

Overview

Career Education Intermediate 9

Informed Selection of Senior High Courses

Overview

This module is designed to guide students to recognize the connection between senior high course selections and students' 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 9 module is organized along five strands:

- Career Exploration
- Volunteerism and Experiential Learning
- The High School Program
- Post-secondary Exploration
- Informed Selection of Senior High Courses

Suggested Yearly Plan

Most Grade 9 students normally receive instruction on this topic prior to completing senior high course selections, which usually occurs in the month of March. This module will provide those teachers with a structure, suggested activities, and resources to assist them in providing that instruction. It is suggested that approximately 5-6 hours of class time be allotted to the teaching of these outcomes, 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:
<p>GCO 1: Self Awareness & Positive Interaction</p> <p>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.</p>	<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.
<p>GCO 2: Change</p>	<ul style="list-style-type: none"> • [2.301] Discover changes that occur in the physical, psychological, social and emotional development of an individual and

Students will be expected to learn to respond to change and growth in their life/work.	<p>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.	<ol style="list-style-type: none"> 1. examine a potential career pathway based on individual interests 2. recognize the importance of volunteerism, mentoring, and job shadowing to their career development 3. review the high school program and the credit system 4. examine how high school course selection impacts their post-secondary admissibility 5. develop an individual senior high three year plan for a potential career pathway
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 roles and life stages to life/work building while	

understanding and overcoming stereotypes/bias in life and work.

GCO 7: Decision making

Students will be expected to engage in 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.

Lesson 1: Career Exploration

Students will be expected to examine a potential career pathway based on individual interests. [GCO 1, 3, 8]

Focus for learning

In the Career Intermediate module in Grade 8, students explored many options for a career pathway based on individual interests. In this outcome, students will choose a specific potential career pathway to examine based on their interests.

Even though students may have completed the myBlueprint inventories and surveys in prior grades, there is value in completing them a second, or even a third, time. An individual's attitudes, aptitudes, interests, skills, and values can change over time, thus their responses to the questions in the surveys may also be different. Teachers may choose to take particular advantage of instances where students have saved their prior responses in a myBlueprint portfolio to use in a comparison.

Sample Performance Indicator

Complete a profile of an occupation of interest. Include the following: typical duties, skills required, where to receive the education and training required, salary, work environment, etc. The final product can be either print or digital format and can be a visual, audio, or text-based representation.

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 lesson will help students begin exploring who they are and the different pathways that are connected to their authentic selves.
 - 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.

- How I View Myself and How Others View Me

This activity 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

- 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

- use the suggested activities in myBlueprint to introduce students to the purpose of career exploration.

Connection

Teachers may

- direct students to complete the myBlueprint Who Am I surveys and record the results in a portfolio entry.
- encourage students to compare results from previous years to their most recent results. Discuss whether they have changed.

Students may

- create a class job bank by researching careers of interest and availability in their current town/province/country.

Consolidation

Students may

- review the list of occupation matches suggested by myBlueprint subsequent to their completion of the surveys.
- conduct in-depth research on the occupation match that interests them the most.

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.
- choose to use the myBlueprint Roles in the Workplace lesson plan to help students explore the different types of roles in a workplace environment.

Students may

- develop a presentation or video project on their preferred potential career pathway.

Lesson 2: Volunteerism and Experiential Learning

Students will be expected to recognize the importance of volunteerism, mentoring, and job shadowing to their career development. [GCO 4, 5, 6]

Focus for learning

Students need to understand that one's career encompasses much more than just their employment at any given time. It consists of all life experiences and pursuits in which they have been active participants. Thus, an exploration of activities such as volunteering, mentoring, and job shadowing would be beneficial to their career development. Students should also be made aware that these activities may be counted towards their 30-hour graduation requirement, since students can carry forward up to 15 eligible hours earned in the year prior to the school year in which they are enrolled in Career Education 2202. Students should be encouraged to begin completing this requirement early in their high school years since not earning enough hours could prevent them from graduating.

