally students will focus on gender bias and stereotyping and will learn skills to eliminate it from the workplace and the community.

Curriculum Organizer: Careers and Building Positive Relationships

It is expected that students will:

- Demonstrate the skills, knowledge and attitudes needed to work effectively with and for others.
- Learn personal management skills such as time management, problem solving and stress management.
- Examine appropriate employee-employer interactions and client-contractor interactions in specific situations.

Curriculum Organizer: Conflict Resolution

It is expected that students will:

- Demonstrate behaviours and attitudes required for working with and for others.
- Express feelings, reactions and ideas in an appropriate manner.
- Demonstrate helping skills such as facilitating problem-solving and guiding.

Curriculum Organizer: Enhancing Communication Skills

It is expected that students will:

- Explore skills, knowledge and attitudes that are transferable from one work role to another.
- Demonstrate employability skills, knowledge and attitudes necessary to obtain and maintain work.

Curriculum Organizer: Eliminate Gender Bias and Stereotypes

It is expected that students will:

- Examine gender stereotyping and bias in work settings.
- Demonstrate attitudes, behaviours and skills that contribute to eliminating gender bias and stereotyping.



Instructional Strategies:

- Initiative games and debriefing
- Community engagement trips and debriefing
- Guest presenters
- Volunteer work experience and debriefing
- Direct instruction
- Class discussions
- Role plays

Assessment:

- Self, peer and staff assessment of interpersonal skills
- Learning journal
- Attendance records
- Interpersonal Skills Assessment Rubric

Interpersonal and Professional Skills Rubric

Rubric Component	4 The student Consistently (90% of the time)	3 The student Regularly (75% of the time)	2 The student Sometimes (50% of the time)	1 The student Hardly Ever (<30% of the time)	Students' Score
AWARENESS	Looks around and examine surroundings Pays attentions to how others are acting and reacting Helps others Stays on task Focuses and makes eye contact Stays conscious of others' emotions	Looks around and examine surroundings Pays attentions to how others are acting and reacting Helps others Stays on task Focuses and makes eye contact Stays conscious of others' emotions	Looks around and examine surroundings Pays attentions to how others are acting and reacting Helps others Stays on task Focuses and makes eye contact Stays conscious of others' emotions	Looks around and examine surroundings Pays attentions to how others are acting and reacting Helps others Stays on task Focuses and makes eye contact Stays conscious of others' emotions	
OPENMINDED/ RESPECTFUL	Accepts others differences. Considers all points of view and ideas Maintains control of anger level, tone, and harshly intended remarks Gives and receives constructive criticism Shows skill in dealing with difficult/delicate situations keeping others' feelings in mind.	Accepts others differences. Considers all points of view and ideas Maintains control of anger level, tone, and harshly intended remarks Gives and receives constructive criticism Shows skill in dealing with difficult/delicate situations keeping others' feelings in mind.	Accepts others differences. Considers all points of view and ideas Maintains control of anger level, tone, and harshly intended remarks Gives and receives constructive criticism Shows skill in dealing with difficult/delicate situations keeping others' feelings in mind.	Accepts others differences. Considers all points of view and ideas Maintains control of anger level, tone, and harshly intended remarks Gives and receives constructive criticism Shows skill in dealing with difficult/delicate situations keeping others' feelings in mind.	
REFLECTIVE	Gives feedback Thinks before speaking and expresses thoughts completely Can summarize Stays focused Asks questions for clarification	Gives feedback Thinks before speaking and expresses thoughts completely Can summarize Stays focused Asks questions for clarification	Gives feedback Thinks before speaking and expresses thoughts completely Can summarize Stays focused Asks questions for clarification	Gives feedback Thinks before speaking and expresses thoughts completely Can summarize Stays focused Asks questions for clarification	
ORGANIZED	Is prepared for class Is efficient Keeps thought, flow and speech in order Writes down whole routine Is composed Manages time well	Is prepared for class Is efficient Keeps thought, flow and speech in order Writes down whole routine Is composed Manages time well	Is prepared for class Is efficient Keeps thought, flow and speech in order Writes down whole routine Is composed Manages time well	Is prepared for class Is efficient Keeps thought, flow and speech in order Writes down whole routine Is composed Manages time well	
RESPONSIBLE	Is on time Takes initiative Stays on task Helps others Follows through with what he/she begins Puts forth effort to go above and beyond the minimum Uses good judgment Sets a good example for others	Is on time Takes initiative Stays on task Helps others Follows through with what he/she begins Puts forth effort to go above and beyond the minimum Uses good judgment Sets a good example for others	Is on time Takes initiative Stays on task Helps others Follows through with what he/she begins Puts forth effort to go above and beyond the minimum Uses good judgment Sets a good example for others	Is on time Takes initiative Stays on task Helps others Follows through with what he/she begins Puts forth effort to go above and beyond the minimum Uses good judgment Sets a good example for others	

