|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Career Education 8 - KDU** | | | | | |
| **CORE COMPETENCIES**  **COMMUNICATION** | | **CORE COMPETENCIES**  **THINKING (CRITICAL/CREATIVE)** | | **CORE COMPETENCIES**  **(PERSONAL/SOCIAL)** | |
| **CURRICULAR COMPETENCIES** | **BIG IDEA (Understand…)** | | **What do we want students to DO? (Activities, lessons…)** | | **Content (& Elaborations)**  **(Know)** |
| * Use self-assessment and reflection to develop awareness of their strengths, preferences, and skills * Question self and others about how individual purposes and passions can support the needs of the local and global community when considering career choices * Recognize the impact of personal public identity *(digital presence/footprint, diction, body language, representing self and communities)*  in the world of work * Demonstrate respect, collaboration, and inclusivity in working with others to solve problems * Recognize and explore diverse perspectives *(question and challenge career perceptions and possible career paths and analyze the relationships between work, society, and the economy)*  on how work contributes to our community and society * Demonstrate safety skills and appreciate the importance of workplace safety * Set and achieve realistic learning goals with perseverance and resilience * Recognize the influence curriculum choices and co-curricular activities on career paths choices *(direct to work, apprenticeships, college, or university)* * Appreciate the value of a network of resources and mentors *(parents, teachers, elders, coaches, extended family, other adults, or peers)* to assist with career exploration * Question self and others about the role of family expectations and traditions, and of community needs in career choices * Apply a variety of research skills *(interviewing, investigating, exploring, experiencing…; learning can come from memory, history, and story)*  to expand their knowledge of diverse career possibilities and understand career clusters *(group of careers that share common skills and training)* * Explore volunteer and other new learning experiences that stimulate entrepreneurial *(taking risks in order to create opportunities)*  and innovative *(original, creative; taking an existing idea and making it better)* thinking * Apply decision-making strategies to a life, work, or community problem and adjust the strategies to adapt to new situations | 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. | | *Questions to support students:* | | **Personal Development**   * goal-setting strategies * self-assessment *(inventories of preferences, skills, personal attitudes values, and interests)* for career research * reflection * project management *(take an idea, create a plan (include timeline and resources), put plan into action, and reflect on the process)*   **Connections to Community**   * Local and global needs and opportunities *(social justice, environmental stewardship, sustainability, effective use of resources, etc.)* * Cultural and social awareness * Factors affecting types of jobs in the community * Career value of volunteering   **Life and Career Plan**   * Graduation requirements * Role of mentors, family, community, school and personal network in decision making * Influence of technology in learning and working * workplace safety   + hazard evaluation and control   + rights and responsibilities of the worker   + emergency procedures * role of community, school, personal network, and mentorship in career planning |
| **Evidence of Experience (Show)** | | | | |