

# Career Development Education

## STUDENTS ENTER SENIOR YEARS WITH

- the following skills:
  - critical thinking
  - decision making
  - problem solving
  - citizenship and social responsibility
  - entrepreneurial thinking
  - financial
- engaging career education experiences linked to all areas of learning
- experiential learning opportunities
- habits of mind and curiosity
- leadership and mentorship opportunities
- opportunities to identify personal knowledge, skills, interests, and values
- peer-to-peer learning experiences
- personalized and project-based learning experiences
- an understanding of the importance of knowledge and skills in school, work, leisure, and life

## GRADE 9 CAREER DEVELOPMENT LIFE/WORK EXPLORATION

Students increase their self-awareness and interpersonal skills, and develop knowledge and skills in personal management and career exploration while learning about their interests, personality traits, and values.

Students

- develop connections between school and work
- develop their confidence, personal skills, and abilities
- connect skills and knowledge to tasks and responsibilities of occupations
- explore careers and the world of work, including labour market information and workplace safety and health
- are exposed to meaningful community and career experiences

## GRADE 10 CAREER DEVELOPMENT LIFE/WORK PLANNING

Students plan for their high school career by selecting the courses and programs of interest to them and developing the knowledge and skills to prepare for post-secondary education and training.

Students

- discover how their knowledge and skills relate to the workplace
- explore types of work that they find fulfilling and enjoyable
- make curricular and co-curricular connections to career development
- explore careers and the world of work, including labour market information and workplace safety and health
- are exposed to meaningful community and career experiences and mentors

## GRADE 11 CAREER DEVELOPMENT LIFE/WORK BUILDING

Students focus on building career knowledge and skills, while preparing for life and career transitions. Students focus on building a solid foundation to grow and change throughout their lives.

Students

- build their knowledge, skills, and qualities to establish a career foundation
- explore specific post-graduation options
- refine their knowledge and skills while exploring ways to improve their employability attributes
- explore career information and the world of work, including labour market information, workplace safety and health, and employer and employee responsibilities
- are exposed to meaningful integrated career-related placement(s) and career mentors

## GRADE 12 CAREER DEVELOPMENT LIFE/WORK TRANSITIONING

Students continue to develop skills to help them transition into post-secondary education, the world of work, and other pathways while refining their life-learning and work goals, employability skills, and future visions.

Students

- develop a post-graduation plan including their dreams, and short- and long-term goals
- market their knowledge, skills, and abilities to potential employers
- reflect on their school careers, while enacting their post-graduation plans
- participate in and demonstrate leadership in integrated career-related placement(s), and gain exposure to career teams at the placement(s)

## STUDENTS TRANSITION INTO VARIOUS LIFE PATHWAYS INCLUDING

- apprenticeship
- the workforce
- entrepreneurship
- post-secondary education
- travel
- volunteering
- lifelong learning

with agency and efficacy to create and innovate in a rapidly changing world.

## CREDIT FOR EMPLOYMENT (CFE)

The CFE option provides students with the opportunity to earn up to two high school credits through paid employment, while developing a growth mindset in the workplace. A Career Development Life/Work credit is a prerequisite or co-requisite.

## COMMUNITY SERVICE STUDENT-INITIATED PROJECT (CSSIP)

THE CSSIP option helps students develop strong character skills and citizenship qualities while exploring various career options. The civic and transferable knowledge, obtained in a CSSIP, helps increase students' knowledge of their community's needs and their social responsibility.

## CAREER DEVELOPMENT INTERNSHIP (CDI)

The CDI options provides students with the opportunity to earn up to two high school credits by completing an unpaid internship while reflecting on their knowledge, skills, work preferences, and desired lifestyle. A Career Development Life/Work credit is a prerequisite.

