**Area of Learning: CAREER EDUCATION Kindergarten–Grade 3**

**BIG IDEAS**

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| Confidence develops through the process of self-discovery. |  | Strong communities are the result of being connected to family and community and working together toward common goals. |  | Effective collaboration relies on clear, respectful communication. |  | Everything we learn helps us to develop skills. |  | Communities include many different roles requiring many different skills. |  | Learning is a lifelong enterprise. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*   * Identify and appreciate their personal attributes, skills, interests, and accomplishments * Recognize the importance of positive relationships in their lives * Share ideas, information, personal feelings, and knowledge with others * Work respectfully and constructively with others to achieve common goals * Recognize the importance of learning in their lives and future careers * Set and achieve realistic learning goals for themselves * Identify and appreciate the roles and responsibilities of people in their schools, families,  and communities * Demonstrate **effective work habits** and organizational skills appropriate to their level  of development * Recognize the basic skills required in a variety of jobs in the community | *Students are expected to know the following:*  Personal Development   * **goal-setting strategies** * **risk taking** and its role in self-exploration   Connections to Community   * **cultural and social awareness** * roles and responsibilities at home, at school,  and in the local community * jobs in the local community |

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| **CAREER EDUCATION Curricular Competencies – Elaborations Kindergarten–Grade 3** |
| * **effective work habits:** include completing assignments and staying on task |

| **CAREER EDUCATION Content – Elaborations Kindergarten–Grade 3** |
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| * **goal-setting strategies:** Examples   + Identify steps required to help achieve short-term goals   + Identify sources of support at home, at school, and in the community * **risk taking:** Examples:   + Try a new activity   + Make a new friend   + Volunteer to ask/answer a question   + Speak in front of others * **cultural and social awareness:** achieved by exploring self-identity, acknowledging cultural differences, honouring indigenous traditions |

**Area of Learning: CAREER EDUCATION Grades 4–5**

**BIG IDEAS**

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| Public identity is influenced by personal choices  and decisions. |  | Exploring our strengths and abilities can help us identify our goals. |  | Leadership requires listening to and respecting the ideas of others. |  | Family and community relationships can be a source of support and guidance when solving problems and making decisions. |  | Good learning and work habits contribute to short- and long-term personal and career success. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*   * Identify and appreciate their personal attributes, skills, interests, and accomplishments  and their growth over time * Recognize the need for others who can support their learning and personal growth * Recognize the intersection of their personal and public **digital identities** and the potential for both positive and negative consequences * Demonstrate respect for differences in the classroom * Use innovative thinking when solving problems * Set realistic short- and longer-term learning goals, define a path, and monitor progress * Make connections between effective work habits and success * Demonstrate safe behaviours in a variety of environments * Question self and others about the role of technology in the changing workplace * Appreciate the influence of peer relationships, family, and community on personal  choices and goals | *Students are expected to know the following:*  Personal Development   * **goal-setting strategies** * problem-solving and decision-making strategies * **emergent leadership skills**   Connections to Community   * **cultural and social awareness** * generational roles and responsibilities * safety hazards and rules at school, at home,  and in the community |

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| **CAREER EDUCATION Curricular Competencies – Elaborations Grades 4–5** |
| * **digital identities:** digital presence/footprint, modes of dress, diction, body language, representing self and communities * **innovative:** original, creative; taking an existing idea and making it better |

| **CAREER EDUCATION Content – Elaborations Grades 4–5** |
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| * **goal-setting strategies:** Examples   + Review and identify the steps required to help achieve short-term and long-term goals   + S.M.A.R.T. goals (Specific, Measurable, Attainable, Realistic, and Timely) * **emergent leadership skills:** communication, motivation, direction, support, initiative, etc. * **cultural and social awareness:** achieved by exploring self-identity, acknowledging cultural differences, honouring indigenous traditions, etc. |

**Area of Learning: CAREER EDUCATION Grades 6–7**

**BIG IDEAS**

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| Our attitudes toward careers are influenced by our view of ourselves as well as by our friends, family, and community. |  | Our personal digital identity forms part of our public identity. |  | Practising respectful, ethical, inclusive behaviour prepares us for the expectations of the workplace. |  | Leadership represents good planning, goal-setting, and collaboration. |  | Safe environments depend on everyone following safety rules. |  | New experiences, both within and outside of school, expand our career skill set and options. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*   * Recognize their **personal preferences**, skills, strengths, and abilities and connect them  to possible career choices * Question self and others about how their **personal public identity** can have both positive and negative consequences * Examine the importance of service learning and the responsibility of individuals  to contribute to the community and the world * Appreciate the importance of respect, inclusivity, and other positive behaviours in diverse, collaborative learning, and work environments * Question self and others about the **reciprocal relationship** between self and community * Use **entrepreneurial** and **innovative** thinking to solve problems * Demonstrate leadership skills through collaborative activities in the school and community * Demonstrate safety skills in an experiential learning environment * Set realistic short- and longer-term learning goals, define a path, and monitor progress * Recognize the influence of peers, **family, and communities** on career choices and **attitudes toward work** * Appreciate the value of new experiences, **innovative** thinking and **risk taking** in broadening their career options * Explore volunteer opportunities and other new experiences outside school and recognize their value in career development * Apply project management skills to support career development | *Students are expected to know the following:*  Personal Development   * goal-setting strategies * **self-assessment** * **project management** * leadership * problem-solving and decision-making strategies   Connections to Community   * **local and global needs and opportunities** * **cultural and social awareness** * global citizenship * volunteer opportunities   Life and Career Plan   * factors affecting types of jobs in the community * technology in learning and working * role of mentors, family, community, school,  and personal network in decision making |

