

## **COURSE INF2020: KEYBOARDING**

**Level:** Intermediate

**Prerequisite:** None

**Description:** Students enhance their occupational level keyboarding competence of all keystroke functions, using unedited, edited and straight copy material.

**Parameters:** Access to a computer work station and software.

**Outcomes:** The student will:

### **1. demonstrate proficient keyboarding competence**

- 1.1 use text entry between 30–50 words per minute using a keyboard
  - 1.1.1 with a syllabic index between 1.2 to 1.35
  - 1.1.2 with a maximum of one uncorrected error
- 1.2 use numeric entry between 100–150 keystrokes per minute using a numeric keypad, with a maximum of one uncorrected error
- 1.3 use touch-keystroke alphabetic, numeric, punctuation and service keys
- 1.4 proofread and edit
- 1.5 minimize errors; e.g., spelling, keystroking, punctuation, spacing, transposition, repetition, omissions
- 1.6 use appropriate commands and functions
- 1.7 use correct finger and key placement

### **2. apply consistent and appropriate work station routines**

- 2.1 demonstrate good health and safety; e.g., posture, positioning of hardware and furniture
- 2.2 employ practices that security for hardware, software, supplies and personal work

### **3. demonstrate basic competencies**

- 3.1 demonstrate fundamental skills to:
  - 3.1.1 communicate
  - 3.1.2 manage information
  - 3.1.3 use numbers
  - 3.1.4 think and solve problems
- 3.2 demonstrate personal management skills to:
  - 3.2.1 demonstrate positive attitudes and behaviours
  - 3.2.2 be responsible
  - 3.2.3 be adaptable
  - 3.2.4 learn continuously
  - 3.2.5 work safely
- 3.3 demonstrate teamwork skills to:
  - 3.3.1 work with others
  - 3.3.2 participate in projects and tasks

### **4. identify possible life roles related to the skills and content of this cluster**

- 4.1 recognize and then analyze the opportunities and barriers in the immediate environment
- 4.2 identify potential resources to minimize barriers and maximize opportunities



## **COURSE INF2050: WORD PROCESSING 2**

**Level:** Intermediate

**Prerequisite:** None

**Description:** Students develop their skills in the proper use of word processing software, including document creation, editing and printing of properly formatted documents.

**Parameters:** Access to a computer work station, word processing software and support materials.

**Supporting Course:** INF1030: Word Processing 1

**Outcomes:** The student will:

### **1. create and customize documents**

- 1.1 create, format and edit documents; e.g., single or multiple page letter, multiple page report, tables suitable for personal and business use applications, new document setup, templates
- 1.2 lay out documents including:
  - 1.2.1 adjust margins and tabs
  - 1.2.2 modify header and footer setting, including page numbering
  - 1.2.3 create and modify columns
  - 1.2.4 change page orientation and paper size
  - 1.2.5 add a watermark and background
- 1.3 make documents and content easier to find by:
  - 1.3.1 setting standard properties; e.g., keywords, author, title
  - 1.3.2 inserting a hyperlink
  - 1.3.3 using “find, replace and go to”
  - 1.3.4 customizing using autocorrect

### **2. format content**

- 2.1 format text and paragraphs including:
  - 2.1.1 apply, create and edit format; e.g., styles, lists, bullets
  - 2.1.2 modify character spacing and scale
  - 2.1.3 manage content flow; e.g., controlling widows and orphans
- 2.2 manipulate text by:
  - 2.2.1 using advanced cut and paste skills; e.g., use the mouse and or clipboard to copy and move text
  - 2.2.2 inserting symbols and characters
  - 2.2.3 modifying bullet characters
- 2.3 control pagination including:
  - 2.3.1 format different sections in a document
  - 2.3.2 work with breaks; e.g., page, section, column

### **3. work with visual content**

- 3.1 insert and format illustrations by:
  - 3.1.1 creating and modifying graphics and shapes; e.g., SmartArt graphics, drawing toolbar
  - 3.1.2 adjusting image properties
  - 3.1.3 cropping, resizing, scaling and rotating a picture

