Career Education 2202

Curriculum Guide 2021

Education

Department of Education
Vision Statement

Building an educational community in Newfoundland and Labrador that fosters safe, inclusive, and healthy learning environments for all educators and students in the early learning, K-12 and post-secondary education systems.

Table of Contents

Acknowledgements v

Section One: Newfoundland and Labrador Curriculum
- Outcomes Based Education 1
- Context for Teaching and Learning 4
  - Inclusive Education 4
  - Literacy 10
  - Learning Skills for Generation Next 12
- Assessment and Evaluation 15

Section Two: Curriculum Design
- Rationale 19
- Curriculum Outcomes Framework 20
- Course Overview 24
- Suggested Yearly Plan 25
- How to use a Four Column Layout 26
- How to use a Strand Overview 28

Section Three: Specific Curriculum Outcomes
- Unit One: Personal Management 29
- Unit Two: Financial Literacy 56
- Unit Three: Life/Work Exploration and Employability Skills 98
- Unit Four: Preparing for Life/Work Transitions 124

References 155

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Katharine Bennett
Centre for Distance Learning and Innovation
St. John's, NL

Barbara Billard-Martin
Holy Trinity High School
St. John's, NL

Scott Blundon
Program Development Specialist
Department of Education

Bobbie Keeping-Sibley
Gill Memorial
Musgrave Harbour, NL

Cameron Snow
Exploits Valley High School
Grand Falls, NL

Stephen Travis
Queen Elizabeth Regional High School
Conception Bay South, NL

Section One: Newfoundland and Labrador Curriculum

Introduction

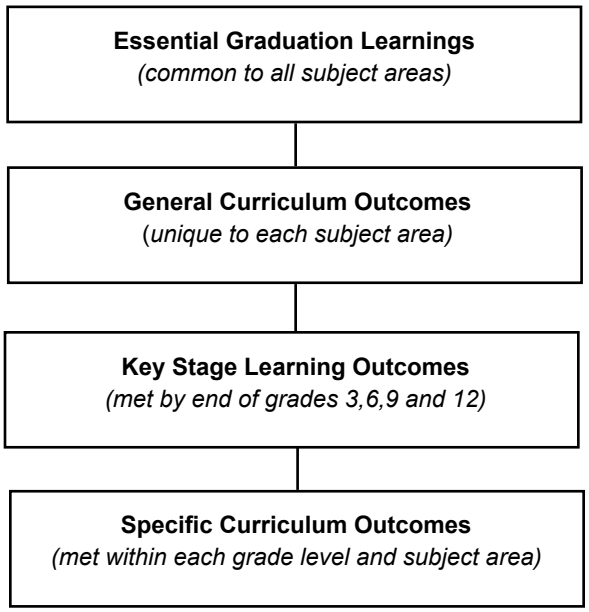
There are multiple factors that impact education: technological developments, increased emphasis on accountability, and globalization. These factors point to the need to consider carefully the education students receive.

The Newfoundland and Labrador Department of Education believes that curriculum design with the following characteristics will help teachers address the needs of students served by the provincially prescribed curriculum:

- Curriculum guides must clearly articulate what students are expected to know and be able to do by the time they graduate from high school.
- There must be purposeful assessment of students' performance in relation to the curriculum outcomes.

Outcomes Based Education

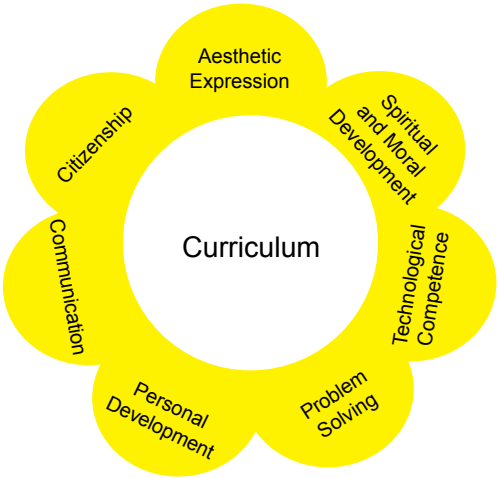
The K-12 curriculum in Newfoundland and Labrador is organized by outcomes and is based on *The Atlantic Canada Framework for Essential Graduation Learning in Schools* (1997). This framework consists of Essential Graduation Learnings (EGLs), General Curriculum Outcomes (GCOs), Key Stage Curriculum Outcomes (KSCOs) and Specific Curriculum Outcomes (SCOs).



Essential Graduation Learnings

EGLs provide vision for the development of a coherent and relevant curriculum. They are statements that offer students clear goals and a powerful rationale for education. The EGLs are delineated by general, key stage, and specific curriculum outcomes.

EGLs describe the knowledge, skills, and attitudes expected of all students who graduate from high school. Achievement of the EGLs will prepare students to continue to learn throughout their lives. EGLs describe expectations, not in terms of individual subject areas, but in terms of knowledge, skills, and attitudes developed throughout the K-12 curriculum. They confirm that students need to make connections and develop abilities across subject areas if they are to be ready to meet the shifting and ongoing demands of life, work, and study.



Aesthetic Expression – Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

Citizenship – Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.

Communication – Graduates will be able to use the listening, viewing, speaking, reading and writing modes of language(s), and mathematical and scientific concepts and symbols, to think, learn and communicate effectively.

Problem Solving – Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, and mathematical and scientific concepts.

Personal Development – Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.

Spiritual and Moral Development – Graduates will demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.

Technological Competence – Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

Curriculum Outcomes

Curriculum outcomes are statements that articulate what students are expected to know and be able to do in each program area in terms of knowledge, skills, and attitudes.

Curriculum outcomes may be subdivided into General Curriculum Outcomes, Key Stage Curriculum Outcomes, and Specific Curriculum Outcomes.

General Curriculum Outcomes (GCOs)

Each program has a set of GCOs which describe what knowledge, skills, and attitudes students are expected to demonstrate as a result of their cumulative learning experiences within a subject area. GCOs serve as conceptual organizers or frameworks which guide study within a program area. Often, GCOs are further delineated into KSCOs.

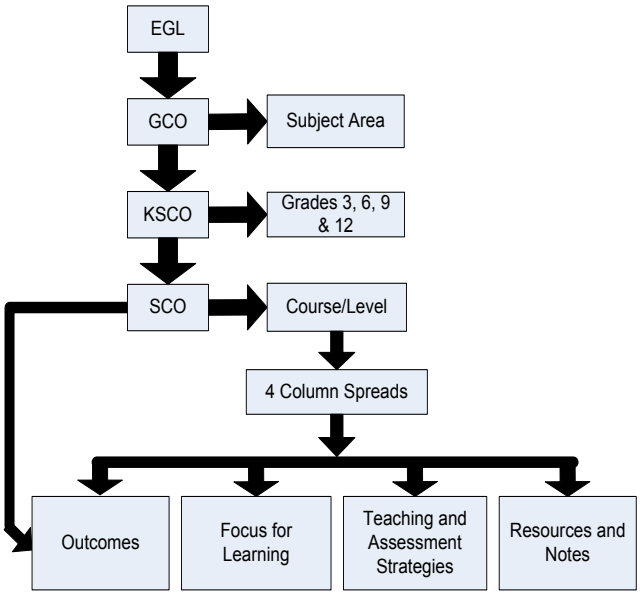
Key Stage Curriculum Outcomes (KSCOs)

Key Stage Curriculum Outcomes (KSCOs) summarize what is expected of students at each of the four key stages of grades three, six, nine, and twelve.

Specific Curriculum Outcomes (SCOs)

SCOs set out what students are expected to know and be able to do as a result of their learning experiences in a course, at a specific grade level. In some program areas, SCOs are further articulated into delineations. *It is expected that all SCOs will be addressed during the course of study covered by the curriculum guide.*

EGLs to Curriculum Guides



Context for Teaching and Learning

Teachers are responsible to help students achieve outcomes. This responsibility is a constant in a changing world. As programs change over time so does educational context. Several factors make up the educational context in Newfoundland and Labrador today: inclusive education, support for gradual release of responsibility teaching model, focus on literacy and learning skills in all programs, and support for education for sustainable development.

Inclusive Education

Valuing Equity and Diversity

Effective inclusive schools have the following characteristics: supportive environment, positive relationships, feelings of competence, and opportunities to participate. (The Centre for Inclusive Education, 2009)

All students need to see their lives and experiences reflected in their school community. It is important that the curriculum reflect the experiences and values of all genders and that learning resources include and reflect the interests, achievements, and perspectives of all students. An inclusive classroom values the varied experiences and abilities as well as social and ethno-cultural backgrounds of all students while creating opportunities for community building. Inclusive policies and practices promote mutual respect, positive interdependencies, and diverse perspectives. Learning resources should include a range of materials that allow students to consider many viewpoints and to celebrate the diverse aspects of the school community.

Differentiated Instruction

Differentiated instruction is a teaching philosophy based on the premise that teachers should adapt instruction to student differences. Rather than marching students through the curriculum lockstep, teachers should modify their instruction to meet students' varying readiness levels, learning preferences, and interests. Therefore, the teacher proactively plans a variety of ways to 'get it' and express learning. (Carol Ann Tomlinson, 2008)

Curriculum is designed and implemented to provide learning opportunities for all students according to abilities, needs, and interests. Teachers must be aware of and responsive to the diverse range of learners in their classes. Differentiated instruction is a useful tool in addressing this diversity.

Differentiated instruction responds to different readiness levels, abilities, and learning profiles of students. It involves actively planning so that the process by which content is delivered, the way the resource is used, and the products students create are in response to the teacher's knowledge of whom he or she is interacting with. Learning environments should be flexible to accommodate various learning preferences of the students. Teachers continually make decisions about selecting teaching strategies and structuring learning activities that provide all students with a safe and supportive place to learn and succeed.

Planning for Differentiation

Create a dynamic classroom:

- Manage routines and class organization.
- Present authentic and relevant communication situations.
- Provide realistic and motivating classroom experiences.

Respond to student differences:

- Allow for multiple ways to demonstrate learning.
- Empower through a gradual release of responsibility.
- Provide opportunities to take ownership of learning goals.

Vary teaching strategies:

- Enable students to collaboratively construct meaning in a positive learning community.
- Provide students with opportunities to make essential links to texts.

Differentiating the Content

Differentiating content requires teachers to pre-assess students to identify those who require prerequisite instruction, as well as those who have already mastered the concept and may therefore apply strategies learned to new situations. Another way to differentiate content is to permit students to adjust the pace at which they progress through the material. Some students may require additional time while others will move through at an increased pace and thus create opportunities for enrichment or more indepth consideration of a topic of particular interest.

Teachers should consider the following examples of differentiating content:

- Meet with small groups to reteach an idea or skill or to extend the thinking or skills.
- Present ideas through auditory, visual, and tactile means.
- Use reading materials such as novels, websites, and other reference materials at varying reading levels.

Differentiating the Process

Differentiating the process involves varying learning activities or strategies to provide appropriate methods for students to explore and make sense of concepts. A teacher might assign all students the same product (e.g., presenting to peers) but the process students use to create the presentation may differ. Some students could work in groups while others meet with the teacher individually. The same assessment criteria can be used for all students.

Teachers should consider flexible grouping of students such as whole class, small group, or individual instruction. Students can be grouped according to their learning styles, readiness levels, interest areas, and/or the requirements of the content or activity presented. Groups should be formed for specific purposes and be flexible in composition and short-term in duration.

Teachers should consider the following examples of differentiating the process:

- Offer hands-on activities for students.
- Provide activities and resources that encourage students to further explore a topic of particular interest.
- Use activities in which all learners work with the same learning outcomes but proceed with different levels of support, challenge, or complexity.

Differentiating the Product

Differentiating the product involves varying the complexity and type of product that students create to demonstrate learning outcomes. Teachers provide a variety of opportunities for students to demonstrate and show evidence of what they have learned.

Teachers should give students options to demonstrate their learning (e.g., create an online presentation, write a letter, or develop a mural). This will lead to an increase in student engagement.

Differentiating the Learning Environment

The learning environment includes the physical and the affective tone or atmosphere in which teaching and learning take place, and can include the noise level in the room, whether student activities are static or mobile, or how the room is furnished and arranged. Classrooms may include tables of different shapes and sizes, space for quiet individual work, and areas for collaboration.

Teachers can divide the classroom into sections, create learning centres, or have students work both independently and in groups. The structure should allow students to move from whole group, to small group, pairs, and individual learning experiences and support a variety of ways to engage in learning. Teachers should be sensitive and alert to ways in which the classroom environment supports their ability to interact with students.

Teachers should consider the following examples of differentiating the learning environment:

- Develop routines that allow students to seek help when teachers are with other students and cannot provide immediate attention.
- Ensure there are places in the room for students to work quietly and without distraction, as well as places that invite student collaboration.
- Establish clear guidelines for independent work that match individual needs.
- Provide materials that reflect diversity of student background, interests, and abilities.

The physical learning environment must be structured in such a way that all students can gain access to information and develop confidence and competence.

Meeting the Needs of Students with Exceptionalities

All students have individual learning needs. Some students, however, have exceptionalities (defined by the Department of Education) which impact their learning. The majority of students with exceptionalities access the prescribed curriculum. For details of these exceptionalities see www.gov.nl.ca/edu/k12/studentsupportservices/exceptionalities.html

Supports for these students may include

1. Accommodations
2. Modified Prescribed Courses
3. Alternate Courses
4. Alternate Programs
5. Alternate Curriculum

For further information, see Service Delivery Model for Students with Exceptionalities at www.cdli.ca/sdm/

Classroom teachers should collaborate with instructional resource teachers to select and develop strategies which target specific learning needs.

Meeting the Needs of Students who are Highly Able

(includes gifted and talented)

Some students begin a course or topic with a vast amount of prior experience and knowledge. They may know a large portion of the material before it is presented to the class or be capable of processing it at a rate much faster than their classmates. All students are expected to move forward from their starting point. Many elements of differentiated instruction are useful in addressing the needs of students who are highly able.

Teachers may

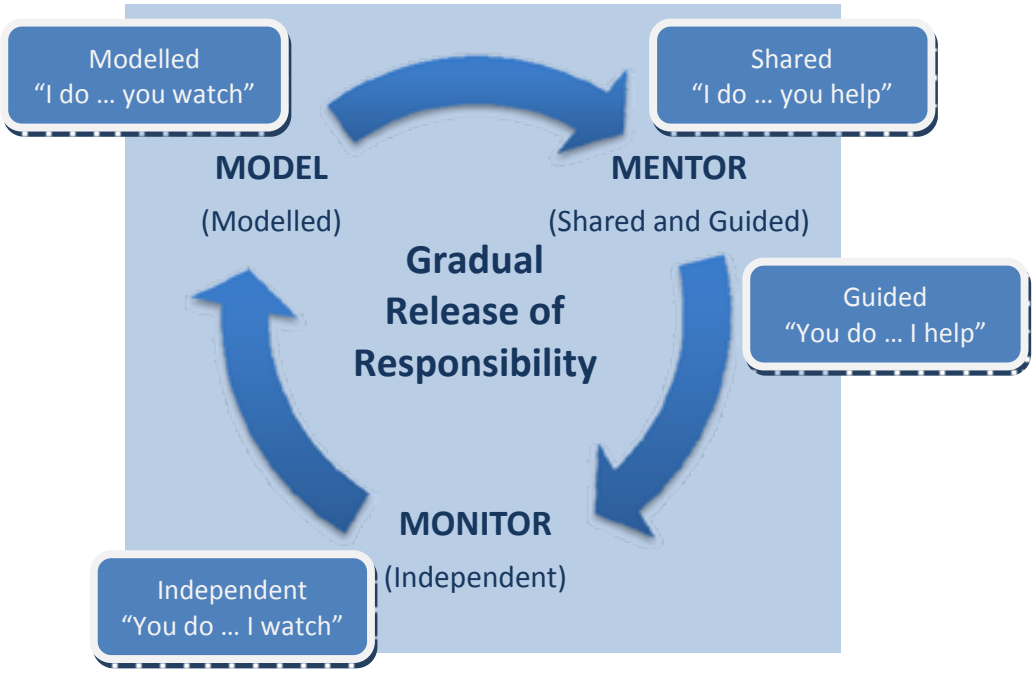
- assign independent study to increase depth of exploration in an area of particular interest;
- compact curriculum to allow for an increased rate of content coverage commensurate with a student's ability or degree of prior knowledge;
- group students with similar abilities to provide the opportunity for students to work with their intellectual peers and elevate discussion and thinking, or delve deeper into a particular topic; and
- tier instruction to pursue a topic to a greater depth or to make connections between various spheres of knowledge.

Highly able students require the opportunity for authentic investigation to become familiar with the tools and practices of the field of study. Authentic audiences and tasks are vital for these learners. Some highly able learners may be identified as gifted and talented in a particular domain. These students may also require supports through the Service Delivery Model for Students with Exceptionalities.

Gradual Release of Responsibility

Teachers must determine when students can work independently and when they require assistance. In an effective learning environment, teachers choose their instructional activities to model and scaffold composition, comprehension, and metacognition that is just beyond the students' independence level. In the gradual release of responsibility approach, students move from a high level of teacher support to independent work. If necessary, the teacher increases the level of support when students need assistance. The goal is to empower students with their own learning strategies, and to know how, when, and why to apply them to support their individual growth. Guided practice supports student independence. As a student demonstrates success, the teacher should gradually decrease his or her support.