| <b>Units</b>   | <b>Grade 9 Career Development Life/Work Exploration</b>  | <b>Grade 10 Career Development Life/Work Planning</b>  | <b>Grade 11 Career Development Life/Work Building</b>   | <b>Grade 12 Career Development Life/Work Transitioning</b>  |
|--|--|--|---|---|
| <b>Unit 1: Personal Management</b>                   | <b>22 hours</b><br><b>1 hour:</b> Introduction<br><b>11 hours:</b> Build and maintain a positive self-image.<br><b>6 hours:</b> Interact positively and effectively with others.<br><b>4 hours:</b> Change and grow throughout life.   | <b>22 hours</b><br><b>1 hour:</b> Introduction<br><b>9 hours:</b> Build and maintain a positive self-image.<br><b>5 hours:</b> Interact positively and effectively with others.<br><b>7 hours:</b> Change and grow throughout life.  | <b>22 hours</b><br><b>1 hour:</b> Introduction<br><b>11 hours:</b> Build and maintain a positive self-image.<br><b>6 hours:</b> Interact positively and effectively with others.<br><b>4 hours:</b> Change and grow throughout life.  | <b>8 hours</b><br><b>5 hours:</b> Build and maintain a positive self-image.<br><b>1 hour:</b> Interact positively and effectively with others.<br><b>2 hours:</b> Change and grow throughout life.  |
| <b>Unit 2: Career Exploration</b>                    | <b>24 hours</b><br><b>12 hours:</b> Locate and effectively use life/work information.<br><b>6 hours:</b> Understand the relationship between work and society/economy.<br><b>3 hours:</b> Maintain balanced life and work roles.<br><b>3 hours:</b> Understand the changing nature of life/work roles. | <b>23 hours</b><br><b>11 hours:</b> Locate and effectively use life/work information.<br><b>4 hours:</b> Understand the relationship between work and society/economy.<br><b>3 hours:</b> Maintain balanced life and work roles.<br><b>5 hours:</b> Understand the changing nature of life/work roles. | <b>15 hours</b><br><b>8 hours:</b> Locate and effectively use life/work information.<br><b>3 hours:</b> Understand the relationship between work and society/economy.<br><b>2 hours:</b> Maintain balanced life and work roles.<br><b>2 hours:</b> Understand the changing nature of life/work roles. | <b>10 hours</b><br><b>3 hours:</b> Locate and effectively use life/work information.<br><b>3 hours:</b> Understand the relationship between work and society/economy.<br><b>2 hours:</b> Maintain balanced life and work roles.<br><b>2 hours:</b> Understand the changing nature of life/work roles. |
| <b>Unit 3: Learning and Planning</b>                 | <b>22 hours</b><br><b>12 hours:</b> Participate in lifelong learning supportive of life/work goals.<br><b>4 hours:</b> Make life/work enhancing decisions.<br><b>6 hours:</b> Understand, engage in, and manage own life/work building process.  | <b>20 hours</b><br><b>7 hours:</b> Participate in lifelong learning supportive of life/work goals.<br><b>7 hours:</b> Make life/work enhancing decisions.<br><b>6 hours:</b> Understand, engage in, and manage own life/work building process.   | <b>12 hours</b><br><b>3 hours:</b> Participate in lifelong learning supportive of life/work goals.<br><b>4 hours:</b> Make life/work enhancing decisions.<br><b>5 hours:</b> Understand, engage in, and manage own life/work building process.  | <b>9 hours</b><br><b>4 hours:</b> Participate in lifelong learning supportive of life/work goals.<br><b>3 hours:</b> Make life/work enhancing decisions.<br><b>2 hours:</b> Understand, engage in, and manage own life/work building process.   |
| <b>Unit 4: Job Seeking and Job Maintenance</b>       | <b>20 hours</b><br><b>5 hours:</b> What we need to obtain and maintain work<br><b>4 hours:</b> Work opportunities and conditions<br><b>6 hours:</b> The process of applying for and securing work<br><b>5 hours:</b> The rules of work   | <b>19 hours:</b> Secure/create and maintain work.  | <b>20 hours:</b> Secure/create and maintain work.   | <b>15 hours:</b> Secure/create and maintain work.   |
| <b>Unit 5: Career and Community Experiences</b>      | <b>22 hours</b><br><b>6–7 hours:</b> Before career and community experience<br><b>10–12 hours:</b> During career and community experience<br><b>4–5 hours:</b> After career and community experience   | <b>26 hours</b><br><b>2–3 hours:</b> Before career and community experience<br><b>22 hours:</b> During career and community experience<br><b>1–2 hours:</b> After career and community experience  | <b>46 hours</b><br><b>3–4 hours:</b> Before career and community experience<br><b>40 hours:</b> During career and community experience<br><b>2–3 hours:</b> After career and community experience   | <b>68 hours</b><br><b>1–2 hours:</b> Before career and community experience<br><b>65 hours:</b> During career and community experience (alternatively, students may complete up to 80 hours*)<br><b>1–2 hours:</b> After career and community experience  |
| <b>Hours during Career and Community Experiences</b> | <b>10–12 hours</b>   | <b>22 hours</b>  | <b>40 hours</b>   | <b>65–80 hours*</b>   |

\* Students may complete up to 80 hours if they have completed other Career Development Life/Work courses.