

Community Based Learning 11

Guide

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Community Based Learning 11

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Community Based Learning 11

Curriculum Guide

2020

Background

This course is a required course in the Options and Opportunities (O₂) program. In the O₂ program, community based learning experiences support learners in achieving their academic potential, in defining goals and exploring postsecondary education and career pathways.

Deep learning comes from and with experience. Community based learning is a teaching approach and a pedagogical strategy that directly ties learning to community engagement experiences. Learners find relevance in the curriculum when the learning environment extends to the community and they can build a relationship between the learning inherent in the curriculum and the community. Communities need to be viewed as an asset to the learning process; they are full of resources that can inform and support classroom instruction. As a framework, community based learning offers learners opportunities to apply content and skills in a range of settings that could include job placements, service learning projects, volunteering, and other connections that can be made to community groups, the workforce and postsecondary education.

Community Based Learning 11 (CBL 11) was developed as a result of the O₂ program review. This resulted in a streamlined curriculum that saw the combining of two courses, Community Based Learning 10 (CBL 10) and Career Development 11/ Workplace Health and Safety 11 (CD 11/ WHS 11), while maintaining the integrity of learning with renewed outcomes. These courses are two of the five career courses required in the O₂ program (refer O₂ Policy for specific details on all courses). The renewed curriculum engages learners in issues, topics and concepts through the development of skills and competencies in a community context. Throughout this course learners will investigate, analyse, and evaluate concepts through experiential learning providing opportunities to develop their Critical Thinking, Communication, and Citizenship competencies that can be applied in community settings.

Experiential learning will immerse learners in workplace settings to explore skills that are needed in the workplace and that can be transferable between settings and in their lives. This will help prepare them for significant decisions they will make about their future, about education and career goals and strategies to achieve these goals.

| CBL 10 | Renewed Curriculum CBL 11 |
|--|--|
| <ul style="list-style-type: none"> ▪ Written in 2011 to support an expanded practical, hands on application of learning arising from the content of CD 10 ▪ Focused on learners increasing their understanding of their own employability skills, personal growth opportunities, and their connection with the community ▪ Experiential nature of course in community prepared learners to meet the readiness criteria required by Co-operative Education | <ul style="list-style-type: none"> ▪ Renewed with a focus on skills and competencies ▪ Addresses redundancies and overlaps between 3 curricula required in the O₂ Program, reducing to 2 courses without compromising commitment to essential learning ▪ Developed with a focus on 4 thematic modules (Citizenship and the Community/ Career and Life Planning/ Financial Management/ Workplace Cultures and Safety) ▪ Aligned with outcomes and learning in CD 10 ▪ Engages learners through expanded opportunities for hands-on learning ▪ Intended to be delivered through an integrated and experiential lens |
| CD 11/ WHS 11 | |
| <ul style="list-style-type: none"> • Also written in 2011, CD 11 is a ½ credit course focused on 4 thematic modules (Career Awareness/ Work Cultures/ Financial | |

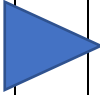
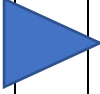

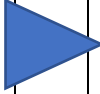
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|--|--|
| <p>Management and LifeWork Portfolio) to support learners in continuing their exploration of career preparation and refining their understanding of their personal readiness for the world of work and personal finance</p> <ul style="list-style-type: none"> • CD 11 is paired with WHS 11 (1/2 credit course) to provide learners with a full credit • WHS 11 was designed to | <ul style="list-style-type: none"> ▪ Can be delivered through a cross curricular approach ▪ Learning is student focused promoting inquiry that supports project-based learning ▪ Is not intended to be delivered in a linear, sequential manner |
|--|--|

Much like Career Development 10, this curriculum should be delivered through an integrated inquiry and project-based approach. This approach takes learners beyond a review of facts to purposeful opportunities for critical thinking and communication of information and perspectives, with ongoing reflection about the process of their learning.

Reflective practice must be intentional in this course and in the experiences in which learners are engaged. Reflection must be meaningful; as a process, learners determine how new knowledge, experiences and understandings impact their worldview. Learners are able to respond to key questions such as “*What? So What? Now What?*”. They are not only able to articulate what happened but also respond to the relevance of the experience as well as the impact of the experience (the learning).

In CBL 11, reflection is a key skill at the core of the learning. It is ongoing and rooted in the experiences in which the learners are engaged. It is also important to model and contextualize reflective practice for learners, so they see it as integral to their classroom learning as well as to how it is beneficial in the workplace.

