

Career Development 10

At A Glance

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Career Development 10

At a Glance Document

2020

Module 1: Process of Self Discovery

Rationale

Self-awareness is an important concept in the career planning process. Being self aware is a continuous, ongoing process and requires self reflection. As part of reflective practice, learners will acquire a better understanding of their personal interests, aptitudes, strengths and challenges, skills and values and the role these have in influencing education and career goals.

As learners are introduced to the importance of employability and essential skills in the workplace and how they are utilized in everyday life, an increased self-awareness will support them in making connections between personal attributes and these skills. They will explore strategies for the development of these skills and investigate their relevance in the education and career planning process. As part of their exploration of careers and the workplace, learners will investigate the organizational structure of different work environments reflecting on their personal suitability for those environments. This will also require learners to examine the importance of maintaining appropriate and effective relationships in the workplace.

Learners will **analyse** personal interests, aptitudes, and skills in relation to establishing education and career goals.

Process of Self-Discovery

Competencies

- Communication (COM)
- Personal Career Development (PCD)
- Creativity and Innovation (CI)
- Critical Thinking (CT)

Indicators

- Analyse results of personal inventories or assessments in relation to interests, aptitudes and skills (PCD, COM, CT, TF)
- Analyse personal interests and skills as they relate to personal goals (PCD, CT, COM)
- Investigate personal Employability Skills and Essential Skills in relation to education and career goals (PCD, CT, COM, TF)
- Analyse employability skills in relation to various education and career goals (PCD, CT, TF)

Concepts (and Guiding Questions)

Inventories

- How have the results of the personal inventories or assessments impacted your understanding of the career planning process?
- What role do learning styles have in career planning?

Goal Setting

- Why is goal setting important in developing a career and education plan?
- How is goal setting an integral part of achieving success?
- Why is it important to see goal setting as a fluid process?

Employability Skills

- How can Employability Skills be demonstrated in the workplace? And in life?
- What role does awareness of employability skills have in career planning?
- How can employability skills help shape a career?

Essential Skills

- What impact do learning styles have on the development of essential skills?
- How can Essential Skills be demonstrated in the workplace? And in life?
- How can you develop your Essential Skills to prepare you for career opportunities?

Skills

Analyse

Gather and select appropriate information; determine accuracy, validity, and relevance of the information; consider the implications of the information from multiple perspectives; communicate findings.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

Learners will reflect on the role of self awareness in influencing education and career goals.

Process of Self-Discovery

Competencies

- Citizenship (CZ)
- Communication (COM)
- Personal Career Development (PCD)
- Critical Thinking (CT)
- Technological Fluency (TF)

Indicators

- Evaluate strategies that support self awareness (PCD, COM, CT, CI)
- Analyse factors that influence personal values (PCD, CT, CZ)
- Investigate ways education and careers goals can be influenced (PCD, COM, CT, CZ)
- Analyse how self awareness can impact decisions (PCD, CT, CZ, CI)

Concepts (and Guiding Questions)

Self Awareness

- How can I increase my personal self-awareness?
- What impact does self awareness have on career and education goals?
- How does knowing who you are and how you see yourself impact your career and education goals?
- What is the relationship between self awareness and personal well-being?

Personal Values

- How do you identify your personal values?
- What factors can influence your personal values?
- What role can values have in the career decision making and planning process?

Influences

- How are education and career goals influenced by culture, community, relationships, interests, and family?
- How can personal responsibilities influence your goals for the future?
- How can a positive personal identity influence how you make decisions about your education and career goals?

Skills

Reflect

Ask questions of experiences and/ or concepts. Examine further ideas and information; consider ideas, perceptions, and perspectives about experiences and/ or concepts. Evaluate perceptions and perspectives in relation to experiences and/or concepts. Synthesize perceptions, and perspectives in relation to experiences and/or concepts. Communicate the impact of the process

Evaluate

Review processes and results from an inquiry. Consider and communicate varying perspectives and alternative solutions of findings. Identify potential new problems and/or issues. Justify decisions and/or findings.

