



Career Education

9

Career Education 9

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Table of Contents

| | |
|---|-----|
| Acknowledgements | iii |
| Introduction | 1 |
| Core Curriculum..... | 2 |
| Broad Areas of Learning..... | 2 |
| Building Lifelong Learners..... | 2 |
| Building a Sense of Self and Community..... | 2 |
| Building Engaged Citizens..... | 3 |
| Cross-curricular Competencies..... | 3 |
| Developing Thinking | 3 |
| Developing Identity and Interdependence..... | 3 |
| Developing Literacies | 4 |
| Developing Social Responsibility..... | 4 |
| K-12 Aim and Goals for Career Education..... | 4 |
| Career Development..... | 6 |
| Teaching Career Education..... | 6 |
| Personal Management | 7 |
| Career Information | 7 |
| Personal Planning | 7 |
| Inquiry | 8 |
| Creating Questions for Inquiry in Career Education..... | 10 |
| Outcomes and Indicators..... | 12 |
| Assessment and Evaluation of Student Learning | 16 |
| Connections with Other Areas of Study..... | 17 |
| Glossary..... | 18 |
| References..... | 20 |
| Feedback Form..... | 21 |

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Introduction

The Career Education curriculum is designed to develop the competencies required by all people to successfully manage their work and life. The provincial guidelines provide time for 50 minutes per week/30 hours per year in grades six through nine for Career Education instruction. Schools and/or teachers can choose to schedule and deliver the required instruction over the entire school year or block schedule the instructional time into a half year, a term, or another configuration totalling 30 hours.

This renewed curriculum reflects the latest career development research, updated technology, and recent resources as well as responding to changing economic forces within the province.

One of the realities for Saskatchewan teachers of Career Education is minimal professional preparation and training in the subject area. Rather than treat this as a potential concern, the Career Education curriculum relies a great deal on the experiences of teachers who have chosen the teaching profession and work actively at their career. Every effort has been made to create a robust and clear curriculum for use by all teachers including those who may have limited career development experience.

This curriculum includes the following information to support career development instruction in Saskatchewan schools:

- Core Curriculum
- Broad Areas of Learning
- Cross-curricular Competencies
- K-12 Aim and Goals for Career Education
- Teaching Career Education
- Outcomes and Indicators for Grade 9
- Glossary
- Scope and sequence of outcomes across Grades 6-9.

Support materials available online will include:

- sample lessons for the grade
- assessment and evaluation criteria and suggestions
- listing of recommended resources.

"It is clear that in most countries career guidance is not a profession, but an occupation or role. As a result of limited or insufficient training arrangements many career guidance practitioners receive no thorough grounding in basic theories of career guidance."

OECD, 2004, p. 10

Core Curriculum

Core Curriculum is intended to provide all Saskatchewan students with an education that will serve them well regardless of their choices after leaving school. Through its various components and initiatives, Core Curriculum supports the achievement of the Goals of Education for Saskatchewan. For current information regarding Core Curriculum, please refer to *Core Curriculum: Principles, Time Allocations, and Credit Policy* (August 2007) found on the Saskatchewan Ministry of Education website.

The Broad Areas of Learning and Cross-curricular Competencies connect the specificity of the areas of study and the day-to-day work of teachers with the broader philosophy of Core Curriculum and the Goals of Education for Saskatchewan.

Broad Areas of Learning

There are three Broad Areas of Learning that reflect Saskatchewan's Goals of Education. Career Education contributes to the Goals of Education through helping students achieve knowledge, skills, and attitudes related to these Broad Areas of Learning.

Building Lifelong Learners

Students engaged in constructing and applying career knowledge naturally build a positive disposition towards learning. Throughout their study of Career Education, students bring a natural curiosity about their future. This curiosity provides the motivation to discover and explore their personal interests more deeply. Students in Grade 9 generally bring an awareness of jobs and occupations through their life experiences with family, friends, their community, and the media. Career development is a lifelong process which continues from school to work and, for an increasing number of people, beyond retirement.

Related to the following Goals of Education:

- o *Basic Skills*
- o *Life-long Learning*
- o *Self Concept Development*
- o *Positive Lifestyle*

Building a Sense of Self and Community

Personal identity is developed specifically under the first goal of Career Education in the exploration and reflection on the uniqueness of individuals and the constructing of a positive self-image. Reflection on self also occurs in its relationship to others and the attributes an individual must possess to have healthy relationships within their community. Students connect with the community through an exploration of the jobs, occupations, and careers of community members.

Related to the following Goals of Education:

- o *Understanding & Relating to Others*
- o *Self Concept Development*
- o *Positive Lifestyle*
- o *Spiritual Development*

Building Engaged Citizens

As students create their career pathways, they will make many positive contributions as engaged citizens. Career Education not only deals with paid work, but also with non-paid roles of individuals such as participation in the arts and sports, and volunteering in the community. As students begin planning for their transition from education to the world of work, they examine the contributions each person makes to the economic and social sustainability of the community and province, as well as globally.