- 3.2 insert and modify text boxes
- 3.3 text wrap and position visual content
- 4. organize content**
  - 4.1 structure content by:
    - 4.1.1 creating and using macros; e.g., repetitive text, building blocks
    - 4.1.2 working with bookmarks
  - 4.2 use tables and lists to organize content including:
    - 4.2.1 create a table of contents and index
    - 4.2.2 update a table of contents and index
    - 4.2.3 create an outline/document map
    - 4.2.4 convert a table to text and text to a table
  - 4.3 modify tables by:
    - 4.3.1 resizing cells and the table; e.g., dragging, setting height, width
    - 4.3.2 creating a header row
    - 4.3.3 sorting a tables of contents
    - 4.3.4 changing the position of text in a cell
    - 4.3.5 changing the direction of text in a cell
  - 4.4 insert and format references and captions by using:
    - 4.4.1 footnotes and endnotes
    - 4.4.2 notes; e.g., bibliography, citations
  - 4.5 merge documents and data sources by:
    - 4.5.1 preparing and performing a mail merge
    - 4.5.2 creating envelopes and labels for group mailing
- 5. review documents**
  - 5.1 manage tracked changes
  - 5.2 insert, modify and delete comments
  - 5.3 reveal source codes
- 6. share and secure content**
  - 6.1 convert documents to different file formats; e.g., PDF, Web page
- 7. apply consistent and appropriate work station routines**
  - 7.1 demonstrate good health and safety; e.g., posture, positioning of hardware and furniture
  - 7.2 employ practices that security for hardware, software, supplies and personal work
- 8. demonstrate basic competencies**
  - 8.1 demonstrate fundamental skills to:
    - 8.1.1 communicate
    - 8.1.2 manage information
    - 8.1.3 use numbers
    - 8.1.4 think and solve problems
  - 8.2 demonstrate personal management skills to:
    - 8.2.1 demonstrate positive attitudes and behaviours
    - 8.2.2 be responsible
    - 8.2.3 be adaptable
    - 8.2.4 learn continuously
    - 8.2.5 work safely
  - 8.3 demonstrate teamwork skills to:
    - 8.3.1 work with others
    - 8.3.2 participate in projects and tasks
- 9. identify possible life roles related to the skills and content of this cluster**
  - 9.1 recognize and then analyze the opportunities and barriers in the immediate environment
  - 9.2 identify potential resources to minimize barriers and maximize opportunities

**COURSE INF2070: DATABASE 2**

**Level:** Intermediate

**Prerequisite:** None

**Description:** Students expand their skills in the proper use of a database management system by developing relational databases and demonstrating their use in personal and business applications.

**Parameters:** Access to appropriate computer equipment, a database management system that supports relational databases and support materials. Students should have prior understanding of using a flat-file database.

**Supporting Course:** INF1050: Database 1

**Outcomes:** The student will:

**1. create and structure relational databases**

- 1.1 define data needs and types for multiple tables within a database
- 1.2 plan and design the structure of the database and the necessary relationships
- 1.3 define and print table relationships
- 1.4 add, set, change and remove primary keys
- 1.5 define and modify multifield primary keys

**2. create and format database elements**

- 2.1 create several tables within a database
- 2.2 identify fields and modify their properties; e.g., location, name, type, size, format
- 2.3 link tables and fields
- 2.4 apply data normalization rules
- 2.5 create forms using several methods, e.g., layout and design view, including:
  - 2.5.1 multi-item forms
  - 2.5.2 split forms
  - 2.5.3 subforms
  - 2.5.4 PivotTable forms
- 2.6 demonstrate appropriate format specifications and layout to create appropriate reports
- 2.7 add and modify controls and properties to reports and forms
- 2.8 import data from other files or sources

