BRITISH COLUMBIA
Ministry of Education

BIG IDEAS

Confidence develops through the process of self-discovery.	Strong communities are the result of being connected to family and community and working together toward common goals.	Effective collaboration relies on clear, respectful communication.	Everything we learn helps us to develop skills.	Communities include many different roles requiring many different skills.	Learning is a lifelong enterprise.

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following:	*Students are expected to know the following:*
- Identify and appreciate their personal attributes, skills, interests, and accomplishments - Recognize the importance of positive relationships in their lives - Share ideas, information, personal feelings, and knowledge with others - Work respectfully and constructively with others to achieve common goals - Recognize the importance of learning in their lives and future careers - Set and achieve realistic learning goals for themselves - Identify and appreciate the roles and responsibilities of people in their schools, families, and communities - Demonstrate **effective work habits** and organizational skills appropriate to their level of development - Recognize the basic skills required in a variety of jobs in the community	**Personal Development** **goal-setting strategies** **risk taking** and its role in self-exploration **Connections to Community** **cultural and social awareness** - roles and responsibilities at home, at school, and in the local community - jobs in the local community

- **effective work habits:** include completing assignments and staying on task

- **goal-setting strategies:** Examples
  - Identify steps required to help achieve short-term goals
  - Identify sources of support at home, at school, and in the community
- **risk taking:** Examples:
  - Try a new activity
  - Make a new friend
  - Volunteer to ask/answer a question
  - Speak in front of others
- **cultural and social awareness:** achieved by exploring self-identity, acknowledging cultural differences, honouring indigenous traditions

BIG IDEAS

Public identity is influenced by personal choices and decisions.	Exploring our strengths and abilities can help us identify our goals.	Leadership requires listening to and respecting the ideas of others.	Family and community relationships can be a source of support and guidance when solving problems and making decisions.	Good learning and work habits contribute to short- and long-term personal and career success.

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following:	*Students are expected to know the following:*
- Identify and appreciate their personal attributes, skills, interests, and accomplishments and their growth over time - Recognize the need for others who can support their learning and personal growth - Recognize the intersection of their personal and public **digital identities** and the potential for both positive and negative consequences - Demonstrate respect for differences in the classroom - Use innovative thinking when solving problems - Set realistic short- and longer-term learning goals, define a path, and monitor progress - Make connections between effective work habits and success - Demonstrate safe behaviours in a variety of environments - Question self and others about the role of technology in the changing workplace - Appreciate the influence of peer relationships, family, and community on personal choices and goals	**Personal Development** **goal-setting strategies** - problem-solving and decision-making strategies **emergent leadership skills** **Connections to Community** **cultural and social awareness** - generational roles and responsibilities - safety hazards and rules at school, at home, and in the community

- **digital identities:** digital presence/footprint, modes of dress, diction, body language, representing self and communities
- **innovative:** original, creative; taking an existing idea and making it better

- **goal-setting strategies:** Examples
  - Review and identify the steps required to help achieve short-term and long-term goals
  - S.M.A.R.T. goals (Specific, Measurable, Attainable, Realistic, and Timely)
- **emergent leadership skills:** communication, motivation, direction, support, initiative, etc.
- **cultural and social awareness:** achieved by exploring self-identity, acknowledging cultural differences, honouring indigenous traditions, etc.

BIG IDEAS

Our attitudes toward careers are influenced by our view of ourselves as well as by our friends, family, and community.	Our personal digital identity forms part of our public identity.	Practising respectful, ethical, inclusive behaviour prepares us for the expectations of the workplace.	Leadership represents good planning, goal-setting, and collaboration.	Safe environments depend on everyone following safety rules.	New experiences, both within and outside of school, expand our career skill set and options.

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following:	*Students are expected to know the following:*
- Recognize their **personal preferences**, skills, strengths, and abilities and connect them to possible career choices - Question self and others about how their **personal public identity** can have both positive and negative consequences - Examine the importance of service learning and the responsibility of individuals to contribute to the community and the world - Appreciate the importance of respect, inclusivity, and other positive behaviours in diverse, collaborative learning, and work environments - Question self and others about the **reciprocal relationship** between self and community - Use **entrepreneurial** and **innovative** thinking to solve problems - Demonstrate leadership skills through collaborative activities in the school and community - Demonstrate safety skills in an experiential learning environment - Set realistic short- and longer-term learning goals, define a path, and monitor progress - Recognize the influence of peers, **family, and communities** on career choices and **attitudes toward work** - Appreciate the value of new experiences, **innovative** thinking and **risk taking** in broadening their career options - Explore volunteer opportunities and other new experiences outside school and recognize their value in career development - Apply project management skills to support career development	**Personal Development** - goal-setting strategies **self-assessment** **project management** - leadership - problem-solving and decision-making strategies **Connections to Community** **local and global needs and opportunities** **cultural and social awareness** - global citizenship - volunteer opportunities **Life and Career Plan** - factors affecting types of jobs in the community - technology in learning and working - role of mentors, family, community, school, and personal network in decision making