Students should realize that volunteerism is an activity that impacts positively on the community and the individual. Volunteering within one's community, or beyond, is an effective way to enhance the development of life/work skills along with a new sense of confidence. It is a good way to explore personal strengths, to enhance one's ability to access scholarships and gain entrance to some post-secondary programs, and to use one's experience and skills to improve job opportunities.

Students should learn that a mentor is an individual who acts as an advisor or coach for a less experienced individual, providing expertise and professional knowledge from a more experienced perspective. On one's career pathway, there is great value in making connections with such a resource.

Students should be aware that job shadowing is a unique opportunity for career exploration that allows one to learn about careers of interest by observing a professional in their workplace. It will help them create connections between classroom learning and real world work requirements, and gain a better understanding of the knowledge, skills, and education needed when following career interests.

Sample Performance Indicator

Contact local organizations that may engage students in volunteer positions, or who may also offer opportunities for mentorship or job shadowing. Share the list with your classmates to create a community volunteerism directory.

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.

- [Community Sector Council NL](#) - Career development resources for youth and teachers
 - [Practical lesson plans and activity sheets on volunteering for teachers and others working with youth](#)
 - [Activities and advice for youth whose career path may include volunteering](#)
- [myBlueprint Volunteering Guide](#) - Scroll down the page of Guides to find Volunteering
- [Career Education Curriculum Support Documents - 30-hour guidelines and templates](#)

Suggested Resources

- [Volunteer Canada](#)
- Canada.ca: [Skills for Success](#)
- Skills/Compétences Canada: [Skills for Success Resources](#)

Sample Teaching and Assessment Strategies

Activation

Teachers may

- examine with students the guidelines for meeting the 30-hour requirement of Career Education 2202.

Students may

- discuss the benefits of volunteerism as a means of contributing to one's community.
- give accounts of the ways in which they already contribute to their community.

Connection

Teachers may

- discuss the connection between volunteering, mentoring, and job shadowing on one's career development (e.g., gain skills, develop new interests, gain experience, network, acquire transferable skills)

Students may

- relate an experience of how they have been the beneficiary of someone else's volunteerism.

Consolidation

Students may

- as a class, participate in a volunteer activity around their school. After participating, they can discuss the activity, its impacts and the skills they may have developed.

Extension

Students may

- conduct an interview with an individual who is currently employed and has been working for a minimum of 15 years. The interview should include an examination of the interviewee's previous work experience, required training/background, and how these opportunities impacted/influenced their lives.
- create a media product (digital or print) that encourages other students to volunteer in the community.

Lesson 3: The High School Program

Students will be expected to review the high school program and the credit system. [GCO 3, 4, 7]

Focus for learning

In the Career Intermediate module in Grade 8, students were introduced to the high school credit system and graduation requirements.

In the Grade 9 module, this topic will be reviewed through specific reference to the **Oncourse Handbook for Grade 9 Students and Parents**. All of the information required for teaching this outcome is found in this resource. Students need to be aware that the high school system is based on credits and subjects. There are required credits for graduation and there are optional credits that have to be completed in each subject area. The optional credits are those which will reflect students' individual interests. Students should be familiar with the three-year high school planner. A copy of this is found in the Oncourse handbook.

Sample Performance Indicator

In small groups, examine a completed three year plan provided by your teacher and determine whether it meets graduation requirements. Indicate changes that would need to be made in order for that plan to be successful. Then, using the high school planner, develop a new three-year plan for an assigned career pathway.

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

- NL Department of Education Resources

- [Program of Studies](#)
- [Liste de matériel didactique](#)
- [NL Graduation Requirements](#)

Sample Teaching and Assessment Strategies

Activation

Teachers may

- review the contrast between core courses and elective courses - courses that they must do versus one they may select based on their interests.
- review junior high courses and compare with those found at the senior high level.
- invite the administration, department heads, guidance counselor, or teachers from their local senior high school to deliver a presentation on their high school program and course offerings.