**3. enter, modify and organize data**

- 3.1 access data and define problems; e.g., manage information, make decisions
- 3.2 input and process data including:
  - 3.2.1 create template files
  - 3.2.2 enter data into files
  - 3.2.3 update and edit data in files
- 3.3 link one or more databases
- 3.4 sort and filter data within several database elements; e.g., tables, queries, forms, reports
- 3.5 create and modify calculated fields and aggregate functions

**4. create and modify queries**

- 4.1 create a query from single and multiple tables
- 4.2 save a filter as a query

- 4.3 modify a query by:
  - 4.3.1 adding and removing tables
  - 4.3.2 creating a calculated query field
  - 4.3.3 adding an alias to a query field
  - 4.3.4 creating aggregated queries
  - 4.3.5 adding criteria to find:
    - 4.3.5.1 selected records that meet several conditions
    - 4.3.5.2 selected records that do not match a specific condition
- 5. manage, present and share data**
  - 5.1 identify object dependencies
  - 5.2 view objects and object data in other views
  - 5.3 create and modify charts
  - 5.4 save database objects as another file type
  - 5.5 print database objects
  - 5.6 export data to another source from database elements
  - 5.7 present a database in another format; e.g., Web page, data access page
  - 5.8 compact and repair a database
  - 5.9 analyze data to draw conclusions and make recommendations
- 6. apply consistent and appropriate work station routines**
  - 6.1 demonstrate good health and safety; e.g., posture, positioning of hardware and furniture
  - 6.2 employ practices that security for hardware, software, supplies and personal work
- 7. demonstrate basic competencies**
  - 7.1 demonstrate fundamental skills to:
    - 7.1.1 communicate
    - 7.1.2 manage information
    - 7.1.3 use numbers
    - 7.1.4 think and solve problems
  - 7.2 demonstrate personal management skills to:
    - 7.2.1 demonstrate positive attitudes and behaviours
    - 7.2.2 be responsible
    - 7.2.3 be adaptable
    - 7.2.4 learn continuously
    - 7.2.5 work safely
  - 7.3 demonstrate teamwork skills to:
    - 7.3.1 work with others
    - 7.3.2 participate in projects and tasks
- 8. identify possible life roles related to the skills and content of this cluster**
  - 8.1 recognize and then analyze the opportunities and barriers in the immediate environment
  - 8.2 identify potential resources to minimize barriers and maximize opportunities

## **COURSE INF2080: SPREADSHEET 2**

**Level:** Intermediate

**Prerequisite:** None

**Description:** Students develop skills in the proper use of spreadsheet software through advanced data manipulation and preparation of appropriate reports and printouts in text and graphic format.

**Parameters:** Access to an appropriate computer work station and spreadsheet software.

**Outcomes:** The student will:

**Supporting Course:** INF1060: Spreadsheet 1

### **1. create and manipulate data**

- 1.1 insert data using fill including:
  - 1.1.1 change font colour
- 1.2 change worksheet views including:
  - 1.2.1 split, freeze and unfreeze workbooks
  - 1.2.2 hide, unhide and arrange workbooks
  - 1.2.3 insert and modify page breaks
- 1.3 manage worksheets by:
  - 1.3.1 inserting, deleting and rearranging worksheets
  - 1.3.2 creating a workbook from a template

### **2. format data and content**

- 2.1 insert and modify rows and columns including:
  - 2.1.1 use text to create columns
  - 2.1.2 change row and column width and height
  - 2.1.3 hide and unhide columns and rows
  - 2.1.4 apply changes to horizontal and vertical alignment
  - 2.1.5 centre titles across a series of cells
  - 2.1.6 use a function to display current date and time
- 2.2 format data and table including:
  - 2.2.1 apply styles to cells

### **3. create and modify formulas**

- 3.1 use functions to create average, minimum and maximum; e.g., AVERAGE, MIN, MAX
- 3.2 use functions to count numbers, and count both text and numbers; e.g., COUNT, COUNTA
- 3.3 use functions to calculate interest rates, monthly payments and present value; e.g., PMT
- 3.4 use conditional logic in a formula; e.g., IF
- 3.5 summarize data using subtotals
- 3.6 format and modify text using formulas
- 3.7 look up data using a formula
- 3.8 protect formulas using lock and unlock