Gradual Release of Responsibility Model



Literacy

"Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society". To be successful, students require a set of interrelated skills, strategies and knowledge in multiple literacies that facilitate their ability to participate fully in a variety of roles and contexts in their lives, in order to explore and interpret the world and communicate meaning. (The Plurality of Literacy and its Implications for Policies and Programmes, 2004, p.13)

Literacy is

- a process of receiving information and making meaning from it; and
- the ability to identify, understand, interpret, communicate, compute, and create text, images, and sounds.

Literacy development is a lifelong learning enterprise beginning at birth that involves many complex concepts and understandings. It is not limited to the ability to read and write; no longer are we exposed only to printed text. It includes the capacity to learn to communicate, read, write, think, explore, and solve problems. Individuals use literacy skills in paper, digital, and live interactions to engage in a variety of activities:

- Analyze critically and solve problems.
- Comprehend and communicate meaning.
- Create a variety of texts.
- Make connections both personally and inter-textually.
- Participate in the socio-cultural world of the community.
- Read and view for enjoyment.
- Respond personally.

These expectations are identified in curriculum documents for specific subject areas as well as in supporting documents, such as *Cross-Curricular Reading Tools* (CAMET).

With modelling, support, and practice, students' thinking and understandings are deepened as they work with engaging content and participate in focused conversations.

Reading in the Content Areas

The focus for reading in the content areas is on teaching strategies for understanding content. Teaching strategies for reading comprehension benefits all students as they develop transferable skills that apply across curriculum areas.

When interacting with different texts, students must read words, view and interpret text features, and navigate through information presented in a variety of ways including, but not limited to

Advertisements	Movies	Poems
Blogs	Music videos	Songs
Books	Online databases	Speeches
Documentaries	Plays	Video games
Magazine articles	Podcasts	Websites

Students should be able to interact with and comprehend different texts at different levels.

There are three levels of text comprehension:

- Independent level – Students are able to read, view, and understand texts without assistance.
- Instructional level – Students are able to read, view, and understand most texts but need assistance to fully comprehend some texts.
- Frustration level – Students are not able to read or view with understanding (i.e., texts may be beyond their current reading level).

Teachers will encounter students working at all reading levels in their classrooms and will need to differentiate instruction to meet their needs. For example, print texts may be presented in audio form, physical movement may be associated with synthesizing new information with prior knowledge, or graphic organizers may be created to present large amounts of print text in a visual manner.

When interacting with information that is unfamiliar to students, it is important for teachers to monitor how effectively students are using strategies to read and view texts:

- Analyze and think critically about information.
- Determine importance to prioritize information.
- Engage in questioning before, during, and after an activity related to a task, text, or problem.
- Make inferences about what is meant but not said.
- Make predictions.
- Synthesize information to create new meaning.
- Visualize ideas and concepts.

Learning Skills for Generation Next

Generation Next is the group of students who have not known a world without personal computers, cell phones, and the Internet. They were born into this technology. They are digital natives.

Students need content and skills to be successful. Education helps students learn content and develop skills needed to be successful in school and in all learning contexts and situations. Effective learning environments and curricula challenge learners to develop and apply key skills within the content areas and across interdisciplinary themes.

Learning Skills for Generation Next encompasses three broad areas:

- Learning and Innovation Skills enhance a person's ability to learn, create new ideas, problem solve, and collaborate.
- Life and Career Skills address leadership, and interpersonal and affective domains.
- Literacy Skills develop reading, writing, and numeracy, and enhance the use of information and communication technology.

The diagram below illustrates the relationship between these areas. A 21st century curriculum employs methods that integrate innovative and research-driven teaching strategies, modern learning technologies, and relevant resources and contexts.

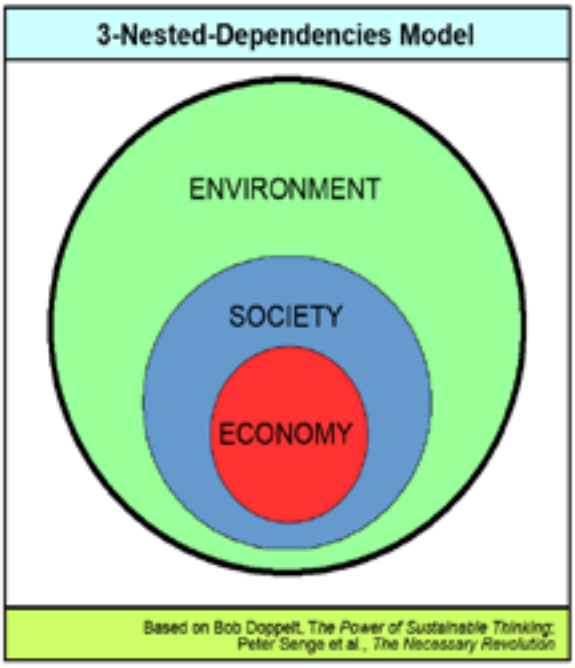
Support for students to develop these abilities and skills is important across curriculum areas and should be integrated into teaching, learning, and assessment strategies. Opportunities for integration of these skills and abilities should be planned with engaging and experiential activities that support the gradual release of responsibility model. For example, lessons in a variety of content areas can be infused with learning skills for Generation Next by using open-ended questioning, role plays, inquiry approaches, self-directed learning, student role rotation, and Internet-based technologies.

All programs have a shared responsibility in developing students' capabilities within all three skill areas.

Education for Sustainable Development

Sustainable development is defined as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs". (Our Common Future, 43)

Sustainable development is comprised of three integrally connected areas: economy, society, and environment.



As conceived by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) the overall goal of Education for Sustainable Development (ESD) is to integrate the knowledge, skills, values, and perspectives of sustainable development into all aspects of education and learning. Changes in human behaviour should create a more sustainable future that supports environmental integrity and economic viability, resulting in a just society for all generations.

ESD involves teaching *for* rather than teaching *about* sustainable development. In this way students develop the skills, attitudes, and perspectives to meet their present needs without compromising the ability of future generations to meet their needs.

Within ESD, the knowledge component spans an understanding of the interconnectedness of our political, economic, environmental, and social worlds, to the role of science and technology in the development of societies and their impact on the environment. The skills necessary include being able to assess bias, analyze consequences of choices, ask questions, and solve problems. ESD values and perspectives include an appreciation for the interdependence of all life forms, the importance of individual responsibility and action, an understanding of global issues as well as local issues in a global context. Students need to be aware that every issue has a history, and that many global issues are linked.

Assessment and Evaluation

Assessment

Assessment is the process of gathering information on student learning.

How learning is assessed and evaluated and how results are communicated send clear messages to students and others about what is valued.

Assessment instruments are used to gather information for evaluation. Information gathered through assessment helps teachers determine students' strengths and needs, and guides future instruction.

Teachers are encouraged to be flexible in assessing student learning and to seek diverse ways students might demonstrate what they know and are able to do.

Evaluation involves the weighing of the assessment information against a standard in order to make a judgement about student achievement.

Assessment can be used for different purposes:

1. Assessment *for* learning guides and informs instruction.
2. Assessment *as* learning focuses on what students are doing well, what they are struggling with, where the areas of challenge are, and what to do next.
3. Assessment *of* learning makes judgements about student performance in relation to curriculum outcomes.

1. Assessment for Learning

Assessment *for* learning involves frequent, interactive assessments designed to make student learning visible. This enables teachers to identify learning needs and adjust teaching accordingly. Assessment *for* learning is not about a score or mark; it is an ongoing process of teaching and learning:

- Pre-assessments provide teachers with information about what students already know and can do.
- Self-assessments allow students to set goals for their own learning.
- Assessment *for* learning provides descriptive and specific feedback to students and parents regarding the next stage of learning.
- Data collected during the learning process from a range of tools enables teachers to learn as much as possible about what a student knows and is able to do.

2. Assessment as Learning

Assessment *as* learning involves students' reflecting on their learning and monitoring their own progress. It focuses on the role of the student in developing metacognition and enhances engagement in their own learning. Students can

- analyze their learning in relation to learning outcomes,
- assess themselves and understand how to improve performance,
- consider how they can continue to improve their learning, and
- use information gathered to make adaptations to their learning processes and to develop new understandings.

3. Assessment of Learning

Assessment *of* learning involves strategies designed to confirm what students know in terms of curriculum outcomes. It also assists teachers in determining student proficiency and future learning needs. Assessment *of* learning occurs at the end of a learning experience and contributes directly to reported results. Traditionally, teachers relied on this type of assessment to make judgements about student performance by measuring learning after the fact and then reporting it to others. Used in conjunction with the other assessment processes previously outlined, assessment *of* learning is strengthened. Teachers can

- confirm what students know and can do;
- report evidence to parents/guardians, and other stakeholders, of student achievement in relation to learning outcomes; and
- report on student learning accurately and fairly using evidence obtained from a variety of contexts and sources.

Involving Students in the Assessment Process

Students should know what they are expected to learn as outlined in the specific curriculum outcomes of a course as well as the criteria that will be used to determine the quality of their achievement. This information allows students to make informed choices about the most effective ways to demonstrate what they know and are able to do.

It is important that students participate actively in assessment by co-creating criteria and standards which can be used to make judgements about their own learning. Students may benefit from examining various scoring criteria, rubrics, and student exemplars.

Students are more likely to perceive learning as its own reward when they have opportunities to assess their own progress. Rather than asking teachers, "What do you want?", students should be asking themselves questions:

- What have I learned?
- What can I do now that I couldn't do before?
- What do I need to learn next?

Assessment must provide opportunities for students to reflect on their own progress, evaluate their learning, and set goals for future learning.

Assessment Tools

In planning assessment, teachers should use a broad range of tools to give students multiple opportunities to demonstrate their knowledge, skills, and attitudes. The different levels of achievement or performance may be expressed as written or oral comments, ratings, categorizations, letters, numbers, or as some combination of these forms.

The grade level and the activity being assessed will inform the types of assessment tools teachers will choose:

Anecdotal Records	Photographic Documentation
Audio/Video Clips	Podcasts
Case Studies	Portfolios
Checklists	Presentations
Conferences	Projects
Debates	Questions
Demonstrations	Quizzes
Exemplars	Role Plays
Graphic Organizers	Rubrics
Journals	Self-assessments
Literacy Profiles	Tests
Observations	Wikis

Assessment Guidelines

Assessments should measure what they intend to measure. It is important that students know the purpose, type, and potential marking scheme of an assessment. The following guidelines should be considered:

- Collect evidence of student learning through a variety of methods; do not rely solely on tests and paper and pencil activities.
- Develop a rationale for using a particular assessment of learning at a specific point in time.
- Provide descriptive and individualized feedback to students.
- Provide students with the opportunity to demonstrate the extent and depth of their learning.
- Set clear targets for student success using learning outcomes and assessment criteria.
- Share assessment criteria with students so that they know the expectations.

Evaluation

Evaluation is the process of analyzing, reflecting upon, and summarizing assessment information, and making judgements or decisions based on the information gathered. Evaluation is conducted within the context of the outcomes, which should be clearly understood by learners before teaching and evaluation take place. Students must understand the basis on which they will be evaluated and what teachers expect of them.

During evaluation, the teacher interprets the assessment information, makes judgements about student progress, and makes decisions about student learning programs.

Section Two: Curriculum Design

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, and that experiential learning can provide valuable background for students to make informed educational, career, and employment choices. 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 included promoting career development as an integral part of student learning, providing opportunities for students to engage in experiential learning in their communities, and ensuring that each student graduates with a Personal Career Plan.

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 and work beyond high school. 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.

Career Education 2202

This course is designed to help students develop the skills they need to continuously make effective life/work decisions throughout their lives. Students will be required to develop and maintain a comprehensive Personal Career Plan which will support students through their educational and life/work transitions. Creating, maintaining, reviewing, and sharing a coherent personal plan will help students to make thoughtful, informed, and appropriate decisions regarding their goals and their pathways through and beyond school. To receive credit for this course, students are also required to complete a minimum of 30 career education hours prior to graduation. These can include volunteerism, community service projects, mentorship, job shadowing, and other valuable forms of experiential learning. The course outcomes are organized along four major strands:

- Personal Management
- Financial Literacy
- Life/Work Exploration and Employability Skills
- Preparing for Life/Work Transitions

General Curriculum Outcomes (GCOs)	Key Stage Curriculum Outcomes (KSCOs) By the end of grade 12, 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.	[1.401] discover how individual characteristics, behaviour and attitudes influence the feelings and behaviours of others and affects school and family situations and life/work roles [1.402] discover how realistic and positive self worth contributes to self fulfillment both in life and work [1.403] adopt behaviours that reflect a positive attitude about self and in turn, contribute positively to relationships throughout one's life and work.
GCO 2: Change Students will be expected to learn to respond to change and growth in their life/work.	[2.401] discover how changes that occur in the physical, psychological, social and emotional development of an individual impact both their present and future life and work. [2.402] recognize how an individual's overall flexibility and adaptability to cope with change directly impacts on workplace satisfaction and productivity. • examine one's work, family and leisure activities and acknowledge their impact on one's mental, emotional, physical and economic well-being. • adopt habits and engage in experiences, further work, family and leisure activities that contribute to one's mental, emotional, physical and economic well-being.
GCO 3: Life-long Learning Students will be expected to link learning to one's career building process	[3.401] illustrate how current and future academic performance may impact the selection of high school programs/ courses, post secondary options, and impact future work and life choices. [3.402] examine the relationship among personal skills, personal achievements, academic performance, and attitudes and their influence on life and work-related choices and successes. • recognize that work and community related experiences influence personal, educational, and occupational goals. [3.403] explore the skills, knowledge and attitudes needed in specific work sectors which are best suited to adapting to changing work role characteristics. • engage in life-long learning strategies supportive of one's life/ work options.

General Curriculum Outcomes (GCOs)	Key Stage Curriculum Outcomes (KSCOs) By the end of grade 12, students will be expected to:
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.	[4.401] understand the relationship between work and society / economy. • explore the importance of work to a community. • engage in work experiences that contribute to one's community (e.g., family, school, community). • explore sectors of the economy.
GCO 5: Life/work information Students will be expected to effectively locate, evaluate, interpret, and use life/work information.	[5.401] develop strategies for locating, understanding and using life/work information. • Discover differences between work, jobs, occupations and careers and the classification of work roles and alternatives (e.g., self-employment, contracting, multitracking). • explore various work settings, roles and working conditions. • demonstrate an understanding of the value of networking in career development. • analyze education plans to match suitable occupations with career goals. • understand the importance of workplace safety. [5.402] demonstrate knowledge of basic job seeking and maintenance skills (e.g, resume, portfolio, job interviewing skills). [5.403] examine the importance of transferable employability skills development to further employment and education.
GCO 6: Life/work roles Students will be expected to link lifestyles, life role and life stages to life/work building while understanding and overcoming stereotypes/bias in life and work.	[6.401] demonstrate how one's various life roles and lifestyles impact the attainment of one's future goals. • explore the interrelationships among family, work, and leisure decisions. • examine how personal goals can be satisfied through a combination of work, community, social, and family roles. • understand the importance of creating a balance between work and leisure. [6.402] Recognize how stereotyping/bias may affect occupational choices, work opportunities, and personal achievement for oneself and others.

General Curriculum Outcomes (GCOs)	**Key Stage Curriculum Outcomes (KSCOs) By the end of grade 12, students will be expected to:**
GCO 7: Decision making Students will be expected to engage in life/work decision making.	• [7.401] engage in decision making respectful of oneself and supportive of one's goals. • [7.402] set realistic short, medium and long term educational and occupational goals to help achieve future views of self. • [7.403] evaluate one's own progress toward attaining a goal. • [7.404] explore the purpose of the financial service sector. • explain how personal finances influence decision making with regards to debt, budgeting, retirement, etc.
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.	[8.401] reexamine and assess one's preferred future using, as criteria, newly acquired information about self and the world of work. [8.402] create and maintain one's Personal Career Plan.

Course Overview

This course is designed to help students develop the skills they need to continuously make effective life/work decisions throughout their lives. Students will be required to develop and maintain a comprehensive Personal Career Plan which will support students through their educational and life/work transitions. Creating, maintaining, reviewing, and sharing a coherent personal plan will help students to make thoughtful, informed, and appropriate decisions regarding their goals and their pathways through and beyond school. To receive credit for this course, students are also required to complete a minimum of 30 career education hours prior to graduation. These can include volunteerism, community service projects, mentorship, job shadowing, and other valuable forms of experiential learning. The course is organized into four units.

Unit 1: Personal Management

Unit 2: Financial Literacy

Unit 3: Life/Work Exploration and Employability Skills

Units 4: Preparing for Life/Work Transitions

Suggested Yearly Plan

Career Education 2202 is a mandatory 110 hour two credit course that meets the Career Education graduation requirement. To receive credit for this course, students are also required to complete a minimum of 30 career education hours prior to graduation. There are no prerequisites for this course.

