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