Related to the following Goals of Education:

- o *Understanding & Relating to Others*
- o *Positive Lifestyle*
- o *Career and Consumer Decisions*
- o *Membership in Society*
- o *Growing with Change*

Cross-curricular Competencies

The Cross-curricular Competencies are four interrelated areas containing understandings, values, skills, and processes which are considered important for learning in all areas of study. These competencies reflect the Common Essential Learnings and are intended to be addressed in each area of study at each grade level.

Developing Thinking

Learners construct knowledge to make sense of the world around them. In Career Education, students develop understanding by building on what is already known and use processes such as thinking contextually, initiating and engaging in inquiry, thinking creatively, and thinking critically. This curriculum is inquiry-based and students use the inquiry process, their language, and their thinking skills to explore a range of career topics, issues, and themes. Beginning in Grade 9, each learner will formally begin to construct their own career pathway.

K-12 Goals:

- o *thinking and learning contextually*
- o *thinking and learning creatively*
- o *thinking and learning critically*

Developing Identity and Interdependence

This competency addresses the ability to act autonomously in an interdependent world. It requires the learner to be aware of the natural environment, of social and cultural expectations, and of the possibilities for individual and group accomplishments. Interdependence assumes the possession of a positive self-concept and the ability to live in harmony with others and with the natural and constructed world. This is one of the key messages in Career Education.

K-12 Goals:

- o *understanding, valuing, and caring for oneself*
- o *understanding, valuing, and respecting human diversity and human rights and responsibilities*
- o *understanding and valuing social and environmental interdependence and sustainability*

K-12 Goals:

- *constructing knowledge related to various literacies*
- *exploring and interpreting the world through various literacies*
- *expressing understanding and communicating meaning using various literacies*

Developing Literacies

Multiple literacies involve a continuum of interrelated skills, strategies, and knowledge that contribute to the development of an individual's ability to participate in a variety of roles and situations – in the school, home, and community. Multiple literacies provide a variety of ways, including the use of language and technology, to interpret the world and express understanding of it through words, numbers, images, sounds, movements, or other representations.

K-12 Goals:

- *using moral reasoning processes*
- *engaging in communitarian thinking and dialogue*
- *contributing to the well-being of self, others, and the natural world*

Developing Social Responsibility

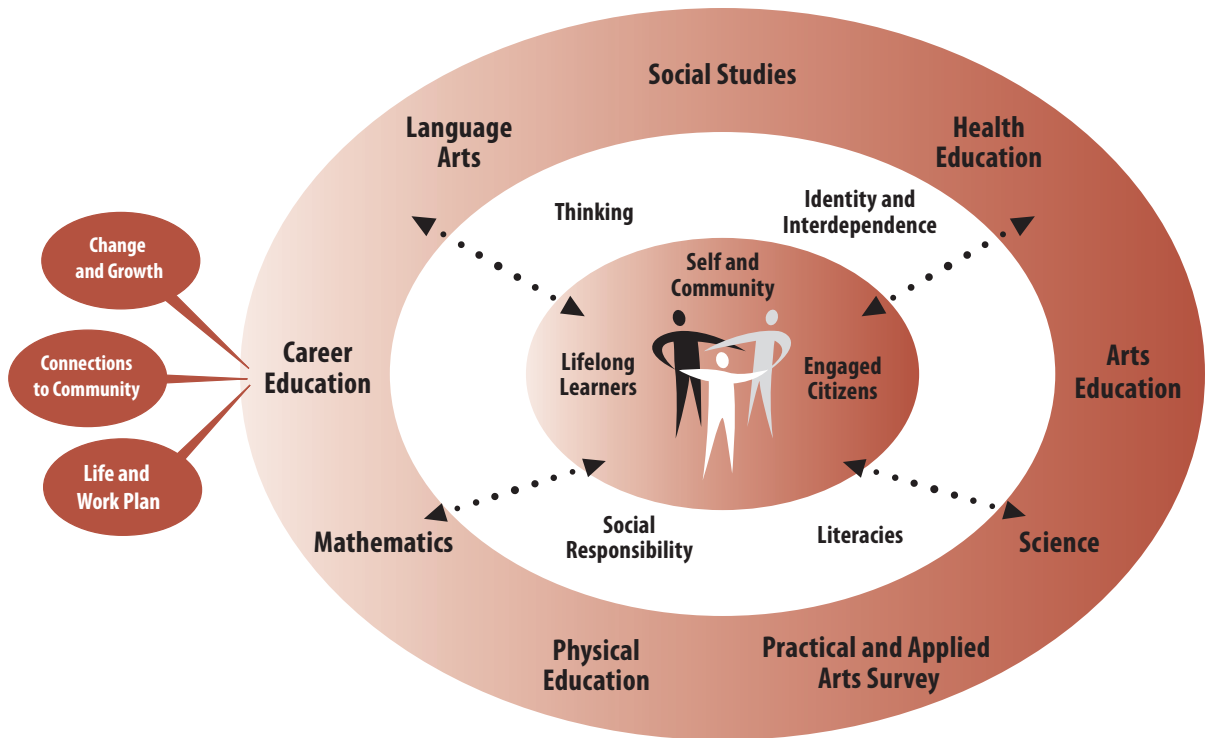
Socially responsible learners contribute to their physical, social, and cultural environments. They participate with others in accomplishing shared or common goals. Students in Career Education will interact appropriately and productively and have the ability to initiate or participate in social action.

