

GRADE 10: CAREER MOVES: SKILLS FOR THE JOURNEY—SECOND EDITION

Curriculum Connections

IP = Initiating and Planning

Career Studies Curriculum Connections	Science Curriculum Connections
Activity 1: Video Review	
<p>Personal Management</p> <ul style="list-style-type: none">• identify the essential skills (e.g., reading text, computer use, working with others, numeracy) they have developed through school, extracurricular, and/or community experiences, and explain how these skills relate to career development• identify internal and external influences (e.g., previous successes, peer pressure, parental expectations, family responsibilities) that may limit or expand the range of educational and career opportunities they would consider• describe and explain the importance of personal-management skills (e.g., organizational skills, problem solving), habits (e.g., maintaining a personal planner), and characteristics (e.g., adaptability) for success in career development <p>Preparation for Transitions and Change</p> <ul style="list-style-type: none">• demonstrate an understanding of the decision-making process as it relates to career planning• describe the characteristics of transitions and changes, and identify some of the personal and work-related transitions and changes that they or others have experienced (e.g., moving to a new country, losing a job, going to a new school)	

GRADE 10: CAREER MOVES: SKILLS FOR THE JOURNEY—SECOND EDITION

Curriculum Connections

Career Studies Curriculum Connections	Science Curriculum Connections
Activity 2: Learning from Others	
<p>Personal Management</p> <ul style="list-style-type: none"> • identify the essential skills (e.g., reading text, computer use, working with others, numeracy) they have developed through school, extracurricular, and/or community experiences, and explain how these skills relate to career development • identify internal and external influences (e.g., previous successes, peer pressure, parental expectations, family responsibilities) that may limit or expand the range of educational and career opportunities they would consider • describe and explain the importance of personal-management skills (e.g., organizational skills, problem solving), habits (e.g., maintaining a personal planner), and characteristics (e.g., adaptability) for success in career development • demonstrate effective use of communication skills in a variety of situations in school, at home, and in the community (e.g., information interviews, presentations, role play, group work) <p>Exploration of Opportunities</p> <ul style="list-style-type: none"> • identify economic and societal trends (e.g., globalization, developments in information technology, the changing role of unions and professional organizations, outsourcing or “contracting out”, emerging work-style alternatives, self-employment, entrepreneurship, changing demographics) and explain how they influence available job opportunities and work environments 	<p>Scientific Investigation Skills and Career Exploration</p> <p>A1.3 identify and locate print, electronic, and human sources that are relevant to research questions [IP] (Applied/Academic)</p>

GRADE 10: CAREER MOVES: SKILLS FOR THE JOURNEY—SECOND EDITION

Curriculum Connections

Career Studies Curriculum Connections	Science Curriculum Connections
Activity 2: Learning from Others continued	
<p>Preparation for Transition and Change</p> <ul style="list-style-type: none">• demonstrate an understanding of the decision-making process as it relates to career planning• articulate personal, learning, community, and occupational goals, taking into consideration the results from their personal profile and their exploration of selected occupations• identify potential barriers (e.g., learning difficulties, financial constraints, distance from opportunities) that could interfere with the achievement of their goals, and use problem-solving strategies to identify appropriate actions• demonstrate an understanding of career development as a lifelong process that will include transitions, changes, and lifelong learning• identify positive ways of dealing with transitions and change	