In CBL 11, four modules have been developed to build on the knowledge and extend the learning that happened in Career Development 10. While the curriculum consists of four modules that are thematically independent, they can be strategically delivered as integrated modules. To that end, curriculum delivery would require a backwards design methodology, an emphasis on inquiry and project-based learning, flexibility and a student-centered approach using authentic resources. Below is an overview and alignment of modules found in each of these courses.

| | | |
|--|---|--|
| CD 10 Module 1 | | CBL 11 Module 1 |
| <p><i>Process of Self Discovery</i></p> <ul style="list-style-type: none"> ▪ Learners will learn how to analyse personal interests, strengths, skills and aptitudes in relation to education and career goals ▪ Learners are introduced to the importance of employability and essential skills in the workplace and how they are utilized in everyday life |  | <p><i>Citizenship and Community</i></p> <ul style="list-style-type: none"> ▪ Learners extend their exploration of self to their role as active citizens in the community in support of community needs ▪ Learners investigate community needs and analyse resources that could support those needs. They will develop a plan that can be put into action using skills previously identified. |
| CD 10 Module 2 | | CBL 11 Module 2 |
| <p><i>Exploring Education and Career Goals</i></p> <ul style="list-style-type: none"> ▪ Learners will evaluate factors that influence their goals and analyse skills needed to pursue education and career goals Learners will use goal setting strategies to create education and career goals ▪ Learners will investigate workplace and postsecondary expectations |  | <p><i>Career and Life Planning</i></p> <ul style="list-style-type: none"> ▪ Learners evaluate resources that could help them achieve their goals as well as reflect on community experiences in relation to their goals. ▪ Learners will investigate how their goals align with specific career pathways ▪ Learners will create a plan to achieve their education and career goals. |
| CD 10 Module 3 | | CBL 11 Module 3 |
| <p><i>Financial Literacy</i></p> <ul style="list-style-type: none"> ▪ Learners will investigate financial literacy, and analyse influences on their personal financial decisions as well as the impact of these decisions ▪ Learners will analyse options for pursuing their education and career goals |  | <p><i>Financial Management</i></p> <ul style="list-style-type: none"> ▪ Learners will analyse the impact of being financially responsible and evaluate responsibilities associated with personal income ▪ Learners will create a financial plan to achieve education and career goals |
| CD 10 Module 4 | | CBL 11 Module 4 |
| <p><i>Workplace Readiness</i></p> <ul style="list-style-type: none"> ▪ Learners will analyse regulations that support a safe work environment ▪ Learners will reflect on their personal readiness skills in relation to working environments ▪ Learners will create a portfolio that represents their personal growth and aligns their learning with their education and career goals |  | <p><i>Workplace Culture and Safety</i></p> <ul style="list-style-type: none"> ▪ Learners analyse strategies that support a culture of safety and support safe and effective responses to workplace incidents and hazards ▪ Learners will analyse workplace organizational environments, relationships and expectations |

Learning through the lens of Competencies and Skills

In 2015 the Council of Atlantic Ministers of Education and Training (CAMET) released their findings to a review of the Atlantic Canada Essential Graduation Learnings which had been developed in 1995 as a framework for curriculum development. The review questioned whether the existing model responded to the changing demands of work and life in the 21st century. This review resulted in an updated document, the Essential Graduation Competencies, placed emphasis on the importance of articulating clear statements of what learners are expected to know, be able to do, and reflect on by the time they graduate from high school. These competencies describe expectations, not in terms of individual curricular areas but in terms of attitudes, skills, and knowledge developed throughout the curricula.



What are competencies?

A competency is an interrelated set of attitudes, skills and knowledge that is drawn upon and applied in a particular context for learning and living. Competencies are developed over time through engagement in learning experiences and a supportive learning environment.

Shift from EGLs to Competencies

This shift requires a reconceptualizing of learning. Our rapidly ever-changing society means that learners need new kinds of transferable skills, many of which are not even fully understood and will continue to evolve. This is why preparing learners for a fast-paced world, where society and the economy are focused on knowledge and innovations, is essential. The EGLs while innovative in 1995 were aligned with specific disciplines (knowledge based) rather than the development of skills and attitudes.

| EGLs | Competencies |
|--------------------------|-------------------------------|
| Aesthetic Expression | Creativity and Innovation |
| Citizenship | Citizenship |
| Communication | Communication |
| Personal Development | Personal – Career Development |
| Problem Solving | Critical Thinking |
| Technological Competence | Technological Fluency |

Citizenship (CZ)

Learners are expected to contribute to the quality and sustainability of their environment, communities, and society. They analyse cultural, economic, environmental, and social issues, make decisions, judgment, solve problems, and act as stewards in a local, national, and global context.

Personal-Career Development (PCD)

Learners are expected to become self-aware and self-directed individuals who set and pursue goals. They understand and appreciate how culture contributes to work and personal life roles. They make thoughtful decisions regarding health and wellness, and career pathways.

Communication (COM)

Learners are expected to interpret and express themselves effectively through a variety of media. They participate in critical dialogue, listen, read, view, and create for information, enrichment, and enjoyment.