LEARNING RESOURCES/PRESENTATION/TRAINING:

Worldhost Fundamentals Training
ServicePlus! Training
Fire Safety/Prevention Training
First Aid Training
Traffic Control
Fall Protection
Whmis
Dress for Success

Unit 2: Personal Inventory and Career Planning

Time: 15 hours

Students will be provided opportunities for guided practice in reflecting on their knowledge and abilities to plan for life after graduation. They will choose evidence of their achievements identified for the required areas. They will develop the skills to continuously select, review, and edit evidence in preparation for making appropriate work or career choices for life after high school. Career Aptitude and Interest Surveys will be administered; results will be used as a formative tool to inform students of areas of interest, strengths and weaknesses.

Curriculum Organizer: Building Skills for Reflection

It is expected that students will:

- Use a variety of reflective strategies to interpret and evaluate life/work experiences.
- Demonstrate through reflection how their education and life experiences relate to various options regarding post-secondary programs, workplace training and/or entry to work.
- Apply the insights gained through reflection to plan and initiate the steps required for transition; and document the steps in the transition plan that they will include in their portfolios.

Curriculum Organizer: Building the Transition Plan

It is expected that students will:

- Identify personal strengths and interests, and areas in need of further personal development
- Identify possible career options that match strengths and interests
- Develop individual goals to gain experience or training for career choice(s)
- Demonstrate responsibility for making choices of pertinent evidence to include in their Work Transition Plan.

Curriculum Organizer: Organizing information for Presentation

It is expected that students will:

- Demonstrate organizational and personal skills in selecting evidence for one of the following:
 1. application to a post-secondary program
 2. application for work
 3. application for a scholarship or award
- Compile their Work Transition Plan for presentation

Instructional Strategies:

- Personal Skills and interests inventory/survey
- Site Visits to Post Secondary and ACE-IT training programs
- Complete applications to work or training facility
- Investigation and Report on two possible career
- Develop personal training and employment plan
- Direct Instruction
- Classroom discussions

Assessment:

- Report on career
- Reflection Journal
- Complete job application
- Presentation of employment/training plan

LEARNING RESOURCES:

Service Canada Career Navigator
UFV Campus tour
District Career Programs
Post-secondary Institution Websites

Unit 3: Career Development for Transition

Time: 25 hours

Students will have the opportunity to acquire knowledge and develop skills related to making a successful transition to life after high school. The transition to Post Secondary Education and/or the workplace requires a student to successfully apply what they have learned through various school and life experiences. This unit will focus on enhancing their preparedness to make this transition smoothly.

Curriculum Organizer: Experiencing and Acquiring Knowledge

It is expected that students will:

- Identify their personal characteristics such as interests, skills, values, beliefs and attitudes.
- Be able to identify their allies and external assets.
- Adopt behaviors and attitudes conducive to attaining one's personal, social, educational and professional goals.

