

Overview

Career Education Intermediate 8

Informed Selection of Senior High Courses

Overview

This module is designed to guide students to recognize the connection between senior high course selections and long-term career development, with the goal of making these choices by design, not simply by default. It will provide students with information about a wide range of career options, create awareness of the kinds of careers which might appeal to them, and direct them to the courses they should pursue in senior high school to prepare for a potential career pathway.

The Grade 8 module is organized along four strands:

- Self-awareness
- Career Exploration
- The High School Program
- Life-long Learning

Suggested Yearly Plan

Most Grade 9 students normally receive relevant instruction prior to completing senior high course selections, which usually occurs in the month of March. This module extends the recognition and development of the connection between course selections and potential career pathways back into Grade 8. It will provide teachers with a structure, suggested activities, and resources to assist them in providing that very important instruction. For consistency with the Grade 9 module, it is suggested that approximately 4-5 hours of class time be allotted to the teaching of these outcomes to Grade 8, in the weeks just prior to Grade 9 students selecting courses for senior high.

Rationale

Citizenship, Communication, and Personal Development are three of the Essential Graduation Learnings common to all curricular areas in Newfoundland and Labrador curriculum. The ***Newfoundland and Labrador Education Action Plan - The Way Forward*** states that career education can contribute substantially to students' self-awareness, self-esteem, and informed decision making. The ***Conference Board of Canada Employability Skills Profile*** lists responsibility, adaptability, continuous learning, the ability to work safely, and the demonstration of positive attitudes and behaviours as critical Personal Management Skills. The ***Career Education in Atlantic Canada: Research & Recommendations*** final report set forth goals that

include promoting career education as an integral part of student learning.

The **Premier's Task Force on Improving Educational Outcomes** states that effective career education provides students with information and experience in a wide range of career options, creates awareness of the kinds of careers which might appeal to students, and directs students to the courses they should pursue in school to prepare them for a potential career pathway.

Curriculum Outcomes Framework

The term "career" refers to the totality of one's life experiences over one's lifespan and "career development" refers to the factors and influences that help shape one's life story. These factors are multifaceted and complex and include psychological, sociological, educational, economic, and physical variables. Career development education is an important socio-cultural process in the preparation for, transition to, and integration into life, school, work, and beyond. Career education in the schools of Newfoundland and Labrador fosters a process to empower all learners with life planning skills, knowledge and experiences that enable each individual to create a satisfying life in a constantly changing world and work environment. The key to success in our society is the acquisition of symbolic technical skills and interpersonal skills. The emphasis is on four specific areas: problem solving, critical thinking, information gathering and analyzing; creative ability and innovative ideas; adaptability to novel situations and work roles; and interpersonal flexibility and competence.

General Curriculum Outcomes (GCOs)	Key Stage Curriculum Outcomes (KSCOs) By the end of Grade 9, students will be expected to:
GCO 1: Self Awareness & Positive Interaction Students will be expected to enhance their knowledge of strategies for building and maintaining a positive self-image and understand its influence on building positive relationships in one's life and work.	<ul style="list-style-type: none">• [1.301] Understand one's behaviours, attitudes, values and beliefs, and explore their influence on self worth and the impact on future life/work roles.• [1.302] Evaluate the impact of one's self worth on self, others, and relationships.• [1.303] Explore the concept of diversity as it relates to respect, tolerance, flexibility and openness towards others.• [1.304] Understand that one can transform behaviours and attitudes in order to improve one's self worth.• [1.305] Understand that positive relationships with others contribute positively to one's life and work.
GCO 2: Change	<ul style="list-style-type: none">• [2.301] Discover changes that occur in the physical, psychological, social and