Creativity and Innovation (CI)

Learners are expected to demonstrate openness to new experiences, engage in creative processes, to make unexpected connections, and to generate new and dynamic ideas, techniques, and products. They value aesthetic expression and appreciate the creative and innovative work of others.

Critical Thinking (CT)

Learners are expected to analyse and evaluate evidence, arguments, and ideas using various types of reasoning and systems thinking to inquire, make decisions, and solve problems. They reflect critically on thinking processes.

Technological Fluency (TF)

Learners are expected to use and apply technology to collaborate, communicate, create, innovate, and solve problems. They use technology in a legal, safe, and ethically responsible manner to support and enhance learning.

The streamlined CBL 11 curriculum outcomes are comprised of skills, concepts, and opportunities for engagement with the competencies. Each outcome has suggested indicators to assist in developing those concepts and skills to demonstrate achievement. The design reflects an opportunity for a natural cross curricular approach.

- Indicators have been identified for each outcome; the indicators are aligned with competencies and are suggested ways to scaffold skill development through conceptual exploration in order to provide a depth of understanding in relation to the outcome.
- Concepts are the key ideas, information, and theories that learners come to know through the aligned skill. Guiding questions are offered as possible ways to approach learning associated with the skill and concept.

Competencies are listed at the end of each indicator. These are closely aligned with the combination of skill and concept that are found in the indicator. The competencies can be used by teachers to frame learning experiences. This framing provides opportunities for learners to engage with and develop the related competency.

Example

Outcome

The skill is Reflect

Learners will **reflect** on community based learning experiences in relation to selected career pathways.

What does reflect look like for learners?

Reflection is a process whereby learners determine how new knowledge, experiences, and understandings impact their worldview. Learners will:

- 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.

Indicator (suggestion to assist with skill development and achievement of outcome)

The skill is Investigate

Investigate how community based learning experiences could influence education and career goals (PCD, CT, CI, COM)

Competencies

The skill found in the indicator is **investigate**.

What does investigate look like for learners?

Investigation is the collection of information and communication of new understandings. As part of their learning and skill development, learners will 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.

Concept and Guiding Question

Community Based Learning

- How can different types of community based learning experiences support career exploration?

Learning Experiences

The suggested indicators are organized in a way to scaffold learning in support of the outcome. The exploration of skills and concepts for this outcome can be done in any order, concurrently, or selectively based on the progression of learning. The experience described below is presented independently from the other indicators that support the outcome, however, in practice multiple indicators can be addressed simultaneously.

Learners will be going on a field trip to a major employer located near their school to learn about career opportunities, the education required to enter the different careers and the skills the company is looking for in their employees. Prior to going on this community based experience, teachers could introduce learners to the company through an examination of the company website. Learners can suggest the types of information they would need to examine that would be appropriate and relevant to the planned worksite visit (ie. company background information, hiring policies and job opportunities). Working with a partner, they can prepare questions and determine how they are going to record their results and communicate their findings.

Critical Thinking (CT) - This provides learners an opportunity to ask critical and purposeful questions.

Suggestions for learning experiences for each outcome can be found in the CBL 11 moodle.

Evidence of learning for the indicator

In this indicator, as part of their investigation, learners need to gather information about their planned field trip to a local company worksite, organize and compare details about the experiences and identify the relationship between the experience and their personal education and career goals. Teachers can observe how learners **gather and select appropriate information** that is reliable and relates to their chosen question and criteria.

Evidence of learning can also be collected as learners communicate their findings with their classmates.

Portfolios as Evidence of Learning

Learners were introduced to portfolios as part of the Career Development 10 curriculum. Portfolios were essential to supporting student learning throughout the Career Development 10 course however they should be viewed as a tool that can showcase learning in any curriculum. A portfolio is a platform for sharing the development of skills and competencies and offers evidence of student growth and learning in relation to curriculum outcomes.

A student's portfolio is a living document that conveys a story. While portfolios can serve multiple purposes and take many forms, it is important to clarify their role in supporting the learning process with learners so they can be effectively used throughout this course. When supporting learners in the development of portfolios, it is essential that process, the journey of learning, is more the focus than the development of an end product. Portfolios are intended to represent informed cumulative efforts and learning over time.

The creation of a portfolio must be purposeful and intentional. This requires a clear understanding of the role of reflective practice in the portfolio development process. Reflective practice is the ability to reflect on or think about what you do (action), why you have done it, and what you can learn from it. It is through reflection that learners will become thoughtful managers of their own learning. The portfolio also provides teachers with the

opportunity to offer meaningful timely feedback on student growth and be an active participant in the student learning process.

As learners engage in learning experiences in CBL 11, they can revisit what was previously learned and documented in CD 10 and show they can show how they have grown and learned through new experiences. A portfolio is integral to the three-year career exploration journey and personal growth of the learners in this program. Learning is not limited to what happens in a single course. This portfolio which can accompany learners to a postsecondary program, or to the world of work, represents their plan, how they organized and documented accomplishments, skill development, experiences, and attributes in relation to classroom learning and personal and workplace experiences.