GRADE 10: CAREER MOVES: SKILLS FOR THE JOURNEY—SECOND EDITION

Curriculum Connections

Career Studies Curriculum Connections	Science Curriculum Connections
Activity 3: Build Your Skills	
<p>Personal Management</p> <ul style="list-style-type: none">• use a variety of assessment tools to produce a personal profile that describes their current interests, skills, competencies, accomplishments, and characteristics, and identify occupations that are suited to their personal profile• identify the essential skills (e.g., reading text, computer use, working with others, numeracy) they have developed through school, extracurricular, and/or community experiences, and explain how these skills relate to career development• create a portfolio that documents personal information (e.g., interests, skills, talents, achievements, credentials) and career-related information <p>Exploration of Opportunities</p> <ul style="list-style-type: none">• identify and describe a variety of learning opportunities for secondary school students, including secondary school courses, community-based learning (e.g., school–work transition programs, community involvement, work experience, volunteering, cooperative education), and curricular activities <p>Preparation for Transitions and Change</p> <ul style="list-style-type: none">• articulate personal, learning, community, and occupational goals, taking into consideration the results from their personal profile and their exploration of selected occupations	

GRADE 10: CAREER MOVES: SKILLS FOR THE JOURNEY—SECOND EDITION

Curriculum Connections

Career Studies Curriculum Connections	Science Curriculum Connections
Activity 4: Employee or Entrepreneur?	
<p>Personal Management</p> <ul style="list-style-type: none">• demonstrate an understanding of the purpose of self-assessment and the use of standardized assessment tools (e.g., aptitude and interest tests, skills inventories, learning styles inventories)• use a variety of assessment tools to produce a personal profile that describes their current interests, skills, competencies, accomplishments, and characteristics, and identify occupations that are suited to their personal profile• identify internal and external influences (e.g., previous successes, peer pressure, parental expectations, family responsibilities) that may limit or expand the range of educational and career opportunities they would consider• describe and explain the importance of personal-management skills (e.g., organizational skills, problem solving), habits (e.g., maintaining a personal planner), and characteristics (e.g., adaptability) for success in career development <p>Exploration of Opportunities</p> <ul style="list-style-type: none">• identify a broad range of local and regional work opportunities, including self-employment and entrepreneurship, using a variety of resources (e.g., Internet websites, field trips, guest speakers, employment centres)	

GRADE 10: CAREER MOVES: SKILLS FOR THE JOURNEY—SECOND EDITION

Curriculum Connections

Career Studies Curriculum Connections	Science Curriculum Connections
Activity 5: Comparing Career Paths	
<p>Personal Management</p> <ul style="list-style-type: none">• identify internal and external influences (e.g., previous successes, peer pressure, parental expectations, family responsibilities) that may limit or expand the range of educational and career opportunities they would consider <p>Exploration of Opportunities</p> <ul style="list-style-type: none">• demonstrate effective use of research skills to locate and select career-related information from a variety of sources (e.g., information interviews; print, video, and computer-based resources)• compare a variety of postsecondary learning options (e.g., apprenticeship, college, distance education, on-the-job training, private training, university) and identify those most suited to them based on their personal interests, competencies, and aspirations <p>Preparation for Transitions and Change</p> <ul style="list-style-type: none">• demonstrate an understanding of the decision-making process as it relates to career planning	

GRADE 10: CAREER MOVES: SKILLS FOR THE JOURNEY—SECOND EDITION

Curriculum Connections

Career Studies Curriculum Connections	Science Curriculum Connections
Activity 6: Thinking Globally	
<p>Personal Management</p> <ul style="list-style-type: none">• identify internal and external influences (e.g., previous successes, peer pressure, parental expectations, family responsibilities) that may limit or expand the range of educational and career opportunities they would consider• demonstrate effective use of communication skills in a variety of situations in school, at home, and in the community (e.g., information interviews, presentations, role play, group work) <p>Exploration of Opportunities</p> <ul style="list-style-type: none">• demonstrate effective use of research skills to locate and select career-related information from a variety of sources (e.g., information interviews; print, video, and computer-based resources)• identify economic and societal trends (e.g., globalization, developments in information technology, the changing role of unions and professional organizations, outsourcing or “contracting out”, emerging work-style alternatives, self-employment, entrepreneurship, changing demographics) and explain how they influence available job opportunities and work environment• explain how knowledge of and respect for various cultures and languages (e.g., understanding customs and practices, multilingualism) can be an asset in the global job market	