Curriculum Organizer: Experiencing Acquired Knowledge

It is expected that students will:

- Demonstrate life-long learning behaviors and attitudes that contribute to achieving personal and professional goals
- Demonstrate how one's education relates to various options regarding post-secondary programs, workplace training and/or entry into work.
- Use career information resources to educate one-self to the realities and requirements of various work roles.
- Consult key personnel in selected work roles as information resources, role models and/or mentors
- Demonstrate the skills, knowledge and attitudes necessary for a successful job interview.
- Demonstrate responsibility for making educational and work choices.
- Develop creative or alternative choices reflective of the changing world of work.
- Plan and experience work scenarios reflective of one's life stage and lifestyle.
- Demonstrate how work skills, knowledge and attitudes are acquired
- Assess different roles through work experience, volunteering, social events, etc.

Instructional Strategies:

Direct instruction by teacher
Instruction by trainers providing certification
Mock interview training
Journal reflections
Class Discussions
Direct participation in Work Experience

Assessment:

Certification Tests
Work Experience Evaluation by supervisor using District Template
Self Evaluation
Mock Interview

LEARNING RESOURCES:

The Get Real Game, National Life/Work Centre
Real Times/Real Life, National Life/Work Centre
Game, Ethics on the Job
Game, You're Hired

PRESENTATION/TRAINING:

Worldhost Fundamentals Training
ServicePlus! Training
Fire Safety/Prevention Training
First Aid Training
Traffic Control
Fall Protection
Whmis
Dress for Success

Unit 4: Safety and Work

Time: 30 hours

Students will become familiar with the importance of work place safety and learn the protocols related to work place safety. They will learn the skills to respond effectively to workplace safety concerns. They will practice the skills needed to recognize and respond to workplace safety issues and to develop solutions to hazards in the workplace. Students will receive certifications recognized in the workplace that will enhance their effectiveness in this area.

Curriculum Organizer: Workplace Safety

It is expected that students will:

- Apply hazard recognition and injury prevention skills.
- Demonstrate knowledge of basic workplace incident and accident response procedures and protocols.
- Demonstrate knowledge of workplace health and safety rights and responsibilities.

- Analyze hazards or potential hazards in an occupation or industry sector related to an employment or career goal.
- Analyze factors related to a healthy workplace (i.e. indoor air quality, back care, industrial diseases) in an occupation or industry sector related to an employment or career goal.

Curriculum Organizer: First Aid Skills

It is expected that students will:

- Demonstrate basic first aid skills as defined by a recognized industry standard.

Curriculum Organizer: Hazardous Materials

It is expected that students will:

- Demonstrate knowledge of the protocols of handling and labelling of hazardous materials in the workplace.
- Understand the importance of hazardous material recognition in the workplace.
- Know where to obtain information about hazardous materials in the workplace.

Instructional Strategies:

Training by Industry Trainers
 Presentation by Worksafe BC
 Direct instruction by teacher
 Simulation activities
 Work Experience safety plan
 Classroom discussions

Assessment:

Written and competency tests by industry trainer for certification
 Written safety plan for Work Experience
 Unit test

LEARNING RESOURCES:

WCB Student Worksafe
 St. John Ambulance Level One(Emergency) First Aid Certification
 Fire Safety/Prevention Training
 Traffic Control
 Fall Protection
 WHMIS

Unit 5: Workplace Preparation Time: 15 hours

Curriculum Organizer: Securing and Maintaining Work

It is expected students will be able to:

- Update work search tools and skills required to seek, obtain/create and maintain work (job application forms, resumes, portfolios, job interviews, cover letters)
- Understand how recent social and economic changes (e.g. technological developments, changes in demand for products or services) influence the knowledge, skills and attitudes required for seeking, securing and maintaining work.
- Investigate career planning and work finding services available through organizations (government, educational institutions, business/industry, labour and community agencies)
- Practice or apply work search tools and skills required to seek, secure and maintain work (job application forms, resumes, portfolios, job interviewing, proposals, cover letters, etc.)
- Successfully identify, plan for, and access a work placement related to their focus area of study

Curriculum Organizer: Life Work Building Process

It is expected students will be able to:

- Apply their recent work experience to the development of short-term action plans in step with building their preferred future.
- Take steps to move toward their preferred future.
- Assess different roles through work experience, volunteering, social events, etc.
- Refine their self-perception (based on recent life/work experiences) and evaluate its impact on their decisions or choices.