Unit One: Personal Management
Students will have the opportunity to explore the underlying principles of career development and gain a greater appreciation for the importance of understanding career education as an influence upon their future success in life. Key topics include the setup and organization of the Personal Career Plan, decision-making, goal-setting, and health and wellness. It is recommended that this unit take 22 hours of class time.
Unit Two: Financial Literacy
Students will have the opportunity to expand on their financial literacy and contribute items to their Personal Career Plan. Financial literacy means having the knowledge, skills, and confidence to make responsible financial decisions throughout one's life. Learning how to manage finances helps youth to become independent and gives them the building blocks to get the most out of their lives and careers. Key topics include distinguishing between needs and wants, evaluating personal resources, budgeting, financial planning, and earning, spending and saving money. It is recommended that this unit take 33 hours of class time.
Unit Three: Life/Work Exploration and Employability Skills
Students will have the opportunity to explore the world of work. They will access, examine, and use multiple sources of Labour Market Information in the context of a preferred career pathway. Students will develop the skills needed to find, apply for, and maintain employment and contribute items to their Personal Career Plan. It is recommended that this unit take 33 hours of class time.
Unit Four: Preparing for Life/Work Transitions
Students will have the opportunity to develop plans for the many transitions that will occur throughout their lives - from high school to post-secondary, from school to the world of work, and from one employment opportunity to the next. They will learn about the rights and responsibilities of workers and employers, examine common aspects of many workplaces, and demonstrate their overall learning in the course by presenting their Personal Career Plan. It is recommended that this unit take 22 hours of class time.

How to Use the Four Column Curriculum Layout

Outcomes

Column one contains specific curriculum outcomes (SCO) and accompanying delineations where appropriate. The delineations provide specificity in relation to key ideas.

Outcomes are numbered in ascending order.

Delineations are indented and numbered as a subset of the originating SCO.

All outcomes are related to general curriculum outcomes.

Focus for Learning

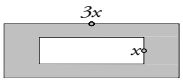
Column two is intended to assist teachers with instructional planning. It also provides context and elaboration of the ideas identified in the first column.

This may include

- cautionary notes
- clarity in terms of scope
- common misconceptions
- depth of treatment
- knowledge required to scaffold and challenge student's learning
- references to prior knowledge

SPECIFIC CURRICULUM OUTCOMES

GCO 1: Represent algebraic expressions in multple ways

Outcomes	Focus for Learning
Students will be expected to	
1.0 model, record and explain the operations of multiplication and division of polynomial expressions (limited to polynomials of degree less than or equal to 2) by monomials, concretely, pictorially and symbolically. [GCO 1]	From previous work with number operations, students should be aware that division is the inverse of multiplication. This can be extended to divide polynomials by monomials. The study of division should begin with division of a monomial by a monomial, progress to a polynomial by a scalar, and then to division of a polynomial by any monomial.
1.2 model division of a given polynomial expression by a given monomial concretely or pictorially and record the process symbolically.	Division of a polynomial by a monomial can be visualized using area models with algebra tiles. The most commonly used symbolic method of dividing a polynomial by a monomial at this level is to divide each term of the polynomial by the monomial, and then use the exponent laws to simplify. This method can also be easily modelled using tiles, where students use the sharing model for division.
1.3 apply a personal strategy for multiplication and division of a given polynomial expression	Because there are a variety of methods available to multiply or divide a polynomial by a monomial, students should be given the opportunity to apply their own personal strategies. They should be encouraged to use algebra tiles, area models, rules of exponents, the distributive property and repeated addition, or a combination of any of these methods, to multiply or divide polynomials. Regardless of the method used, students should be encouraged to record their work symbolically. Understanding the different approaches helps students develop flexible thinking.
	Sample Performance Indicator Write an expression for the missing dimensions of each rectangle and determine the area of the walkway in the following problem: • The inside rectangle in the diagram below is a flower garden. The shaded area is a concrete walkway around it. The area of the flower garden is given by the expression $2x^2 + 4x$ and the area of the large rectangle, including the walkway and the flower garden, is $3x^2 + 6x$. 

Sample Performance Indicator(s)

This provides a summative, higher order activity, where the response would serve as a data source to help teachers assess the degree to which the student has achieved the outcome.

Performance indicators are typically presented as a task, which may include an introduction to establish a context. They would be assigned at the end of the teaching period allocated for the outcome.

Performance indicators would be assigned when students have attained a level of competence, with suggestions for teaching and assessment identified in column three.

SPECIFIC CURRICULUM OUTCOMES

GCO 1: Represent algebraic expressions in multple ways

Sample Teaching and Assessment Strategies	**Resources and Notes**
Teachers may use the following activities and/or strategies aligned with the corresponding assessment tasks: Modeling division using the sharing model provides a good transition to the symbolic representation. For example, $\frac{3x+12}{3} = \frac{3x}{3} + \frac{12}{3}$. To model this, students start with a collection of three x-tiles and 12 unit tiles and divide them into three groups. For this example, $x + 4$ tiles will be a part of each group, so the quotient is $x + 4$. **Activation** Students may • Model division of a polynomial by a monomial by creating a rectangle using four x^2-tiles and eight x-tiles, where $4x$ is one of the dimensions. Teachers may • Ask students what the other dimension is and connect this to the symbolic representation. **Connection** Students may • Model division of polynomials and determine the quotient (i) $(6x^2 + 12x - 3) \div 3$ (ii) $(4x^2 - 12x) \div 4x$ **Consolidation** Students may • Draw a rectangle with an area of $36a^2 + 12a$ and determine as many different dimensions as possible. Teachers may • Discuss why there are so many different possible dimensions. **Extension** Students may • Determine the area of one face of a cube whose surface area is represented by the polynomial $24s^2$. • Determine the length of an edge of the cube.	**Authorized** • *Math Makes Sense 9* • Lesson 5.5: Multiplying and Dividing a Polynomial by a Constant • Lesson 5.6: Multiplying and Dividing a Polynomial by a Monomial • ProGuide: pp. 35-42, 43-51 • CD-ROM: Master 5.23, 5.24 • See It Videos and Animations: • Multiplying and Dividing a Polynomial by a Constant, Dividing • Multiplying and Dividing a Polynomial by a Monomial, Dividing • SB: pp. 241-248, 249-257 • PB: pp. 206-213, 214-219

Resources and Notes

Column four references supplementary information and possible resources for use by teachers.

These references will provide details of resources suggested in column two and column three.

Suggestions for Teaching and Assessment

This column contains specific sample tasks, activities, and strategies that enable students to meet the goals of the SCOs and be successful with performance indicators. Instructional activities are recognized as possible sources of data for assessment purposes. Frequently, appropriate techniques and instruments for assessment purposes are recommended.

Suggestions for instruction and assessment are organized sequentially:

- Activation – suggestions that may be used to activate prior learning and establish a context for the instruction
- Connection – linking new information and experiences to existing knowledge inside or outside the curriculum area
- Consolidation – synthesizing and making new understandings
- Extension – suggestions that go beyond the scope of the outcome

These suggestions provide opportunities for differentiated learning and assessment.

How to use a Strand overview

At the beginning of each strand grouping there is explanation of the focus for the strand and a flow chart identifying the relevant GCOs, KSCOs and SCOs.

GCO 1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

GCO 2: Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.

GCOs

Key Stage 9

- examine others' ideas in discussion to extend their own understanding
- ask relevant questions calling for elaboration, clarification, or qualification and respond thoughtfully to such questions
- articulate, advocate, and support points of view, presenting viewpoints in a convincing manner
- listen critically to assess the adequacy of the evidence speakers give to evaluate the integrity of information presented

Key Stage 9

- participate constructively in conversation, small-group and whole-group discussion, and debate, using a range of strategies that contribute to effective talk
- adapt vocabulary, sentence structure, and rate of speech to the speaking occasion
- give and follow instructions and respond to complex questions and directions of increasing complexity
- evaluate their own and others' uses of spoken language in a range of contexts, recognizing the effects of significant verbal and non-verbal language features

Key Stage 9

- demonstrate active listening and respect for the needs, rights, and feelings of others
- demonstrate an awareness of the power of spoken language to influence and manipulate and to reveal ideas, values, and attitudes
- demonstrate an awareness that spoken language has different conventions in different situations and cultures and use language appropriate to the situation

KSCO

1.1 recognize that contributions from others are needed to generate and sustain discussions
1.2 ask questions of others about their ideas
1.3 respond to questions to provide clarification and elaboration
1.4 express a point of view and support it with personal examples, explanations, or reasoning
1.5 use active listening skills to identify main ideas and supporting details

2.1 practice a range of strategies that contribute to effective talk
2.2 assess the need for clarification or elaboration when responding to instructions or questions
2.3 identify strategies and behaviours associated with effective speaking

3.1 demonstrate active speaking and listening skills
3.2 express ideas and opinions in a manner that reflects sensitivity and shows respect to others
3.3 recognize that values and attitudes such as bias, beliefs, and prejudice can be reflected in oral language
3.4 demonstrate an awareness that oral language can be used to influence and manipulate

SCOs

The SCOs Continuum follows the chart to provide context for teaching and assessment for the grade/ course in question. The current grade is highlighted in the chart.

Previous Grade | **Current Grade** | **Next Grade**

GCO

GCO 1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

SCOs

Grade 6	Grade 7	Grade 8
1.0 examine how sharing experiences, explanations or reasoning with others clarifies and extends thinking	1.1 recognize that contributions from others are needed to generate and sustain discussions	1.1 reflect upon the contribution of others' ideas during discussion
2.0 use active listening strategies for a variety of purposes	1.2 ask questions of others about their ideas	1.2 ask questions of others for clarification
3.0 assess how thinking may be affected as a result of listening to others	1.3 respond to questions to provide clarification and elaboration	1.3 respond to questions to provide accuracy, relevancy, and validity
	1.4 express a point of view and support it with personal examples, explanations, or reasoning	1.4 express a point of view and support it with personal examples and evidence from various sources
	1.5 use active listening skills to identify main ideas and supporting details	1.5 use active listening skills to interpret main ideas and the relevancy of supporting details

Section Three:

Specific Curriculum Outcomes

Unit One - Personal Management

Focus

In this unit, students will explore the underlying principles of career development and gain a greater appreciation for the importance of understanding career education as an influence upon their future success in life. Career development is a holistic mindset that reflects how work fits into one's life and evolves as individuals change, mature and progress through life.

Students will enhance their knowledge of strategies related to self-awareness, positive interactions, and decision-making. Key topics in this unit also include goal-setting, health and wellness, and the setup and organization of the Personal Career Plan (PCP). As stated in Goal 4 of **Future in Focus: The Atlantic Career Development Framework for Public Education** (2015) each jurisdiction in Atlantic Canada should work to ensure that every student graduates with a PCP. The PCP is designed to be a major yearlong assessment piece in which students create a comprehensive career and transition plan that is clear, meaningful, realistic, and achievable.

Outcomes Framework

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 6: Life/work roles - Students will be expected to link lifestyles, life role 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.

1.0 develop and maintain a Personal Career Plan (PCP)
2.0 identify the concept of career development
3.0 analyze the complexity of career development
4.0 explore self-awareness of personal management skills
5.0 demonstrate effective decision-making and goal-setting
6.0 recognize how health and wellness can impact careers
7.0 develop strategies to achieve a positive life/work balance

Suggested Unit Plan

It is recommended that 22 hours of instructional time, approximately 6-7 weeks, be used to work with students to achieve the SCOs in this unit. The range of dates highlighted below are offered as a suggestion.

September	October	November	December	January	February	March	April	May	June

Outcomes

Students will be expected to

1.0 develop and maintain a Personal Career Plan (PCP) [GCO 8]

Focus for Learning

The intent is that students create a comprehensive career and transition plan that is clear, meaningful, realistic, and achievable. The plan would support students with course selection for high school and map out their transitions for life after high school. In their plan, students would document their growth and personal development, experiential learning, and the transferable skills they are developing. Students should have ongoing opportunities to record relevant in-school and out-of-school experience. The intent is that the PCP should be, to the greatest practical extent, in digital format using cloud-based tools. Physical binders or other non-digital media may be considered if digital options are not possible or practical.

The plan will have a particular focus on making successful transitions through their school years and managing the life transition beyond high school. It is worthwhile to note the distinction between a portfolio and a plan. A portfolio provides a snapshot view of a person's accomplishments. These types of items would be included in the PCP, but the plan should also be primarily forward-looking in purpose.

Sample Performance Indicator

Your PCP will be assessed periodically for content and will be presented for final evaluation at the end of the course. Its contents can represent a significant portion of the course evaluation. The Personal Career Plan should include, but is not limited to, the following

- art portfolio;
- awards, certificates, licences, transcripts, micro-credentials;
- budget for post-secondary expenses;
- copy of high school transcript;
- goal planning;
- letters of recommendation;
- media articles;
- memberships/affiliations;
- mentor interview questions/responses and summary;
- post-secondary institution exploration;
- preferred career profiles and explorations;;
- references;
- reflections/reports on experiential learning (eg, job shadowing, mentor interviews);
- reflective journals;
- resume, cover letter, sample job application;
- three-year plan for course selections.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Ensure students are able to successfully login to myBlueprint.ca.
- Use the myBlueprint PowerPoint Template (NL) which contains a series of screenshots for use in presenting the features of myBlueprint to staff and students.
- Explore the options available as digital repositories and organizational tools for storing the varied items that will comprise the PCP (e.g, myBlueprint Portfolio tool, Google Drive, Google Sites).
- Introduce students to the features of myBlueprint and the process of documenting and reflection on learning over time using the video tutorial “A week-at-a-glance - A student’s perspective” and Exemplar Portfolio.

Students may

- Consider an appropriate medium to organize and display their PCP in a digital format.
- Create a PCP portfolio in myBlueprint by following the steps listed in the *How to Create a Portfolio poster.*

Connection

Students may

- Generate a list of items to be included in the PCP.
- Explore ways in which a PCP could benefit the student in terms of career planning, or identifying educational and financial goals for the future.

Consolidation

Students may

- Write a personal journal or have a class discussion to reflect on the benefits of developing and using a PCP. The journal or discussion notes could be placed in the PCP.

Extension

Students may

- Collect samples of credentials suitable to include in the PCP.

Resources and Notes

Authorized

myBlueprint.ca:

- Getting Started Guides
- Account Creation Steps for Staff and Students (Access Card)
- Top 4 Reasons to Implement Digital Portfolios in the Classroom
- Student Communicated Learning video tutorial
- How to create a portfolio (poster for students)
- myBlueprint PowerPoint Template (NL)
- “A week-at-a-glance - A student’s perspective” video tutorial
- Exemplar Portfolios

Suggested Resources

Google Drive

Google Sites

CAMET Future in Focus framework document (Goal 4)

K-12 Professional Learning Site
https://www.k12pl.nl.ca/
- Career Education 2202
- Resource Links

Outcomes

Students will be expected to

2.0 identify the concept of career development [GCO 1]

Focus for Learning

Career development is a holistic mindset that reflects how work fits into one's life. Learners integrate their family, school, work and community learning experiences, and their personal characteristics, to guide good work and life choices. It is important to establish a healthy life/work balance; not simply answer the question, "what do you want to be when you grow up?" Understand that there are many misconceptions related to career development.

Career development evolves as individuals change, mature and progress through life; it is about making a life, not a living. It can be influenced by

- experiences
- life roles
- people
- places
- self-concept

It is recommended that teachers read the two documents containing the research and recommendations on which this course is based.

- *Career Education in Atlantic Canada: Research & Recommendations* suggests steps to support a common and integrated Atlantic Career Education Strategy with tailored provincial action, building on the best from each province, strategically creating efficiencies by pooling resources and establishing the Atlantic region as world leaders in career education.
- The *CAMET Future in Focus Framework* document outlines the policy direction and goals which promote career planning and development in the public school systems of the Atlantic provinces.

Sample Performance Indicator

Formulate a working definition of career development as a lifelong process of managing learning and transitions related to education, work, retirement, family, and leisure activities.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Guide students in developing a working definition of career development.

Students may

- Create textual/visual aids (infographic, word wall) to explain career development. A picture or video of the product could be placed into the PCP.

Connection

Teachers may

- Use the myBlueprint *Occupations and Values* lesson plan to have students reflect on personal values and their importance when choosing an occupation and joining the workforce.
- Use the myBlueprint *Volunteering Guide* (in the student account Guides section) to review the benefits of volunteering and how to find local volunteer opportunities related to their interests.
- Use the myBlueprint *Who Am I* lesson plan to help students explore who they are and the different pathways that are connected to their authentic selves.

Students may

- Connect their own interests with those of the community. Discuss how they can earn eligible career development hours based on personal interests.

Consolidation

Teachers may

- Use the myBlueprint *My Life Map* lesson plan to help students explore the challenges, accomplishments and ability to transition from one life event to the next and ask students to reflect on their strategies and approaches to these challenges.

Students may

- Create a timeline modelling their anticipated evolution though their career development process. Add the timeline to the PCP.

Extension

Students may

- Consider the risks involved with overextending themselves by assuming too many commitments both at work and in their personal lives.

Resources and Notes

Authorized Resources

myBlueprint Lesson Plans:

- Occupations and Values
- My Life Map
- Who Am I

Suggested Resources

Career Education in Atlantic Canada: Research & Recommendations

CAMET Future in Focus Framework

K-12 Professional Learning Site
https://www.k12pl.nl.ca/
- Career Education 2202
- Resource Links

Outcomes

Students will be expected to

3.0 *analyze the complexity of career development* [GCO 1]

Focus for Learning

Individuals can either be active or passive participants throughout the career development process. Being active implies that students have more say/control over their career “destiny”. Being disengaged may lead to unanticipated career outcomes.

There are multiple stages of career development. Students will need to ask themselves: Who am I? What are my opportunities? What are my next steps and why? What is my action plan?

The focus should be the concept of a preferred future.

Sample Performance Indicator

Compose a mind map to show the various elements of your personal career development path up to now or the career development path of another individual (a member of community, parent, famous athlete, etc.).

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Use the myBlueprint *Job, Occupations, and Careers* lesson plan to develop a definition and discuss differences between each term.