Analyse

Gather and select appropriate information; determine accuracy, validity, and relevance of the information; consider the implications of the information from multiple perspectives; communicate findings.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

Learners will investigate strategies for developing and maintaining personal and workplace relationships.

Process of Self-Discovery

Competencies

- Citizenship (CZ)
- Communication (COM)
- Personal Career Development (PCD)
- Creativity and Innovation (CI)
- Critical Thinking (CT)

Indicators

- Investigate hierarchical structures and relationships that exist in the workplace (PCD, COM, CZ, CT)
- Investigate appropriate and effective workplace communication (PCD, COM, CZ, CT)
- Apply conflict resolution strategies (PCD, COM, CZ, CT, CI)

Concepts (and Guiding Questions)

Workplace Organizational Structure

- How does the organizational structure impact workplace relationships?
- What are the different types of relationships that can exist in a workplace? How do these contribute to an effective work environment?
- What constitutes a collegial and productive workplace relationship?

Workplace Communication

- How is communication affected by level of responsibility and role in the workplace?
- What does appropriate and effective communication affect the success in the workplace?

Conflict Resolution

- How can conflict be addressed in the workplace?
- Why is it important to effectively and appropriately address conflicts in the workplace?

Skills

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

Apply

Carry out or complete a procedure/ technique.

Module 2: Exploring Education & Career Goals

Rationale

There can be many influences on learners' career and education goals, some of which may change as learners investigate their options and fields of interest. It is important for learners to be able to identify factors that can impact their choices and decisions such as life's circumstances, academic achievement at school, increased awareness of labour market information, and outside influences that includes family and friends. Learners need to understand how to assess and manage these factors in the context of education and career goals so they can make informed decisions when planning their future. They must also be prepared to problem solve and overcome challenges that can affect goal achievement.

When exploring education and career goals, learners need to be prepared for a "reality check". To do so, learners must analyse and reflect on personal skills, attitudes and aspirations to determine how they align with postsecondary and workplace expectations. This will require learners to examine multiple options and the skills that are expected in a range of workplace settings. They will also analyse the consequences of taking a gap year as part of their reality check and how a gap could impact achievement of goals.

As part of the "reality check", learners will show evidence of their learning by creating goals and formulating a preliminary plan for achievement of these goals. They will investigate what it means to be resilient in a workplace/career, reflecting on whether their goals would align with workplaces that are facing rapid changes.

Learners will **evaluate** factors that can influence education and career goals.

Exploring Education & Career Goals

Competencies

- Communication (COM)
- Personal Career Development (PCD)
- Critical Thinking (CT)
- Technological Fluency (TF)

Indicators

- Analyse steps required to make informed decisions to achieve education and career goals (PCD, COM, CT)
- Investigate the role of labour market information in setting education and career goals (PCD, CT, COM, TF)
- Investigate the types of barriers and challenges that may impact achievement of education and career goals (PCD, COM, CT)

Concepts (and Guiding Questions)

Decision Making

- What factors can influence education and career choices?
- Why is it important to understand steps that contribute to informed decision making? (consider your choices, gather information, consider advantages & disadvantages, make your decision, evaluate your decision)
- What role does school course selection have in achieving education and career goals?
- How can social media presence impact achievement of education and career goals?

Labour Market Information

- How can labour market information help in making informed decisions to achieve education and career goals?
- How do you determine which labour market information is most relevant and reliable? (ie source, categories etc)

Barriers and Challenges To Achieving Education and Career Goals

- How can school course selection affect education and career options?
- What barriers or challenges could prevent achievement of education and career goals?
- How could you overcome barriers or challenges to your goals?

Skills

Evaluate

Review processes and results from an inquiry. Consider and communicate varying perspectives and alternative solutions of findings. Identify potential new problems and/or issues. Justify decisions and/or findings.

Analyse

Gather and select appropriate information; determine accuracy, validity, and relevance of the information; consider the implications of the information from multiple perspectives; communicate findings.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

Learners will **analyse** the skills and attitudes needed for success in post-secondary and the workplace.