K-12 Aim and Goals for Career Education

The K-12 aim of Career Education is to enable all Saskatchewan students to develop essential skills and career management competencies to assist them in achieving their potential as they construct their personal life and work career.

Goals are broad statements identifying what students are expected to know and be able to do upon completion of the learning in a particular area of study. The three goals of K-12 Career Education are to:

- develop career management competencies through an exploration of personal change and growth
- explore the connections between learning and work pathways and their connections to community
- engage in inquiry to construct a personal life and work plan.



The Ministry of Education has adopted the *Blueprint for Life/Work Designs* as the scope and sequence for the integration of career development competencies into all curricula. The Blueprint outlines the skills, knowledge, and attitudes essential for effectively managing life/work development. This framework, which describes career development competencies from early childhood through adulthood, was developed through the collaboration of representatives of Canadian provinces and territories and is published by the National Life/Work Centre, a not-for-profit organization that supports career development. The cornerstone of the Blueprint is the matrix of eleven competencies grouped into three sections: personal management, learning and work exploration, and life/work building. These three sections provide the basis for the three goals of K-12 Career Education. A summary of the Blueprint competencies can be found in the Practical and Applied Arts Handbook.

Career education needs "to develop career self-management skills, for example, the ability to make effective career decisions and to implement them. This requires an approach that is embedded in the curriculum."

OECD, 2004, p. 8

Along with the Blueprint, two skill and competency organizers highlighted in the outcomes of the Career Education curriculum provide Canada-wide references of skills needed by all workers based on research with employers:

- The Essential Skills developed by Human Resources and Social Development Canada can be viewed at http://srv108.services.gc.ca/english/general/home_e.shtml.

- The Employability Skills, developed by the Conference Board of Canada, also provide an organizer for common skills in all jobs. The information can be found at <http://www.conferenceboard.ca/education/>.

Career Development

Currently in Saskatchewan, citizens generally have the opportunity for multiple career changes in their lifetime. The positive perspective of experiencing multiple career changes differs starkly with the perception from the last century when career stability was of utmost importance. Statements from that era would be more in line with “Students will be forced to deal with career changes” or “Students will be unable to sustain long-term employment”.

Changing jobs or occupations is now a relevant strategy for career development where in generations past sustaining a job was often seen as the ideal. In the current Saskatchewan economic context, developing skills to deal with periods between employment is as important as career choices. These periods of unemployment present new opportunities rather than being viewed as negative events.

Career development provides the time and space to encourage students to explore their interests and skills. All possibilities including employment, apprenticeship, university, technical training, and starting a business can be seen as equally challenging and appropriate choices depending on individual interests.

Teaching Career Education

All Saskatchewan students, regardless of location, should experience a deep, rich education that actualizes the provincial curriculum. Each student’s learning is more important than covering a particular amount of content. The goals identify a three-part plan of career development where students develop personal management to utilize career information while creating their career pathway. The Career Education curriculum connects school learning to workplace realities through exploration of career information, practice in making decisions, and support for student planning.

Career development competencies as identified in the *Blueprint for Life/Work Designs* form the basis of the Career Education curriculum. These career development competencies are developed through exploration, application, and actualization in the classroom and beyond. As students develop the 11

“For Canadian youth, the school-to-work transition is a difficult and lengthy road. A school-to-work transition for Canadian youth takes on average eight years which is 2 years longer than it did 20 years ago.”

Bell & O’Reilly, 2008, p. 1

competencies, they will recognize the value in learning and work as well as the deep connections between the two.

Career Education supports the development of confident, engaged, informed lifelong learners. Teachers in Career Education classrooms encourage the personal management, the career exploration, and the initiation of a career plan to ensure each student the brightest future possible.

Personal Management

Career Education recognizes the changes likely to occur in personal priorities and goals, especially during the teenage years. At the same time, however, students can make appropriate career choices if given the opportunity and time to explore careers. Educators must walk the path of honouring choices of young people while avoiding pigeonholing them into narrow views of work.