Students may

- Distinguish between various types of employment structures such as job, career, and occupation.
- Describe work-style alternatives and identify those that best suit their interests, skills, and values. These may include
  - contract work
  - flex-time arrangements
  - freelance
  - job sharing
  - seasonal
  - telecommuting

Connection

Teachers may

- Use the myBlueprint *Famous Person Interview* lesson plan to invite students to explore the different pathways that famous people took in order to find success.

Students may

- Interview an individual to gather information on previous work experience, required training, lifestyle expectations, available opportunities, balancing life/work, etc. to understand how this leads to a vision of one's life. Notes or a digital recording of the interview could be added to the PCP.
- Compose a list of positive and negative influences in their lives (people, places, experiences). The list could be added to the PCP.

Consolidation

Teachers may

- Use the myBlueprint Pathways to a Career lesson plan to help students explore different educational and work placement pathways and their related programs.

Resources and Notes

Authorized Resources

myBlueprint Lesson Plans:

- Job, Occupations, and Careers
- Famous Person Interviews

myBlueprint Class Pass App (iOS & Android) Video Tutorial

Suggested Resources

Career Education in Atlantic Canada: Research & Recommendations

K-12 Professional Learning Site
https://www.k12pl.nl.ca/
- Career Education 2202
- Resource Links

Outcomes

Students will be expected to

3.0 analyze the complexity of career development [GCO 1]

Focus for Learning

Sample Teaching and Assessment Strategies

Students may

- Write a journal or develop a flowchart or mind map about what steps they could take to plan their career journey. This could be added to the PCP.
- Evaluate the necessity of continually building and maintaining skills to support different life roles and stages (e.g., at home, at work, at school, as a volunteer).
- Use the myBlueprint *Post-Secondary Planner* to research related pathways based on their interests.

Extension

Students may

- In a reflective activity, replace the following question, “What do you want to be when you grow up?” with more specific questions like:
  - What do you want to do first when you graduate? Then what?
  - What are your unique assets, talents, skills, and predispositions?
  - What types of situations, people, environments, and roles appeal to you?
  - What competencies do you need to focus on to enhance your career journey?
  - What will success look and feel like?

Resources and Notes

Outcomes

Students will be expected to

4.0 explore self-awareness of personal management skills [GCO 1, 3]

Focus for Learning

Students need to understand the connection between all aspects of their life, including 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, values and how these influence their career choices.

Identify personal-management skills (e.g., time management, organizational skills, stress management, punctuality, reliability) and describe how they influence one's career path.

Sample Performance Indicator

Compose a summary of what you have learned about yourself, such as an "All About Me" presentation. This presentation could be visual, written, oral, etc. This summary should demonstrate an understanding that all of the aspects you have explored relate to your career development process.

Sample Teaching and Assessment Strategies

Activation

Students may

- Reflect on the skills they already have and identify the skills they wish to develop.
- Based on their current understanding of their personal traits, generate a short list of careers they believe suit them.
- Complete the myBlueprint *Who Am I* surveys and add occupation matches to their PCP portfolio along with a reflection on the skills and education/training required.

Connection

Teachers may

- Use the myBlueprint Who Am I lesson plan series and related reflection prompts in which students analyze the results from quizzes, self-tests, inventories to get a picture of how their personal traits may influence career choices and/or their financial well-being.
- Use the myBlueprint Time Management Strategies lesson plan to help students explore their time management and organizational skills in allocating the best strategies to suit their life and priorities.
- Use the myBlueprint Roles in the Workplace lesson plan to help students explore the different types of roles in a workplace environment through a variety of mock scenarios and role-play.

Students may

- Make the connection between strong personal management skills and employability.
- Practice decision-making skills by creating scenarios/role plays demonstrating how personal traits can lead students to suitable careers.

Consolidation

Teachers may

- Use the myBlueprint *How I View Myself & How Others View Me* lesson plan to have students reflect on personal traits and how to apply their personal traits to daily situations. Students will reflect on positive personal skills and understand the influence they have on others and how their skills can be utilized for personal advancement in the future.

Students may

- Generate a list of examples of how self-awareness can impact finances, family, education, peers, relationships, skills, abilities, health, etc.

Resources and Notes

Authorized resources

myBlueprint.ca - *Who Am I* self-assessments

myBlueprint Lesson Plans:

- Time Management Strategies
- Roles in the Workplace
- Who Am I - Personality
- Who Am I - Interests
- Who Am I - Learning Styles
- Who Am I - Knowledge
- Who Am I - Motivations
- Who Am I - Compatibility
- Transferable Skills
- How I View Myself and How Others View Me

Suggested Resources

K-12 Professional Learning Site
https://www.k12pl.nl.ca/
- Career Education 2202
- Resource Links

Outcomes

Students will be expected to

4.0 *explore self-awareness of personal management skills* [GCO 1, 3]

Focus for Learning

Sample Teaching and Assessment Strategies

Extension

Teachers may

- Use the myBlueprint Transferable Skills lesson plan to help students explore the different transferable skills learned in school and in community experiences and how these skills translate into the outside world.

Students may

- Relate how skills needed for success in school can translate into employability skills. These may include
  - academic integrity
  - initiative
  - self-reliance
  - study skills
  - collaboration
  - time management
  - communication
  - positive attitude

Resources and Notes

Outcomes

Students will be expected to

5.0 demonstrate effective decision making and goal setting
[GCO 1, 7]

Focus for Learning

Goal setting enables an individual to reflect on 'where do I go from here?' It provides long term vision and helps keep one focused, motivated and committed. Setting goals provides an individual with a step by step plan, allowing for the measuring of progress and refinement along the way.

Students need to recognize that the realization of a long term goal will require the accomplishment of a series of short term goals. Self-efficacy is the cornerstone to accomplishing goals and being successful.

Teachers may relate the instruction of this outcome, and broadly to many others in this course, to the outcomes of **Social and Emotional Learning**. The social and emotional learning curriculum will promote and encourage all students to develop knowledge, skills and attitudes to become successful learners and healthy individuals. Through the development of skills, attitudes and behaviours, students are able to respond critically and creatively and make informed decisions regarding healthy choices that will benefit themselves, others, and the environment.

Sample Performance Indicator

Demonstrate general decision-making skills using two major criteria:

- SMART (Specific, Measurable, Achievable/Attainable, Realistic/Relevant, Timely)
- Timeframe - Short/medium/long term

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Guide students through the process of setting a goal in myBlueprint using the *Goal Setting* lesson plan.
- Use the myBlueprint *Overcoming Life's Obstacles* lesson plan to help students see how some of the greatest obstacles in their lives have helped them develop as a person and learn valuable life skills.

Students may

- Generate a list of obstacles that could hinder decision making and goal achievement.
- Discuss their short-term and long-term goals with a partner. Record the discussion using the Class Pass App and add to it their PCP.
- Discuss an event in their lives when they were forced to make a major decision.

Connection

Teachers may

- Select one of the four suggested activities from the myBlueprint *Social Emotional Learning* blog article and capture, develop, and showcase SEL skill development, while students are learning from home OR in school.
- Use the myBlueprint *Decision Making Process & Decision Mountain* lesson plans to help students explore how to make a decision by breaking it down into components: describing a problem, taking stock of options, and understanding consequences.

Students may

- Apply the steps in decision-making and goal-setting processes to evaluate a recent decision they made.

Resources and Notes

Authorized resources

myBlueprint - Set a goal

myBlueprint - Goal Setting Exemplar Portfolio

myBlueprint Lesson Plans:

- Goal Setting
- Overcoming Life's Obstacles
- Decision Making
- Famous Person Interviews

myBlueprint: Social Emotional Learning blog article

Money & Youth:

- pp 40-43: Decision-making.
- p. 38: Setting SMART goals

Teacher's Guide

Suggested Resources

Foundation Document for Social and Emotional Learning in NL

K-12 Professional Learning Site
https://www.k12pl.nl.ca/
- Career Education 2202
- Resource Links

Outcomes

Students will be expected to

5.0 *demonstrate effective decision-making and goal-setting*
[GCO 1, 7]

Focus for Learning

Sample Teaching and Assessment Strategies

Consolidation

Students may

- Write a journal or complete a flowchart outlining how using decision-making strategies will help them to reach their goals.

Extension

Teachers may

- Use the myBlueprint *Famous Person Interview* to invite students to explore the different pathways that famous people took in order to achieve success.
- Display the myBlueprint *Goal Setting Exemplar Portfolio* and invite students to add their goals to a 'Goal Setting Portfolio' in their PCP.

Students may

- Research a well-known person and their decision-making process in achieving their goals to see how that can apply to the student's own journey.
- Use a case study and have students apply the SMART goals in the decision-making process.

Resources and Notes

Outcomes

Students will be expected to

6.0 recognize how health and wellness can impact careers [GCO 2, 6]

Focus for Learning

A positive career development process facilitates good mental and physical health as well as economic well-being.

Students should have an awareness of the importance of health and wellness in their lives and the importance of solid support networks.

A support network provides social relationships and affiliations which can have powerful effects on physical and mental health. Students should identify their existing support network and describe strategies for building their support network as they move through high school.

A network can provide support through

- access to resources and materials
- person-to-person contact;
- social engagement;
- social influence, and
- social support.

It is worthwhile to note that a strong support network will have a positive impact on an individual's mental health and well being over the course of their working career.

Teachers may relate their instruction of this outcome, and broadly to many in this course, to the outcomes of **Social and Emotional Learning.** Well-being is foundational to improving educational outcomes. Embedding social and emotional learning in curricula is critical to improving well-being and thus educational outcomes. When examining how to embed social and emotional learning into curricula it is important to understand that well-being is more than the absence of problems and/or risk. Well-being is the development of skills, attitudes and behaviours and their use within all environments. This shift in thinking focuses on the individual and building their capacity to be healthy.

Sample Performance Indicator

Create an infographic or mind map that identifies the various support networks you have, made up of family, friends, or others. Highlight the importance of these networks and suggest ways to build and maintain them.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Discuss with students what wellness means to them (e.g., physical, mental, emotional, spiritual)
- Engage students in a discussion regarding physical and mental health. Discuss behaviours and attitudes that will support overall personal wellness. Opportunity should be provided to allow students to reflect on the impact that potentially detrimental practices may have on their overall wellness.
- Guide students through different sections of the myBlueprint *Mental Health guide* to allow them to familiarize themselves with topics such as mental illness, tips for supporting a friend with mental health, how to build a support system, how to identify stress/sadness levels, etc.

Connection

Teachers may

- Use the myBlueprint *Mental Health: 5 Golden Rules* lesson plan in which students explore 'The 5 Golden Rules' in supporting others with mental health, and finally, engage in open and honest dialogue around mental health and mental health issues.
- Teachers may invite students to create a mental health portfolio within their PCP

Students may

- Identify and describe strategies for building support networks to promote good physical and mental wellness in one's life.

Consolidation

Teachers may

- Engage students in a discussion of whether they think that mental and physical health are independent of each other.

Students may

- Write a journal or complete a mind map based on the statement: If you don't have your health, you don't have anything.

Extension

Students may

- Research a health and wellness topic of their choice and then use the material to create a brochure or poster for a doctor's office. This could be added to the PCP.

Resources and Notes

Authorized resources

myBlueprint Lesson Plan:

Mental Health: 5 Golden Rules

myBlueprint - Mental Health Exemplar Portfolio

Suggested Resources

Foundation Document for Social and Emotional Learning in NL (2019)

K-12 Professional Learning Site
https://www.k12pl.nl.ca/
- Career Education 2202
- Resource Links

Outcomes

Students will be expected to

7.0 develop strategies to achieve a positive life/work balance [GCO 2, 6]

Focus for Learning

In order to create a positive life/work balance, one has to be flexible. Flexibility is an important part of establishing resilience to meet the challenges and demands of one's life. Students should understand that without balance they can become stressed, unproductive and dissatisfied.

Students should understand that they play a pivotal role in creating boundaries and taking on responsibilities in their personal and professional lives as they attempt to achieve this balance.

Sample Performance Indicator

Present personal lifestyle strategies that enhance an individual's life/work balance. Students should explain how these strategies intertwine to have an impact on life/work balance.

- Family commitments,
- Maintaining balanced mental health,
- Physical activity,
- Professional responsibilities,
- Screen time,
- Time management, and
- Volunteering.

Sample Teaching and Assessment Strategies

Activation

Students may

- Identify current life roles and predict those of the future.
- Recognize that these life roles can clash.
- Discuss and elaborate on the distinction between living to work versus working to live.
- Discuss behaviours conducive to achieving personal, social, economic, and professional wellness goals.

Connection

Teachers may

- Use the myBlueprint What is *stress*? lesson plan to help students explore what stress is and the impact it can have on their lives. Students will reflect on various strategies to use in stressful scenarios to help achieve a healthy work/life balance.

Students may

- Evaluate a list of strategies for achieving a life/work balance regarding how they apply to the evolving career journey.
- Compose a list of strategies, either individually or in small groups, which will help develop personal resilience in overcoming challenges and promoting personal growth mindset. The following guiding questions may enhance the activity:
  - How will improving time management skills reduce stress in their life?
  - How will strong time management skills help with emotional well-being?
  - What is one strategy they can use if they notice school/work/life/personal balance is off?
  - What challenges might they face in balancing the demands of a potential career with other goals in their personal life (e.g., family/wellness/hobbies)? Which strategy can they use to develop personal resilience in this case?

Consolidation

Students may

- Create a visual representation, such as a Venn diagram, to illustrate personal responsibilities, professional responsibilities and how they may intersect with each other.

Resources and Notes

Authorized Resources

myBlueprint Lesson Plan - What is Stress

myBlueprint - Student-Led Conference Guides for Teachers

Suggested Resources

K-12 Professional Learning Site
https://www.k12pl.nl.ca/
- Career Education 2202
- Resource Links

Outcomes

Students will be expected to

7.0 *develop strategies to achieve a positive life/work balance* [GCO 2, 6]

Focus for Learning

Sample Teaching and Assessment Strategies

Extension

Teachers may

- Guide students in the creation of a student-led conference on the importance of life/work balance.
- Use the myBlueprint Student-Led Conference Guide to help students prepare their dialogues and portfolios for the conference discussion (*note: dialogue prompts will require adaptation for the topic of life/work balance).

Resources and Notes

Section Three:

Specific Curriculum Outcomes

Unit Two - Financial Literacy

Focus

In this unit, students will expand on their financial literacy and contribute items to their Personal Career Plan. Financial literacy means having the knowledge, skills, and confidence to make responsible financial decisions throughout one's life. Learning how to manage finances helps youth to become independent and gives them the building blocks to get the most out of their lives and careers.

The unit starts with an exploration of one's personal values and how to make good decisions. Students explore the challenges and opportunities of first getting money and then spending, saving, borrowing, and protecting money and the things we acquire in life that are important to us. Key topics include distinguishing between needs and wants, evaluating personal resources, budgeting, financial planning, and earning, spending and saving money.

Outcomes Framework

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 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 role 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.

8.0 distinguish between needs, wants and consequences with consideration of self, others and society
9.0 evaluate personal resources
10.0 create a personal budget
11.0 explore the process of developing a financial plan
12.0 integrate personal values, goals and lifestyle choices into a financial plan
13.0 evaluate strategies for saving money
14.0 examine the benefits of work
15.0 interpret the information on a pay stub
16.0 explore why taxes are paid and how taxes are used
17.0 discuss personal income tax
18.0 examine ways to protect your personal financial identity
19.0 explain the role of credit and debt in personal finance
20.0 explain the purpose of insurance

Suggested Unit Plan

It is recommended that 33 hours of instructional time, approximately 8-9 weeks, be used to work with students to achieve the SCOs in this unit. The range of dates highlighted below are offered as a suggestion.

September	October	November	December	January	February	March	April	May	June

Outcomes

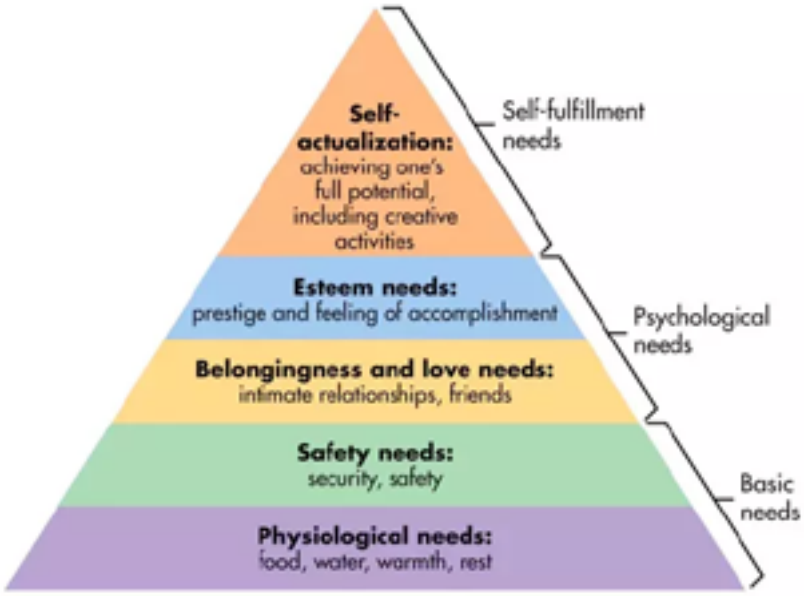
Students will be expected to

8.0 distinguish between needs, wants and consequences with consideration of self, others and society [GCO 1, 4]

Focus for Learning

High school students need financial guidance. Most students enjoy spending money but are unfamiliar with balancing needs and wants, or prioritizing their spending habits. It is critical to examine the consequences that their financial decisions will have on them and those around them. Setting financial goals is necessary for future planning.