Exploring Education & Career Goals

Competencies

- Communication (COM)
- Personal Career Development (PCD)
- Critical Thinking (CT)
- Technological Fluency (TF)

Indicators

- Analyse skills that are needed to succeed in work, learning and life (PCD, COM, CT, TF)
- Investigate expectations associated with entering the workforce, postsecondary institutions, workplace training programs, Apprenticeship and Entrepreneurial opportunities (PCD, COM, CT, TF)
- Investigate the role of resiliency in the workplace (PCD, CI, CT, COM)
- Investigate attitudes expected in workplace environments (PCD, COM, CZ)

Concepts (and Guiding Questions)

Skills and Attitudes

- How are 21st century skills critical to student success?
- How are transferable skills important to career growth?
- How can you adapt if your job changes/ becomes obsolete?
- What is the importance of soft skills in personal lives as well as in the workplace?
- How do your skills align with your potential education and career choices?

Real World Expectations

- Why is it important to explore a range of options to achieve education and career goals?
- What do today's employers expect of new employees?

- What attitudes are needed for success in the workplace?
- What are the expectations of learners entering postsecondary or workforce training programs?
- If you were to consider an entrepreneurial pathway, what is it you would need to be successful?

Career Resiliency

- What does it mean to be resilient in the workplace?
- What is the importance of being resilient during times of change?
- How can transferable skills be used to your advantage as changes happen in a workplace?
- How is resilience important in achieving academic and career success?

Skills

Analyse

Gather and select appropriate information; determine accuracy, validity, and relevance of the information; consider the implications of the information from multiple perspectives; communicate findings.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

Learners will create education and career goals.

Exploring Education & Career Goals

Competencies

- Citizenship (CZ)
- Communication (COM)
- Personal Career Development (PCD)
- Creativity and Innovation (CI)
- Critical Thinking (CT)

Indicators

- Investigate goal setting strategies needed to achieve goals (PCD, COM, CI, CT)
- Analyse factors that can influence the achievement of education and career goals (PCD, CT, CI, COM, CZ)
- Investigate the role of gap year in achievement of education and career goals (PCD, CI, CT, COM)
- Evaluate the impact of setting long term education and career goals (PCD, COM, CI, CT)

Concepts (and Guiding Questions)

Education and Career Goals

- How can the SMART goal process support the construction of education and career goals?
- How can an action plan be developed using SMART goals?
- How can setting short term goals be advantageous in achieving education or career goals?
- What factors could impact the success of the achievement of my goals?
- How could attending postsecondary provide a wider range of career opportunities?

Impact of taking a Gap Year

- What is the appeal of taking a gap year?
- What are the benefits of taking a gap year?
- What are the disadvantages of taking a gap year?
- How could taking a gap year impact achievement of education and career goals?

Skills

Create

Develop an idea; communicate a representation for a process and/or a product; produce a product; modify as necessary; evaluate results and/or modifications.

Evaluate

Review processes and results from an inquiry. Consider and communicate varying perspectives and alternative solutions of findings. Identify potential new problems and/or issues. Justify decisions and/or findings.

Analyse

Gather and select appropriate information; determine accuracy, validity, and relevance of the information; consider the implications of the information from multiple perspectives; communicate findings.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

Module 3: Financial Literacy

Rationale

As learners begin to explore careers and required education, they need to understand the importance of being financially literate in their everyday lives as well as in how it relates to their career exploration process. To support their awareness of the importance of being financially literate, they will investigate and analyse basic money management principles, and how to apply them to personal spending decisions. This will extend to how decisions can contribute to vulnerabilities and risk related to personal financial identities. Through a range of learning experiences learners will show evidence of understanding of financial options for pursuing education and career goals.

Learners will analyse the impact of personal financial decisions.