Making competent decisions ultimately provides each individual the best opportunity for a happy, fulfilled life. The opportunity to practise decision making in school with support from trusted adults without the consequences of the “real world” develops competent career managers. As reflective learners experience new learning, they relate it to what they already know, adapt it for their own uses, and then translate it into action. Decisions do not have to be right for all time, but rather right for the present situation. In today’s society, change is constant and people must be able to deal with change on an ongoing basis.

Career Information

Currently, accessing information is much less challenging than getting students to effectively analyze and utilize the information. Internet access and a renewed focus on recruiting by the business sector provides an abundance of career information. This vast array of resources offers detailed information about jobs and occupations available around the world. Making the best use of this information is achieved by using the competencies students develop through Career Education in Grades 6-9.

Personal Planning

Active visible members of the learning community become active visible members of the larger community. As students grow from dependence to independence and ultimately

The High Five Messages of career development

Follow your Heart

Access your Allies

Change is Constant

Learning is Lifelong

Focus on the Journey

to interdependence, they always need to see a place for themselves. Effective learning takes place in an environment that is caring, inclusive, non-discriminatory, and cohesive. Career Education links students to the community and links their past and present to their future. The curriculum outcomes provide many opportunities to include individuals from the larger community in learning activities, both within and outside the classroom.

Inquiry

Inquiry learning provides students with opportunities to build knowledge, abilities, and inquiring habits of mind that lead to deeper understanding of their world and human experience. Inquiry is more than a simple instructional method. It is a philosophical approach to teaching and learning, grounded in constructivist research and methods, which engages students in investigations that lead to disciplinary and transdisciplinary understanding.

Inquiry builds on students' inherent sense of curiosity and wonder, drawing on their diverse backgrounds, interests, and experiences. The process provides opportunities for students to become active participants in a collaborative search for meaning and understanding. Students who are engaged in inquiry:

- construct knowledge and deep understanding rather than passively receiving it
- are directly involved and engaged in the discovery of new knowledge
- encounter alternative perspectives and differing ideas that transform prior knowledge and experience into deep understandings
- transfer new knowledge and skills to new circumstances
- take ownership and responsibility for their ongoing learning and mastery of curriculum content and skills (adapted from Kuhlthau & Todd, 2008, p. 1).

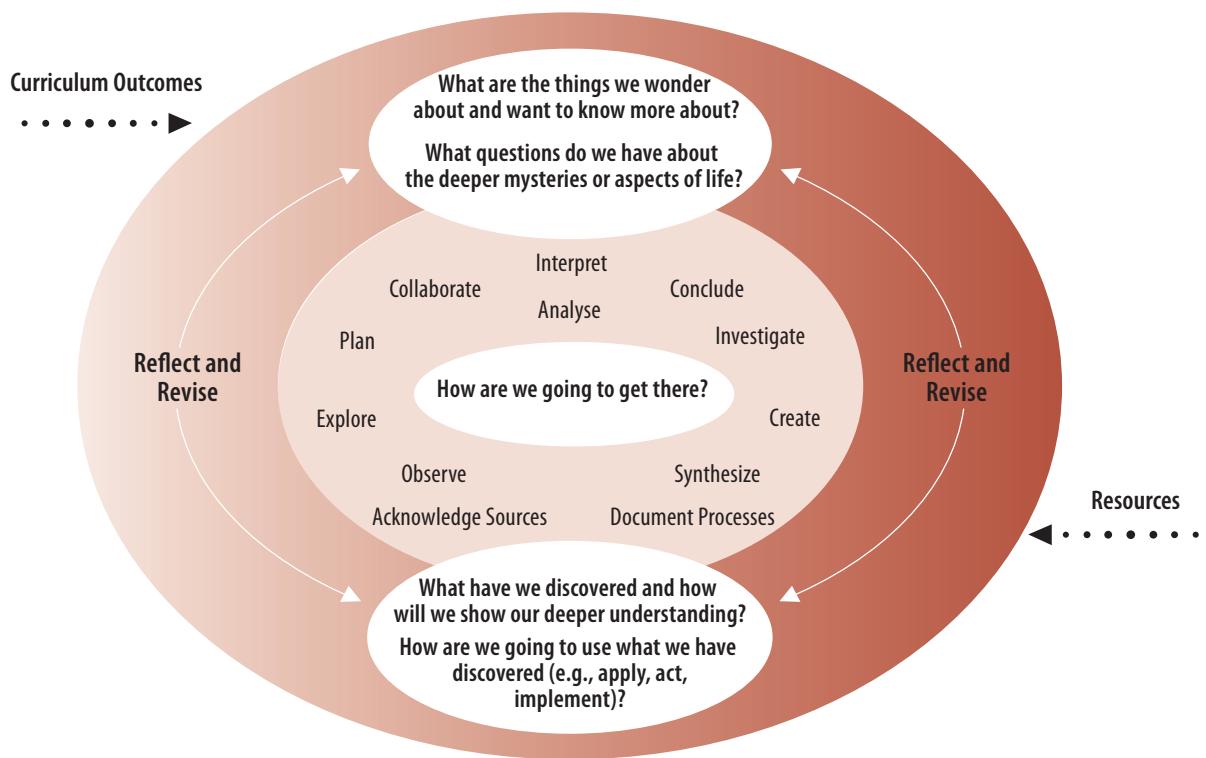
An important part of any inquiry process is student reflection on their learning and the documentation needed to assess the learning and make it visible. Student documentation of the inquiry process in Career Education may take the form of works-in-progress, reflective writing, reports, notes, three-dimensional models, arts expressions, photographs, video footage, or action plans.