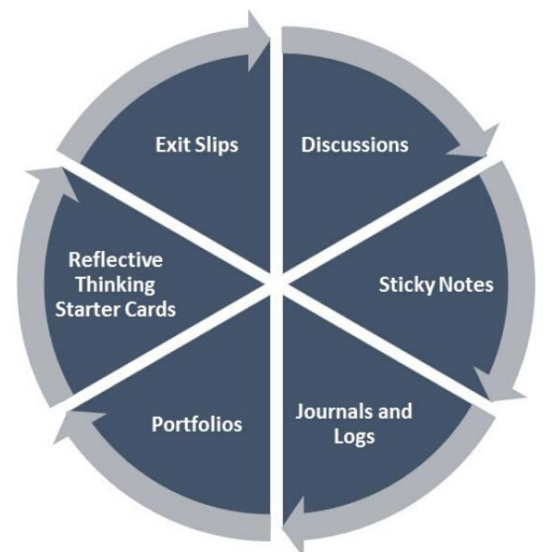
Course Delivery

Community Based Learning 11 is intended to be delivered in the O₂ Program after learners have successfully completed Career Development 10. This provides learners with a solid foundation in theory and prepares them for the rigor of and commitment needed for learning through community based experiences.

The design of Community Based Learning 11 is module based. While each of the four modules could be delivered independently, the course should be viewed and delivered in a nonlinear way.

Learning in CBL 11 will be enhanced through an experiential and integrated approach. Experiential learning requires learners to meaningfully engage in the experience/ activity while reflecting upon the learning and the competencies and skills they are developing. Reflective practice supports learners in applying their learning and skills to their everyday lives and in planning for their future. A range of options should be used for learners to reflect on and demonstrate this learning.

By delivering the curriculum through an integrated approach, higher level thinking and active participation are encouraged. This approach supports learners in a deeper understanding of concepts and offers expanded opportunities for achievement of outcomes in a meaningful way.



Inquiry Based Learning

Inquiry-based learning is an approach that promotes inquiry, the creation of ideas, and observation. The process typically involves investigations, aimed at answering a big question or solving a problem. These investigations require that students learn how to develop questions, look for information, and to identify possible solutions or conclusions.

Project Based Learning

Using "big ideas" as a starting point, students learn through practical projects that require them to acquire a thorough understanding of the subject that they can apply in the real world. This approach engages students in formulating questions, investigating for answers, building new understandings, communicating their learning to others, while developing critical thinking skills, collaboration, communication, reasoning, synthesis skills, and resilience. Project Based Learning typically is concluded with a final product that is presented to a school and/or a community-based audience.

How experiential learning benefits learners:

- Makes learning relatable and relevant for learners
- Provides motivation through contextual learning
- Helps learners integrate and practice concepts and theories learned in the classroom
- Creates opportunities for development of skills and success in learning
- Helps learners reflect on career options and explore potential career pathways

What could it look like in the classroom?

Learners will:

- Seek and pursue opportunities for innovation
- Introduce and test ideas
- Assess opportunities
- Set goals and action plans
- Demonstrate self-awareness
- Engage in ongoing reflection
- Take risks

How do I know it's working?

Learners are developing as:

- Flexible collaborators
- Reflective leaders
- Calculated risk takers
- Adaptive and resilient problem solvers
- Effective communicators
- Self-aware learners

Resources to Support Curriculum Delivery

To support the delivery of Community Based Learning 11, resources and tools are identified below. Specific details on partners available to supplement in school instruction and learning can be found in the google site and Moodle.

Career Education Framework

This framework is intended to provide Nova Scotia learners with a stronger understanding of themselves and their strengths, interests, and skills as they access a range of learning opportunities to guide them in making meaningful decisions about their life, education, and career goals.

Curriculum Website

This site contains all curriculum documents that support PSP courses in Nova Scotia.

Google Site

The resources contained on the google site and the Moodle are the same; the At a Glance and curriculum guide can be found on both the google site and Moodle.

The site contains suggestions for learning experiences that align with each of the outcomes, indicators and concepts. These were developed by teachers who have taught Career Development 10.

The google site also contains additional resources, links to partner organizations and supporting documents.

myBlueprint.ca

myBlueprint is available to all Nova Scotia public school learners in grades 4-12. This resource allows learners to complete self-assessments, explore careers and postsecondary options, plan high school pathways and access labour market information.

Moodle

Accessible through the google landing page. Contains the same resources as the google site.