Financial Literacy

Competencies

- Citizenship (CZ)
- Communication (COM)
- Personal Career Development (PCD)
- Critical Thinking (CT)
- Technological Fluency (TF)

Indicators

- Investigate influences in the financial decision making process. (PCD, CT, COM, CZ, TF)
- Analyse the benefits of being financially literate (PCD, CT, TF)
- Investigate the importance of establishing and maintaining a secure personal financial identity. (PCD, TF, COM, CT, CZ)

Concepts (and Guiding Questions)

Financial Decision Making

- What does it mean to be financially literate and why is it important?
- What factors can affect personal financial decisions?
- How can spending practices be influenced by family and culture?
- What strategies can be used to ensure responsible financial decision making?

- How could creating goals make a difference in financial decision making?
- How can advertising and social media affect your financial decisions?
- What does it mean to be financially independent?

Personal Financial Identity

- How can securing your personal financial information protect you against fraud and financial abuse?
- How can misuse of your personal financial information have long reaching consequences?

Skills

Analyse

Gather and select appropriate information; determine accuracy, validity, and relevance of the information; consider the implications of the information from multiple perspectives; communicate findings.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

Learners will **analyse** financial options for pursuing education and career goals.

Financial Literacy

Competencies

- Communication (COM)
- Personal Career Development (PCD)
- Creativity and Innovation (CI)
- Critical Thinking (CT)
- Technological Fluency (TF)

Indicators

- Compare the costs of postsecondary and training programs. (PCD, CT, COM, CI, TF)
- Investigate various financial options necessary to achieve education/ career goals. (PCD, CI, CT, TF)
- Investigate financial strategies to achieve education and career goals. (PCD, CT, COM, CI, TF)

Concepts (and Guiding Questions)

Paying for Your Education

- Why are there are differences in costs of different postsecondary and training programs?
- How can you figure out the true cost associated with postsecondary education and training programs?
- What funding options are available to pay for postsecondary or training programs?
- How can you prepare for the cost of postsecondary education and training?
- What steps would you need to take to develop a plan that would address postsecondary and training costs?
- What challenges could individuals encounter in accessing options to pay for postsecondary or training programs?

Skills

Analyse

Gather and select appropriate information; determine accuracy, validity, and relevance of the information; consider the implications of the information from multiple perspectives; communicate findings.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

Compare

Make observations; identify similarities and differences; identify relationships and offer an interpretation; communicate the findings.

Module 4: Workplace Readiness

Rationale

As learners begin their career exploration journey, they will be introduced to regulations and legislation that promote safety in the workplace. This will require learners to reflect on how safety risks can be managed/reduced in different work settings. As part of this process, learners will acquire knowledge of workplace safety procedures and Personal Protective Equipment (PPE) based on site specific needs. They will also investigate workplace hazards and incidents, analyzing the impact these have on employees as well as employers. They will investigate return to work processes for injured employees and how they can effectively be implemented.

As part of their investigation into workplace readiness expectations, learners will analyze workplace readiness skills, reflecting on their own employability skills and personal readiness. Learners will contribute evidence of their own personal readiness to their portfolio that includes connections between their learning experiences and their education and career goals.

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Learners will **analyse** processes and regulations that support a safe workplace.

Workplace Readiness

Competencies

- Citizenship (CZ)
- Communication (COM)
- Creativity and Innovation (CI)
- Personal Career Development (PCD)
- Critical Thinking (CT)

Indicators

- Investigate regulations and legislation related to workplace safety (PCD, CZ)
- Investigate employee and employer safety expectations (PCD, COM, CZ)
- Investigate ways workplaces promote safety (PCD, CT, CZ, COM)
- Investigate different types and uses of Personal Protective Equipment (PCD, COM, CT)
- Analyse the various impact of workplace injuries and incidents (PCD, CT, CI, CZ)
- Analyse the benefits of a “return to work” process (PCD, CT, COM)

Concepts (and Guiding Questions)

Legislation and Regulations

- Why is workplace health and safety legislation necessary?
- How do workplace health and safety regulations protect young employees?
- What is the role of an occupational health and safety committee in the workplace?
- How can safety risks for new or young employees be mitigated?
- What is the connection between employee and employer rights and responsibilities and safety in the workplace?