GRADE 10: CAREER MOVES: SKILLS FOR THE JOURNEY—SECOND EDITION

Curriculum Connections

Career Studies Curriculum Connections	Science Curriculum Connections
Activity 6: Thinking Globally continued	
<p>Preparation for Transitions and Change</p> <ul style="list-style-type: none">• identify potential barriers (e.g., learning difficulties, financial constraints, distance from opportunities) that could interfere with the achievement of their goals, and use problem-solving strategies to identify appropriate actions• demonstrate an understanding of career development as a lifelong process that will include transitions, changes, and lifelong learning• describe the characteristics of transitions and changes, and identify some of the personal and work-related transitions and changes that they or others have experienced (e.g., moving to a new country, losing a job, going to a new school)• identify positive ways of dealing with transitions and change	

GRADE 10: CAREER MOVES: SKILLS FOR THE JOURNEY—SECOND EDITION

Curriculum Connections

Career Studies Curriculum Connections	Science Curriculum Connections
Activity 7: Thinking About a Career In ...	
<p>Personal Management</p> <ul style="list-style-type: none"> identify the essential skills (e.g., reading text, computer use, working with others, numeracy) they have developed through school, extracurricular, and/or community experiences, and explain how these skills relate to career development create a portfolio that documents personal information (e.g., interests, skills, talents, achievements, credentials) and career-related information <p>Exploration of Opportunities</p> <ul style="list-style-type: none"> describe, on the basis of research, selected occupations or fields of work, using identified criteria (e.g., education, training, and skill requirements; duties; safety issues; employment prospects; security and benefits; knowledge and skills valued by the employer), and describe the ways in which secondary school students can prepare for those occupations identify and describe a variety of learning opportunities for secondary school students, including secondary school courses, community-based learning (e.g., school-work transition programs, community involvement, work experience, volunteering, cooperative education), and cocurricular activities compare a variety of postsecondary learning options (e.g., apprenticeship, college, distance education, on-the-job training, private training, university) and identify those most suited to them based on their personal interests, competencies, and aspirations 	<p>Scientific Investigation Skills and Career Exploration</p> <p>A2.1 identify and describe a variety of careers related to the fields of science under study (e.g., meteorologist, medical illustrator, geochemist, optical physicist) and the education and training necessary for these careers (Academic)</p> <p>A2.1 identify and describe a variety of careers related to the fields of science under study (e.g., veterinarian assistant, quality control technician, conservation officer, sound and light technician) and the education and training necessary for these careers (Applied)</p>

GRADE 10: CAREER MOVES: SKILLS FOR THE JOURNEY—SECOND EDITION

Curriculum Connections

Career Studies Curriculum Connections	Science Curriculum Connections
Activity 7: Thinking About a Career In ... continued	
<p>Preparation for Transitions and Change</p> <ul style="list-style-type: none">• articulate personal, learning, community, and occupational goals, taking into consideration the results from their personal profile and their exploration of selected occupations• produce a preliminary career plan that identifies secondary school courses, activities in the school and community, and postsecondary education options that will help them achieve their goals• identify potential barriers (e.g., learning difficulties, financial constraints, distance from opportunities) that could interfere with the achievement of their goals, and use problem-solving strategies to identify appropriate actions	

