**Area of Learning: CAREER-LIFE CONNECTIONS**

**BIG IDEAS**

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| **Career-life development** includes ongoing cycles of exploring, planning, reflecting, adapting, and deciding. |  | **Career-life decisions** influence and are influenced by **internal and external factors**, including **local and global trends**. |  | **Engaging in networks** and **reciprocal relationships** can guide and broaden career-life awareness and options. |  | A sense of purpose and career-life balance support **well-being**. |  | Lifelong learning and active citizenship foster **career-life opportunities** for people and communities. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*Examine* Recognize personal **worldviews** and **perspectives**, and consider their influence on values, actions, and preferred futures
* Analyze internal and external factors to inform personal **career-life choices** for post-graduation planning
* Assess personal transferable skills, and identify strengths and those skills that require further refinement
* Explore and evaluate personal strategies, including social, physical, and financial, to maintain well-being

Interact* Collaborate with a **mentor** to inform career-life development and exploration
* Engage with personal, education, and employment networks to cultivate **post-graduation** **resources** and social capital
* Create and critique personal and public profiles for self-advocacy and marketing purposes
* Demonstrate and reflect on inclusive, respectful, and safe interactions in multiple **career-life contexts**
 | *Students are expected to know the following:*Personal career-life development* **mentorship opportunities**
* **competencies** of the educated citizen
* **self-advocacy** **strategies**
* **factors** that shape personal identity and inform career-life choices
* strategies for personal well-being and work-life balance
* **reflection** strategies
* **employment marketing** strategies
* rights and regulations in the workplace, including **safety**

Connections with community* **social capital** and transferrable skills, including **intercultural**, leadership, and collaboration skills
* career-life exploration
* ways to represent themselves, including consideration of **personal and public profiles**, digital literacy, and citizenship
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**Area of Learning: CAREER-LIFE CONNECTIONS**

**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| Experience* Explore possibilities for preferred personal and education/employment futures, using creative and innovative thinking
* Identify and apply preferred approaches to learning for ongoing career-life development and self-advocacy
* Engage in, reflect on, and evaluate **career-life exploration**

Share* Reflect on experiences in school and out of school, assess development in the Core Competencies, and share highlights of their learning journey
* Design, assemble, and present a capstone
 | Career-life planning* **self-assessment** to achieve goals that advance preferred career-life futures
* **methods** of organizing and maintaining authentic career-life evidence
* **career-life roles** and transitions
* diverse post-graduation possibilities, including personal, educational, and **work** options
* labour market trends and local and global **influences** on career-life choices
* post-graduation budget planning
* **capstone guidelines**
* **approaches** to showcasing the learning journey
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