**Area of Learning: CAREER-LIFE CONNECTIONS**

**BIG IDEAS**

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| **Career-life development** includes ongoing cycles of exploring, planning, reflecting, adapting, and deciding. |  | **Career-life decisions** influence and are influenced by **internal and external factors**, including **local and global trends**. |  | **Engaging in networks** and **reciprocal relationships** can guide and broaden career-life awareness and options. |  | A sense of purpose and career-life balance support **well-being**. |  | Lifelong learning and active citizenship foster **career-life opportunities** for people and communities. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Examine   * Recognize personal **worldviews** and **perspectives**, and consider their  influence on values, actions, and preferred futures * Analyze internal and external factors to inform personal **career-life choices**  for post-graduation planning * Assess personal transferable skills, and identify strengths and those skills that require further refinement * Explore and evaluate personal strategies, including social, physical, and  financial, to maintain well-being   Interact   * Collaborate with a **mentor** to inform career-life development and exploration * Engage with personal, education, and employment networks to cultivate  **post-graduation** **resources** and social capital * Create and critique personal and public profiles for self-advocacy and  marketing purposes * Demonstrate and reflect on inclusive, respectful, and safe interactions in  multiple **career-life contexts** | *Students are expected to know the following:*  Personal career-life development   * **mentorship opportunities** * **competencies** of the educated citizen * **self-advocacy** **strategies** * **factors** that shape personal identity and inform  career-life choices * strategies for personal well-being and work-life balance * **reflection** strategies * **employment marketing** strategies * rights and regulations in the workplace, including **safety**   Connections with community   * **social capital** and transferrable skills, including **intercultural**, leadership, and collaboration skills * career-life exploration * ways to represent themselves, including consideration  of **personal and public profiles**, digital literacy,  and citizenship |

**Area of Learning: CAREER-LIFE CONNECTIONS**

**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| Experience   * Explore possibilities for preferred personal and education/employment futures, using creative and innovative thinking * Identify and apply preferred approaches to learning for ongoing career-life development and self-advocacy * Engage in, reflect on, and evaluate **career-life exploration**   Share   * Reflect on experiences in school and out of school, assess development in the Core Competencies, and share highlights of their learning journey * Design, assemble, and present a capstone | Career-life planning   * **self-assessment** to achieve goals that advance preferred career-life futures * **methods** of organizing and maintaining authentic  career-life evidence * **career-life roles** and transitions * diverse post-graduation possibilities, including personal, educational, and **work** options * labour market trends and local and global **influences**  on career-life choices * post-graduation budget planning * **capstone guidelines** * **approaches** to showcasing the learning journey |