GRADE 10: CAREER MOVES: SKILLS FOR THE JOURNEY—SECOND EDITION

Curriculum Connections

Career Studies Curriculum Connections	Science Curriculum Connections
Activity 8: Individual Pathways Plan	
<p>Personal Management</p> <ul style="list-style-type: none">• use a variety of assessment tools to produce a personal profile that describes their current interests, skills, competencies, accomplishments, and characteristics, and identify occupations that are suited to their personal profile• identify the essential skills (e.g., reading text, computer use, working with others, numeracy) they have developed through school, extracurricular, and/or community experiences, and explain how these skills relate to career development• create a portfolio that documents personal information (e.g., interests, skills, talents, achievements, credentials) and career-related information <p>Exploration of Opportunities</p> <ul style="list-style-type: none">• identify and describe a variety of learning opportunities for secondary school students, including secondary school courses, community-based learning (e.g., school–work transition programs, community involvement, work experience, volunteering, cooperative education), and cocurricular activities <p>Preparation for Transitions and Change</p> <ul style="list-style-type: none">• articulate personal, learning, community, and occupational goals, taking into consideration the results from their personal profile and their exploration of selected occupations• produce a preliminary career plan that identifies secondary school courses, activities in the school and community, and postsecondary education options that will help them achieve their goals	

GRADE 10: CAREER MOVES: SKILLS FOR THE JOURNEY—SECOND EDITION

Curriculum Connections

Career Studies Curriculum Connections	Science Curriculum Connections
Activity 9: Pitch a Career Plan	
<p>Personal Management</p> <ul style="list-style-type: none">demonstrate effective use of communication skills in a variety of situations in school, at home, and in the community (e.g., information interviews, presentations, role play, group work) <p>Exploration of Opportunities</p> <ul style="list-style-type: none">demonstrate effective use of research skills to locate and select career-related information from a variety of sources (e.g., information interviews; print, video, and computer-based resources)identify economic and societal trends (e.g., globalization, developments in information technology, the changing role of unions and professional organizations, outsourcing or “contracting out”, emerging work-style alternatives, self-employment, entrepreneurship, changing demographics) and explain how they influence available job opportunities and work environmentsdescribe, on the basis of research, selected occupations or fields of work, using identified criteria (e.g., education, training, and skill requirements; duties; safety issues; employment prospects; security and benefits; knowledge and skills valued by the employer), and describe the ways in which secondary school students can prepare for those occupationsidentify and describe a variety of learning opportunities for secondary school students, including secondary school courses, community-based learning (e.g., school–work transition programs, community involvement, work experience, volunteering, cooperative education), and cocurricular activities	<p>Scientific Investigation Skills and Career Exploration</p> <p>A2.1 identify and describe a variety of careers related to the fields of science under study (e.g., meteorologist, medical illustrator, geochemist, optical physicist) and the education and training necessary for these careers (Academic)</p> <p>A2.1 identify and describe a variety of careers related to the fields of science under study (e.g., veterinarian assistant, quality control technician, conservation officer, sound and light technician) and the education and training necessary for these careers (Applied)</p>

GRADE 10: CAREER MOVES: SKILLS FOR THE JOURNEY—SECOND EDITION

Curriculum Connections

Career Studies Curriculum Connections	Science Curriculum Connections
Activity 9: Pitch a Career Plan continued	
Preparation for Transitions and Change <ul style="list-style-type: none">• identify potential barriers (e.g., learning difficulties, financial constraints, distance from opportunities) that could interfere with the achievement of their goals, and use problem-solving strategies to identify appropriate actions	

GRADE 10: CAREER MOVES: SKILLS FOR THE JOURNEY—SECOND EDITION

Curriculum Connections

Career Studies Curriculum Connections	Science Curriculum Connections
Activity 10: Senior Advice	
<p>Personal Management</p> <ul style="list-style-type: none">• identify the essential skills (e.g., reading text, computer use, working with others, numeracy) they have developed through school, extracurricular, and/or community experiences, and explain how these skills relate to career development• identify internal and external influences (e.g., previous successes, peer pressure, parental expectations, family responsibilities) that may limit or expand the range of educational and career opportunities they would consider• describe and explain the importance of personal-management skills (e.g., organizational skills, problem solving), habits (e.g., maintaining a personal planner), and characteristics (e.g., adaptability) for success in career development• demonstrate effective use of their personal-management skills and habits (e.g., being punctual, maintaining well-organized notes, completing assignments, studying for tests and examinations) in order to address areas for improvement• describe a variety of verbal and non-verbal communication skills (e.g., active listening; using and interpreting facial expressions, gestures, and body language appropriately; giving and receiving feedback)	

