



Personal Development and Career Planning Grades 6 - 12

August 2000

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GENERAL CURRICULUM OUTCOMES

AND

IMPLEMENTATION STRATEGIES -

GRADES 9-10

Example of Personal Development and Career Planning 9-10 Tracking Tool:

Guidance Curriculum Area	Task / Evidence	Recommended Resource***	Subject Area	Completed Yes / No
PERSONAL DEVELOPMENT				
1.1 Self-Concept		<ul style="list-style-type: none"> • The Be-Real Game • Just for the Health of It 		
1.2 Communication Skills		<ul style="list-style-type: none"> • Just for the Health of It 		
1.3 Self-Awareness	<ul style="list-style-type: none"> • Values survey • Interest survey • Multiple Intelligences • Learning Styles • Decision Making • Problem Solving 	<ul style="list-style-type: none"> • Canada Prospects 1999 • http://www.mazemaster.on.ca/all.htm • Just for the Health of It • Expanding Your Horizons 		
1.4 Responsible Choices		<ul style="list-style-type: none"> • Just for the Health of It • Building Better Career Futures 		
1.5 Suicide Prevention		<ul style="list-style-type: none"> • “Let’s Live” 	Delivered by trained personnel (4-5 hour mini-course)	
LIFELONG LEARNING				
2.1 Learning & Education	<ul style="list-style-type: none"> • CHOICES – Educational Search • Occupational Search 	<ul style="list-style-type: none"> • CHOICES • Portfolio “<i>Linking to the Future</i>” 		
2.2 Problem Solving and Decision Making	<ul style="list-style-type: none"> • Study Skills • Agenda Books 	<ul style="list-style-type: none"> • School Agenda Book • Choices and Decisions: Taking Charge of Your Financial Life • 2000 Visa Canada 		
CAREER EXPLORATION AND PLANNING				
3.1 Values		<ul style="list-style-type: none"> • Take Our Kids to Work 		
3.2 Goal Setting	<ul style="list-style-type: none"> • Agenda Books 	<ul style="list-style-type: none"> • Portfolio “<i>Linking to The Future</i>” 		
3.3 Labour Market		<ul style="list-style-type: none"> • Prospects 1999 • www.careerccc.org • www.hrhc-drhc.gc.ca • Labour Market Information • National Occupational Classification 		
3.4 Employability Skills	<ul style="list-style-type: none"> • Worksheet 	<ul style="list-style-type: none"> • Employability Skills Teacher Handbook, pp. 48/49 		
3.5 Career Plans	<ul style="list-style-type: none"> • CHOICES Planner 	<ul style="list-style-type: none"> • CHOICES 		

*** Please refer to specific sections of curriculum guide for additional recommended resources.

GENERAL CURRICULUM OUTCOMES**Outcome #1**

Having completed the 9-10 Personal Development and Career Planning Curriculum, each student will be expected to demonstrate individual characteristics and behaviours that lead to the development of a positive self-concept.

Elaboration: The development of a positive self-concept involves the successful integration of all life experiences in an organized fashion. Accordingly, students will be challenged to learn and demonstrate skills that have personal, educational, and career dimensions. Adolescents must be able to demonstrate acceptable personal behaviours consistent with the norms of home, school, and community.

By the end of grade 10, students will be expected to

- 1.1 demonstrate knowledge of the influence of a positive self-concept
- 1.2 communicate and interact positively with others
- 1.3 demonstrate knowledge of the importance of individual growth for oneself and others
- 1.4 demonstrate responsible choices concerning home, school, and community

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Outcome #2

Having completed the 9-10 Personal Development and Career Planning Curriculum, each student will be expected to demonstrate effective problem-solving and decision-making skills that lead students to become lifelong learners.

Elaboration: Students must recognize that the process of learning in school is a forerunner for the rest of their lives. Problem solving, decision making, creative and critical thinking are essential to personal, inter-relational, scholastic, and career growth.

By the end of grade 10, students will be expected to

- 2.1 demonstrate skills that lead a student to become a lifelong learner
- 2.2 demonstrate effective problem-solving and decision-making skills for personal and educational purposes

GENERAL CURRICULUM OUTCOMES**Outcome #3**

Having completed the 9-10 Personal Development and Career Planning Curriculum, each student will be expected to demonstrate the ability to develop a personal career plan based on labour market trends, employability skills, and related education through the use of the student-developed and student-maintained portfolio “Linking to the Future”.