Students should be introduced to Maslow's hierarchy of needs and how it can shape financial priorities.



Source: https://www.simplypsychology.org/maslow.html

Sample Performance Indicator

For a given scenario, prioritize your needs and wants based on a set salary. Identify consequences of your spending.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Provide a varied list of items, which students could categorize as either needs or wants.
- Ask students to relate times when they asked a parent or guardian for something they claimed to need. How did the situation end?
- Use the myBlueprint Budget Lesson Plan to help students identify the difference between needs, and wants. The lesson will prompt students to outline how they could prepare an event with a set income. Students will reflect on the strategies used to save, and how they prioritized the items they needed for the event.

Students may

- Rank or prioritize items in a provided list numerically or by sorting them into the appropriate level in the hierarchy of needs.
- Create a list of criteria for determining which items can be categorized as needs and wants

Connection

Teachers may

- Use the CFEE *Making Choices (NL)* lesson plan on appreciating different points of view regarding students' needs and wants.
- Use the myBlueprint *Occupation Hunt* lesson plan to explore and compare the differences between occupations. Students may focus on the salary outcome of each occupation and reflect on if ithat salary meets their needs/wants.

Students may

- Respond to the scenarios in the CFEE *Making Choices (NL)* lesson plan on appreciating different points of view regarding their needs and wants.
- Make a list of purchases they or their family have made this week and identify which are needs and which are wants, and the related consequences of those choices.
- Review three occupations and determine if the annual salary will satisfy their needs/wants.
- Add an occupation to their PCP with a reflection on why the selected occupation satisfies their needs/wants.
- Play *The Game of Life*©, which presents students with challenges and changes to which they must adapt.

Resources and Notes

Authorized resources

Money & Youth, p. 28

Teacher's Guide

myBlueprint Lesson Plans:

- Budget Lesson Plan:
- Occupation Hunt

CFEE Youth Survey: Learning About Money

CFEE FinLit 101 Online financial literacy course

CFEE Making Choices (NL) lesson plan

Suggested Resources

K-12 Professional Learning Site
https://www.k12pl.nl.ca/
- Career Education 2202
- Resource Links

Outcomes

Students will be expected to

8.0 *distinguish between needs, wants and consequences with consideration of self, others and society* [GCO 1, 4]

Focus for Learning

Sample Teaching and Assessment Strategies

Consolidation

Students may

- Create a survey where peers
  - distinguish between needs and wants, and/or
  - rank or prioritize needs and wants
- Determine how career goals may relate to long-term fulfillment of needs/wants.

Extension

Students may

- State and defend their personal priorities: Which is more important - money or a job you like? How much money do you really need to support the lifestyle you want?
- Create their own version of Maslow's hierarchy of needs and fit examples from their own life within it.
- Utilize Maslow's hierarchy of needs to prioritize family/personal spending.

Resources and Notes

Outcomes

Students will be expected to

9.0 evaluate personal resources [GCO 1, 6, 8]

Focus for Learning

Students should have an awareness of their personal resources and how these resources help them to meet their needs, wants and goals. Possible personal resources may include, but are not limited to,

- connection
- energy
- focus
- money
- optimism.
- presence
- support
- time
- willpower

Sample Performance Indicator

Analyze the efficacy of your personal resources to achieve your goals. Not everyone starts their lives with the same advantages or privileges; identify factors that influence the advantages that some people have that others do not.

Sample Teaching and Assessment Strategies

Activation

Students may

- Generate an inventory or mind map of the personal resources to which they have access.
- Generate examples of how personal goals, priorities, needs and wants affect the use of their resources.

Connection

Students may

- Evaluate how access to, or lack of, personal resources influence spending decisions.
- Evaluate lifestyle aspirations, and relate these to personal resources.

Consolidation

Students may

- Identify how personal resources are likely to expand as you advance though your career journey.

Extension

Students may

- Generate a list of lifestyle aspirations.
- Determine what influences their lifestyle choices and aspirations.

Resources and Notes

Authorized resources

Money & Youth p. 62-63

Teacher's Guide

CFEE Financial Literacy School Resources

K-12 Professional Learning Site
https://www.k12pl.nl.ca/
- Career Education 2202
- Resource Links

Outcomes

Students will be expected to

10.0 create a personal budget [GCO 4, 7]

Focus for Learning

A personal budget is a planned allocation of one's financial resources. A popular scheme used by many advisors is the *50-30-20 Rule,* whereby 50% of your budget should be spent on needs, 30% on your wants, and 20% dedicated towards savings and debt repayment.

It is important to set short and long term financial goals while following the SMART principle.

Sample Performance Indicator

Create a personal budget for a short-term or long-term spending goal. This budget would become a part of your PCP.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Ask students if they are saving for anything and how they use their money.
- Examine a sample budget.
- Use the myBlueprint *Overcoming Obstacles* lesson plan to prompt students to create a personal budget in myBlueprint. Students will be prompted to critically think about how they may prioritize their spending in their own personal budget.

Students may

- Investigate how making a budget helps manage spending habits.
- Identify strategies to help them stick to a budget.
- Create a budget in myBlueprint by categorizing their personal income and expenses. Students may add this budget to their PCP.

Connection

Students may

- Discuss or write about how the phrase “short-term pain for long-term gain” applies to creating a personal budget and setting financial goals.

Consolidation

Students may

- Complete the **Financial Basics** workshop by the Financial Consumer Agency of Canada.

Extension

Teachers may

- Engage students in a discussion about the differences between budgets (short-term financial planning) and financial plans (big picture, long-term planning).

Resources and Notes

Authorized resources

myBlueprint Lesson Plan:

Financial Literacy: Overcoming Obstacles

Money & Youth page 111

Teacher’s Guide

Suggested resources

K-12 Professional Learning Site
https://www.k12pl.nl.ca/
- Career Education 2202
- Resource Links

Outcomes

Students will be expected to

11.0 explore the process of developing a financial plan [GCO 4, 7]

Focus for Learning

A financial plan is a long term record of one's current financial situation and future monetary goals; a budget is part of a financial plan. Having a solid financial plan takes the stress out of setting and prioritizing goals, and maps out clear strategies for achieving them.

The form that a financial plan takes will vary, depending on your needs, the type of plan and the style of the person who prepares it. Most personal financial plans will include these components

- your goals,
- your net worth (your assets minus your debts),
- your current income and expenses,
- costs and timelines for your goals, and
- financial steps needed to achieve your goals (e.g., savings, investments, insurance, an estate plan)

Sample Performance Indicator

Identify three main personal financial goals and then list or illustrate ways to accomplish each of them.

Prioritize your financial goals. You may wish to refer to Maslow's Hierarchy of Needs.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Use the myBlueprint Goal Setting lesson plan to prompt students to create a financially related SMART goal, and reflect on their action plan.

Students may

- Brainstorm a glossary of terms associated with financial planning.
- Identify financial goals.
- Create a SMART Goal in myBlueprint related to their savings, and identify the timeline they would like to meet their financial goal, and outline the specific tasks needed to meet their goal.

Connection

Students may

- Discuss the benefits of developing a financial plan.
- Examine the negative consequences of not having a financial plan
- Develop a financial plan for the next 5 years for a particular financial goal. This should be added to their PCP.
- Students may create a new portfolio in myBlueprint, or a new section in their PCP, called 'My Financial Plan' where they can upload/store all of their individual components to their plan. (e.g., SMART Goals, income documents, photo timeline, links to research)

Consolidation

Students may

- Create a flow chart of their financial goals and the steps necessary to achieve them.
- Rank their financial goals
- Reflect on their SMART Goals identifying what priority each goal takes in relation to their other goals. Students may identify external factors that may affect the timeline or outcome of the goal.
- Continue to reflect on their goals as they complete tasks, and showcase evidence of completion using a variety of media (e.g. photo or audio recording with a reflection).

Resources and Notes

Authorized resources

Money & Youth p.191

Teacher's Guide

myBlueprint Lesson Plan:

Goal Setting

Suggested Resources

K-12 Professional Learning Site
https://www.k12pl.nl.ca/
- Career Education 2202
- Resource Links

Outcomes

Students will be expected to

11.0 *explore the process of developing a financial plan* [GCO 4, 7]

Focus for Learning

Sample Teaching and Assessment Strategies

Extension

Teachers may

- Invite a personal financial manager as a guest speaker either in person or virtually.
- Provide students with sample financial plans of varying quality. Ask students to evaluate the quality of each plan.
- Give students case studies to use to fill out a sample financial plan. A template is provided by the federal government.

Resources and Notes

Outcomes

Students will be expected to

12.0 integrate personal values, goals and lifestyle choices into a financial plan [GCO 1, 7]

Focus for Learning

Students need to have an awareness of how personal values, political views, religious affiliations and other organization involvement impacts the allocation of one's financial resources.

It is important for students to recognize the potential impact of get-rich quick schemes (e.g., gambling and lotteries) and the stresses that come with these.

Students should also recognize financial plans need to be flexible in order to respond to life changes such as a new job, layoff, financial emergency, or a new child.

Materials developed in this section of the course would become part of the students' PCP.

Sample Performance Indicator

Evaluate a charity of your choice, taking into consideration how its activities align with your values. Then, consider your budget and what portion of your income you would donate to that organization.

Sample Teaching and Assessment Strategies

Activation

Students may

- Discuss where values come from and what or who influences them (e.g., family, friends, books, social media, or celebrities).
- Discuss how personal choices can impact one's financial plan
- Play "Would You Rather?" (e.g., would you rather a large house or a fancy car?; a modest house or active social life?).

Connection

Teachers may

- Use the CFEE Personal Values and Money (NL) lesson plan focussing on how money relates to values.

Students may

- Research and discuss examples that demonstrate how trends in employment have affected both lifestyle and financial plans in recent years.
- Examine how to adapt their plans as goals and/or lifestyles change in response to events.
- Play a probability game (e.g., what are the odds that you would win a lottery?).
- Reflect on their takeaways from the Personal Values and Money lesson. For example, students can identify what their money values are, and describe how they relate to their future financial plans as a journal entry in their PCP.

Consolidation

Students may

- Discuss how being an interprovincial worker can have positive financial impact but negatively affect your lifestyle. As a province, we have a history of "working away" to meet financial goals and to achieve certain lifestyles.
- Create a poster or infographic highlighting how your personal goals connect to your finances.
- Add a photo of their infographic to their PCP. They may add a reflection to the photo, and answer any of the following reflection prompts:
  - How does this infographic relate to your SMART financial goals?
  - Do you feel that you are closer to meeting a financial goal? Why or why not?
  - How are your personal values reflected in your infographic and the financial goals you have set for yourself?

Resources and Notes

Authorized resources

Money & Youth page 11

Teacher's Guide

CFEE Personal V*alues and Money* (NL) lesson plan

CFEE *Save Money and Help the Environment (NL)* lesson plan

Suggested resources

K-12 Professional Learning Site
https://www.k12pl.nl.ca/
- Career Education 2202
- Resource Links

Outcomes

Students will be expected to

12.0 *integrate personal values, goals and lifestyle choices into a financial plan* [GCO 1, 7]

Focus for Learning

Sample Teaching and Assessment Strategies

Extension

Teachers may

- Use the CFEE Save Money and Help the Environment (NL) lesson plan focusing on actions individuals can take to help the environment and save money in the process.

Students may

- Research and choose a non-profit organization to which they might decide to donate a portion of their income. Decisions may be based on which organization may align with their personal, political, religious or professional values.

Resources and Notes

Outcomes

Students will be expected to

13.0 evaluate strategies for saving money [GCO 7]

Focus for Learning

When discussing savings, it is important for students to know they need to start early, set up an emergency fund and make savings a habit. Savings can build much faster if individuals use effective strategies for boosting their savings:

- avoid impulse purchases,
- invest your savings,
- pay yourself first, and
- use comparison shopping.

Students should become familiar with the types and features of different investments:

- guaranteed investment certificates (GIC),
- mutual funds,
- savings accounts, and
- stocks.

Students should also understand the purpose of three commonly used accounts in which many Canadians purchase investments:

- registered education savings plans (RESP),
- registered retirement savings plans (RRSP), and
- tax free savings accounts (TFSA).

Sample Performance Indicator

Write a journal entry or create a visual representation on the advantages and disadvantages of a TFSA, RESP, and a RRSP. Choose the plan that would work best for you based on personal preferences.

Sample Teaching and Assessment Strategies

Activation

Students may

- Develop a glossary of terms associated with saving money (e.g., savings, chequing, TSFA, RESP, RRSP, GICs, mutual funds).
- Discuss various strategies to save money.
- Discuss reasons you might want to have an emergency savings fund.
- Consider what it means to “waste” money.

Connection

Students may

- Compare the strategies for saving money by making judgements about their effectiveness.
- As a group, discuss and evaluate their preferred method to earn and save money.
- Create a Venn diagram outlining the features of chequing and savings accounts.
- Create a *‘Saving Budget’* in myBlueprint, and add it to their PCP. If students have already created their personal budget, invite them to add a reflection to the budget sharing their new knowledge, and what it means for their budget. Sample reflection prompts:
  - With a new understanding of how you can save, does this change your budget?
  - How can you represent saving in your budget?
  - Share a reason why someone should save monthly? Is there an advantage to saving each month.

Consolidation

Students may

- Evaluate the statement “It’s important to make your money work for you”.
- Generate a list of examples from their own lives when they believe they “wasted” money.
- Examine how that money may have been spent or invested differently so as not to have been considered wasted.
- Write a journal entry about one time when they wasted money.

Resources and Notes

Authorized resources

Money & Youth p. 175 - List of Saving Tips

Teacher’s Guide

Money & Youth p. 9 - 5 tips for saving money

Teacher’s Guide

myBlueprint Lesson Plan:

Investments and Savings

Suggested resources

K-12 Professional Learning Site
https://www.k12pl.nl.ca/
- Career Education 2202
- Resource Links

Outcomes

Students will be expected to

13.0 *evaluate strategies for saving money* [GCO 7]

Focus for Learning

Sample Teaching and Assessment Strategies

Extension

Students may

- Attend a seminar on investment or invite a financial planning professional to speak in class or virtually.
- Participate in a mock investment activity such as a virtual stock market.
- Use projection models to illustrate how money can grow from a small investment.

Resources and Notes

Outcomes

Students will be expected to

14.0 examine the benefits of work
[GCO 4, 5]

Focus for Learning

Students should be familiar with the **economic** benefits of work which include

- types of income (e.g., employment, investment, gifts, commission, bonus, salary vs hourly wages, overtime, sudden windfalls); and
- employer benefits (e.g., supplementary health insurance, life insurance, pension, paid vacation, sick leave, skills-upgrading programs, company car, on-site childcare).

Students should be familiar with personal benefits of work, which include

- sustain a preferred lifestyle;
- establish healthy relationships and networks;
- strengthen interpersonal skills, transferable skills, increase competencies, expand professional skills, knowledge, and experience;
- obtain personal gratification and/or satisfaction through making a contribution; and
- offset feelings of boredom

Sample Performance Indicator

Create a text (e.g journal, Venn diagram, mindmap, graphic organizer) describing and prioritizing the economic and personal benefits of work.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Prompt a discussion with the question: If finances were not a concern, why might some people still choose to work?
- Use portions of the CFEE *Why Some Earn More Money (NL)* lesson plan focusing on why some jobs are higher paying than others.

Students may

- Develop a list of all the economic benefits of work besides wages.
- Develop a list of the personal benefits of work in addition to wages.
- Students may add an entry to their PCP sharing two skills that are required to be successful in the workplace.

Connection

Students may

- Compare the advantages and disadvantages of the various types of income and employer benefits.
- Identify and prioritize the personal benefit students value the most in a search for a job.

Consolidation

Students may

- Evaluate which pay structure they would prefer
  - income only
  - lower base income combined with other types of income and/or employer benefits
- Research the type of occupation which allows them to realize their preferred personal benefits and add this to their PCP. They may reflect on a reason that this occupation stood out to them.

Extension

Students may

- Research the lifestyle they would have based on a given salary.
- Discuss factors that influence the level of pay that a particular occupation would earn.
- Evaluate how salaries can increase over the course of one's career (e.g., raises, promotions, years of service, performance bonus).

Resources and Notes

Authorized resources

Money & Youth page 50

Teacher's Guide

CFEE *Why Some Earn More Money (NL)* lesson plan

myBlueprint Lesson Plans:

Goal Setting

Suggested resources

K-12 Professional Learning Site
https://www.k12pl.nl.ca/
- Career Education 2202
- Resource Links

Outcomes

Students will be expected to

15.0 interpret the information on a pay stub [GCO 7]

Focus for Learning

When employment income is earned, the employer must provide a pay stub that shows how pay has been calculated. By understanding the information and common deductions on a pay stub, employees can make sure their pay is correct.

Pay stub information may include

- General information (e.g., name, employee number, pay period);
- Earnings (e.g., type of earnings - regular, overtime, hours or days worked, amount earned in a current period, and amount earned year-to-date, gross versus net income); and
- Deductions (e.g., income tax, Employment Insurance, CPP contributions, union dues, social and personal benefits).

Sample Performance Indicator

Sort all of the deductions on a sample pay stub into these three categories:

- deductions that provide you with benefits,
- deductions that allow you to save over time for your use in the future, and
- deductions that provide you with security in the event of sickness or job loss.