GRADE 10: CAREER MOVES: SKILLS FOR THE JOURNEY—SECOND EDITION

Curriculum Connections

Career Studies Curriculum Connections	Science Curriculum Connections
Activity 10: Senior Advice continued	
<p>Personal Management cont'd</p> <ul style="list-style-type: none"> • demonstrate effective use of communication skills in a variety of situations in school, at home, and in the community (e.g., information interviews, presentations, role play, group work) • identify a range of teamwork and leadership skills (e.g., task assessment, task management, consensus building, understanding and respecting diversity, mediation, conflict resolution) and explain their use in a variety of settings (e.g., family, classroom, school, community, workplace) <p>Exploration of Opportunities</p> <ul style="list-style-type: none"> • explain the importance of safety in the workplace and related employee and employer rights and responsibilities • demonstrate an understanding of the secondary school program and graduation requirements and related terms (e.g., compulsory credit, transcript, full disclosure, types of courses, literacy test, community involvement, diploma, certificate of achievement, Specialist High-Skills Major) • identify and describe a variety of learning opportunities for secondary school students, including secondary school courses, community-based learning (e.g., school–work transition programs, community involvement, work experience, volunteering, cooperative education), and cocurricular activities • compare a variety of postsecondary learning options (e.g., apprenticeship, college, distance education, on-the-job training, private training, university) and identify those most suited to them based on their personal interests, competencies, and aspirations 	

GRADE 10: CAREER MOVES: SKILLS FOR THE JOURNEY—SECOND EDITION

Curriculum Connections

Career Studies Curriculum Connections	Science Curriculum Connections
Activity 10: Senior Advice continued	
<p>Preparation for Transition and Change</p> <ul style="list-style-type: none">• demonstrate an understanding of the decision-making process as it relates to career planning• demonstrate an understanding of career development as a lifelong process that will include transitions, changes, and lifelong learning• describe the characteristics of transitions and changes, and identify some of the personal and work-related transitions and changes that they or others have experienced (e.g., moving to a new country, losing a job, going to a new school)• identify positive ways of dealing with transitions and change	

GRADE 10: CAREER MOVES: SKILLS FOR THE JOURNEY—SECOND EDITION

Curriculum Connections

Career Studies Curriculum Connections	Science Curriculum Connections
Activity 11: STEM Skills	
<p>Personal Management</p> <ul style="list-style-type: none"> • use a variety of assessment tools to produce a personal profile that describes their current interests, skills, competencies, accomplishments, and characteristics, and identify occupations that are suited to their personal profile • identify the essential skills (e.g., reading text, computer use, working with others, numeracy) they have developed through school, extracurricular, and/or community experiences, and explain how these skills relate to career development • create a portfolio that documents personal information (e.g., interests, skills, talents, achievements, credentials) and career-related information <p>Exploration of Opportunities</p> <ul style="list-style-type: none"> • identify and describe a variety of learning opportunities for secondary school students, including secondary school courses, community-based learning (e.g., school–work transition programs, community involvement, work experience, volunteering, cooperative education), and cocurricular activities <p>Preparation for Transitions and Change</p> <ul style="list-style-type: none"> • articulate personal, learning, community, and occupational goals, taking into consideration the results from their personal profile and their exploration of selected occupations 	<p>Scientific Investigation Skills and Career Exploration</p> <p>A2.1 identify and describe a variety of careers related to the fields of science under study (e.g., meteorologist, medical illustrator, geochemist, optical physicist) and the education and training necessary for these careers (Academic)</p> <p>A2.1 identify and describe a variety of careers related to the fields of science under study (e.g., veterinarian assistant, quality control technician, conservation officer, sound and light technician) and the education and training necessary for these careers (Applied)</p>