"Inquiry is a philosophical stance rather than a set of strategies, activities, or a particular teaching method. As such, inquiry promotes intentional and thoughtful learning for teachers and children."

Mills & Donnelly, 2001, p. xvii

Inquiry learning is not a step-by-step process, but rather a cyclical process, with various phases of the process being revisited and rethought as a result of students' discoveries, insights, and construction of new knowledge. Experienced inquirers will move back and forth among various phases as new questions arise and as students become more comfortable with the process. The following graphic shows various phases of this cyclical inquiry process.

Constructing Understanding Through Inquiry



Inquiry focuses on the development of questions to initiate and guide the learning process. These questions are formulated by teachers and students to motivate inquiries into topics, problems, and issues related to curriculum content and outcomes.

Well-formulated inquiry questions are broad in scope and rich in possibilities. Such questions encourage students to explore, observe, gather information, plan, analyze, interpret, synthesize, problem solve, take risks, create, conclude, document, reflect on learning, and develop new questions for further inquiry.

Creating Questions for Inquiry in Career Education

Teachers and students can begin their inquiry at one or more curriculum entry points; however, the process may evolve into transdisciplinary integrated learning opportunities, as reflective of the holistic nature of our lives and interdependent global environment.

It is essential to develop questions that are evoked by student interests and have potential for rich and deep learning. These questions are used to initiate and guide the inquiry and give students direction for investigating topics, problems, ideas, challenges, or issues under study.

“...questions stimulate thought, provoke inquiry, and spark more questions—not just pat answers. . . . The best questions point to and highlight the big ideas.”

Wiggins & McTighe, 2005, p. 106

The process of constructing questions for deep understanding can help students to grasp the important disciplinary or transdisciplinary ideas that are situated at the core of a particular curricular focus or context. These broad questions will lead to more specific questions that can provide a framework, purpose, and direction for the learning activities in a lesson, or series of lessons, and help students connect what they are learning to their experiences and life beyond school.

Questions give students some initial direction for uncovering the understandings associated with a unit of study. Questions can help students grasp the big disciplinary ideas surrounding a focus or context and related themes or topics. They provide a framework, purpose, and direction for the learning activities in each unit and help students connect what they are learning to their experiences and life beyond the classroom. They also invite and encourage students to pose their own questions for deeper understanding.

When devising essential questions that lead to deeper understanding, teachers and students should note that these questions should:

- cause genuine and relevant inquiry into the key ideas and core content
- provide for thoughtful, lively discussion, sustained inquiry, and new understanding as well as more questions
- require students to consider alternatives, weigh evidence, support their ideas, and justify their answers
- stimulate vital, ongoing rethinking of big ideas, assumptions, and prior lessons
- spark meaningful connections with prior learning, personal experiences, and ways of knowing
- naturally recur, creating opportunities for transfer to other situations and subjects. (Adapted from Wiggins & McTighe, 2005, p. 110).

Questions for deep understanding in Career Education are the key to initiating and guiding students' investigations and critical thinking, problem solving, and reflection on their own learning. Questions such as: "How do people choose their careers? What can I do now to ensure success later in life?" are examples of questions that will move students' inquiry towards deeper understanding. Effective questioning is essential for teaching and student learning and should be an integral part of planning in Career Education. Questioning should also be used to encourage students to reflect on the inquiry process and the documentation and assessment of their own learning.

Questions for deeper understanding in career development may include:

- Who am I? What are my strengths and interests?
- How do I envision my life in the future and how can I control it?
- What am I learning in my life right now that will influence my future life choices?
- What occupations are available?
- How do I make work and life decisions?
- How do I know if I am happy or satisfied with my life and work balance?
- If I am not happy with my roles in life, how can I change them?

Outcomes and Indicators

Change and Growth (CG)

Goal: All students will develop career management competencies through an exploration of personal change and growth.

Outcomes (What students are expected to know and be able to do.)