Sample Teaching and Assessment Strategies

Activation

Students may

- Differentiate between gross and net income.
- Examine a variety of sample pay stubs.
- Discuss the information on a typical pay stub.

Connection

Students may

- Calculate gross pay and net pay earned through various income sources.
- Examine the tax deductions on a sample pay stub.
- Discuss the benefits of health/dental insurance, life insurance, employment insurance, etc.

Consolidation

Teachers may

- Ask students who are employed to volunteer to bring their actual pay stubs to class. With permission and with critical personal information blocked out, these could be shared with the other students.
- Compare the advantages and disadvantages of a salaried position versus an hourly wage.

Extension

Students may

- Examine the differences in the calculation of gross pay between hourly wages and annual salary.
- Discuss the advantages, disadvantages, and costs of opting into additional life insurance plans, health benefits, accidental death, long term disability, critical illness, etc.

Resources and Notes

Authorized resources

Money & Youth p. 59

Teacher's Guide

Practical Money Skills: Understanding your take home pay: Grades 9 – 12

Suggested resources

K-12 Professional Learning Site
https://www.k12pl.nl.ca/
- Career Education 2202
- Resource Links

Outcomes

Students will be expected to

16.0 explore why taxes are paid and how taxes are used [GCO 7]

Focus for Learning

Many services and benefits enjoyed by society are made possible through taxes. We pay taxes on our income and on most goods and services we purchase in Canada. The government collects these taxes to pay for such things as roads, highways, hospitals/health care services, education, national defence, police and fire services, parks and playgrounds, libraries, or garbage collection.

The topics and exercises students complete regarding income tax should be very general and relate to situations students their age may encounter.

Sample Performance Indicator

Research various pie charts or graphs displaying the proportion of tax dollars spent on programs, health care and education in particular, and compare amounts allocated by different provincial governments.

Sample Teaching and Assessment Strategies

Activation

Students may

- Discuss how tax dollars are obtained (income, sales, municipal, etc.) and where they are spent by various levels of government.
- Explore the fact that taxes are not necessarily paid proportionately by all people.

Connection

Students may

- Generate a list of services paid for by each level of government through taxes.
- Debate the benefits and challenges of taxation levels in Canada.

Consolidation

Students may

- Generate a list of public services paid for by tax revenue that they use on a regular basis. How does this compare to their parents?
- Discuss how the above generated list may evolve over time as people progress through life.

Extension

Students may

- Debate the topic of universal basic income (UBI).
- Debate the topic of universal child care.
- Discuss funding for social programming within the province of Newfoundland and Labrador.
- Identify where they perceive tax dollars are being wasted and justify a better allocation of the funds.

Resources and Notes

Authorized resources

Money & Youth p 120-124

Teacher's Guide

K-12 Professional Learning Site
https://www.k12pl.nl.ca/
- Career Education 2202
- Resource Links

Outcomes

Students will be expected to

17.0 discuss personal income tax
[GCO 7]

Focus for Learning

Students should know that the Canadian tax system for individuals is progressive; meaning that the higher a person's level of taxable income, the higher the rate of tax they pay. The federal, provincial, and territorial governments require all residents who earn more than a predetermined minimum amount to pay a percentage of their income in tax so that the government will have money to operate through the year.

Students should be introduced to the General Income Tax and Benefit Guide, which contains all the information students will need to file a tax return. They should be aware that there are multiple ways to obtain necessary tax forms and filing information, which include paper, digital or a third party firm. While the onus is on the taxpayer to self-assess, the government has a system of checks and balances to ensure taxes are filed accurately and in a timely fashion.

Students should be aware that employers are obligated to provide new employees with a Form TD1 to be completed. The information is used to determine how much tax will be deducted from the employee's pay. A T4 slip is a summary of income for the year and the related deductions. Employers must provide T4 slips to all of their employees by the end of February following the calendar year to which it applies. Students should understand they are required to have their T4 slip to complete their tax return.

**Many teachers have limited experience with taxes. This outcome is meant to familiarize students with the process of filing taxes. Teachers are not income tax experts and should therefore be careful not to provide advice to students about specific tax issues. Such advice should be left to experts.*

Sample Performance Indicator

Examine and/or complete a sample tax form and the information required to file (e.g., T4, receipts, deductions).

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Display and discuss the Canadian Federal Income Tax and Benefits Guide.
- Define the basic personal amount.
- Discuss why students working part-time may get the majority of their income tax refunded once they are assessed (basic personal amount).

Connection

Students may

- Complete a sample tax return (e.g. tax software, paper copy).
- Discuss why people may have to “pay in” while others get “money back”.

Consolidation

Students may

- Explore the various income brackets and taxation percentages for each.
- Evaluate the fairness of the income tax brackets.
- Investigate the penalties for not filing your taxes properly.
- Discuss unethical tax practices (e.g. black market, “under the table”, tax avoidance and evasion, underground economy).

Extension

Students may

- Investigate personal income tax calculators or tools.
- Research what occurs when the government does not collect enough tax revenue to pay for the programs they offer.
- Investigate the advantages and disadvantages associated with tax preparation software, hiring a tax professional, or completing and submitting tax forms personally.
- Compare progressive taxation with other methods of taxation in other countries.

Resources and Notes

Authorized resources

Money & Youth p 120-124

Teacher’s Guide

Suggested resources

K-12 Professional Learning Site
https://www.k12pl.nl.ca/
- Career Education 2202
- Resource Links

Outcomes

Students will be expected to

18.0 examine ways to protect your personal financial identity
[GCO 3, 4, 7]

Focus for Learning

As we rely more heavily on technology to complete everyday tasks such as communication and banking, people may be more vulnerable to criminals seeking personal information. It is important for consumers to be cautious about disclosing personal information. Students should be aware of the importance of safeguarding personal information like birthdate, credit card number, SIN, MCP and address. Also students should be aware that identity theft comes in many forms.

Students should examine the importance of critical thinking in regards to personal finances in relation to

- CRA and other financial scams;
- in-game purchases;
- malware;
- phishing Emails/texts; or
- social media accounts.

Sample Performance Indicator

Use the image of a fraudulent e-mail or other common scam (provided by your teacher) and find clues that may indicate that the email is related to a scam.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Show students a social media questionnaire that asks users for personal information (net worth via SIN, childhood pet name, etc) and discuss how these questionnaires mine users for personal information.
- Use the CFEE *Avoiding Fraud (QC)* lesson plan focusing on detecting and avoiding fraud and preventing identity theft.

Students may

- Discuss what information constitutes financial identity.
- Recognize the importance of protecting financial and personal information contained on personal electronic devices, such as smartphones or computers.
- Generate a class list of scams which can compromise their personal financial identity.

Connection

Students may

- Develop strategies to identify scams.
- Research the impact of not protecting financial identity by examining the impact of scams on their victims.
- Reflect on and make connections to how they plan to keep their information safe and secure online. Sample reflection prompts include:
  - What actions can you take to ensure your interactions on the internet are safe and positive?
  - Describe how critical thinking skills relate to your class discussion about phishing emails/texts. Highlight two new ideas that your class discussed, and at least one question or idea you would like to learn more about.

Consolidation

Students may

- Generate a list of ways to protect their financial identity (e.g., multiple email accounts, anti-malware software, phone passwords).

Resources and Notes

Authorized resources

Money & Youth Pages 21-23 - Avoiding fraud and scams

Teacher's Guide

Money & Youth page 211

Teacher's Guide -

myBlueprint Lesson:

Being a Responsible Digital Citizen

CFEE *Avoiding Fraud (QC)* lesson plan

Suggested resources

K-12 Professional Learning Site
https://www.k12pl.nl.ca/
- Career Education 2202
- Resource Links

Outcomes

Students will be expected to

18.0 *examine ways to protect your personal financial identity*
[GCO 3, 4, 7]

Focus for Learning

Sample Teaching and Assessment Strategies

Extension

Students may

- Assess the effectiveness of identity protection tools (e.g., anti-malware, Equifax, Credit Checks) by reading comparative online reviews.
- Invite a guest speaker such as a police officer or a financial services professional, either in person or virtually, to discuss scams and how to avoid them.
- Download and examine a social media user agreement to discover the types of content that are shared/sold to other platforms.

Resources and Notes

Outcomes

Students will be expected to

19.0 explain the role of credit and debt in personal finance [GCO 7]

Focus for Learning

Credit is needed for growth and development of a global economy. Students should be aware of credit and debt and the advantages and disadvantages of each. They should compare various types of credit products available, such as

- credit cards;
- credit available specifically to students;
- fixed/variable rate loans;
- lines of credit; and
- overdraft.

It is important to balance credit and debt for financial health. Students should explore strategies to deal with personal financial challenges.

Students should recognize the potential consequences of financial mismanagement. These may include

- bankruptcy;
- poor credit rating; or
- consumer proposals.

Sample Performance Indicator

Discuss the relationship between good financial practices and credit rating.

Examine and respond to case studies in which an individual's or family's personal financial resources are challenged by an unforeseen crisis.

Sample Teaching and Assessment Strategies

Activation

Students may

- Define credit, debt, and credit rating/score.
- Examine the pros and cons of having a credit check.

Connection

Students may

- Research the advantages and disadvantages of credit.
- Research the factors involved in establishing and maintaining a good credit rating.
- Evaluate the relationship between credit, debt and potential personal financial challenges (e.g., job loss, long-term illness).
- Reflect on and make connections to how they plan to use a credit card, and how they can balance budgeting with spending. Sample reflection prompts include:
  - What actions can you take to ensure your credit remains in budget?
  - Describe a situation where it is advantageous to use a credit card, and where it may cause a problem with your planned budget.

Consolidation

Students may

- Evaluate various types of credit products and predict which would work best for them at various points in their lives.
- Determine the cost of borrowing money (e.g., balance carried on credit cards, car loan, student line of credit), using online tools.
- Students should investigate the financing of post-secondary education (e.g., RESPs, student loans, personal savings).

Extension

Students may

- Research and discuss methods to manage debt and challenges related to supporting debt.

Resources and Notes

Authorized resources

Money & Youth p. 105-107 regarding Financial Institutions

Money & Youth p. 125-131, 157

Suggested resources

K-12 Professional Learning Site https://www.k12pl.nl.ca/
- Career Education 2202
- Resource Links

Outcomes

Students will be expected to

20.0 explain the purpose of insurance [GCO 7]

Focus for Learning

Insurance provides consumers with compensation in the event of damage or loss. Buying insurance gives peace of mind by protecting that which one has worked hard to achieve. Important terms associated with insurance may include

- beneficiary
- deductible
- liability
- policy
- premium

Students should be aware of the various types of insurance and the benefits of having it. Teachers may wish to distinguish between

- Obligatory insurance (e.g., automobile and mortgage)
- Optional insurance (e.g., home, tenant, health, travel, disability, life)

Sample Performance Indicator

Describe the types of insurance you will need now and in the future as your life/work situation evolves.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Engage students in a discussion of why people buy insurance.
- Guide students in generating a list of different types of insurance and discuss which are mandatory and which are optional.

Connection

Students may

- Develop a scenario in which it would be important to purchase each type of insurance.
- Rank a list of types of insurance available and judge the importance of each.
- Compare insurance rates and coverages for a specific type of insurance.
- Design a poster, brochure or graphic describing the potential implications of experiencing a loss without proper insurance coverage.

Consolidation

Students may

- Compare the cost of being an additional driver on the policy of a family member to being the primary driver of a car.
- Research the benefits of completing a driver education program.

Extension

Students may

- Research circumstances, preferably locally, in which individuals had purchased insurance but were denied claims on events such as hurricanes, faulty equipment, preexisting health conditions, or “Acts of God”.
- Examine the rationale as to why there are large variations in insurance premiums among demographics, geographic locations and what determines increased risk factors.

Resources and Notes

Authorized resources

Money & Youth p. 193-199

Teacher’s Guide

Suggested resources

K-12 Professional Learning Site
https://www.k12pl.nl.ca/
- Career Education 2202
- Resource Links

Section Three:

Specific Curriculum Outcomes

Unit Three - Life/Work Exploration and Employability Skills

Focus

In this unit, students will explore the world of work. They will access, examine, and use multiple sources of LMI in the context of a preferred career pathway.

Students will access current, accurate, unbiased, comprehensive, evidence-based career and LMI, tools, and resources that can be used effectively to support their career development. Students will define LMI and know how to access and use labour market information.

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. Students will develop the skills needed to find, apply for, and maintain employment and contribute items to their Personal Career Plan.

Outcomes Framework

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 7: Decision making - Students will be expected to engage in life/work decision making.

21.0 describe the purpose of labour market information (LMI)
22.0 evaluate how LMI can be used when making life and work decisions
23.0 generate strategies to pursue volunteer and paid positions
24.0 develop strategies for changes in employment status
25.0 create documents for the job application process
26.0 demonstrate skills necessary to prepare for and participate in a job interview
27.0 develop personal marketing strategies

Suggested Unit Plan

It is recommended that 33 hours of instructional time, approximately 8-9 weeks, be used to work with students to achieve the SCOs in this unit. The range of dates highlighted below are offered as a suggestion.

September	October	November	December	January	February	March	April	May	June

Outcomes

Students will be expected to

21.0 describe the purpose of labour market information (LMI) [GCO 5]

Focus for Learning

Students should have easy access to current, accurate, unbiased, comprehensive, evidence-based career and LMI, tools, and resources that can be used effectively to support their career development. Students should be able to define LMI and know how to access and use labour market information.

In order to benefit from LMI, students first need support to identify what information they need and then assistance to make personal sense of it in the context of their own career plan/pathway. LMI is too often provided as an isolated, stand-alone support, leaving it to students and/or their supporters to determine linkages between the information and the students' unique transitional needs and goals. The intent here, rather, is to integrate LMI within a cohesive career development process.

Sample Performance Indicator

Access regional LMI and identify the significance of the key information presented. This may include employment rates, weekly earnings, educational requirements, job duties and regional profiles.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Engage students in a discussion of the sources and components of LMI.
- Have students explore the Federal and Newfoundland Governments' LMI webpages, in particular, the regional profiles.
- Use myBlueprint Occupation Hunt lesson plan to prompt students to discover the LMI built into myBlueprint Occupation Database. Students will explore a few different occupations and reflect on what this may mean for their Post-Secondary Plan.
- Use the myBlueprint Keyword Search Activity to introduce students to career clusters. Students may create connections between LMI, and occupational trends between career clusters. Students may select occupations that align with their interests, and reflect on the key information they gathered while researching their LMI, and occupational trend.

Connection

Students may

- Compare and contrast the types of information and data found on the federal and provincial LMI websites.
- Rank several career fields of interest based on their scores or ratings found in either the federal or regional LMI.
- Explore different career clusters in myBlueprint, and add two occupations that interest them to their PCP. Students may reflect in their portfolio about what connections they have made to the occupation, and if the LMI aligns with their interests and goals.

Consolidation

Students may

- Explore their Regional Profile on the provincial LMI website and pick out a specific data point of interest to briefly discuss with the class.

Extension

Students may

- Based on Regional or National LMI data, choose and discuss some of the jobs that are in demand today. Possible discussion point are:
  - What jobs may increase in demand in the future?
  - For what jobs today might there be a decline in demand in the future?

Resources and Notes

Authorized resources

Money & Youth p. 51

myBlueprint Lesson Plan:

- Occupation Hunt
- Keyword Search Activity (Occupations and Post Secondary)

Suggested resources

K-12 Professional Learning Site
https://www.k12pl.nl.ca/
- Career Education 2202
- Resource Links

Outcomes

Students will be expected to

22.0 evaluate how LMI can be used when making life and work decisions [GCO 5, 7

Focus for Learning

All students should have access to LMI, however, students may have difficulty making sense of that information. Employment trends may be used to guide future training, employment demand, where to settle, etc. Given the importance of using LMI when making career-decisions, it is necessary to better support students in its use.

As students explore sources of LMI, it is important they discuss the credibility of each source. Labour market sources of information are generally grouped into the categories of

- Participant - including job shadowing, volunteering, work experience;
- People - including networking, information interviewing, guest speakers; and
- Print - including both hard (e.g., newspaper) and soft (e.g., Internet).

Sample Performance Indicator

Set a long-term educational or career goal and illustrate various ways in which LMI could affect the achievement of that goal. For example, you may locate the best place in Newfoundland to find a job in retail, trades, professional services or agriculture based on regional LMI.

Complete the National Occupational Classification (NOC) online tutorial, and place the training certificate in your PCP.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Introduce the National Occupation Classification (NOC) system.
- Provide examples and have students identify employment trends.

Students may

- Describe ways LMI can be used to plan for future careers or post-secondary training.
- Reflect on the SMART goals that students have created, and make connections to the occupation LMI they have explored. Sample reflection questions may include:
  - Based on the new information you have learned about labour market information, how could this affect your career goals you have created?
  - Why is it important to learn more about a career's LMI? Describe new information you have learned about the occupation you have explored.

Connection

Students may

- Examine the connection between NOC and LMI.
- Compare a career field of interest across several provinces to illustrate current and future opportunities in Canada. Display this information in a chart, journal entry, or other method.
- Identify trends of employment for a particular career field of interest.
- Assess how these trends might influence their post-secondary and career choices today.
- Add an occupation of interest to their PCP, and reflect on the employment trend for the occupation and how it may affect the career goals they have set.

Consolidation

Students may

- Summarize the LMI data of an occupation of interest to evaluate its viability.
- Develop an infographic illustrating sectors that are trending either upwards or downwards from a regional perspective.