Students will be expected to learn to respond to change and growth in their life/work.	<p>emotional development of an individual and recognize how to respond to these changes and growth.</p> <ul style="list-style-type: none"> • [2.302] Understand how physiological and psychological changes impact life and work. <ul style="list-style-type: none"> ◦ Identify one's own physical, psychological, social and emotional changes. ◦ Engage in further work, family and leisure activities that contribute to one's mental, emotional, physical and economic well being.
<p>GCO 3: Life-long Learning</p> <p>Students will be expected to link learning to one's career-building process.</p>	<ul style="list-style-type: none"> • [3.301] Understand how current academic performance may impact the selection of high school programs/courses and potential post secondary and/or work options. • [3.302] Demonstrate personal skills and attitudes conducive to life and work success. • [3.303] Explore the skills, knowledge and attitudes needed in specific work sectors and which are best suited to adapt to the changing workforce.
<p>GCO 4: Relationship of work to society and the economy</p> <p>Students will be expected to enhance their understanding of the influence of societal and economic needs on the nature and structure of work.</p>	<ul style="list-style-type: none"> • [4.301] Understand how one can contribute to the community as a whole through work.
<p>GCO 5: Life/work information</p> <p>Students will be expected to effectively locate, evaluate, interpret, and use life/work information.</p>	<ul style="list-style-type: none"> • [5.301] Access, interpret, and evaluate life/work information and determine its pertinence for oneself. • [5.302] Explore the importance of employability skills and development.
<p>GCO 6: Life/work roles</p> <p>Students will be expected to link lifestyles, life roles and life stages to life/work building while understanding and overcoming stereotypes/bias in life and work.</p>	<ul style="list-style-type: none"> • [6.301] Demonstrate the links between one's work, family, and community roles. • [6.302] Identify stereotypes that may limit opportunities for people in certain life/work roles. • [6.303] Understand and learn to overcome stereotypes in life/work building.

GCO 7: Decision making Students will be expected to engage in life/work decision making.	<ul style="list-style-type: none"> • [7.301] Develop problem-solving and age appropriate decision- making skills. • [7.302] Engage in age appropriate life/work decision making.
GCO 8: Independent management of life/work building process Students will be expected to recognize and take charge of their own life/work building process.	<ul style="list-style-type: none"> • [8.301] Understand the concept and importance of a Personal Career Plan. • [8.302] Define one's preferred future and take steps to move towards it. • [8.303] Assess long term goals towards attainment of future views of themselves.

Outcomes Framework

General Curriculum Outcomes (GCOs)	Specific Curriculum Outcomes (SCOs) Students will be expected to:
GCO 1: Self Awareness & Positive Interaction Students will be expected to enhance their knowledge of strategies for building and maintaining a positive self-image and understand its influence on building positive relationships in one's life and work. GCO 2: Change Students will be expected to learn to respond to change and growth in their life/work. GCO 3: Life-long Learning Students will be expected to link learning to one's career building process. GCO 4: Relationship of work to society and the economy Students will be expected to enhance their understanding of the influence of societal and economic needs on the nature and structure of work. GCO 5: Life/work information Students will be expected to effectively locate, evaluate, interpret, and use life/work information. GCO 6: Life/work roles Students will be expected to link lifestyles, life	<ol style="list-style-type: none"> 1. develop a clear picture of their unique talents, interests, values and skills to form the basis of a career pathways journey 2. investigate multiple potential career pathways based on their individual interests 3. explore the high school program and the credit system <ol style="list-style-type: none"> 1. identify the connection between high school credits and post-secondary entrance requirements 4. identify the connection between high school course selection and potential career pathways

<p>roles and life stages to life/work building while understanding and overcoming stereotypes/bias in life and work.</p> <p>GCO 7: Decision making Students will be expected to engage in life/work decision making.</p> <p>GCO 8: Independent management of life/work building process Students will be expected to recognize and take charge of their own life/work building process.</p>	
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Lesson 1: Self-Awareness

Students will be expected to develop a clear picture of their unique talents, interests, values and skills to form the basis of a career pathways journey. [GCO 1, 3, 6]

Focus for learning

Students should begin to understand the connection between who they are now and the person they wish to become. Self-awareness refers to an understanding of one's individuality, including personality, emotional development, multiple intelligences, attitudes, beliefs, aptitudes, interests, and values, and how these can influence their eventual career choices.