#### **4. present data visually**

- 4.1 create and format charts including:
  - 4.1.1 insert various chart types; e.g., 2-D column, pie, scatter
  - 4.1.2 use chart tools to create a clustered column graph
- 4.2 modify and position chart elements in a clustered graph
- 4.3 insert and modify illustrations by:
  - 4.3.1 inserting, moving and sizing graphics from an outside source; e.g., the Internet
- 4.4 sort and filter data including:
  - 4.4.1 two component simple sort
  - 4.4.2 two component filter sort
  - 4.4.3 outline data

#### **5. collaborate and secure data**

- 5.1 manage all changes to workbooks including:
  - 5.1.1 save and publish workbooks and worksheets as Web pages
  - 5.1.2 convert files to different formats
- 5.2 protect and share workbooks
- 5.3 prepare workbooks for distribution

#### **6. apply consistent and appropriate work station routines**

- 6.1 demonstrate good health and safety; e.g., posture, positioning of hardware and furniture
- 6.2 employ practices that security for hardware, software, supplies and personal work

#### **7. demonstrate basic competencies**

- 7.1 demonstrate fundamental skills to:
  - 7.1.1 communicate
  - 7.1.2 manage information
  - 7.1.3 use numbers
  - 7.1.4 think and solve problems
- 7.2 demonstrate personal management skills to:
  - 7.2.1 demonstrate positive attitudes and behaviours
  - 7.2.2 be responsible
  - 7.2.3 be adaptable
  - 7.2.4 learn continuously
  - 7.2.5 work safely
- 7.3 demonstrate teamwork skills to:
  - 7.3.1 work with others
  - 7.3.2 participate in projects and tasks

#### **8. make personal connections to the cluster content and processes to inform possible pathway choices**

- 8.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
- 8.2 create a connection between a personal inventory and occupational choices

## **COURSE INF2090: CORRESPONDENCE**

**Level:** Intermediate

**Prerequisite:** None

**Description:** Students enhance their skills in document production as they prepare various forms of correspondence in publishable form, using word processing and e-mail software.

**Parameters:** Access to appropriate computer equipment, storage medium, software, the Internet and support materials.

**Supporting Courses:** INF1030: Word Processing 1  
MAM1030: Communication Strategies 1  
INF2020: Keyboarding

**Outcomes:** The student will:

### **1. demonstrate efficient word processing skills to produce publishable documents for the purpose of correspondence**

- 1.1 enter text from formatted copy in which text is:
  - 1.1.1 unedited
  - 1.1.2 draft
  - 1.1.3 final copy
- 1.2 plan layout and enter text from unformatted copy in which text is:
  - 1.2.1 unedited
  - 1.2.2 draft
  - 1.2.3 final copy

### **2. create error-free, well-formatted correspondence**

- 2.1 determine the intent and audience of the correspondence
- 2.2 determine the method of delivery of the correspondence; e.g., mail, e-mail, fax, Web posting
- 2.3 demonstrate skill in producing and editing a properly formatted letter and memorandum, using the following features:
  - 2.3.1 templates, macros and/or autotext
  - 2.3.2 letter parts; e.g., date, inside/return addresses, salutations, complimentary closing, name/title, references
  - 2.3.3 letter styles
  - 2.3.4 punctuation styles
  - 2.3.5 placement
  - 2.3.6 letterhead
  - 2.3.7 mailing notations
  - 2.3.8 address; e.g., labels, envelopes
  - 2.3.9 second page headings
  - 2.3.10 displaying paragraphs; e.g., enumerations
  - 2.3.11 using form letters and mail merge
  - 2.3.12 printing and saving documents using alternative formats