Elaboration

Students need to analyse the demands of the work world not only through their own personal and familiar viewpoint but also through an examination of the structure of work, career clusters, labour market trends, specific job outlooks, occupational skills, and educational and training requirements. This outcome will be driven by activities and opportunities intended to complement Employability Skills.

By the end of grade 10, students will be expected to

- 3.1 demonstrate an understanding of how work relates to the needs and functions of economy and society
- 3.2 demonstrate the relevance and value of present learning to career planning and goal setting
- 3.3 demonstrate knowledge and appreciation of labour market trends in a variety of occupations
- 3.4 demonstrate knowledge and use of employability skills to seek work experience
- 3.5 develop a personal career plan incorporating knowledge of self, decision making, and the world of work

GENERAL CURRICULUM OUTCOMES

AND

IMPLEMENTATION STRATEGIES -

GRADES 11-12

GENERAL CURRICULUM OUTCOMES

Outcome # 1.1

Having completed the 11-12 Personal Development and Career Planning Curriculum, each student will be expected to develop an appropriate sense of personal worth, potential, and autonomy.

Elaboration

It is expected that students will demonstrate the skills necessary to maintain a variety of relationships and articulate a perception of self.

By the end of grade 12, students will be expected to

- develop a personal statement which includes their concept of a preferred future - dreams, lifestyle, relationships, leisure, and work

SUGGESTED INSTRUCTIONAL STRATEGIES

Teachers will

- have students complete growth plans/post-secondary plans reflecting self-assessment and self-reflection to be reviewed with the guidance counsellor/teacher/advisor
- encourage students to reflect self in essays, completed reports
- review journal writing to identify examples of self-assessment and self-reflection
- have students draw a time line that depicts interests from kindergarten to the present and into the future

RECOMMENDED LEARNING RESOURCES

Print

- Portfolio “Linking to the Future”* (pp. 19 and 20)
- Building Better Career Futures (pp. 16-46 facilitator’s guide)
- Building Better Career Futures - Portfolio Builder*

Technology

(www.canlearn.ca)

A website for information and interactive tools to help students decide what and where to study and how to cover the costs

(www.hrdc-drhc.gc.ca)

A website that offers a wealth of information on Labour Market Information (LMI) and job search tools*

Appendix IV - Integration of Native Perspective

* Available in French

GENERAL CURRICULUM OUTCOMES**Outcome #1.2**

Having completed the 11-12 Personal Development and Career Planning Curriculum, each student will be expected to demonstrate the ability to plan, select, and practise skills that promote growth for oneself and others.

Elaboration: It is expected that students will demonstrate the academic (fundamental), personal-management, and teamwork skills necessary to interact positively with others.

By the end of grade 12, students will be expected to

- document volunteer experiences as a way to develop valuable workplace skills and gain experience

SUGGESTED INSTRUCTIONAL STRATEGIES

Teachers will

- encourage students to demonstrate personal, school, and community well-being through their activities, community involvement, or volunteer work
- encourage students to seek and evaluate advice and support from others to carry out plans and activities

RECOMMENDED LEARNING RESOURCES**Print**

- Workplace Health and Safety Compensation Commission - "Choices for Life" Activities C5, C10, C16 (Guidance Office)
- Portfolio "Linking to the Future," pp. 19 and 20

Technology

(www.volunteer.ca)

Volunteering Works! Youth Booklet and Facilitator's Guide*

- * Available in French

GENERAL CURRICULUM OUTCOMES

Outcome #2.1

Having completed the 11-12 Personal Development and Career Planning Curriculum, each student will be expected to take advantage of his/her learning and skills and relate them to educational, career, and personal roles in a changing world.

Elaboration: It is expected that students will practise the skills that lead them to becoming lifelong learners. They will monitor, evaluate, and revise personal career and educational plans.