- **personal preferences:** includes understanding that learning is holistic, reflective, reflexive, experiential, and relational—focused on connectedness, reciprocal relationships, and a sense of place
- **personal public identity:** digital presence/footprint, diction, body language, representing self and communities
- **reciprocal relationship:** Individuals both support and draw support from communities.
- **entrepreneurial:** taking risks in order to create opportunities
- **innovative:** original, creative; taking an existing idea and making it better
- **family and communities:** Career choices ultimately support the well-being of the self, the family, and the community. Learning involves generational roles and responsibilities.
- **attitudes toward work:** Habits of mind and motivation are strongly influenced by models, both positive and negative.
- **risk taking:** exploring new activities to develop skills, interests, and passions, such as applied skills, arts, athletics, and academics

- **self-assessment:** includes inventories of preferences, skills, personal attitudes values, and interests
- **project management:** taking an idea, creating a plan (including timeline and resources), putting the plan into action, and reflecting on the process
- **local and global needs and opportunities:** social justice, environmental stewardship, sustainability, effective use of resources, etc.
- **cultural and social awareness:** achieved by exploring self-identity, acknowledging cultural differences, honouring indigenous traditions, etc.

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BIG IDEAS

Reflecting on our preferences and skills helps us identify the steps we need to take to achieve our career goals.	The value of work in our lives, communities, and society can be viewed from diverse perspectives.	Achieving our learning goals requires effort and perseverance.	Adapting to economic and labour market changes requires flexibility.	Our career paths reflect the personal, community, and educational choices we make.

Learning Standards

Curricular Competencies	**Content**
Students are expected to be able to do the following:	*Students are expected to know the following:*
• Use self-assessment and reflection to develop awareness of their strengths, preferences, and skills	**Personal Development**
• Question self and others about how individual purposes and passions can support the needs of the local and global community when considering career choices	• goal-setting strategies • **self-assessment** for career research • reflection • project **management**
• Recognize the impact of **personal public identity** in the world of work	**Connections to Community**
• Demonstrate respect, collaboration, and inclusivity in working with others to solve problems	• **local and global needs and opportunities** • cultural and social awareness
• Recognize and **explore diverse perspectives** on how work contributes to our community and society	• factors affecting types of jobs in the community • career value of volunteering
• Demonstrate safety skills and appreciate the importance of workplace safety	**Life and Career Plan**
• Set and achieve realistic learning goals with perseverance and resilience	• graduation requirements
• Recognize the influence of curriculum choices and co-curricular activities on **career paths**	• role of mentors, family, community, school, and personal network in decision making
• Appreciate the value of a network of resources and **mentors** to assist with career exploration	• influence of technology in learning and working • workplace safety

• Question self and others about the role of family expectations and traditions, and of community needs in career choices	– hazard evaluation and control
	  – rights and responsibilities of the worker
	  – emergency procedures

• Apply a variety of **research skills** to expand their knowledge of diverse career possibilities and understand **career clusters**	• role of community, school, personal network, and mentorship in career planning
• Explore volunteer and other new learning experiences that stimulate **entrepreneurial** and **innovative** thinking	
• Apply decision-making strategies to a life, work, or community problem and adjust the strategies to adapt to new situations	

- **personal public identity:** digital presence/footprint, diction, body language, representing self and communities
- **explore diverse perspectives:** question and challenge career perceptions and possible career paths and analyze the relationships between work, society, and the economy
- **career paths:** include direct to work, apprenticeships, college, or university
- **mentors:** include parents, teachers, elders, coaches, extended family, other adults, or peers
- **research skills:** interviewing, investigating, exploring, experiencing, etc.; learning can come from memory, history, and story
- **career clusters:** a group of careers that share common skills and training
- **entrepreneurial:** taking risks in order to create opportunities
- **innovative:** original, creative; taking an existing idea and making it better

- **self-assessment:** includes inventories of preferences, skills, personal attitudes values, and interests
- **project management:** taking an idea, creating a plan (including timeline and resources), putting the plan into action, and reflecting on the process
- **local and global needs and opportunities:** social justice, environmental stewardship, sustainability, effective use of resources, etc.