Connection

Teachers may

- demonstrate how to complete a three-year plan using the **Oncourse** guide.
- invite the school guidance counselor to class to explain and answer any questions relating to the high school program and the credit system.
- create a trivia game (digital or print) based on information from the **Oncourse** Handbook.

Consolidation

Students may

- examine a completed three-year plan to ensure that all pre-requisite requirements are met, as well as all graduation requirements.

Extension

Students may

- choose an occupation of interest and work backwards to identify the career pathway and educational background one would need to arrive at the identified

occupation. Students could go as far as developing a set of possible high school course selections for that individual.

Lesson 4: Post-secondary Exploration

Students will be expected to examine how high school course selection impacts their post-secondary admissibility. [GCO 2, 5, 7]

Focus for learning

Career education promotes keeping 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, but academic success can be improved in order to keep all options open. Though it is certainly true that not all high school graduates choose to pursue post-secondary education, it is an option that may be considered by anyone.

This outcome will provide students with understanding of how their course selections can impact their career and post-secondary options.

Sample Performance Indicator

Create a report (digital, oral, or visual) on the influence of post-secondary entrance requirements for their potential career pathway on their high school course selections.

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.

- [Oncourse Handbook for Grade 9 Parents and Students 14th Edition](#)
- myBlueprint Lesson Plan: [Pathways To A Career Activity](#)
This lesson helps students to explore different pathways in education and employment using myBlueprint, reflecting on their interest in and suitability for different occupational categories.
- [MUN Admission Requirements for NL](#)
- [Marine Institute Admission Requirements](#)
- [CNA Admission Requirements](#)

Sample Teaching and Assessment Strategies

Activation

Teachers may

- review the admission requirements for Memorial University, Marine Institute and College of the North Atlantic, with attention given to how to navigate the sites.

Connection

Students may

- examine multiple high school three-year plans to determine if they meet admission requirements for selected post-secondary programs.

Consolidation

Students may

- examine the admissions processes for selected post-secondary education or training programs.
- reflect on the impact of high school course selection on post-secondary and future career options.

Extension

Students may

- review the admission requirements of private post-secondary institutions in Newfoundland and Labrador, or universities and colleges in other provinces.

Lesson 5: Informed Selection of Senior High Courses

Students will be expected to develop an individual senior high three- year plan for a potential career pathway. [GCO 1, 3, 7, 8]

Focus for learning

In previous outcomes, students reviewed the high school credit system and how high school course selection impacts their post-secondary admissibility. This outcome will allow students an opportunity to connect their individual senior high three-year plan with a potential career pathway.

The development of their individual three-year plan will help students gain insight into course possibilities for their eventual career path. While not all students will pursue post-secondary educational opportunities, there are many skills that students will develop during their high school experience that will prove to be beneficial to them upon graduating.

It is important for students to remember to keep their options open and to plan for a career by design and not by default.

Sample Performance Indicator

Complete a three-year plan selecting courses that will lead to graduation and benefit the individual's preferred career pathway.

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:
 - Forwards and Backwards Planning
This lesson helps students investigate one of two pathways depending on their aspirations after high school: the Forwards Plan for those who do not have a long-term occupation-related goal, and the Backwards Plan for those who know where they want to end up but are unsure how to get there. It also includes a 2-page visual guide to support forwards and backwards

planning with myBlueprint.

- Transitioning to High School Portfolio

This lesson will help students in their last year of elementary/middle school build a Transitioning to High School Portfolio to showcase their learning and highlights from the year. It will also give them an avenue to prepare for the next big step - high school! It is a great way to address some of the emotions that develop with change. It can also provide you with some insight on feelings, challenges, and favourites!

