

GRADE 10 CAREER LIFE CONNECTIONS/GRADE 12 CAREER LIFE EDUCATION: My Preferred Path

Summary of Learning Opportunity

In this learning opportunity, students research and forecast the costs and benefits of skills training, career opportunities and career growth in three Canadian locations of their choosing. Students consider and choose one or more potential career paths of interest and create a budget which accounts for the cost of a relevant post-secondary program and the cost of living in the Canadian locations surrounding those programs. Teachers model and support students to investigate and gather information. Students then present and reflect on their decision about their future skills training and career path.

Career Life Connections

Learning Standards

- Analyze internal and external factors to inform personal career-life choices for post-graduation
- Explore possibilities for preferred personal and education/employment futures, using creative and innovative thinking
- Engage in, reflect on and evaluate career-life exploration
- Reflect on experiences in school and out of school, assess development in the Core Competencies and share highlights of their learning journey

Numeracy Connections

Instruction and Assessment

Competencies Developed, Practiced and/or Assessed

NUMERACY: Interprets –
Understands the real-world
problem; Identifies
parameters and limitations.

NUMERACY: Applies –
Translates the scenario into a
mathematical problem;
Develops a plan of approach

NUMERACY: Analyzes—
Reflects on the
reasonableness of the solution
in context

1. Students choose a career path and several locations in Canada. They gather relevant information about their career and chosen locations. Students consider parameters in their future plans (i.e., tuition fees and planning how they will pay them). Students then create a budget (plan of approach).

2. Students use their budget to compare and contrast the benefits and drawbacks of the different post-secondary programs and locations. They reflect on the reasonableness of their plan and identify and assess alternative approaches.

Examine

- Analyze internal and external factors to inform personal career-life choices for post-graduation

Experience

- Explore possibilities for preferred personal and education/employment futures, using creative and innovative thinking
- Engage in, reflect on and evaluate career-life exploration

NUMERACY: Communicates – Represents processes and solution; Defends decisions and assumptions

3. Students visually represent their budget and plan using a bar graph or a table to organize their information. They use this numerical information to justify their interpretation of the data. Students presented their findings to small groups of peers.

- Share
- Reflect on experiences in school and out of school, assess development in the Core Competencies and share highlights of their learning journey

Demonstration of Student Learning, Teacher Assessment and Reflection

Teacher's Observations and Assessment

Jordan (pseudonym) identified two potential career paths and quickly selected three Canadian cities to explore, based on interest. After realizing that one city did not offer training for their chosen career, Jordan looked into the possibility of completing the coursework online and getting a co-op approved in that city. Jordan applied the research strategies modeled by the teacher to find program information from three universities. One strategy they used was to read through the university department's webpage and message the admissions team to inquire about co-op and post-graduation career opportunities in that region.

Jordan created three spreadsheets to record the information they found and visually represented the information in a bar graph to demonstrate income and cost of living while in school and in their first few years of their career after graduation. Ultimately, Jordan chose a program in a more expensive city. They planned a creative presentation which included a thoughtful and confidently articulated reflection about choosing to move to this city to be close to their sister and her children, even though it would mean entering a more competitive job market and a higher cost of living.

Teacher Reflection

I have done very similar projects to this one throughout my career. Students enjoy the research aspect because it is personalized and relevant and gives them a way to explore their goals. However, because students sometimes prioritize other coursework, they do not spend as much time and effort on this project as they could.

I found that by tweaking the project slightly and modeling for the students how to record and display their data on spreadsheets, students took the project more seriously. I found that using the data helped students articulate their reasoning and forced them to come up with good reasons to go against the numerical data, as Jordan had. Other students also took the initiative to ask their math teacher for help with the graphs; my colleague said they were very happy to see students finding connections to math beyond their classroom.