Personal Protective Equipment (PPE)

- Why is it important to wear the proper PPE in the workplace?
- How can you determine what the appropriate PPE is in different workplaces?

Impact of Workplace Injuries and Accidents

- What types of costs can be associated with workplace injuries or accidents?
- What supports may be required in a return to work plan?
- What challenges can employees and employers face in return to work situations?

Skills

Analyse

Gather and select appropriate information; determine accuracy, validity, and relevance of the information; consider the implications of the information from multiple perspectives; communicate findings.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings

Learners will reflect upon the development of workplace readiness skills.

Workplace Readiness

Competencies

- Citizenship (CZ)
- Communication (COM)
- Personal Career Development (PCD)
- Creativity and Innovation (CI)
- Critical Thinking (CT)
- Technological Fluency (TF)

Indicators

- Investigate how experiences and learning can contribute to workplace readiness skills (PCD, CT, CI, COM)
- Evaluate individual employability skills (PCD, CT, COM)
- Compare strategies that can help develop workplace readiness skills (PCD, CT, COM, CI)

Concepts (and Guiding Questions)

Contributing factors to Workplace Readiness

- What factors could determine workplace readiness?
- What impact can your digital footprint have on workplace readiness?

Workplace Readiness Strategies

- What role does self assessment have in determining and developing workplace readiness?
- How can you demonstrate workplace readiness?
- What actions can you take to improve your workplace readiness?

Employability Skills

- What is the relationship between employability skills and workplace readiness?
- How can you assess and plan for improvement of employability skills?
- Why is it important to target employability skills in a cover letter and resume?
- How can you effectively demonstrate your employability skills in an interview?

Skills

Reflect

Ask questions of experiences and/ or concepts. Examine further ideas and information; consider ideas, perceptions, and perspectives about experiences and/ or concepts. Evaluate perceptions and perspectives in relation to experiences and/or concepts. Synthesize perceptions, and perspectives in relation to experiences and/or concepts. Communicate the impact of the process

Evaluate

Review processes and results from an inquiry. Consider and communicate varying perspectives and alternative solutions of findings. Identify potential new problems and/or issues. Justify decisions and/or findings.

Compare

Make observations; identify similarities and differences; identify relationships and offer an interpretation; communicate the findings.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings

Learners will create a portfolio that aligns learning with personal education and career goals.

Workplace Readiness

Competencies

- Citizenship (CZ)
- Communication (COM)
- Personal Career Development (PCD)
- Creativity and Innovation (CI)
- Critical Thinking (CT)
- Technological Fluency (TF)

Indicators

- Plan a living document that represents self-awareness, skills, achievements, learning, employability skills and workplace readiness (PCD, CI, CT, COM, CZ, TF)
- Evaluate the contents of the portfolio on an ongoing basis to show relevance and connection to education and career goals (PCD, CI, CT, COM, CZ, TF)
- Analyse how artefacts can be chosen to support the development of a portfolio. (PCD, CI, CT, COM, TF)
- Investigate how portfolios can be modified for the intended audience (PCD, CT, CI, TF, COM)

Concepts (and Guiding Questions)

Portfolios

- What is the purpose of a portfolio?
- What is the significance of reflection in a portfolio?
- What types of evidence of learning can be included in a portfolio?
- How can portfolios be effectively used to support employment and postsecondary applications?
- How can the contents of your portfolio reflect your education and career goals?

- How and why can artefacts in a portfolio change?
- How is a portfolio a living document?

Skills

Create

Develop an idea; communicate a representation for a process and/or a product; produce a product; modify as necessary; evaluate results and/or modifications.

Plan

Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. Devise a process to solve the problem. Execute the steps, modifying as necessary.

Evaluate

Review processes and results from an inquiry. Consider and communicate varying perspectives and alternative solutions of findings. Identify potential new problems and/or issues. Justify decisions and/or findings.

Analyse

Gather and select appropriate information; determine accuracy, validity, and relevance of the information; consider the implications of the information from multiple perspectives; communicate findings.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings