BIG IDEAS

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

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

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

Curricular Competencies	Content
Students are expected to be able to do the following:	*Students are expected to know the following:*
• Use self-assessment and reflection to develop awareness of their strengths, preferences, and skills	**Personal Development** • goal-setting strategies • **self-assessment** for career research • reflection • project **management**
• 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	**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
• 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**	**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

• 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	