

Career Studies – Essential Outcomes

Personal Management

Use a self-assessment process to develop a personal profile for use in career development planning;

- demonstrate an understanding of the purpose of self-assessment and the use of standardized
- use assessment tools (e.g., aptitude and interest tests, skills inventories, learning styles inventories);
- identify the essential skills (e.g., reading text, computer use, working with others, numeracy) they have developed through school, extracurricular, and/or community experiences, and explain how these skills relate to career development;

Exploration of Opportunities

Use a research process to locate and select relevant career information from a variety of sources for inclusion in a portfolio;

- identify and describe, using an occupational classification system (e.g., National Occupational Classification), various fields of work that are of interest to them;
- demonstrate effective use of research skills to locate and select career-related information from a variety of sources (e.g., information interviews; print, video, and computer-based resources);
- describe, on the basis of research, selected occupations or fields of work, using identified criteria (e.g., education, training, and skill requirements; duties; safety issues; employment prospects; security and benefits; knowledge and skills valued by the employer), and describe the ways in which secondary school students can prepare for those occupations;

Identify a broad range of options for present and future learning, work, and community involvement.

- demonstrate an understanding of the secondary school program and graduation requirements and related terms (e.g., compulsory credit, transcript, full disclosure, types of courses, literacy test, community involvement, diploma, certificate of achievement, Specialist High-Skills Major);
- identify and describe a variety of learning opportunities for secondary school students, including secondary school courses, community-based learning (e.g., school – work transition programs, community involvement, work experience, volunteering, cooperative education), and co-curricular activities;
- compare a variety of postsecondary learning options (e.g., apprenticeship, college, distance education, on-the-job training, private training, university) and identify those most suited to them based on their personal interests, competencies, and aspirations.

Preparation for Transitions and Change

Use appropriate decision-making and planning processes to set goals and develop a career plan;

- produce a preliminary career plan that identifies secondary school courses, activities in the school and community, and postsecondary education options that will help them achieve their goals;
- begin to identify potential barriers (e.g., learning difficulties, financial constraints, distance from opportunities) that could interfere with the achievement of their goals, and use problem-solving strategies to identify appropriate actions.

Demonstrate an understanding of, and the ability to prepare for, the job-search process.

- create effective résumés and cover letters for the work-search process, using word processing software and appropriate formatting, vocabulary, and conventions;
- demonstrate the ability to complete job applications effectively;
- demonstrate the ability to prepare effectively for the job interview process (e.g., setting up appointments; delivering résumés and applications; identifying and preparing answers to common interview questions; preparing follow-up activities, including thank-you letters).