- 3. identify and demonstrate formatting and etiquette for different forms of correspondence; e.g., e-mail, text messages**
- 4. apply consistent and appropriate work station routines**
  - 4.1 demonstrate good health and safety; e.g., posture, positioning of hardware and furniture
  - 4.2 employ practices that security for hardware, software, supplies and personal work
- 5. demonstrate basic competencies**
  - 5.1 demonstrate fundamental skills to:
    - 5.1.1 communicate
    - 5.1.2 manage information
    - 5.1.3 use numbers
    - 5.1.4 think and solve problems
  - 5.2 demonstrate personal management skills to:
    - 5.2.1 demonstrate positive attitudes and behaviours
    - 5.2.2 be responsible
    - 5.2.3 be adaptable
    - 5.2.4 learn continuously
    - 5.2.5 work safely
  - 5.3 demonstrate teamwork skills to:
    - 5.3.1 work with others
    - 5.3.2 participate in projects and tasks
- 6. identify possible life roles related to the skills and content of this cluster**
  - 6.1 recognize and then analyze the opportunities and barriers in the immediate environment
  - 6.2 identify potential resources to minimize barriers and maximize opportunities

## **COURSE INF2100: REPORTS**

**Level:** Intermediate

**Prerequisite:** None

**Description:** Students demonstrate efficient word processing skills to produce publishable reports in a variety of formats from formatted and unformatted copy under time constraints.

**Parameters:** Access to appropriate computer equipment, word processing software, the Internet and support materials.

**Supporting Courses:** INF2050: Word Processing 2  
INF2020: Keyboarding  
MAM2060: Communication Strategies 2

**Outcomes:** The student will:

- 1. prepare material for publication**
  - 1.1 edit and manipulate text proficiently
  - 1.2 replicate, convert and append files proficiently
  - 1.3 prepare templates, macros and autotext
  - 1.4 determine the intent of the report
- 2. produce publishable reports, including the following features:**
  - 2.1 title page
  - 2.2 titles, headings and subheadings
  - 2.3 table of contents
  - 2.4 outlines
  - 2.5 bound and unbound formats
  - 2.6 columns
  - 2.7 displayed paragraphs and quotes
  - 2.8 headers and footers
  - 2.9 citations; e.g., footnotes, reference list, bibliography
  - 2.10 appendices and indexes
  - 2.11 pagination
  - 2.12 a variety of embedded tables and charts
- 3. publish documents**
  - 3.1 print and save documents using alternative formats
  - 3.2 use electronic mail to send reports
- 4. apply consistent and appropriate work station routines**
  - 4.1 demonstrate good health and safety; e.g., posture, positioning of hardware and furniture
  - 4.2 employ practices that security for hardware, software, supplies and personal work
- 5. demonstrate basic competencies**
  - 5.1 demonstrate fundamental skills to:
    - 5.1.1 communicate
    - 5.1.2 manage information
    - 5.1.3 use numbers
    - 5.1.4 think and solve problems

- 5.2 demonstrate personal management skills to:
  - 5.2.1 demonstrate positive attitudes and behaviours
  - 5.2.2 be responsible
  - 5.2.3 be adaptable
  - 5.2.4 learn continuously
  - 5.2.5 work safely
- 5.3 demonstrate teamwork skills to:
  - 5.3.1 work with others
  - 5.3.2 participate in projects and tasks
- 6. identify possible life roles related to the skills and content of this cluster**
  - 6.1 recognize and then analyze the opportunities and barriers in the immediate environment
  - 6.2 identify potential resources to minimize barriers and maximize opportunities

## **COURSE INF2910: INF PROJECT B**

**Level:** Intermediate

**Prerequisite:** None

**Description:** Students develop project design and management skills to extend and enhance competencies and skills in other CTS courses through contexts that are personally relevant.

**Parameters:** Intermediate project courses must connect with a minimum of two CTS courses, one of which must be at the intermediate level and be in the same occupational area as the project course. The other CTS course(s) can be at any level from any occupational area.

Project courses cannot be connected to other project courses or practicum courses.