Module: Citizenship and the Community

Rationale

It is important for learners to understand that skills can be developed, applied and refined in different settings that can include school, home, community and the workplace. In CBL 11, learners will investigate and reflect on skills that can support them in demonstrating who they are as active citizens. This will require explicit instruction on active citizenship and what community can mean. This includes exploration of their own community and their roles in their community, the impact of the local economy on the community and the resulting impact it has on needs of members of their community. This will require them to analyse how needs are currently supported and investigate challenges that community members can face in accessing resources to support their needs.

As active citizens, learners will analyse how their personal skills can be used to support communities. They will identify a specific community need for which they will propose and compare potential solutions, formulate an action plan and bring it to fruition. Through this process, learners will be positioned to show evidence of skill development representative of social entrepreneurship. This may include taking risks, solving problems, and resolving conflicts. This will require learners to participate and collaborate, to communicate and debate, and to organize group activities and take on leadership roles. As they engage in the active citizenship and implementation of their action plan, learners will develop an understanding of how active citizenship can promote and foster socially responsible communities.

Outcome

Learners will **reflect** on the impact of becoming active citizens in the community.

Skill

Reflect

Ask questions of content or experiences; Examine and consider ideas, perceptions, and perspectives about content and/or experiences; Formulate ideas, perceptions, and perspectives on content and/or experiences.

Indicators

- Investigate the skills that support active citizenship in the community (CZ, PCD, CT)
- Analyse ways that personal skills can be in used in active citizenship to support communities (CZ, PCD, CT, CI)
- Evaluate how active citizenship can foster socially responsible communities (CZ, PCD, CT, COM)

Concepts (and Guiding Questions)

Active Citizenship

- What is active citizenship?
- How can your perception of citizenship be influenced?
- How do active citizens impact community?
- What skills can support active citizenship?
- How do the skills I have support active citizenship?
- How can you demonstrate attributes of active citizenship?

Community

- How can community be defined?
- How can you be an active member of your community (home, school, neighborhood, world)?
- How can your actions impact our community?
- How can your personal skills contribute to and support active citizenship?

Socially Responsible Communities

- What are the characteristics of a socially responsible community?
- Why is it important for citizens to engage in socially responsible communities?
- How can citizens demonstrate social responsibility?

Outcome

Learners will analyse community needs and resources.

Skill

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.

Indicators

- Analyse how various groups, organizations and levels of government support community needs (CZ, PCD, CT)
- Investigate needs that may exist in the community (CZ, PCD, COM)
- Compare solutions that may address needs in the community (PCD, CT, CZ)
- Question how a changing economy impacts community needs (CT, PCD, CZ)

Concepts (and Guiding Questions)

Community Needs and Resources

- What types of needs may exist in different communities?
- How can needs be identified in a community?
- How can you determine if the resources available to a community address the needs?
- How can communities be informed about resources to support their needs?
- How can lack of access to resource impact community needs?
- How do community groups, organizations and different levels of government support community needs?

Changing Economy

- How can the needs of a community be influenced by economic change?
- What type of factors impact needs and resources in a community?
- How can seasonality impact needs in a community?

Outcome

Learners will implement a response to a community need.

Skill

Implement

Select- Locate several relevant and dependable details to support an answer

Formulate- 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. Critically examine and communicate varying perspectives and alternative solutions or findings. Identify potential new problems and/or issues. Justify decisions and/or findings.

Apply- Carry out, use, or complete a procedure/ technique.

Indicators

Problem solve potential responses to a community need (CZ, PCD, CT, CI, COM)

Analyse the ways social entrepreneurship can respond to a community need (CZ, PCD, CT)

Formulate an action plan to address a community need (CZ, PCD, COM, CI, CT)

Concepts (and Guiding Questions)

Responses to Needs

- What types of information would you need to develop a response to a community need?
- How do you develop a response to a community need?
- What strategies can be used to support a response to community need?
- How can you determine if responses are effective in supporting a community need?

Social Entrepreneurship

- How can social entrepreneurship be defined?
- How can community needs be addressed through social entrepreneurship?
- What is the role of social enterprise in supporting communities?

Action Plan

- How can you develop an action plan to support a community need?
- How can community feedback inform your priorities and action steps?
- Why is ongoing collaboration necessary to developing and delivering a response to a community need?
- What factors can be considered prior to implementation of a plan to increase the likelihood of success?
- How can you determine if your plan will successfully address the community's needs?

Module: Career and Life Planning

Rationale

In order for learners to establish informed education and career goals, they must identify and access current and relevant resources that can assist them in a goal setting process. These resources, for example, may be situational, human, print, electronic or online. It is important for learners to gather information meaningful to their personal interests and be vetted for reliability. This will require an in-depth examination of community services that support entrance into the labour market and the rapidly changing work environment. There are a number of organizations and services available in communities, such as employment centres (eg. NS Works) however not all may be accessible by potential users. Learners will investigate reasons why resources may not always be equitable or accessible and analyse strategies to address these challenges. This will require them to draw on skills such as communication and problem solving in order to identify options that could support their goal setting strategies.