By the end of grade 12, students will be expected to

- demonstrate the ability to discuss personal, career, and educational plans with employers, teachers, parents, peers, and others
- produce or update effective support tools (résumés, applications, cover letters, portfolios) to help in pursuit of goals

SUGGESTED INSTRUCTIONAL STRATEGIES

Teachers will

- help students to complete the development of personal career and educational plans
- invite speakers from a variety of workplaces to discuss with students the changes taking place in the economy, environment, and job market
- demonstrate use of technology to prepare for employment

RECOMMENDED LEARNING RESOURCES

Print

- Portfolio “Linking to the Future,”* p. 21
- CHOICES (Computer Program)*
- NBCC Job Hunting Guide (Networking, Covering Letter, Résumé, and Job Interview)
- The Edge and Facilitator’s Guide (magazine, free class sets available yearly)*
1-888-533-5683

Technology

(www.theedgemag.org)
Career Building Information
(www.careerccc.org)
Career information resources and the Prospects
Tabloids
(www.theedgemag.org) The Edge*

Appendix IV - Integration of Native Perspective

* Available in French

GENERAL CURRICULUM OUTCOMES

Outcome #3.1

Having completed the 11-12 Personal Development and Career Planning Curriculum, each student will be expected to practise the critical skills required of the Canadian work force, as identified by an organization such as the Conference Board of Canada.

Elaboration

It is expected that students will practise and demonstrate the academic (fundamental), personal-management, and teamwork skills necessary for employment.

By the end of grade 12, students will be expected to

- demonstrate understanding of employability skills and be able to accurately self-assess

SUGGESTED INSTRUCTIONAL STRATEGIES

Teachers will help students to

- complete an oral presentation
- facilitate a class discussion
- use technology for communication purposes (i.e. e-mail, Internet, etc.)
- use their student agenda books for scheduling and time management
- practise the ability to work as part of a team

RECOMMENDED LEARNING RESOURCES

Print

- Portfolio “Linking to the Future,” p. 18*
- Employability Skills Profile - Poster and Teacher Handbook, K-Grade 12*
- CHOICES Planner - Computer Program (Careerware)*

Technology

(www.conferenceboard.ca/nbec)

The Conference Board of Canada site featuring the “Employability Skills 2000” profile.*

Appendix IV - Integration of Native Perspective

- * Available in French

GENERAL CURRICULUM OUTCOMES**Outcome # 3.2**

Having completed the 11-12 Personal Development and Career Planning Curriculum, each student will be expected to demonstrate the ability to make and carry out their education, career, and personal plans.

Elaboration: It is expected that students will assume responsibility for maintaining and completing their personal portfolio, "Linking to the Future."

By the end of grade 12, students will be expected to

- demonstrate the ability to use multiple sources of labour market, education, and training information
- apply effective decision-making strategies that incorporate an awareness of what is personally important and what labour market options are available
- review grade 9/10 CHOICES summaries and update as necessary

SUGGESTED INSTRUCTIONAL STRATEGIES

Teachers will

- have students examine grade 9 and 10 plans with a guidance counsellor/teacher/advisor to evaluate previously set goals
- record participation in activities related to career and educational planning (i.e. career fairs, career panels, job shadowing, post-secondary fairs, and university visits)
- encourage students to become involved and record school-to-work transition programs (i.e. Partnerships, Co-op Education, WorkExperience, Job Shadowing, Volunteer Work, and Part-Time Employment)
- have grade 11 students make course selections for the following year based on strengths, interests, and previous term report cards
- have students use a problem-solving method to identify issues and obstacles that could arise

RECOMMENDED LEARNING RESOURCES**Print**

- Portfolio "Linking to the Future," p. 21
- Resource Centre in Guidance Office
- Human Resources Development
- CHOICES computer program (Careerware)
- Internet
- Canada Prospects Tabloids and Facilitator's Guide*
- The Edge and Facilitator's Guide (magazine, free class sets available yearly)* 1-888-533-5683
- Dept. of Labour, Labour Market Analysis

Technology

(www.conferenceboard.ca/nbec)

Conference Board of Canada Website

(www.canlearn.ca)

A website for information and interactive tools to help students decide what and where to study and how to cover the costs.

(www.gov.nb.ca/dol-mdt/lma/profile/index.htm)

Alphabetical Listing of Occupational Profiles

(www.theedgemag.org) The Edge*

(www.hrhc-drhc.gc.ca)

A website that offers a wealth of information on Labour Market Information*

Appendix IV - Integration of Native Perspective

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