Resources and Notes

Authorized resources

Money & Youth p. 50-51

Teacher's Guide

Suggested resources

K-12 Professional Learning Site
https://www.k12pl.nl.ca/
- Career Education 2202
- Resource Links

Outcomes

Students will be expected to

22.0 *evaluate how LMI can be used when making life and work decisions*
[GCO 5, 7

Focus for Learning

Sample Teaching and Assessment Strategies

Extension

Students may

- Create a class job bank by researching careers of interest using Regional or National LMI data. Combine all of the data found and share it using a method of their choice.
- Invite a speaker from an Employment and Social Development Canada Centre (ESDC) or the provincial department of Advanced Education Skills and Labour (AESL), in person or virtually, to discuss LMI with the class.

Resources and Notes

Outcomes

Students will be expected to

23.0 generate strategies to pursue volunteer and paid positions
[GCO 3, 4, 5]

Focus for Learning

Students should learn how to explore existing opportunities for work experience, networking, cooperative education, volunteer and paid part-time work.

Students should be made aware that criminal record checks, vulnerable sector checks, and codes of conduct are often necessary verifications of eligibility for volunteer and paid positions. Criminal record checks are required by many companies and organizations that work with children and vulnerable people.

Teachers should explain the hidden job market - what it is, sources of the hidden job market, and strategies to access it.

Sample Performance Indicator

Pinpoint sources that could help you identify volunteer and paid positions and highlight how networking can enhance your chances of obtaining the position.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Introduce the Newfoundland and Labrador Community Sector as a potential source of both volunteer and paid positions.
- Use the myBlueprint *Employment Recruiter* lesson plan for students to practice searching for opportunities. They can work in groups to practice skills related to networking and communicating their interests to other peers.

Students may

- Define the term networking in the context of career development and discuss its purpose and benefits.
- Examine why certain organizations may require a criminal records check or a vulnerable sectors check.

Connection

Students may

- Discover community opportunities available for career mentoring, job shadowing, investigative interviewing, networking and personal research.

Consolidation

Students may

- View and/or complete a sample RCMP criminal records check application.

Extension

Students may

- Discuss the Newfoundland and Labrador Community Sector, in particular, as a viable pathway to a fulfilling paid career.
- Invite a guest speaker, either in-person or virtually, from a volunteer / nonprofit community-focused organization.
- Develop a media product of their choice encouraging people to consider the benefits of working for the Newfoundland and Labrador Community Sector.
- Explore ways to encourage more young people to consider volunteer opportunities in their communities.

Resources and Notes

Authorized Resources

myBlueprint Volunteering Guide, and Lesson Plans:

Employment Recruiter

Suggested resources

K-12 Professional Learning Site
https://www.k12pl.nl.ca/
- Career Education 2202
- Resource Links

Outcomes

Students will be expected to

24.0 develop strategies for changes in employment status
[GCO 2, 3]

Focus for Learning

It is important to plan and be prepared for changes in employment status. A change in employment status could be a result of promotion, redundancy, downsizing, quitting, retirement, etc. Therefore, it is important students build resilience by developing strategies to respond to these shifts. This provides opportunities to rebrand, retrain and refocus.

Teachers should also discuss the ramifications of unemployment, underemployment, seasonal work and other patterns of employment. A change in employment status has more than just financial ramifications; it can include loss or gain of other benefits, and impact mental health and wellness, feeling of self worth, etc.

Sample Performance Indicator

Judge the efficacy of strategies to build resilience in the face of changes in employment status.

Research news stories (in print or digital format) describing changes in employment (Great Depression, fish plant closures, etc.) and strategize how the affected individuals could deal with the change.

Sample Teaching and Assessment Strategies

Activation

Students may

- Identify the many impacts of changes in employment status on an individual and/or family.
- Categorize these impacts as financial, personal, social, lifestyle, etc.
- Recognize that there are many ways people react to changes in employment status.
- Make connections to Unit 2 and their financial plan for savings. Students may add a reflection or journal entry in their PCP. Sample reflection questions may include:
  - How do your financial goals created in Unit 2 relate to changes in employment status?
  - How can setting a saving goal help in times of need?

Connection

Students may

- Predict how they personally would react to a sudden loss of employment. Record this reaction in a journal entry or monologue.
- Relate an occupation's LMI to potential unemployment or frequent changes in career opportunities, and record what strategies would align with a change in employment.
- Develop a list of strategies to cope with leaving or losing a job and share it in a media product of their choice.
- Re-examine and discuss strategies to build resilience (e.g., financial, personal) and relate them specifically to a sudden change in employment status.
- Create a SMART goal in myBlueprint relating to a skill or strategy needed to build resilience. They may add this goal to their PCP and track their progress throughout the unit.

Consolidation

Students may

- Explore the kinds of backup plans a person or family could have that would serve to shield them from the impacts of a sudden change in employment status.
- Develop strategies to anticipate trends and how they impact their preferred career field.

(continued)

Resources and Notes

Suggested resources

K-12 Professional Learning Site
https://www.k12pl.nl.ca/
- Career Education 2202
- Resource Links

Outcomes

Students will be expected to

24.0 *develop strategies for changes in employment status*
[GCO 2, 3]

Focus for Learning

Sample Teaching and Assessment Strategies

- Research how career and employment trends have evolved over the past 50 years (baby boomers vs modern society).
- Conduct a career interview with someone from an older generation, focusing on changes in employment and its impact.
- Develop a comprehensive backup plan to prepare for a sudden change in employment. This plan should be included in their PCP.

Extension

Teachers may

- Design experiential learning opportunities (e.g., cooperative education, work experience, site visits, job shadowing).

Students may

- Examine possible lifestyle adaptations necessitated by employment changes.
- Conduct interviews, either in person or virtually, to investigate types of employment, employment trends, and work-style alternatives (e.g., job sharing, shift work, flex-time, contract work, consulting

Resources and Notes

Outcomes

Students will be expected to

25.0 create documents for the job application process [GCO 1, 5]

Focus for Learning

In addition to a traditional resume and cover letter, many companies and organizations require applicants to complete a formal application process.

Teachers should review different formats of a resume such as

- Chronological - useful for people with extensive work history and organized by job titles with the most recent job experience listed first.
- Functional - useful for people (e.g., students) who do not have a lot of relevant work history but want to match their skill development and accomplishments with the job duties by highlighting areas of skill and accomplishment.

Students should also recognize the importance of accuracy, legibility and the manner in which resumes and employment application forms are completed as these are often the first impression of you as a potential employee.

Teachers may wish to distinguish between a curriculum vitae (CV) and a resume. The difference lies in the length, layout, and purpose of these documents. CVs have no length limit; resumes are typically one to two pages long. A CV details the whole course of the candidate's academic career; a resume summarizes skills and work experience.

Students should be aware that before they submit a resume or job application to an employer, they will need to have a social insurance number, bank account information and any other credentials required (e.g., certificate of proficiency, code of conduct).

The purpose of the cover letter is to introduce oneself to an organization, demonstrate an interest in the company or a specific vacancy, draw attention to the resume and motivate the reader to interview you. Often this letter is the first contact you have with a prospective employer.

Sample Performance Indicator

Research a desired job and complete a resume, job application and cover letter tailored for that position. These documents should be included in the PCP.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Select sample resumes, cover letters, and job applications to distribute.
- Engage students in a discussion of the components of resumes, cover letters and job applications.
- Review multiple career profiles to allow students to determine whether a functional or chronological resume suits each one best
- Determine whether each student in class has a Social Insurance Number (SIN). Inform students without a SIN on the process for obtaining one.
- Discuss why is it important to protect the SIN and exercise caution when asked to provide it.
- Use the myBlueprint Cover Letter and Resume Building lesson plans to guide students in creating a personal resume and cover letter.
- Use the Job Search tool in myBlueprint to select a real opportunity, and practice their skills with aligning their skills to a real job or volunteer posting.

Connection

Students may

- Edit sample resumes, cover letters, and job applications for mistakes and record suggestions for improvement.
- Complete a questionnaire about personal accomplishments, volunteer and work experience to determine the best-suited resume (chronological versus functional) for their needs.
- Discuss the concept of credentials and their importance to the job application process.

Consolidation

Students may

- Develop a resume. This should become a part of their PCP.
- Students may create their resume and cover letter directly in myBlueprint.
- Create a cover letter tailored for a specific job. This should become a part of their PCP.
- Complete a job application, either a sample or for a company they would actually like to work for. This should become a part of their PCP.

Resources and Notes

Authorized resources

myBlueprint Resume Builder and Cover Letter Guides

myBlueprint Lesson Plans:

- Cover Letter Lesson Plan
- Resume Building Activity

Money & Youth p 71-72

Teacher's Guide

Suggested resources

K-12 Professional Learning Site
https://www.k12pl.nl.ca/
- Career Education 2202
- Resource Links

Outcomes

Students will be expected to

25.0 *create documents for the job application process* [GCO 1, 5]

Focus for Learning

Sample Teaching and Assessment Strategies

Extension

Teachers may

- Conduct an “Elevator Pitch” activity. Challenge students to explain the top three reasons why they are best suited to a particular job in a minute or less. Students could then include these reasons in their cover letter.
- Direct students to peer edit each other’s resumes, job applications, and cover letters for errors and clarification.
- Conduct a cover letter speed dating activity. Set a stopwatch to 30 seconds to scan each cover letter to determine which person has the better cover letter to appeal to a prospective employer.

Resources and Notes

Outcomes

Students will be expected to

26.0 demonstrate skills necessary to prepare for and participate in a job interview
[GCO 1, 5]

Focus for Learning

Teachers can discuss the expectations of employers before, during, and after the job interview. In preparation for an interview, students should know the job for which they are being interviewed and any associated responsibilities. Some components of this process are setting up appointments; delivering résumés and applications; identifying and preparing answers to common interview questions; researching the company beforehand; preparing follow-up activities; including thank-you letters or phone calls.

Sample Performance Indicator

Participate in a series of practice/mock interviews among classmates, culminating in a final panel interview. Preparatory notes and reports should be included in the PCP.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Show students a series of pictures or videos displaying a variety of body language, postures, styles of dress, and conduct and have them evaluate whether each is appropriate for a job interview.
- Use the myBlueprint *Transferable Skills* lesson plan to prompt students to critically think about skills in which they are proficient. Students will discuss specific examples of how they have demonstrated their skills in previous work experience, volunteering, or in the school community.

Students may

- Research common interview questions posed by employers.
- Discuss personal experiences with the interview process.
- Practice their interview questions and answers by uploading a video or audio recording of a mock interview, to their PCP. Students may reflect on where they excelled, additional skills they would like to add in their next practice interview, and areas of improvement.

Connection

Students may

- Develop a list of do's and don'ts for job interviews.
- Identify good and bad interview performances in sourced examples.
- Prepare a class list of potential interview questions. and conduct a series of mock job interviews.

Consolidation

Students may

- Create a SMART goal in myBlueprint with their Interview preparations. They may include all the tasks required to prepare for their interview. Students can add the goal to their PCP, and check off tasks as they are completed.

Extension

Teachers may

- Invite Skills Canada representatives or local employers to conduct interviews with the students, either in-person or virtually.

Resources and Notes

Authorized resources

Money & Youth p. 73 - 75

Teacher's Guide

myBlueprint Lesson Plan:

- Transferable Skills
- Interview Skills and Mock Interviews

Suggested resources

K-12 Professional Learning Site
https://www.k12pl.nl.ca/
- Career Education 2202
- Resource Links

Outcomes

Students will be expected to

27.0 develop personal marketing strategies
[GCO 1, 5]

Focus for Learning

Teachers should discuss how real and digital presence can impact employability. Examples include

- digital footprint,
- volunteering,
- small business,
- community involvement, and
- school involvement.

Students may be reminded that this connects back to the resume, volunteering, networking, job shadowing, etc, from previous outcomes and how all these parts of our life are connected. Students need to ensure these related components have a consistent work message. In today's world, it's like creating your own brand.

Sample Performance Indicator

Assemble ways to develop a positive social media presence which will appeal to employers on any of a variety of social media platforms.

Review and revise the various components of your social media image to ensure you have a consistent work message.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Use the myBlueprint *Digital Citizenship* lesson plan to support students' critical thinking of how they would like to be represented in their social media/applications, and identify how they can be responsible digital citizens.

Students may

- Google their own name to view their digital presence and examine the results.
- Discuss personal marketing strategies that would improve your potential for getting and keeping employment.
- Create a checklist that outlines the various components and standards of a professional looking social media presence.

Connection

Students may

- Evaluate how their social media presence can help and/or harm their future job prospects.
- Research examples of employees being terminated because of unacceptable social media behaviour. Propose what those individuals could have done differently to avoid being fired.
- Research examples of employees being hired or promoted because of positive and professional branding on social media.

Consolidation

Students may

- Create a plan to improve their digital presence.
- Generate a list of careers in the social media industry. Research the job descriptions, skills required and current job postings, if available.

Extension

Students may

- Develop a media product of their choice describing a series of do's and don'ts of acceptable or appropriate social media behaviours.
- Design a professional looking social media page.
- Explore how a strong social media presence could translate to a career in social media.

Resources and Notes

Authorized Resources

myBlueprint Lesson Plan:

Digital Citizenship

Suggested resources

K-12 Professional Learning Site
https://www.k12pl.nl.ca/
- Career Education 2202
- Resource Links

Section Three:

Specific Curriculum Outcomes

Unit Four - Preparing for Life/Work Transitions

Focus

In this unit, students will have the opportunity to develop plans for the many transitions that will occur throughout their lives - from high school to post-secondary, from school to the world of work, and from one employment opportunity to the next. Preparing for life after high school is an integral part of this course as well as developing lifelong learning. It is important for students to recognize that career transitions are continuous and that changes in technology, demographics and the nature of employment contribute to the need for lifelong learning.

Students will learn about the rights and responsibilities of workers and employers, examine common aspects of many workplaces, and demonstrate their overall learning in the course by presenting their Personal Career Plan.

Outcomes Framework

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 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.

28.0 explore a variety of post-secondary programs
29.0 develop a plan to transition from high school to post-secondary education/training and/or the world of work
30.0 examine the intent of the Labour Standards Act and how it applies to young workers
31.0 explain the legal rights and responsibilities of employers and employees with regard to occupational health and safety
32.0 evaluate elements of workplace etiquette and culture
33.0 assess the dynamic nature of the workplace
34.0 recognize that life and career transitions are continuous
35.0 demonstrate learning by sharing the personal career plan

Suggested Unit Plan

It is recommended that 22 hours of instructional time, approximately 6-7 weeks, be used to work with students to achieve the SCOs in this unit. The range of dates highlighted below are offered as a suggestion.

September	October	November	December	January	February	March	April	May	June

Outcomes

Students will be expected to

28.0 explore a variety of post-secondary programs [GCO 3, 5, 7]

Focus for Learning

Preparing for life after high school is an integral part of this course. Even students who opt not to go to a post-secondary institute will find themselves engaging in some type of training. There are a variety of post-secondary programs available to students designed to support the goals and needs of all learners. These programs are offered through universities, publicly funded colleges, private colleges, training institutes, etc. Many people find that at some point in their lives they continue with life long learning.

Sample Performance Indicator

Explore a possible post-secondary pathway related directly to your preferred career aspirations.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- If students have completed the *Who Am I* surveys in myBlueprint, invite them to explore the Match Results tab to explore suggested occupations based on their survey results. To further their search, students can click on the occupation title and explore the Requirements tab to identify related post-secondary pathways.
- Use the myBlueprint *Forwards & Backwards Planning* activity and tutorial. 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.
- Use the myBlueprint *Pathways to a Career* lesson plan to help students to explore different pathways in education and employment, reflecting on their interest in and suitability for different occupational categories.
- Use the myBlueprint *Skilled Trades* lesson plan to encourage students to explore the value of apprenticeship as a post-secondary pathway, and spark interest in the skilled trades.

Students may

- Identify their post-secondary options including university, college, technical institute, apprenticeship, private training, entrepreneurship, military, or entering the workforce.
- Distinguish between a credential, certificate, diploma, and degree.
- Identify microcredentials and their value as a tool for lifelong learning.
- Read the myBlueprint *College & University and Apprenticeships* guides to explore the benefits of a College vs University vs Trade education.

Connection

Students may

- Identify the advantages and disadvantages of different post-secondary options (cost, travel, rent, wait times).
- Create a media product of their choice displaying the advantages and disadvantages of the post-secondary options most appeal to them and their career choices.

(continued)

Resources and Notes

Authorized resources

Money & Youth p 125

Teacher's Guide

myBlueprint Post-Secondary Video Tutorial

myBlueprint lesson plans:

- Pathways to a career
- Skilled Trades
- Forwards & Backwards Planning

myBlueprint Forwards & Backwards Planning Video Tutorial

Suggested resources

K-12 Professional Learning Site
https://www.k12pl.nl.ca/
- Career Education 2202
- Resource Links

Outcomes

Students will be expected to

28.0 *explore a variety of post-secondary programs* [GCO 3, 5, 7]

Focus for Learning

Sample Teaching and Assessment Strategies

- If teachers have chosen to use the *Pathways to a Career* activity, students can add their answers to the following reflection prompts as a journal entry in their PCP portfolio:
  - Which post-secondary pathway did you feel best met your interests, values and personality?
  - Which opportunity seems to be the most suited to you?
  - What steps might you take in order to pursue your post-secondary opportunity of choice?
  - For what other kinds of careers might this education/training prepare you?