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| **CAREER EDUCATION Curricular Competencies – Elaborations Grades 6–7** |
| * **personal preferences:** includes understanding that learning is holistic, reflective, reflexive, experiential, and relational—focused on connectedness, reciprocal relationships, and a sense of place * **personal public identity:** digital presence/footprint, diction, body language, representing self and communities * **reciprocal relationship:** Individuals both support and draw support from communities. * **entrepreneurial:** taking risks in order to create opportunities * **innovative:** original, creative; taking an existing idea and making it better * **family and communities:** Career choices ultimately support the well-being of the self, the family, and the community. Learning involves generational roles and responsibilities. * **attitudes toward work:** Habits of mind and motivation are strongly influenced by models, both positive and negative. * **risk taking:** exploring new activities to develop skills, interests, and passions, such as applied skills, arts, athletics, and academics |

| **CAREER EDUCATION Content – Elaborations Grades 6–7** |
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| * **self-assessment:** includes inventories of preferences, skills, personal attitudes values, and interests * **project management:** taking an idea, creating a plan (including timeline and resources), putting the plan into action, and reflecting on the process * **local and global needs and opportunities:** social justice, environmental stewardship, sustainability, effective use of resources, etc. * **cultural and social awareness:** achieved by exploring self-identity, acknowledging cultural differences, honouring indigenous traditions, etc. |

**Area of Learning: CAREER EDUCATION Grades 8–9**

**BIG IDEAS**

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| Reflecting on our preferences and skills helps us identify the steps we need to take to achieve our career goals. |  | The value of work in our lives, communities, and society can be viewed from diverse perspectives. |  | Achieving our learning goals requires effort and perseverance. |  | Adapting to economic and labour market changes requires flexibility. |  | Our career paths reflect the personal, community, and educational choices we make. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*   * Use self-assessment and reflection to develop awareness of their strengths, preferences,  and skills * Question self and others about how individual purposes and passions can support the needs of the local and global community when considering career choices * Recognize the impact of **personal public identity** in the world of work * Demonstrate respect, collaboration, and inclusivity in working with others to solve problems * Recognize and **explore diverse perspectives** on how work contributes to our community  and society * Demonstrate safety skills and appreciate the importance of workplace safety * Set and achieve realistic learning goals with perseverance and resilience * Recognize the influence of curriculum choices and co-curricular activities on **career paths** * Appreciate the value of a network of resources and **mentors** to assist with career exploration * Question self and others about the role of family expectations and traditions,  and of community needs in career choices * Apply a variety of **research skills** to expand their knowledge of diverse career possibilities and understand **career clusters** * Explore volunteer and other new learning experiences that stimulate **entrepreneurial**  and **innovative** thinking * Apply decision-making strategies to a life, work, or community problem and adjust  the strategies to adapt to new situations | *Students are expected to know the following:*  Personal Development   * goal-setting strategies * **self-assessment** for career research * reflection * project **management**   Connections to Community   * **local and global needs and opportunities** * cultural and social awareness * factors affecting types of jobs in the community * career value of volunteering   Life and Career Plan   * graduation requirements * role of mentors, family, community, school,  and personal network in decision making * influence of technology in learning and working * workplace safety   + hazard evaluation and control   + rights and responsibilities of the worker   + emergency procedures * role of community, school, personal network,  and mentorship in career planning |

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| **CAREER EDUCATION Curricular Competencies – Elaborations Grades 8–9** |
| * **personal public identity:** digital presence/footprint, diction, body language, representing self and communities * **explore diverse perspectives:** question and challenge career perceptions and possible career paths and analyze the relationships between work, society, and the economy * **career paths:** include direct to work, apprenticeships, college, or university * **mentors:** include parents, teachers, elders, coaches, extended family, other adults, or peers * **research skills:** interviewing, investigating, exploring, experiencing, etc.; learning can come from memory, history, and story * **career clusters:** a group of careers that share common skills and training * **entrepreneurial:** taking risks in order to create opportunities * **innovative:** original, creative; taking an existing idea and making it better |

| **CAREER EDUCATION Content – Elaborations Grades 8–9** |
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| * **self-assessment:** includes inventories of preferences, skills, personal attitudes values, and interests * **project management:** taking an idea, creating a plan (including timeline and resources), putting the plan into action, and reflecting on the process * **local and global needs and opportunities:** social justice, environmental stewardship, sustainability, effective use of resources, etc. |