Strategies:

Presentation by guest speakers
Completing application forms
Participation in volunteer work
Organizing school and classroom activities
Develop employment/post secondary training portfolio
Classroom discussion

Assessment:

Observation and evaluation of work experience in Volunteer Work
Presentation of employment/post secondary training portfolio
Work experience training journal

LEARNING RESOURCES:

British Columbia's Employment Standards Act
Workfutures.bc.ca
Educationplanner.bc.ca
Youth Employment Services
Service Canada Personnel

Unit 6: Introduction to the Workplace and Followup

Time: 20 hours

This is an introduction to the work place and the practical development of characteristics, motivations and attitudes for workers in the 21st century. The concepts and skills associated with personal responsibility, decision making, problem solving, creative thinking, risk taking, teamwork and communication are introduced and facilitated through an employment experience in a local business.

Through work experience, students have the opportunity to observe and practise generic employability skills required in the workplace, as well as technical and applied skills relating to specific occupations or industries .

Curriculum Organizer: Practical Work Experience

It is expected that students will:

- Connect what they learn in the classroom with the knowledge, skills, and attitudes needed in the workplace.
- Gain the knowledge, skills, and attitudes needed to be successful in the world of work.
- Develop job readiness skills for specific occupations and careers.
- Understand the similarities and differences in behaviour standards between the workplace and school.
- Reflect on the work experience using self-assessment and staff evaluation and make necessary changes

Instructional Strategies:

Introductory interview
Work Experience placement
Student reflection journal and/or discussion
Group discussion
Supervisor and teacher feedback

Assessment:

Employing supervisor Assessment
Self Assessment
Journal

Curriculum Organizer: The Employee in Action

It is expected that students will:

- Be clear about the work placement expectations and procedures.
- Take responsibility for their behaviour as it relates to their work placement.
- Demonstrate the ability to communicate effectively with others and work as a team member.
- Network with key people in related work areas as information sources and as mentors for their project.
- Be adaptable to the changes in the work place.
- Identify contributions that entrepreneurial thinking makes to society.

LEARNING RESOURCES:

Community Business Mentors
Employment Standards Act

Course Evaluation:

Assessment Type	Category	Details	Suggested Weighting
Summative	<ul style="list-style-type: none"> • Unit Tests • Certification tests from Industry training • Work Experience Evaluations • Journals/Reflections • Employment or Education Portfolio • In Class Demonstration of Employment ready skills 		15
			30
			20
			10
			10
			15
		Total	100%

Learning Resources:

- Entrepreneurship – A Way of Life, CEED
- Employment Standards Act
- Community Mentors
- British Columbia's Employment Standards Act
- Workfutures.bc.ca
- Educationplanner.bc.ca
- WCB Student Worksafe
- St. John Ambulance Level One (Emergency) First Aid Certification Program
- WHMIS
- The Get Real Game, National Life/Work Centre
- Real Times/Real Life, National Life/Work Centre
- Superhost Fundamentals
- Superhost: Service Across Cultures
- Superhost: Japanese Service Expectations
- Superhost: Customers with Disabilities
- Essential Skills for Success in Work and Life 2002, Marsha Luden

Videos:

- Social Skills at Work
- Keys to Success
- 19 minutes
- 1997

Websites: www.jist.com
www.bridges.ca
www.workfutures.bc.ca
www.careercruising.ca