There are many factors that can influence achievement of education and career goals. Through engagement in community based experiences, learners will be immersed in situations that can provide them first hand exposure to career paths that may hold an interest for them. This will provide them with an opportunity to investigate how their goals align with a career path and if they are a fit for an industry. It will also provide them with an opportunity to investigate the role of flexibility and resiliency in the workplace and the importance of each in working towards their goals.

In creating a plan that supports their education and career goals, learners need to evaluate strategies that will support them in pursuing their goals and following through on their plan. They need to compare education and workplace training options and analyse program options to determine which option best aligns with their individual needs and personal situations. As part of this comparison, learners will need to identify and compare the prerequisite and admissions requirements for programs that hold a personal interest for them as well as the competitive processes for program acceptance. Exploration of program and training options should include university, community and private colleges, apprenticeship, workplace training programs and other private training programs.

Inherent in the investigation and analysis processes is reflective practice. Through reflection, learners will critically examine what is of importance to them and how they can plan and be adaptable to changing circumstances in achieving their goals.

Outcome

Learners will evaluate resources that support achievement of education and career goals.

Skill

Evaluate

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

Indicators

- Investigate types of resources that could support achievement of education and career goals (PCD, TF, CT)
- Investigate challenges associated with access to resources that could support achievement of education and career goals (PCD, TF, CT)
- Analyse strategies that could address challenges associated with accessing education and career resources (PCD, COM, TF, CT)

Concepts (and Guiding Questions)

Education and Career Resources

- What types of resources can support education and career goals?
- What school-based resources are available to support education and career decision making?
- How can a mentor be a resource in exploring education and career goals?
- How can employment services in the community support education and career exploration?
- What factors can impact access to education and career resources?
- How can access to resources impact achievement of education and career goals?
- How can you address challenges in accessing resources necessary to achievement of education and career goals?
- What strategies can be used to identify and access resources needed to support education and career goals?

Outcome

Learners will reflect on community based learning experiences in relation to selected career pathways.

Skill

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.

Indicators

- Investigate how community based learning experiences could influence education and career goals (PCD, CT, CI, COM)
- Investigate how personal education and career goals align with selected career pathways (PCD, CT, CI)
- Compare the criteria for admissions into postsecondary education and training programs (PCD, CT, TF)
- Evaluate options for achieving education and career goals (PCD, CT, TF, COM)

Concepts (and Guiding Questions)

Community Based Learning

- How can different types of community based learning experiences support career exploration?
- How can job shadows provide insights into careers and the workplace?
- How can service learning and volunteering support the development of skills needed in the workplace?

Goal Alignment

- How can you determine if education and career goals are realistic and achievable?
- What strategies could you use to help you align your goals with selected career pathways?

Postsecondary Education and Training Programs

- How can you get program information to assist in creating an education plan needed to achieve career goals?
- How can you determine if the information you are accessing is reliable and accurate?
- Why is it important to explore a range of education and training options before applying to postsecondary education?
- Why is it important to understand admissions requirements?
- What types of admissions information would you need to consider when submitting a postsecondary application?
- How can doing a comparison of program costs inform the path you take to achieve education and career goals?
- What strategies can you use to evaluate postsecondary and career options?
- Why is it important to examine as many resources as possible when exploring financial options for post-secondary education?

Outcome

Learners will create a plan to achieve 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.

Indicators

- Analyse factors that can impact the achievement of education and career goals (PCD, CT, CI)
- Evaluate strategies needed to develop a plan that can support education and career goals (PCD, CT, COM, CI)
- Investigate how flexibility and resiliency can support pursuit of education and career goals (PCD, CT, COM)

Concepts (and Guiding Questions)

Factors that can Impact Education and Career Goals

- What types of factors could impact achieving education and career goals?
- Why is it important to consider a range of options when selecting high school courses?
- How can you determine if your education and career goals align with the courses you are taking?
- How can the costs associated with postsecondary and training options impact your education and career goals?
- What school-based resources could support education and career goals?
- How can awareness of resources impact achieving education and career goals?
- How can access to resources impact achieving education and career goals?
- What types of strategies can be used to help achieve education and career goals?
- How can you determine if the strategies you are using are effective?
- How can responsible decision-making help you to achieve education and career goals?

Career Plan

- How can you determine steps for developing a successful education and career plan?
- How can the effectiveness of a career plan be assessed?

Flexibility and Resiliency

- How are flexibility and resiliency important to the achievement of education and career goals?
- How can flexibility and resiliency support you in addressing barriers and challenges to achievement of education and career goals?
- How can flexibility and resiliency be developed?

