

# BUILDING FUTURES

## in Alberta

### Supports for Instruction

**Please Note:** Here you will find specific resources that can support teaching the targeted areas of knowledge, skills, attitudes, and behaviours. Going forward, we will be adding more resources over time to support teachers – and these will be posted as they are completed in the coming months. We also welcome your feedback in terms of how you provided instruction and what you did with your students. New ideas and strategies that you submit can lead to new lesson plan ideas – so we are keen to hear from you! We hope you find these resources helpful in supporting your instruction.

General Topic:  
Unit Title:  
Division IV - Grade Level:  
Suggested Curriculum  
Areas for Integration

#### **CAREERS AND JOBS**

##### **Planning Your Career**

Grade 11

- English Language Arts – 20-1, 12-2
- Knowledge and Employability English Language Arts (K&E) – 20-4
- Career and Technology Studies (CTS)
- Knowledge and Employability Occupations (K&E) - 20-4
- Career and Life Management (CALM)

# Careers and Jobs

Planning Your Career

GRADE

11

## A. POSSIBLE CURRICULUM INTEGRATION POINTS

[PLEASE NOTE: The following are suggested curriculum integration points. There are many other options for teachers to consider as well.]

### ENGLISH LANGUAGE ARTS – Grade 20-1, 20-2

#### **General Outcome 5**

Students will listen, speak, read, write, view, and represent to respect, support and collaborate with others.

### KNOWLEDGE AND EMPLOYABILITY ENGLISH LANGUAGE ARTS 20-4

#### **General Outcome 5**

Students will listen, speak, read, write, view, and represent to respect, support and collaborate with others.

### CAREER AND TECHNOLOGY STUDIES (CTS)

#### **BIT Cluster Occupational Area - Finance**

- FIN1010: Personal Financial Information
- Work Experience 15
- Work Experience 25
- Work Experience 35

### KNOWLEDGE AND EMPLOYABILITY OCCUPATION COURSES (K&E) - ORIENTATION – 20-4

#### **General Outcome - Employability Competencies 20-4**

Students will develop these competencies throughout the learning process and demonstrate them in daily life and the workplace.

### MANAGING TRANSITIONS – 20-4

#### **General Outcome – Lifelong Learning 20-4**

Students will apply their abilities and interests toward achieving learning goals.

#### **Specific Outcome**

*Students will:*

- relate learning preferences and strengths to formal and informal learning opportunities and identify post-secondary opportunities within the related field
- assess learning goals and current competencies, identify competencies needing development and identify and prioritize learning goals
- create a pathway of senior high school courses to reflect learning goals
- identify educational possibilities; e.g., Registered Apprenticeship Program (RAP), Green Certificate, Career and Technology Studies (CTS) and Career Internship.

### **General Outcome – Career Development 20-4**

**Students will orient themselves toward an occupation that reflects their personal aptitudes and interests.**

#### **Specific Outcome**

*Students will:*

- assess work preferences and non-preferences (e.g., indoor, outdoor, shift work), assess life/work options and outline career goals and paths
- work in and seek out a variety of roles and responsibilities
- measure and celebrate personal contributions to workplace goals; e.g., paid, unpaid or volunteer work
- orient themselves to the workplace through community partnerships and assess personal performance in terms of workplace expectations.

### **General Outcome - Occupational Competencies 10-4**

**Students will develop and demonstrate the following competencies to succeed in a specific occupation or career.**

### **PERSONAL MANAGEMENT – 20-4**

#### **General Outcome – Self-development 20-4**

**Students will increase their self-esteem and confidence and enhance their ability to set personal goals and priorities.**

#### **Specific Outcome**

*Students will:*

- re-evaluate an action plan to develop strengths and talents
- use strengths and talents to achieve personal goals
- clarify acceptable and appropriate behaviours for specific activities and roles
- act ethically in personal, community and workplace contexts and accept the consequences of their actions.

### **ACHIEVING RESULTS – 20-4**

#### **General Outcome – Career Awareness – 20-4**

**Students will explore a variety of occupations within an art and design (same for all occupation courses at this level) environment.**

#### **Orientation**

#### **Specific Outcome**

*Students will:*

- identify entry-level competencies
- identify post-secondary opportunities
- recognize entrepreneurial opportunities within the industry
- introduce themselves to local business/industry operations
- match their personal interests to their job search; e.g., – identify sources of support for investigating and finding work – describe entry-level requirements – recognize potential career ladders
- recognize that the arts industry represents one of Canada's major sources of employment or vocational opportunities and recognize that opportunities will continue to grow as emerging technologies develop

- identify various career paths available to designers and people skilled in art
- explore the marketing, displaying and advertising of design products.

### **Standards**

#### **Specific Outcome**

*Students will:*

- develop workplace protocols, procedures and standards of conduct; e.g.,
  - demonstrate appropriate work habits
  - use safe and sanitary practices
  - demonstrate pride in themselves
  - demonstrate pride in their work performance
  - show respect for others
  - respect the property of others.

## **CAREER AND LIFE MANAGEMENT**

**General Outcome 2:** Resource Choices

**General Outcome 3:** Career and Life Choices

## **B. SUPPORTS FOR INSTRUCTION**

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This Topic will introduce students to career planning. Getting that first job can be an overwhelming process for some students while others may take it in stride and be eager for the challenge. Short- and long-term goals that involve financial decisions require money so that means the student needs to get a job. There are number of factors to consider. Students need to explore careers that they are passionate about, investigate and then plan courses around these career goals. Another important step is talking to people who know a bit about them, such as family members, friends and neighbours as they can all be good sources of information whether its job availability or personal suitability. Sometimes other people know us better than we know ourselves!

We have identified a number of possible curriculum integration points but, by no means are these exhaustive. There are a great many places in the Alberta curriculum where this area of instruction can fit. Our hope, in looking to improve financial literacy among our youth, is that you will apply this key life skill – decision-making – to making good money decisions. In that way we can achieve both goals – developing better decision-making skills and encouraging student to apply those skills to the money decisions they face in life.

To support your instruction for this Topic, we have the following resources. You don't, of course, need to use them all. You can pick which support your instruction best. You may find use for some of them at different times over the course of your teaching. They are provided to support you as you wish.

### **1. Video - “Career Planning” – (<https://vimeo.com/640286878/802e9d164f>)**

What are the top 10 career planning tips? This video describes the career planning steps in an easy-to-understand manner. Some decisions are easy, and some are not! Start by defining the decisions and steps necessary to get a job. Set short and long-term goals and what key steps do you need to get that first job? What career should I plan for? What are your true talents and abilities? The decision is up to you! Here is a summary of the career planning top ten steps:

1. Find your passion
2. Make good decisions
3. Make a Decision
4. Get out and volunteer
5. Meet and talk with individuals who know about the job
6. Be Honest with yourself
7. Be confident
8. Set short term and long term career goals
9. Plan for the Future
10. Look beyond the current career opportunities

We hope these resources are helpful to you in supporting your instruction re money and helping your students to improve their financial literacy.

As noted, we will be developing more detailed lesson plans over time to support your instruction – so keep an eye for them here.

If you use any or all of the resources above, we would welcome your feedback. And, as we noted, we welcome your ideas – what you did, what techniques you used, what other resources you found helpful. We are keen to keep improving the “Building Futures in Alberta” program over time and your input can help us do that.