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

Suggested Resources

- NL Department of Education Resources
 - [Program of Studies](#)
 - [Liste de matériel didactique](#)
 - [NL Graduation Requirements](#)
- Canada.ca: [Skills for Success](#)
- Skills/Compétences Canada: [Skills for Success Resources](#)
- [Transitioning from Public School to Post-Secondary Education in the Atlantic Region: Issues, Challenges and Approaches to Support Success](#)

Sample Teaching and Assessment Strategies

Activation

Teachers may

- brainstorm with students the benefits of having a three-year plan for high school as a means to plan for a career by design and not by default.
- identify course offerings for students at their local high school.
- distinguish between pre-requisite courses, core courses, and elective courses.

Connection

Students may

- use myBlueprint to explore occupations in which they may be interested, and by looking at the descriptions, make a list of courses they believe will lead them to be able to enter this occupation.
- generate a list of optional alternate courses in case the options they have chosen are unavailable or they change their minds in the future.
- write a personal journal or have a class discussion to reflect on the benefits of having a three-year plan for high school and why it may need to be adaptable.

Consolidation

Students may

- use the **Oncourse Handbook** to ensure their three-year plan meets the graduation requirements and/or the entrance requirements of the post-secondary program leading to a potential career pathway.
- peer review the three-year plans of a partner to confirm that graduation requirements are met as well as the post-secondary admission requirements.

Extension

Teachers may

- invite the administration, department heads, guidance counselor, or teachers from their local senior high school to deliver a presentation on their high school program and course offerings.
- invite local entrepreneurs, employers, or Skills Canada NL staff to conduct mock job interviews with students.

Resource Links

Students will be expected to:

1.0 examine a potential career pathway based on individual interests

- 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](#)
 - [Who Am I - Compatibility](#)
 - [How I View Myself and How Others View Me](#)
- Government of NL
 - [NL Regional Demographic Profiles](#)
 - [NL Job openings](#)
- Canada.ca
 - [Job Bank](#)
 - [Skills for Success](#)
- Skills/Compétences Canada: [Skills for Success Resources](#)

2. recognize the importance of community contribution, mentoring and job shadowing to their career development

- [myBlueprint Volunteering Guide](#) - Scroll down the page of Guides to find Volunteering
- myBlueprint lesson plan: [Employment Recruiter](#)
- [Career Education Curriculum Support Documents - 30-hour guidelines and templates](#)
- [Community Sector Council NL - Career Development resources for Youth and Teachers](#)
 - <http://communitysector.nl.ca/youth-and-career-development/teachers-and-guidance-counsellors>
 - <http://communitysector.nl.ca/youth-and-career-development/for-young-people>
- [Volunteer Canada](#)
- Canada.ca: [Skills for Success](#)
- Skills/Compétences Canada: [Skills for Success Resources](#)

3. review the high school program and the credit system

- [Oncourse Handbook for Grade 9 Parents and Students 14th Edition](#)
- NL Department of Education Resources
 - [Program of Studies](#)
 - [Liste de matériel didactique](#)
 - [NL Graduation Requirements](#)

4. examine how their high school course selection impacts their post-secondary admissibility

- [Oncourse Handbook for Grade 9 Parents and Students 14th Edition](#)
- myBlueprint Lesson Plan: [Pathways To A Career Activity](#)
- [MUN Admission Requirements for NL](#)
- [Marine Institute Admission Requirements](#)
- [CNA Admission Requirements](#)

5. develop an individual senior high three year plan for a potential career pathway

- [Oncourse Handbook for Grade 9 Parents and Students 14th Edition](#)
- myBlueprint lesson plans:
 - [Forwards and Backwards Planning](#)
 - [Transitioning to High School Portfolio](#)
- NL Department of Education Resources
 - [Program of Studies](#)
 - [Liste de matériel didactique](#)
 - [NL Graduation Requirements](#)
- Canada.ca: [Skills for Success](#)
- Skills/Compétences Canada: [Skills for Success Resources](#)
- [Transitioning from Public School to Post-Secondary Education in the Atlantic Region: Issues, Challenges and Approaches to Support Success](#)