**All projects and/or performances, whether teacher- or student-led, must include a course outline or student proposal.**

### **Outcomes:**

The teacher/student will:

- 1. identify the connection between this project course and two or more CTS courses**
  - 1.1 identify the outcome(s) from each identified CTS course that support the project and/or performance deliverables
  - 1.2 explain how these outcomes are being connected to the project and/or performance deliverables
- 2. propose the project and/or performance**
  - 2.1 identify the project and/or performance by:
    - 2.1.1 preparing a plan
    - 2.1.2 clarifying the purposes
    - 2.1.3 defining the deliverables
    - 2.1.4 specifying time lines
    - 2.1.5 explaining terminology, tools and processes
    - 2.1.6 defining resources; e.g., materials, costs, staffing
  - 2.2 identify and comply with all related health and safety standards
  - 2.3 define assessment standards (indicators for success)
  - 2.4 present the proposal and obtain necessary approvals

The student will:

- 3. meet goals as defined within the plan**
  - 3.1 complete the project and/or performance as outlined
  - 3.2 monitor the project and/or performance and make necessary adjustments
  - 3.3 present the project and/or performance, indicating the:
    - 3.3.1 outcomes attained
    - 3.3.2 relationship of outcomes to goals originally set

- 3.4 evaluate the project and/or performance, indicating the:
  - 3.4.1 processes and strategies used
  - 3.4.2 recommendations on how the project and/or performance could have been improved
- 4. demonstrate basic competencies**
  - 4.1 demonstrate fundamental skills to:
    - 4.1.1 communicate
    - 4.1.2 manage information
    - 4.1.3 use numbers
    - 4.1.4 think and solve problems
  - 4.2 demonstrate personal management skills to:
    - 4.2.1 demonstrate positive attitudes and behaviours
    - 4.2.2 be responsible
    - 4.2.3 be adaptable
    - 4.2.4 learn continuously
    - 4.2.5 work safely
  - 4.3 demonstrate teamwork skills to:
    - 4.3.1 work with others
    - 4.3.2 participate in projects and tasks
- 5. identify possible life roles related to the skills and content of this cluster**
  - 5.1 recognize and then analyze the opportunities and barriers in the immediate environment
  - 5.2 identify potential resources to minimize barriers and maximize opportunities

## **COURSE INF2920: INF PROJECT C**

**Level:** Intermediate

**Prerequisite:** None

**Description:** Students develop project design and management skills to extend and enhance competencies and skills in other CTS courses through contexts that are personally relevant.

**Parameters:** Intermediate project courses must connect with a minimum of two CTS courses, one of which must be at the intermediate level and be in the same occupational area as the project course. The other CTS course(s) can be at any level from any occupational area.

Project courses cannot be connected to other project courses or practicum courses.

**All projects and/or performances, whether teacher- or student-led, must include a course outline or student proposal.**

### **Outcomes:**

The teacher/student will:

- 1. identify the connection between this project course and two or more CTS courses**
  - 1.1 identify the outcome(s) from each identified CTS course that support the project and/or performance deliverables
  - 1.2 explain how these outcomes are being connected to the project and/or performance deliverables
- 2. propose the project and/or performance**
  - 2.1 identify the project and/or performance by:
    - 2.1.1 preparing a plan
    - 2.1.2 clarifying the purposes
    - 2.1.3 defining the deliverables
    - 2.1.4 specifying time lines
    - 2.1.5 explaining terminology, tools and processes
    - 2.1.6 defining resources; e.g., materials, costs, staffing
  - 2.2 identify and comply with all related health and safety standards
  - 2.3 define assessment standards (indicators for success)
  - 2.4 present the proposal and obtain necessary approvals

The student will:

- 3. meet goals as defined within the plan**
  - 3.1 complete the project and/or performance as outlined
  - 3.2 monitor the project and/or performance and make necessary adjustments
  - 3.3 present the project and/or performance, indicating the:
    - 3.3.1 outcomes attained
    - 3.3.2 relationship of outcomes to goals originally set