CG9.1 *Plan for, demonstrate, and document improvements of one's own capacity for building a positive self-image.*

CG9.2 *Appraise one's own abilities to respond positively to change and growth.*

Indicators (Students who have achieved this outcome should be able to:)

- a. Describe and analyze how individual characteristics such as interests, gifts, skills, values, level of physical fitness, beliefs, and attitudes contribute to achieving personal, social, educational, and professional goals
 - b. Assess one's own personal characteristics and apply those that contribute positively to achievement of personal goals
 - c. Document improvements in one's self-image from the last number of years which contribute positively to one's life and work
 - d. Integrate personal skills such as time management, problem solving, stress management, and life/work balance into one's life
 - e. Practise helping in situations one feels comfortable with and wishes to contribute in relationships with others
-
- a. Define stress and identify sources of stress in one's life
 - b. Evaluate the impact of stress caused by change in one's life
 - c. Apply stress management techniques such as changing one's environment, changing one's response to stressors, and accessing support systems
 - d. Identify opportunities arising from changes in one's life

Connections to Community (CC)

Goal: All students will explore the connection between learning and work pathways and their connections to community.

Outcomes

CC9.1 *Utilize career information to construct an organized plan of career building which reflects an attitude and expectation of lifelong learning.*

CC9.2 *Analyze and express one's own understanding of how societal and economic needs influence the nature of paid and unpaid work.*

Indicators

- a. Identify and explain how skills, knowledge, and attitudes acquired in academic, artistic, and technical/practical programs may contribute to achieving personal and professional goals
 - b. Demonstrate how education and training interests relate to various options regarding post-secondary programs, workplace training, and/or entry into the workforce
 - c. Conduct research using digital resources into the requirements of a variety of work roles and work environments and determine how one's transferable skills, knowledge, and attitudes can fulfill the requirements
 - d. Review graduation requirements and plan high school course selection which support and reflect one's life goals
-
- a. Utilize career information resources such as occupation classification systems, labour market information, mass media, and Internet-based information delivery systems to analyze the realities and requirements of various work roles
 - b. Determine, according to one's gifts and interests, the advantages and disadvantages of various work alternatives (e.g., full-time or part-time employment, contracting, consulting, entrepreneurship)
 - c. Investigate social, demographic, technological, occupational, and industrial trends affecting work and learning and identify their potential impact on oneself, now and in the future
 - d. Assess the importance of various types of work for oneself through real or simulated work experience (e.g., TOKW, The Be Real Game)

Life and Work Plan (LW)

Goal: All students will engage in inquiry to construct a personal life and work plan.

Outcomes

LW9.1 Assess one's own abilities to seek, obtain, and/or create work through researching successful strategies and applying them to one's own life.

LW9.2 Use acquired knowledge to create a plan for life and work based on one's preferred future.

Indicators

- a. Acknowledge one's personal set of skills, knowledge, and attitudes that contribute to seek, obtain, create, and maintain work
 - b. Demonstrate the skills, knowledge, and attitudes in preparing personal career documentation (e.g., résumés, proposals, portfolios, cover letters, interviews)
 - c. Explore strategies for identifying work opportunities (e.g., newspapers, websites, help wanted signs, word of mouth)
-
- a. Investigate and plan the steps required for transition to secondary school as well as post-secondary education and/or training programs
 - b. Create and engage in scenarios supportive of one's values and goals
 - c. Acknowledge and analyze factors that influence or impact one's life and work plans (e.g., socioeconomic status, culture, values, physical fitness, work choices, work habits, gender bias and stereotyping)
 - d. Develop plans to pursue one's preferred future
 - e. Determine whether or not it is necessary to modify and/or create new life/work scenarios and adjust one's short-term action plans

Outcomes for Career Education

| GOALS | Grade 6 | Grade 7 | Grade 8 | Grade 9 |
|--|--|--|---|--|
| All students will develop career management competencies through an exploration of personal change and growth | Investigate the influence of a positive self-image on one's life | Explore and draw conclusions about the influences of positive and negative self-images on one's life and work | Analyze one's own self-image including personal skills, interests, and behaviours and their influences on one's life and work | Plan for, demonstrate, and document improvements of one's own capacity for building a positive self-image |
| | Analyze the benefits of developing personal competence in building healthy relationships (i.e., emotional, spiritual, mental, and physical) | Develop and demonstrate the behaviours and understandings needed for building healthy relationships (i.e., emotional, spiritual, mental, and physical) | Analyze abilities for responding positively to change in one's life | Appraise one's own abilities to respond positively to change and growth |
| All students will explore the connections between learning and work pathways and their connections to community | Investigate various aspects of careers and their requirements | Reflect on and express insights about how knowledge and skills learned in school transfer to one's future life and work | Examine how a disposition for lifelong learning connects to potential career pathways | Utilize career information to construct an organized plan of career building which reflects an attitude and expectation of lifelong learning |
| | Investigate and compile data to explain ways work contributes to individuals and the community | Analyze the contributions work makes to the individual and their community, including globally | Determine the contributions that work and work alternatives such as volunteerism make to the community and identify their importance to society | Analyze and express one's own understanding of how societal and economic needs influence the nature of paid and unpaid work |
| All students will engage in inquiry to construct a personal work and life plan | Examine effective practices such as responsible decision making, cooperation, and accepting diversity and predict their continued importance in one's own career | Investigate and demonstrate the personal qualities and abilities needed to seek, obtain, or create work | Compare skills taxonomies such as Essential Skills and Employability Skills and examine how an individual's skills may influence possible future occupational choices | Assess one's own abilities to seek, obtain, and/or create work through researching successful strategies and applying them to one's own life |
| | Investigate the interrelationship of life roles | Investigate non-traditional work scenarios involving issues such as stereotyping and discrimination to assess the impact on life and work | Formulate a list of life roles and examine possible changes over one's lifespan | Use acquired knowledge to create a plan for life and work based on one's preferred future |