Module: Financial Management

Rationale

As learners establish career goals and create a plan to achieve them, it is essential they recognize and understand the critical role financial literacy has in navigating their plan and developing the skills necessary to continue their education and begin their career. This begins with understanding what it means to be financially responsible. As learners investigate different types of financial commitments they will experience when they move into postsecondary education or the workplace, they will be better prepared to manage those responsibilities. This includes analysing the impact of credit decisions and investigating strategies for managing money such as developing a budget. Learners will need to evaluate the effectiveness of strategies they have identified.

Financial literacy is about more than being good with personal finances; it also involves being able to make good financial decisions based on sources of income and fulfilling personal financial responsibilities. Learners will acquire knowledge about different sources of income and types of payroll deductions, including the purpose of the deductions as regulated by government, that affect disposable income. This will prepare learners for the financial responsibilities they will encounter as they move into the labour market and prepare for postsecondary education or training.

As learners approach graduation they will be faced with new decisions in their lives related to how they will finance their education or workplace training programs as well as evolving personal needs and wants. Learners will show evidence of being financially literate by creating a financial plan that will support pursuing their goals. Learners will need to investigate strategies for developing this financial plan as well as analysing how the availability of funding could impact their future goals. This will entail outlining costs associated with postsecondary and workplace training programs. It is important for them to evaluate financial options and understand the implications of taking on credit obligations to fund their education decisions. Reflection is integral in the financial planning process as learners anticipate what it means to borrow to support education and career goals and whether these costs align with their personal finances and circumstances.

Outcome

Learners will analyse the impact of financial responsibility.

Skill

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.

Indicators

- Investigate strategies that contribute to being financially responsible (PCD, CT)
- Investigate types of personal financial commitments (PCD, CT)
- Analyse the impact of credit decisions (PCD, CT, COM)

Concepts (and Guiding Questions)

Financial Responsibilities

- What does it mean to be financially responsible?
- What role do life stages have in determining financial responsibilities and needs?
- How can conditions in the economy impact financial responsibilities?
- How can financial responsibilities affect well being?
- What strategies can be used to support being financially responsible?

Personal Financial Commitments

- What are common types of personal financial commitments?
- How can you identify strategies that can support living within one's means?
- How can consumer debt impact personal financial commitments?
- How can you effectively manage consumer debt?
- How are decisions between buying, renting, leasing, or financing options made?

Impact of Credit Decisions

- What are the reasons people may borrow money?
- How do you compare borrowing options?
- Why are credit management strategies important?
- How is credit worthiness determined?
- Why is it important to have good credit?
- How can you responsibly build credit?
- How can you maintain a good credit rating?
- How does personal credit history and credit rating impact a person's ability to acquire further credit?
- How do credit costs impact your decision to borrow money?

Outcomes

Learners will evaluate responsibilities associated with personal income.

Skill

Evaluate

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

Indicators

- Analyse how sources of income can impact meeting personal financial responsibilities (PCD, CT)
- Evaluate the effectiveness of strategies needed to manage personal finance (PCD, CT, COM, TF)
- Investigate the impact of government regulations on personal income (PCD, CT)

Concepts (and Guiding Questions)

Sources of Income

- What are different sources of income?
- How can living on a fixed income impact meeting personal financial responsibility?
- Why is it important to be aware of different sources of income?
- How do payroll deductions impact purchasing power?
- What types of deductions can be taken from a paycheque?
- How can payroll deductions be a tool for saving?

Managing Personal Finances

- What strategies can be used to manage personal finances?
- What steps do you need to take to develop a workable budget?
- What is the impact of adopting a "pay yourself first" approach when developing a budget?
- What strategies can be used to manage money and debt wisely?

Government Regulations

- How is personal income impacted by regulations identified in the Labour Standards Code?
- How is personal income impacted by Revenue Canada regulations?
- How can regulations impact personal financial decision making?

Outcome

Learners will create a financial plan for achieving education, and career goals.

Skill

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.

Indicators

- Investigate strategies needed to develop a financial plan for achieving education and career goals (PCD, CT)
- Analyse how the availability of financial options can impact achievement of personal education and career goals. (PCD, CT, TF)
- Evaluate postsecondary education and training program options in relation to personal finances. (PCD, CT, TF, COM)

Concepts (and Guiding Questions)

Financial Plan

- How can having a financial plan assist you in achieving education and career goals?
- What types of financial options are available to support education and career goals?
- What strategies can you use to compare options available to finance postsecondary education and training programs?
- What are the most cost-effective ways to finance your education and career goals?
- How can access to postsecondary education and training program funding impact achievement of education and career goals?
- How can financial options be prioritized to support achieving education and career goals?
- How can you measure the effectiveness of your financial plan?
- How can you determine if postsecondary education and training options align with your financial capacity?