Career Development is a lifelong, ongoing process through which learners integrate their personal, family, school, and community learning experiences to facilitate career and lifestyle choices and to help them transition through life and work stages. Teachers should emphasize that one cannot pinpoint a beginning and end to career development. It is a continuous process and their early school years are part of it, not just preparation for it.

Sample Performance Indicator

Compose a summary of your Top 5 - 10 personal attributes. This could be in written, visual, audio, or video format.

Authorized Lesson Plans and Resources

Teachers may use these lesson plans, or they may choose to develop their own using the **Sample Teaching and Assessment Strategies** below.

- myBlueprint Lesson Plans
 - Who Am I - Self-Exploration Activity - This activity will help students begin exploring who they are and the different pathways that are connected to their authentic selves.
 - How I View Myself and How Others View Me - This lesson will help students explore and reflect upon the different qualities that make them unique, along with how they are perceived by their peers.

Suggested Resources

- Canada.ca: [Skills for Success](#)
- Skills/Compétences Canada: [Skills for Success Resources](#)
- CERIC.ca: [Why Career Development Matters](#)

Sample Teaching and Assessment Strategies

Activation

Teachers may

- introduce students to the purpose of career exploration with a focus on myBlueprint and the specific activities outlined in this lesson.

Students may

- make a list of skills and interests they already have. These could include skills that are technical, interpersonal, and/or transferable that would be of benefit to them later in life.

Connection

Teachers may

- direct students to complete the myBlueprint Who Am I surveys and record the results in a portfolio entry.

Consolidation

Teachers may

- guide students to review the results of their Who Am I surveys.
- give the opportunity for students to share their results as part of a class discussion.

Extension

Students may

- complete a reflection activity on how their skills and personal interests might influence their future career choices.

- write a letter as if they are adults writing to their past selves. They may advise their 13-year-old selves on their career pathway and what it took to get where they are as adults today.

Lesson 2: Career Exploration

Students will be expected to investigate multiple potential career pathways based on their individual interests [GCO 1, 2, 3, 5]

Focus for learning

The potential career pathways that students choose to investigate in this lesson may come from the myBlueprint Occupation Matches or from an awareness of their own skills, aptitudes, and interests. The goal here is not for students to choose their ultimate career or pathway, but simply to explore many options. They can select multiple occupations from the list provided by myBlueprint or their own research, and choose to explore any of them. The intent is for students to see the connections between an individual's personal characteristics and their suitability for, or eventual satisfaction with, any potential career pathway.

Sample Performance Indicator

Complete a digital portfolio of one or more occupations that interest you. Include the following - typical duties, skills required, where to receive the education and training required, salary range, and work environment.

Authorized Lesson Plans and Resources

Teachers may use these lesson plans, or they may choose to develop their own using the **Sample Teaching and Assessment Strategies** below.

- myBlueprint [Survey Results](#) and [Occupation Matches](#)
- myBlueprint Lesson Plans
 - [Who Am I - Compatibility](#) - This activity guides students through the completion of the myBlueprint Who Am I Compatibility surveys, to help assess their suitability for a wide range of specific occupation categories.
 - [Jobs, Occupations, and Careers](#) - This lesson introduces students to the different terms used in describing employment, and asks them to reflect on the different kinds of work we think of as 'jobs,' 'occupations,' or 'careers.'

- Occupation Hunt
- Employment Recruiter

Suggested Resources

- Government of NL:
 - [NL Regional Demographic Profiles](#)
 - [NL Job Openings](#)
- Canada.ca:
 - [Job Bank](#)
 - [Skills For Success](#)
- Skills/Compétences Canada: [Skills for Success Resources](#)

Sample Teaching and Assessment Strategies

Activation

Teachers may

- guide a discussion on the distinction between the terms job, occupation, and career.
- show samples of job postings making note of the descriptions, salary ranges, and education and skills required.