Consolidation

Students may

- Research the cost and length of time to complete various post-secondary programs. Students should cross reference the cost of their desired program with their education budget in their PCP.
- Identify, and consider earning, a microcredential that could be beneficial to your current employment prospects.

Extension

Students may

- Interview people about how post-secondary training impacted their career journey.
- Add an audio or video recording of their interview to their PCP and reflect on the following:
  - How has this individual shown characteristics of a lifelong learner?
  - In what ways does their network of family, peers, and community members help them broaden their career awareness and options?

Resources and Notes

Outcomes

Students will be expected to

29.0 develop a plan to transition from high school to post-secondary education/ training and/or the world of work
[GCO 3, 5, 7]

Focus for Learning

A successful transition out of high school will depend on a consolidation of various components including financial planning, aspirations, preferred lifestyle, skill development, educational planning and personal goals.

Sample Performance Indicator

Compile a comprehensive transition plan, incorporating work already completed, that gives an overview of a potential pathway for your first few years following high school. This work would become part of your PCP.

Sample Teaching and Assessment Strategies

Activation

Students may

- Generate a list of components previously developed throughout this course that will help them plan for this transition.

Connection

Students may

- Generate a personal list of strengths and challenges for transitioning from high school.
- Identify potential transition challenges and develop responses.

Teachers may

- Use the myBlueprint *Transitioning to Post-Secondary* lesson plan to provide students with various questions that they should consider when beginning to plan for their future and post-secondary transition.

Consolidation

Students may

- Reflect on the budgeting plan in their PCP and re-evaluate their post high school options based on this information.
- Add a reflection to their budgeting plan to re-evaluate where they stand with their post high school options.
  - How certain are you about what post-secondary and career pathway you would like to pursue?
  - What challenges did you face in preparing yourself for a career in this field OR for this post-secondary pathway?
  - In an ever-changing world, how can you recognize and adjust to emerging career-life opportunities?
  - As a life-long learner, what formal and informal education/ work experiences have helped you most with post high school planning?
- Assess their PCP to evaluate their plan to transition from high school. They should verify that it is complete and well-organized.

Extension

Students may

- Have a student affairs officer from a local post-secondary school visit the classroom to discuss key points for successful transition to post-secondary.
- Invite post-secondary students, in person or virtually, to discuss their own experiences in their transition from high school to post-secondary.

Resources and Notes

Authorized resources

myBlueprint Tagging Guide

myBlueprint Post-Secondary Edition Overview Guide

myBlueprint Lesson Plan - Transitioning to Post-Secondary

Suggested resources

Transition Canada Coalition

Transitioning from Public School to Post-Secondary Education in the Atlantic Region: Issues, Challenges and Approaches to Support Success

K-12 Professional Learning Site
https://www.k12pl.nl.ca/
- Career Education 2202
- Resource Links

Outcomes

Students will be expected to

30.0 examine the intent of the Labour Standards Act and how it applies to young workers
[GCO 4, 5]

Focus for Learning

Students should be aware of the Labour Standards Act as it is the provincial legislation that all employers must follow.

It is every student's responsibility to know employee rights from the act. Some points to emphasize may include: purpose, how it applies to young workers in particular, hours of work, minimum wage, employment of children, and vacation pay.

Sample Performance Indicator

Create an informational text or graphic highlighting salient labour standards of which young employees should be aware.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Poll students on their knowledge of labour standards.
- Present students with “What if” statements as they pertain to labour standards. For example, “What happens if you are called to work and sent home after one hour?”

Connection

Students may

- Assemble and prioritize a list of chapters and sections of the legislation that pertain specifically to young workers (generally those aged 15-24).
- Review case studies that outline breaches to the Labour Standards Act and the ramifications of each.

Consolidation

Students may

- Develop a media product of their choice outlining strategies to protect their rights while working.

Extension

Students may

- Create a media product such as a video or public service announcement showcasing an aspect of the Labour Standards Act.
- Explore how other laws or agreements govern the workplace (contracts, employee guidelines, etc).

Resources and Notes

Suggested resources

K-12 Professional Learning Site
https://www.k12pl.nl.ca/
- Career Education 2202
- Resource Links

Outcomes

Students will be expected to

31.0 explain the legal rights and responsibilities of employers and employees with regard to occupational health and safety [GCO 4, 5]

Focus for Learning

All employees should be aware of legislation governing employment; therefore teachers should introduce students to the various regulations including

- Employment Standards Act
- Human Rights Act
- Workers Compensation Act
- Canada Labour Code
- Occupational Health and Safety Act
- Regulations, Labour Relations Code

In addition, students should know the legal rights and responsibilities of employers and employees, including the right to refuse unsafe work, the right to reasonable accommodation, and the responsibility to report accidents.

Sample Performance Indicator

Register in the *WorkplaceNL Certification Training Registry* and complete the *Young Workers' Online Safety course*. This, and most certificates or credentials students earn, should be included in the PCP.

Sample Teaching and Assessment Strategies

Activation

Students may

- Generate a list of potentially dangerous conditions and health and safety hazards in and around the school or in their workplaces.
- Complete a K-W-L chart about employee rights and responsibilities.
- Invite, in-person or virtually, the school's OH&S committee to present to the class on the school's policies and procedures.

Connection

Teachers may

- Use the myBlueprint *Safety Skills* lesson plan to help students consider what they need to know about workplace health and safety when they start a new job, and how workplace etiquette should factor into their first employment experiences. The lesson will ask the class to review workplace Rights and Responsibilities, and then explore some potential safety concerns in jobs that high school students typically occupy (retail, labour, hospitality).

Students may

- Examine the general and specific duties of employers and employees as stated in the Occupational Health and Safety Act.
- Consider case studies that present violations of various labour regulations from an employee perspective. Explain what rights were violated and how employers and/or employees should respond.

Consolidation

Students may

- Explain the consequences of non-compliance with health and safety policies (e.g., proper handling of tools/equipment, correct use of personal protective equipment) and procedures (e.g., fire drill, evacuation, equipment lockouts) at school or in a workplace setting.
- Identify procedures for reporting accidents and unsafe practices in school and in the workplace.

Resources and Notes

Authorized resources

myBlueprint - Class Pass App Guide

myBlueprint Lesson Plan:

Safety Skills

Suggested resources

K-12 Professional Learning Site
https://www.k12pl.nl.ca/
- Occupational Health & Safety 3203
- Resource Links

K-12 Professional Learning Site
https://www.k12pl.nl.ca/
- Career Education 2202
- Resource Links

Outcomes

Students will be expected to

31.0 *explain the legal rights and responsibilities of employers and employees with regard to occupational health and safety* [GCO 4, 5]

Focus for Learning

Sample Teaching and Assessment Strategies

Extension

Students may

- Participate in Workplace NL's Radio and Video competition.
- Organize an in-person or virtual worksite visit to explore a workplace from a safety perspective. Students should be made aware of specific safety practices and policies.
- Students can create a 'Workplace Safety Portfolio' in myBlueprint and document their site visit using pictures and video recordings through the Class Pass App from their mobile phones. In this portfolio, students can add a journal entry to address the following reflection prompts:
  - List three potential hazards to health and safety that could arise in the workplace you visited
  - Describe an example of an unsafe situation you would choose to refuse while working in this job and what you would do when you first noticed the situation.
  - Why do you think it's important to work hard and demonstrate proper workplace etiquette? How could this benefit future employment goals?
  - Why is it important to be aware of potential workplace health and safety hazards?
  - What resources are available to you to learn more about your work environment and potential health and safety hazards?
- Ask the safety officer or Workplace Health and Safety Committee member from a local business to present to the class either virtually or in-person.

Resources and Notes

Outcomes

Students will be expected to

32.0 evaluate elements of workplace etiquette and culture
[GCO 1, 2, 5]

Focus for Learning

Students need to understand appropriate workplace behaviour and culture. They need to be aware of their own behaviours and what is acceptable with respect to their choices in all parts of their lives. Students should consider professional attire, etiquette, digital footprint, ethics, bullying, harassment, or discrimination when assessing how to approach any workplace.

Teachers should discuss various workplace issues including ethics, confidentiality, harassment, equity, and the responsible use of technology. Explain how policies and procedures dealing with these issues contribute to a positive and productive work environment.

Students should understand that issues in the workplace can originate from managers, customers and co-workers.

Sample Performance Indicator

Generate a list of “dos and don’ts” that could apply to any workplace. This list could reflect ethical practices, harassment, discrimination, confidentiality, culture, or productivity.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Ask those students who are currently employed to relate actual situations (without revealing personal details) in which they were a witness to or the target of inappropriate behaviours, such as an irate customer in a restaurant or retail store.
- Use the second part of the myBlueprint Safety Skills lesson plan to invite students to read an article about workplace etiquette for teenagers.

Students may

- Identify and categorize workplace behaviours as acceptable or unacceptable.
- Reflect on why demonstrating proper etiquette at their first job could be beneficial in the career-life journey.

Connection

Students may

- Ask students to share their own positive and negative experiences of workplace etiquette.
- Evaluate how personal behaviour can impact work.
- Predict the consequences of negative workplace behaviour.

Consolidation

Students may

- Create a scenario where an employee or employer has to address an incident of non-compliance with expectations.
- Write a letter to an employer proposing a change to one aspect of the current workplace etiquette or culture.

Extension

Students may

- Prepare a list of questions and interview workers or managers from local businesses about types of acceptable and unacceptable behaviours in a variety of workplaces. A report of the interview could become a part of their PCP.

Resources and Notes

Authorized resources

myBlueprint Lesson Plan:

Safety Skills

Suggested resources

K-12 Professional Learning Site
https://www.k12pl.nl.ca/
- Career Education 2202
- Resource Links

Outcomes

Students will be expected to

33.0 assess the dynamic nature of the workplace [GCO 1, 2, 5]

Focus for Learning

Teachers should discuss with students how a variety of factors influence work over time and place, and how this affects the availability and structure of work in the areas of

- Demographics and an aging population;
- E-commerce and online ordering;
- Environmental issues such as climate change or natural disasters
- Expansion/contraction of the economy;
- Social change; and
- Technology and automation.

Sample Performance Indicator

Choose an occupation that interests you and predict how it will change or adapt within a 20-year period based on economic, technological, environmental, demographic and social change.

Sample Teaching and Assessment Strategies

Activation

Students may

- Discuss and examine how people adapted to working and learning from home during the global pandemic.
- Reflect on how they adapted their home environment to foster learning remotely. They can expand their reflection to include two ways they have grown/learned from challenging circumstances.

Connection

Students may

- Explore how major world events (such as terrorist attacks, pandemics, population changes) impact the nature of work.
- Research their dream job and the impact that technology will have on that job in the future.

Consolidation

Students may

- Identify occupations that may be negatively and positively impacted by technology, environment, demographics and economics.
- Create a new portfolio in myBlueprint titled '*Dynamic Nature of the Workplace*' and upload evidence of their research. For example, they can add to their portfolio occupations that have been negatively and positively impacted by technology. Using the Reflection feature, students can explain how these occupations have been impacted by technology. Students can also add a link to the web sources (i.e., websites) they used as evidence of their findings. Finally, students can add a journal entry detailing a major world event and its impact on the nature of work.

Extension

Students may

- Research jobs that have been eliminated by technology or jobs that have been created by technology.
- Debate technology's role in the workplace: does it enhance or inhibit?

Resources and Notes

Suggested resources

K-12 Professional Learning Site
https://www.k12pl.nl.ca/
- Career Education 2202
- Resource Links

Outcomes

Students will be expected to

34.0 recognize that life and career transitions are continuous [GCO 2, 3, 5]

Focus for Learning

Rapid changes in technology, changing demographics, shifts in the employee/employer relationship, and the rise of the gig economy are all contributing to changes in the lifelong learning needs of students. The traditional unitary transition from secondary school to post-secondary is rapidly being expanded to multiple transitions in and out of learning across the lifespan.

Students should be encouraged to consider that transitions are continuous and that life is essentially a series of transitions including

- secondary to post-secondary,
- secondary to work,
- job to job, and
- work to retirement.

Students should be aware that these transitions from phase to phase involve the notion of lifelong learning. Additionally, students should be aware that a positive life/work balance can ease these transitions and lead to greater well-being.

Sample Performance Indicator

Create a journal or visual presentation that outlines your predicted, anticipated, or imagined life plan for the next ten years.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Use the myBlueprint *Oh, The Places You'll Go!* lesson plan to ask students to relate the themes of Dr. Seuss' "*Oh, The Places You'll Go!*" to their high school and their own life experiences.

Students may

- Describe how life and career are intertwined and change over time.

Connection

Students may

- Examine how their current employment/community involvement could impact future career choices. They may reflect on how their volunteer and extracurricular experiences help them explore their career-life interests and introduce them to new possibilities.
- Illustrate how their future career plans will impact their lives. Sample reflection prompts:
  - What challenges might you face in balancing the demands of this career with other goals in your personal life (family, wellness, hobbies, etc.)?
  - How would you need to grow and develop as a person to succeed in this career (i.e., what employability skills are needed to be successful in this occupation)?
- Develop a two-week schedule for a person who works 60 hours a week in order to suggest how they might maintain a positive life/work balance.

Consolidation

Students may

- Predict what their life will look like 15 years in the future (family, recreation, volunteering, work commitments) and determine what type of work and lifestyle will help them achieve that balance.
- Consider careers that will enable them to maintain a positive life/work balance.

Resources and Notes

Authorized resources:

myBlueprint Lesson Plan:

Oh, The Places You'll Go!

Suggested Resources

Transitioning from Public School to Post-Secondary Education in the Atlantic Region: Issues, Challenges and Approaches to Support Success

K-12 Professional Learning Site
https://www.k12pl.nl.ca/
- Career Education 2202
- Resource Links

Outcomes

Students will be expected to

34.0 *recognize that life and career transitions are continuous*
[GCO 2, 3, 5]

Focus for Learning

Sample Teaching and Assessment Strategies

Extension

Students may

- Explore occupations of interest in the myBlueprint *Outlook* tab in the *Occupation Overview* pages. Students can have a discussion with peers as to why it is important to assess the job and salary outlook of an occupation.
  - In what ways can you integrate knowledge of yourself and of educational/labour market realities to pursue your preferred futures?

Resources and Notes

Outcomes

Students will be expected to

35.0 demonstrate learning by sharing the personal career plan
[GCO 8]

Focus for Learning

Creating, maintaining, reviewing, and sharing a coherent Personal Career Plan helps students to make thoughtful, informed, and appropriate decisions regarding their goals and their pathways through and beyond school.

The plan should have a particular focus on making successful transitions through their school years and managing the transition to their initial postsecondary destination, whether in apprenticeship training, college, community living, university, or the workplace.

They should be well equipped to move toward achievement of their goals and confident in their ability to revise and/or adapt their career plan as necessary as they and the world around them changes.

It is worthwhile to note again the distinction between a portfolio and a plan. A portfolio provides a snapshot view of a person's accomplishments. These types of items would be included in the Personal Career Plan, but the plan should also be primarily forward-looking in purpose.

Sample Performance Indicator

Appraise the PCP as a summative product to demonstrate what you've learned about the career planning process.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Guide students in organizing the components of their PCP. It can include, but is not limited to
  - Reflective journals;
  - Goal planning;
  - Resume, cover letter, sample job application, sample interview questions/responses;
  - Post-secondary exploration;
  - Personal budget;
  - Post-secondary financing plan and budget;
  - Awards, certificates, licenses, transcripts
  - Reflection on experiential learning such job shadowing;
  - Art Portfolio;
  - Media Articles;
  - References;
  - Memberships/Affiliations; and
  - Letters of Recommendation.

Connection

Students may

- Review the items that are currently in their PCP and make any required revisions.
- Use the myBlueprint *Student Led Conference Guide* to help prepare for their presentation/dialogue. A student-led conference brings together parent(s)/guardian(s), community mentors and teachers, while the student leads the discussion in regards to their achievements, areas of improvements, goals and next steps for their transition to post-secondary. The *Student-Led Conferencing Guide* is a detailed activity with specific instructions, teacher discussion prompts, extension activities, and student handouts that can support the implementation of Student-led Conferences.

Resources and Notes

Authorized resources

myBlueprint - Family Account Video Tutorial

myBlueprint - Family Guide to Remote Learning

myBlueprint - Student-led Conferencing Guide (Grade 12)

Opportunity for Mentorship - Skilled Futures

Ocean Learning Partnership mentorship

Sample rubric for PCP

K-12 Professional Learning Site
https://www.k12pl.nl.ca/
- Career Education 2202
- Resource Links

Outcomes

Students will be expected to

35.0 *demonstrate learning by sharing the personal career plan*
[GCO 8]

Focus for Learning

Sample Teaching and Assessment Strategies

Consolidation

Students may

- Peer review a PCP and offer feedback
- Present their PCP, in class or virtually, to a small group of peers.
- Use the myBlueprint *Portfolios Interactive Share* or *Slideshow* features to present their PCP to peers, family, staff, or community mentors.

Extension

Teachers may

- Connect students with an appropriate mentor, locally or virtually, who can provide feedback, comments and suggestions on their PCP and its content.
- If students are using myBlueprint portfolios for their PCP, community mentors can be invited to create a Family/Advisor account and add their feedback directly in the students' PCP portfolio. Teachers can share the Family Guide to Remote Learning with community mentors and/or family members. The guide includes steps on how to create an account as well as suggestions for providing valuable and constructive feedback to students.

Resources and Notes

References

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