Assessment and Evaluation of Student Learning

Assessment and evaluation require thoughtful planning and implementation to support the learning process and to inform teaching. All assessment and evaluation of student achievement must be based on the outcomes in the provincial curriculum.

Assessment involves the systematic collection of information about student learning with respect to:

- ☑ Achievement of provincial curricula outcomes
- ☑ Effectiveness of teaching strategies employed
- ☑ Student self-reflection on learning.

Evaluation compares assessment information against criteria based on curriculum outcomes for the purpose of communicating to students, teachers, parents/caregivers, and others about student progress and to make informed decisions about the teaching and learning process. Reporting of student achievement must be based on the achievement of curriculum outcomes.

There are three interrelated purposes of assessment. Each type of assessment, systematically implemented, contributes to an overall picture of an individual student's achievement.

Assessment for learning involves the use of information about student progress to support and improve student learning and inform instructional practices and:

- is teacher-driven for student, teacher, and parent use
- occurs throughout the teaching and learning process, using a variety of tools
- engages teachers in providing differentiated instruction, feedback to students to enhance their learning, and information to parents in support of learning.

Assessment as learning actively involves student reflection on learning and monitoring of her/his own progress and:

- supports students in critically analyzing learning related to curricular outcomes
- is student-driven with teacher guidance
- occurs throughout the learning process.

Assessment of learning involves teachers' use of evidence of student learning to make judgements about student achievement and:

- provides opportunity to report evidence of achievement related to curricular outcomes
- occurs at the end of a learning cycle, using a variety of tools
- provides the foundation for discussions on placement or promotion.

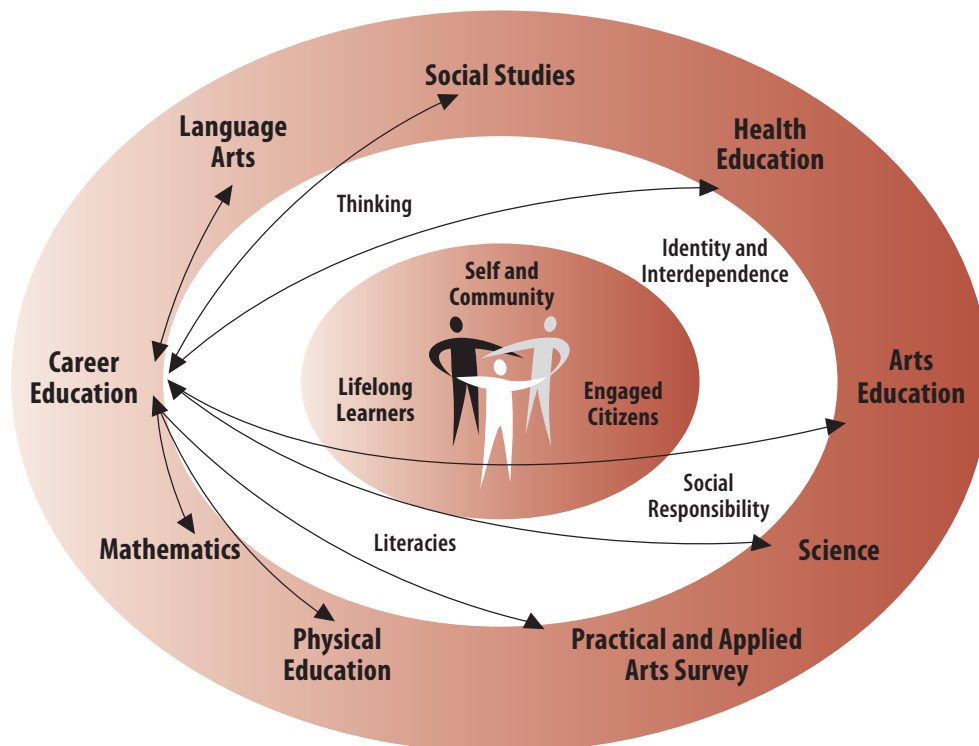
Connections with Other Areas of Study

The curriculum is more relevant when connections are made to students' lives and previous learning. Although some learning outcomes or subject area knowledge may be better achieved through discipline-specific instruction, deeper understanding may be attained through the integration of disciplines. Some outcomes for each area of study complement each other and offer opportunities for subject-area integration.