Students may

- based on their current understanding of their personal traits, generate a short list of occupations they believe suit them.
- compose an online job posting for one or more occupations, without conducting any advance research. They may then compare what they believe the aspects of these occupations to be with actual online postings.

Connection

Teachers may

- choose to use either the myBlueprint **Occupation Hunt** or **Employment Recruiter** lesson plans to guide students through the job search process and examine a person's suitability for a particular job.

Consolidation

Students may

- develop a flowchart outlining the steps and choices involved in following their career pathway.
- sort a given list of occupations into career clusters or industry sectors.

Extension

Teachers may

- invite a local entrepreneur, employer, or employee to speak to the class, either in person or virtually, on the topics of employability skills or job seeking.

Lesson 3: The High School Program

Students will be expected to explore the high school program and the credit system and identify the connection between high school credits and post-secondary entrance requirements. [GCO 3, 7]

Focus for learning

Students should begin to understand how the high school credit system works including credits needed to graduate, the concept of pre-requisite courses, and the different levels of courses (I, II, and III).

Introduce this topic through specific reference to the latest edition of **Oncourse - Handbook for Grade 9 Students and Parents**. Students need to be aware that their eligibility for high school graduation will be based on the credits they earn by completing courses. There are credits required for graduation, and optional credits that can be completed in a variety of subject areas. The optional credits are those which may reflect students' individual interests. Students should be introduced to the three-year high school planner, but not required to complete one at this point. A template for the three-year-plan is found in the Oncourse guide.

Career development promotes options, and keeping as many options open as possible is an important part of the career development process. Academic success can be improved when students make conscious efforts to keep as many options open as possible. The academic choices students make in the intermediate grades may not necessarily have an effect on course selections for senior high. However, understanding the credit system will help students understand how senior high course selections can impact their post-secondary options. For example, if a student completes general courses they will not be eligible to apply for university entry upon graduation.

Sample Performance Indicator

Given a sample three-year plan, determine if it meets high school graduation requirements and/or post-secondary admission requirements.

Authorized Lesson Plans and Resources

Teachers may use these lesson plans, or they may choose to develop their own using the **Sample Teaching and Assessment Strategies** below.

- [Sample Three-year Plans \(Google Doc\)](#)
- [Blank Three-Year Plan \(Google Doc\)](#)
- [Oncourse Handbook for Grade 9 Parents and Students 14th Edition](#)
- [myBlueprint High School Planner \(My12Plan\)](#)

Suggested resources

- [MUN Admission Requirements for NL](#)
- [Marine Institute Admission Requirements](#)
- [CNA Admission Requirements](#)

Sample Teaching and Assessment Strategies

Activation

Teachers may

- introduce the contrast between core courses and elective courses - courses that they must do versus one they may select based on their interests.

Connection

Teachers may

- demonstrate how high school course selection impacts admissibility to post secondary institutions.

Consolidation

Teachers may

- model how to fill out a three-year plan using the Oncourse handbook or display a completed sample plan for discussion.
- demonstrate how the sample three-year plan meets graduation requirements

Extension

Teachers may

- invite the school guidance counselor or admissions staff from a post-secondary institution to speak to the class.

Students may

- complete one or more sample three-year plans, with different versions adapted for different potential career pathways.

Lesson 4: Life-long Learning

Students will be expected to identify the connection between high school course selection and potential career pathways. [GCO 3, 4, 7, 8]

Focus for learning

Building on the previous lesson, the intent in this section is for students to approach their eventual Level 1 course selection in grade 9 with forethought and purpose. The idea is to “Live by design, not by default.” Students should become aware that career and life choices should be made purposefully and thoughtfully, and that educational choices may influence their opportunities later in life.

Sample Performance Indicator

Conduct interviews with adults in your family network or local community with the goal of determining whether each person arrived at their current point in life by design or by default. Did they get to where they are purposefully, with intention, or did they just end up there?