Module: Workplace Cultures and Safety

Rationale

As learners prepare to enter the labour market, it is essential they understand and are ready for the responsibilities of a workplace commitment and a culture of safety. This will require learners to investigate various workplace training and certification opportunities with a specific focus on examining how new employees can be supported in the workplace. This investigation will extend to site specific safety training in fields that learners are considering pursuing. Through their investigations, learners will increase their understanding of workplace safety plans and the impact of safety training on a workplace.

To further support them with their understanding of workplace safety, learners will analyse the causes of workplace hazards and incidents and analyse how the internal responsibility system can minimize if not eliminate hazards and incidents in the workplace. In addition to considering supports for new employees, learners will investigate safety expectations as they enter the workforce and the importance of knowing how to work safely in any workplace. As young workers, learners will identify ways they can appropriately advocate for training and support to ensure they are doing their job to the best of their ability and contributing to a positive work environment.

To support them in their entry into the labour market, learners will investigate workplace organizational structures to gain insight into the types of roles that may exist in different workplace environments. This will provide them with opportunities to make connections between organizational structure and workplace culture and the impact of a code of conduct workplace culture. As learners engage in community experiences at different workplaces, they will compare work environments to determine if a career path in a union or nonunionized work environment is where they may see themselves. Through a comparison of both, they will learn how work culture can be shaped by either of these types of work environments.

Whether as part of their co-op placement or their job, learners may be exposed to issues related to equity and inclusion in the workplace. As part of their CBL 11 learning, they will analyse effective strategies that can support equity and inclusion in the workplace. Learners will also investigate government regulations that protect employees from discriminatory practices and regulate work practices for employees particularly as they relate to Nova Scotia.

Outcome

Learners will analyse strategies for safe and effective responses to workplace incidents and hazards.

Skill

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.

Indicators

- Analyse the causes of workplace hazards and incidents and their contributing factors (CT, PCD)
- Investigate elements of an effective workplace safety plan. (PCD, CT, COM)
- Analyse the impact of an internal responsibility system (PCD, CZ, CT)

Concepts (and Guiding Questions)

Workplace Hazards and Incidents

- What are the main classes of workplace hazards?
- How can you manage factors that contribute to workplace hazards?
- What strategies are used to identify hazards in the workplace?
- What strategies are used to report incidents in the workplace?
- Why is it important to understand how to identify the different classes of workplace hazards and their contributing factors?
- How can you demonstrate understanding of hazard identification and control?

Safety Plan

- What are the components of an effective safety plan?
- How can a safety plan contribute to a culture of safety in the workplace?

Internal Responsibility System

- How does an internal responsibility system serve as the foundation of a safe workplace?
- How can young or new workers identify hazards in their place of employment?
- How can young or new workers advocate for additional training in their place of employment?
- What actions should you take in the workplace if you or another employee is injured?
- How do measures currently in place in Nova Scotia help to ensure workplace health and safety?

Outcome

Learners will analyse strategies that support a culture of safety in the workplace.

Skill

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.

Indicators

- Investigate workplace safety expectations in a range of careers and industry sectors. (PCD, CT)
- Investigate different workplace training programs and safety certification opportunities (PCD, CT)
- Analyse the impact of certification and training programs on workplace safety. (PCD, CT, TF)

Concepts (and Guiding Questions)

Workplace Training Programs

- How can workplace training programs be beneficial to employees?
- How can new employees be prepared for the safety expectations of a workplace?
- What types of training can be offered to support new employees?
- How does having an effective safety training program impact employee retention?

Safety Certifications

- Why are certifications required by various workplaces?
- How can certifications support employees in a workplace?
- How can certifications support safe work practices?
- What types of certification opportunities are available and beneficial for young or new employees?
- How can completion of safety certifications support safe handling of hazardous materials in the workplace?
- What does site specific safety training mean?
- What is the importance of knowing how to work safely in any workplace?

Outcome

Learners will analyse workplace organizational environments, relationships, and expectations.

Skill

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.

Indicators

- Compare the unionized and non-unionized environments (CT, PCD)
- Investigate workplace organizational structures (PCD, CT)
- Analyse the impact of Labour Standards Code on Nova Scotia workplaces. (CT, CZ, CM, PCD)
- Analyse how human rights support equity and inclusion in the workplace (CZ, PCD, CT)
- Analyse the role of a code of conduct in the workplace (PCD, CT, COM)

Concepts (and Guiding Questions)

Workplace Organizational Structure

- What is the difference between a unionized and nonunionized work environment?
- What are the different types of workplace organizational structures and their functions?
- Why is it important for a workplace to have an organizational structure?
- What is your role as a student or new employee in the organizational structure?
- How can poor workplace relations affect a work environment and productivity?

Human Rights

- How does the Human Rights Act protect NS employees?
- How does the Human Rights Act support equity and inclusion in the workplace?

Labour Standards Code

- How does the Labor Standards Code support employers and employees in the workplace?
- How does the Labour Standards Code support employees in dealing with discrimination?