By using a particular context and identifying a common theme to use as an organizer, the outcomes from more than one subject area can be achieved and students can make connections.

Integrated, interdisciplinary instruction in a thematic unit, however, must be more than just a series of activities.

An integrated unit must facilitate students' learning of the related disciplines and their understanding of the conceptual connections. The unit must achieve each individual subject area's outcomes and ensure that in-depth learning occurs. If deep understanding is to occur, the unit cannot be based on superficial or arbitrarily connected activities (Brophy & Alleman, 1991). Further, the outcomes and activities of one area of study must not be obscured by the outcomes or activities of another area of study (Education Review Office, 1996, p. 13).



Glossary

Apprenticeship is a form of post-secondary training that includes both on-the-job training and classroom learning, and leads to a certification in a specific trade.

Career is the sum of one's life experiences. Every person has a career which includes all of the individual's work, learning, recreational, community, and family roles.

Career Goals are a broad set of goals that include all aspects of one's career.

Communication Skills include the ability to speak, listen, write, view, and represent carefully, with due attention to the message and the audience.

Employability Skills are a list of skills developed by the Conference Board of Canada in consultation with employers and identify the competencies required in all work settings.

Entrepreneur is a person who starts an enterprise or business of her or his own.

Essential Skills are a list of skills researched and developed by Human Resources Service Development Canada which are required by every job.

Graduation Requirements are a list of Secondary Level credits a student must complete to be granted a high school diploma in Saskatchewan.

High Five is a list of the key elements of career development. They are: Follow your Heart, Access your Allies, Change is Constant, Learning is Lifelong, and Focus on the Journey.

Inquiry involves students in some type of "research" on a specific topic, problem, or issue for learning and action. Inquiry is a way of opening up spaces for students' interests and involving them in as many different aspects of a topic, problem, or issue as students can find.

Job is a specific set of duties done for a specific employer such as an operating room nurse in a particular hospital.

Lifelong Learning is the idea that learning will continue throughout one's lifetime and occurs as a result of formal or informal learning situations.

Metacognition is the ability to think about and reflect on one's own thinking and learning processes.

National Occupational Classification (NOC) is the Canadian occupational classification system that codes and categorizes over 25 000 occupational titles according to two basic criteria: skill types and skill levels.

Occupation is a cluster of jobs with similar tasks and training. Nursing would be an example of an occupation.

Personal Characteristics are the qualities and details that make up one's unique personality.

Personal Management Skills are used by individuals to manage their lives in terms of time, goals, change, relationships, and other aspects of their careers.

Portfolio is a compilation of evidence collected over time of a student's learning. It demonstrates the student's efforts, progress, and achievement. A portfolio can be cumulative, working/developmental, or showcase in nature.

Questions for Deep Understanding are questions that are thought-provoking and probe a matter of considerable importance and require movement beyond present understanding and studying. They often lead to other questions posed by students.

Reference refers to a person who will vouch for one's character and ability when applying for a job. Employers contact references when considering offering a person a job.

Résumé is a document that outlines the education, experiences, abilities, and references for an individual.

Sector Council is an organization which works on behalf of the business, labour, and other economic interests of an industry such as mining or trucking.

Self-employment means to earn money for one's self through an entrepreneurial venture.

Success is when the desired outcomes are obtained from one's actions.

Transferable Skills are the abilities and capacities that can be transferred from one situation or task to another.

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Feedback Form

The Ministry of Education welcomes your response to this curriculum and invites you to complete and return this feedback form.

Document Title: **Career Education Grade 9 Curriculum**

1. Please indicate your role in the learning community

- parent teacher resource teacher
 guidance counsellor school administrator school board trustee
 teacher librarian school community council member
 other _____

What was your purpose for looking at or using this curriculum?

2. a) Please indicate which format(s) of the curriculum you used:

- print
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b) Please indicate which format(s) of the curriculum you prefer:

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3. How does this curriculum address the needs of your learning community or organization? Please explain.

4. Please respond to each of the following statements by circling the applicable number.

| The curriculum content is: | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|----------------|-------|----------|-------------------|
| appropriate for its intended purpose | 1 | 2 | 3 | 4 |
| suitable for your learning style (e.g., visuals, graphics, texts) | 1 | 2 | 3 | 4 |
| clear and well organized | 1 | 2 | 3 | 4 |
| visually appealing | 1 | 2 | 3 | 4 |
| informative | 1 | 2 | 3 | 4 |

Career Education 9

5. Explain which aspects you found to be:

Most useful:

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6. Additional comments:

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Name: _____

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Thank you for taking the time to provide this valuable feedback.

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