- 3.4 evaluate the project and/or performance, indicating the:
  - 3.4.1 processes and strategies used
  - 3.4.2 recommendations on how the project and/or performance could have been improved
- 4. demonstrate basic competencies**
  - 4.1 demonstrate fundamental skills to:
    - 4.1.1 communicate
    - 4.1.2 manage information
    - 4.1.3 use numbers
    - 4.1.4 think and solve problems
  - 4.2 demonstrate personal management skills to:
    - 4.2.1 demonstrate positive attitudes and behaviours
    - 4.2.2 be responsible
    - 4.2.3 be adaptable
    - 4.2.4 learn continuously
    - 4.2.5 work safely
  - 4.3 demonstrate teamwork skills to:
    - 4.3.1 work with others
    - 4.3.2 participate in projects and tasks
- 5. identify possible life roles related to the skills and content of this cluster**
  - 5.1 recognize and then analyze the opportunities and barriers in the immediate environment
  - 5.2 identify potential resources to minimize barriers and maximize opportunities

## **COURSE INF2950: INF INTERMEDIATE PRACTICUM**

**Level:** Intermediate

**Prerequisite:** None

**Description:** Students apply prior learning and demonstrate the attitudes, skills and knowledge required by an external organization to achieve a credential/credentials or an articulation.

**Parameters:** This practicum course, which may be delivered on- or off-campus, should be accessed only by students continuing to work toward attaining a recognized credential/credentials or an articulation offered by an external organization. This course must be connected to at least one CTS course from the same occupational area and cannot be used in conjunction with any advanced (3XXX) level course. A practicum course cannot be delivered as a stand-alone course, cannot be combined with a CTS project course and cannot be used in conjunction with the Registered Apprenticeship Program or the Green Certificate Program.

**Outcomes:** The student will:

- 1. perform assigned tasks and responsibilities, as required by the organization granting the credential(s) or articulation**
  - 1.1 identify regulations and regulatory bodies related to the credential(s) or articulation
  - 1.2 describe personal roles and responsibilities, including:
    - 1.2.1 key responsibilities
    - 1.2.2 support functions/responsibilities/expectations
    - 1.2.3 code of ethics and/or conduct
  - 1.3 describe personal work responsibilities and categorize them as:
    - 1.3.1 routine tasks; e.g., daily, weekly, monthly, yearly
    - 1.3.2 non-routine tasks; e.g., emergencies
    - 1.3.3 tasks requiring personal judgement
    - 1.3.4 tasks requiring approval of a supervisor
  - 1.4 demonstrate basic employability skills and perform assigned tasks and responsibilities related to the credential(s) or articulation
- 2. analyze personal performance in relation to established standards**
  - 2.1 evaluate application of the attitudes, skills and knowledge developed in related CTS courses
  - 2.2 evaluate standards of performance in terms of:
    - 2.2.1 quality of work
    - 2.2.2 quantity of work
  - 2.3 evaluate adherence to workplace legislation related to health and safety
  - 2.4 evaluate the performance requirements of an individual who is trained, experienced and employed in a related occupation in terms of:
    - 2.4.1 training and certification
    - 2.4.2 interpersonal skills
    - 2.4.3 technical skills
    - 2.4.4 ethics

**3. demonstrate basic competencies**

- 3.1 demonstrate fundamental skills to:
  - 3.1.1 communicate
  - 3.1.2 manage information
  - 3.1.3 use numbers
  - 3.1.4 think and solve problems
- 3.2 demonstrate personal management skills to:
  - 3.2.1 demonstrate positive attitudes and behaviours
  - 3.2.2 be responsible
  - 3.2.3 be adaptable
  - 3.2.4 learn continuously
  - 3.2.5 work safely
- 3.3 demonstrate teamwork skills to:
  - 3.3.1 work with others
  - 3.3.2 participate in projects and tasks

**4. identify possible life roles related to the skills and content of this cluster**

- 4.1 recognize and then analyze the opportunities and barriers in the immediate environment
- 4.2 identify potential resources to minimize barriers and maximize opportunities