

Area of Learning: CAREER LIFE CONNECTIONS

BIG IDEAS

Well-being requires finding a balance of personal health, relationships, work, learning, community engagement, and committed citizenship.

Being in the world and **walking in the world** are supported, broadened, and deepened through community involvement and the social experience of building personal networks.

Careers, education, and life opportunities change over time.

Building the skills of lifelong learning can help us adapt and thrive.

Global economies, culture, and sustainability impact and are impacted by personal choices, social choices, and the availability of personal opportunities.

Career and education paths require ongoing exploration, planning, evaluation, and adaptation.

Learning Standards

Curricular Competencies

Students are expected to be able to do the following:

- Demonstrate **professionalism** and respect for all peoples and an ongoing openness to learn
- Demonstrate **personal awareness and responsibility** through **diverse experiences** and make connections to community and **place**
- Use local and global sustainability and economic trends to make personal career and life choices as an **educated citizen**
- Explore and articulate career opportunities based on research and **ways of knowing**
- Cultivate and engage with personal networks as a **post-graduation** resource
- Refine personal **communication** and presentation strategies to further post-graduation opportunities
- Reassess and refine their personal digital presence by considering current and future impacts
- Document the ways of knowing, research, and decision-making processes that help identify personal career opportunities and inform choices
- **Identify** the **aptitudes, attitudes, and achievements** that should be represented in their post-graduation goals and plans
- Assess personal transferable skills and determine which skills need further developing
- Engage in, evaluate, and reflect on employment, **career exploration**, and/or **volunteer opportunities** (30 hours or more) and their role in career, education, and life planning

Content

Students are expected to know the following:

Personal Development

- awareness that self-assessment and **preparation** are needed to achieve **post-graduation goals and plans**
- cultivation and nurturing of interpersonal, intercultural, collaborative, and social skills
- communication skills and **how they are developed**

Connections to Community

- awareness of and respect for local and global cultural differences
- **transferable skills** and how they are gained through a variety of in-school and out-of-school experiences

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> • Identify and provide evidence of learning experiences that represent achievement and inform future directions • Use entrepreneurial and innovative thinking to solve problems at work, in the community, and in their personal lives • Create a personal integrated plan for post-graduation that articulates choices related to: <ul style="list-style-type: none"> – career – education – finances – health and well-being • Design, assemble, and present a capstone project to an audience that demonstrates personal learning and achievement (in and out of school), growth in the core competencies, and reflection on their post-graduation plan 	<p>Career Life Plan</p> <ul style="list-style-type: none"> • multiple ways to gather career information • critical assessment and interpretation of career-related information, including labour market trends • paid and unpaid work that provides insight into career choices • application of employment standards and various workplace safety standards • awareness that careers and career choices may change with time and new experiences • awareness that all careers are multifaceted and have a variety of choices and opportunities • understanding that prior learning can guide future career and life choices

Big Ideas – Elaborations

CAREER LIFE CONNECTIONS

- **Being in the world:** refers to how our personal identity is connected to our surroundings, our sense of place, our people, and our history; the connection between being in the world and walking in the world is foundational to First Peoples perspectives
- **walking in the world:** refers to being an active participant in the world, acknowledging the impact we have on the world and the world has on us; the connection between being in the world and walking in the world is foundational to First Peoples perspectives

Curricular Competencies – Elaborations

CAREER LIFE CONNECTIONS

- **professionalism:** the skill, good judgment, and behaviour that is expected from a person who is prepared to do a job well
- **personal awareness and responsibility:** includes the skills, strategies, and dispositions that help students to stay healthy and active, set goals, monitor progress, regulate emotions, respect their own rights and the rights of others, manage stress, and persevere in difficult situations; see <https://curriculum.gov.bc.ca/competencies/personal-awareness-responsibility>
- **diverse experiences:** school, work, volunteer activities, athletic and artistic pursuits, travel, etc.
- **place:** Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives of the world.
- **educated citizen:** Statement of Education Policy Order (Mandate for the School System). See <http://www2.gov.bc.ca/gov/DownloadAsset?assetId=951FBB92FB194D9AA708BD461A474CBD>.
- **ways of knowing:** refers to the various beliefs about the nature of knowledge that people have, including, but not limited to, First Peoples, gender-related, subject/discipline-specific, cultural, embodied, and intuitive
- **post-graduation:** refers to the time period after high school
- **communication:** encompasses the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media. See <https://curriculum.gov.bc.ca/competencies/communication>.
- **Identify:** students self-assess, self-reflect, or examine others' perspectives on their growth (e.g., mentoring teacher, outside supporter/coach, counsellor)
- **aptitudes, attitudes, and achievements:** includes the knowledge, abilities, habits of mind, and demonstration of skills (e.g., employability skills, essential skills, and academic skills)
- **career exploration:** structured career exploration activities
- **volunteer opportunities:** opportunities that can occur within or beyond the school context
- **solve problems at work:** for example, conflict resolution in the workplace
- **plan for post-graduation:** a plan that draws from other courses, educational and/or life experiences, information gathering and research
- **career:** possible pathways and directions based on a student's passions, skill set, contribution to society, and employment, and where these intersect
- **education:** formal (e.g., school based), informal (e.g., life learning, traditional teachings), non-formal (e.g., workshops), and on-the-job training (e.g., apprenticeship, work experiences)

- **finances:** determining a budget and financing options for post-graduation plans
- **health and well-being:** choices that support a healthy lifestyle, including self-care, balance, stress management, maintenance of healthy relationships, resilience for transitions, coping mechanisms
- **Design:** use a purposeful and planned approach
- **assemble:** use evidence from prior learning in and/or out of school
- **present:** share their culminating project with an audience in a personalized way
- **capstone project:** A capstone project (also known as a culminating project or experience, or senior exhibition) is a final project that allows students to demonstrate their learning through the in-depth study of an area, or areas, of interest. Ideally, the project would reflect an area that students are passionate about and in which they anticipate they will pursue further education and/or a career.
- **audience:** teachers, community members, and/or others connected to the student and/or their culminating project
- **core competencies:** include thinking, communicating, and personal and social awareness; see <https://curriculum.gov.bc.ca/competencies>

Content – Elaborations

CAREER LIFE CONNECTIONS

- **preparation:** personal graduation requirements, personal financial planning, etc.
- **post-graduation goals and plans:** see the graduation requirements and graduation planner at <http://www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation>.
- **how they are developed:** preparation, practice, and feedback over time
- **transferable skills:** includes essential career skills and employability skills; see Career Life Education 10
- **career information:** research that may include interviews, work experience, volunteering, online research, mentors, etc.
- **work:** may include job shadowing, volunteering, mentorship, employment, apprenticeship, entrepreneurship, etc.
- **change:** careers evolve; changes may require resilience and coping strategies; career changes may include issues such as work transitions, successfully terminating a job, and unemployment