Authorized Lesson Plans and Resources

Teachers may use these lesson plans, or they may choose to develop their own using the **Sample Teaching and Assessment Strategies** below.

- MyBlueprint lesson plan: [Oh, The Places You'll Go!](#)
This lesson plan asks students to relate the themes of Dr. Seuss' "Oh, The Places You'll Go!" to the goals of career development, and their own life experiences.
- [Oncourse Handbook for Grade 9 Parents and Students 14th Edition](#)

Suggested Resources

- Government of NL:
 - [NL Regional Demographic Profiles](#)
 - [NL Job Openings](#)
- Canada.ca:
 - [Job Bank](#)
 - [Skills For Success](#)

- [Skills Canada NL Skilled Futures Experiential Learning program](#)

Sample Teaching and Assessment Strategies

Activation

Teachers may

- engage students in a class discussion about how early educational choices can influence career decisions later in life.
- display a variety of current job postings and discuss the skills connections with intermediate and senior high education.

Connection

Teachers may

- display or generate a list of occupations and have students research the education and training needed.
- develop a matching activity in which students match sets of job titles with education and training options.

Students may

- investigate an occupation of interest concentrating on educational entrance requirements for that field of study.

Consolidation

Students may

- create a representation of how they plan to live their lives by design and not by default.

Extension

Teachers may

- arrange for guest speakers from Memorial University, Marine Institute, or CNA to provide an overview of programs and admissions processes.

Students may

- develop a list of possible transitions they may experience on their career pathway. These transitions could include, but are not limited to, intermediate to senior high, senior high to post-secondary, school to work, from one job to another, or from work to retirement. Describe some of the things they can do to prepare for these transitions.

Resource Links

Students will be expected to:

1. develop a clear picture of their unique talents, interests, values and skills to form the basis of a career pathways journey.

- myBlueprint introduction
 - [myBlueprint webinar - Discovering Future Pathway Possibilities](#)
 - [Recorded K12PL webinar](#)
 - [Account Creation Steps for Staff and Students \(Access Card\)](#)
 - [How to create a portfolio \(poster for students\)](#)
- myBlueprint Lesson Plans:
 - [Who Am I - Self-Exploration Activity](#)
 - [How I View Myself and How Others View Me](#)
- Canada.ca: [Skills for Success](#)
- Skills/Compétences Canada: [Skills for Success Resources](#)
- CERIC.ca: [Why Career Development Matters](#)

2. investigate multiple potential career pathways based on their individual interests

- myBlueprint survey results and **Occupation Matches**
- myBlueprint lesson plans:
 - [Who Am I - Compatibility](#)
 - [Jobs, Occupations, and Careers](#)
 - [Occupation Hunt](#)
 - [Employment Recruiter](#)
- Government of NL:
 - [NL Regional Demographic Profiles](#)
 - [NL Job Openings](#)
- Canada.ca:
 - [Job Bank](#)
 - [Skills For Success](#)
- Skills/Compétences Canada: [Skills for Success Resources](#)

3. explore the high school program and the credit system

3.1 identify the connection between high school credits and post-secondary entrance requirements

- Downloadable sample three-year plans
- [Oncourse Handbook for Grade 9 Parents and Students 14th Edition](#)
- [MUN Admission Requirements for NL](#)
- [Marine Institute Admission Requirements](#)
- [CNA Admission Requirements](#)

4. identify the connection between high school course selection and potential career pathways

- myBlueprint lesson plan: [Oh, The Places You'll Go!](#)
- [Oncourse Handbook for Grade 9 Parents and Students 14th Edition](#)
- Government of NL:
 - [NL Regional Demographic Profiles](#)
 - [NL Job Openings](#)
- Canada.ca:
 - [Job Bank](#)
 - [Skills For Success](#)
- [Skills Canada NL Skilled Futures Experiential Learning program](#)