

SUPPORTING CAREER DEVELOPMENT IN CHILDREN: CURRICULUM AND POLICY REVIEW

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Overview

In this curriculum and policy review, we examine appropriate provincial and territorial policy, reporting, and curriculum documents for career-related learning, including relevant social studies, health and wellness, and social and emotional learning documents. This pan-Canadian exploration provides insight into what is happening in elementary education across Canada with regards to career development and education.

This pan-Canadian scan of key curriculum and policy documents (Grades 4, 5, and 6) aimed to address six of the project goals and two research questions:

- **Goal 1:** Develop a greater understanding of current practice in elementary education in Canada related to introducing/building career-related foundational skills (including current curriculum, how career development is incorporated into learning);
- **Goal 2:** Produce a catalogue of career-related foundational skills;
- **Goal 5:** Develop a greater understanding of the role geographic context plays in influencing practice related to delivering career-related learning;
- **Goal 7:** Identify the learning outcomes required at grades 4-6 for career, enterprise, and employability learning;
- **Goal 8:** Document innovative and creative practices including the use of digital technology to deliver career-related learning; and
- **Goal 9:** Understand approaches to the evaluation of teaching and learning practice.

- **Research Question 2:** What are the practices and approaches for delivering career-related learning in grades 4-6 education across Canada as explained by teachers and administrators?
- **Research Question 3:** To what extent does context affect the delivery of career-related learning in grades 4-6 across Canada as perceived by grade 4-6 teachers and administrators?

Who will benefit from reading this review?

This curriculum and policy review provides insight into what is happening in elementary education across Canada with regards to career development and education. This review may be important for:

Teachers – in elementary and secondary schools who are supporting their students with career-related learning;

Guidance counselors – who are delivering and managing career-related knowledge, information, and services across their schools;

School leaders and district school board administrators – who are determining the scope of career-related learning across their schools and are establishing partnerships in their communities to support strategic planning for career-related activities;

Policymakers – who are directing courses of action across the policy life cycle, and are evaluating the role of different policy actors within career-related policy in schools; and

Business and Industry Partners – who are making decisions as to whether to form or undertake strategies to enhance and sustain partnerships that support career-related learning in their local and broader community schools.

Methods

We conducted a pan-Canadian scan of key curriculum and policy documents (Grades 4, 5, and 6). Publicly available documents were collected from provincial and territorial government websites (available as of July 2020). Where available, three types of documents were collected: (a) career development curriculum and/or policy documents; (b) subject area curriculum documents; and (c) report cards. Career development curriculum and/or policy documents were closely reviewed and analyzed. Subject area curriculum documents and report cards were scanned for the inclusion of career-related content. In addition, we conducted a targeted scan for the term “career” in all collected subject area documents.

Findings

The following sections provide an overview of current practices in elementary education across Canada with regards to career education in Grades 4, 5, and 6. Some provinces and territories, such as Ontario, British Columbia, and Yukon, have embraced a Kindergarten to Grade 12 approach to career education. In other areas of the country, career education begins to emerge in Grades 5 and 6 (e.g., Alberta, Saskatchewan, and the Atlantic provinces). Still other regions do not appear to have any formal career education currently in place at the elementary level (e.g., Nunavut). Findings are presented according to province/territory, moving from the West to East coast of Canada.

British Columbia

What is happening in elementary career education in British Columbia?

Launched in the Fall of 2016, British Columbia redesigned their school curriculum with a vision to prepare students for a “successful lifetime of learning where ongoing change is constant” ([Curriculum Overview](#)). This Career Education curriculum embraces a lifelong learning approach, beginning in Kindergarten and continuing throughout the lifespan, and “supports students in becoming successful, educated citizens by helping them learn how to effectively manage their life journey toward preferred future possibilities” ([Introduction](#)). According to the British Columbia curriculum website, the Kindergarten to Graduation Career Education curriculum promotes a holistic view of the student, recognizes the value of experiential learning, community connections, and reflection in advancing career-life development and includes consistent and gradual growth in the Curricular Competencies to support specific learning in career-life development as well as learning across disciplines ([Introduction](#)).

Under the guidance of their teachers, the Career Education curriculum strives to offer students, from Kindergarten to graduation, opportunities to develop and explore personal interests, strengths, and competencies, while building connections with experiential learning, career-life possibilities, and preferred post-graduation opportunities. This type of career-life learning aims to help:

... students discover that career-life development within intent is not simply figure out what they want to be when they grow up, but a lifelong journey of being and becoming

who they want to be in the world and how they can make meaningful contributions in their communities. (Goals and Rationale)

In addition, the Career Education curriculum is understood to align with First Peoples Principles of Learning, “highlighting a holistic view of students placed at the centre of their learning, and recognizing the importance of experiential learning, guidance from mentors, and community involvement” (Goals and Rationale).

British Columbia’s Career Education curriculum outlines six overarching goals. These goals outline that students are expected to:

- Recognize the need to be adaptable, resilient, and flexible in order to meet the ever-changing opportunities and challenges of today’s world;
- Understand how ongoing purposeful career-life development contributes to the success and well-being of individuals, communities, and society;
- Build personal career-life development capacity to effectively learn and grow new interests, knowledge, skills, and competencies throughout their lives;
- Develop awareness of their personal strengths, competencies, values, and passions, and use this self-knowledge to inform career-life choices;
- Communicate and interact collaboratively with others, valuing diversity of people, perspectives, worldviews, ideas, and opportunities; and
- Explore a range of experiences, roles, and opportunities in personal, educational, and workplace contexts to advance their personal career-life journeys. (Goals and Rationale)

British Columbia’s Career Education curriculum is organized into three content areas believed to foster purposeful career-life development (personal development, community

connections, and planning) and structured to facilitate integration across multiple areas of learning. The curriculum consists of three major phases: (a) Developing Foundations in Career-Life Development; (b) Exploring Possibilities in Career-Life Development; and (c) Pursuing Preferred Futures in Career-Life Development. The curriculum promotes flexibility, in that teachers should accommodate the range of student interests, needs, and goals, as well as the diversity of school and community contexts. Students transition through the three phases based on their personal development, community context, and emerging career-life opportunities (Introduction).

In Kindergarten to Grade 5, students are situated within the first phase of career-life development, *Developing Foundations*. Within this phase, career-life development is:

... largely about the expanding sense of self, positive community engagement, and reflection on learning and goal-setting. Students develop an awareness of their personal interests and strengths, and the roles and responsibilities of family, school, and community in supporting their lifelong learning journey. (Introduction)

Students move into the second phase, *Exploring Possibilities*, in Grades 6 through 9. Within this phase, students:

... continue to reflect on, self-assess, and set goals in personal competency development and determine their strengths and preferences as they explore career-life concepts such as identity, leadership, personal planning, and transferable skills. Students are introduced to increasingly diverse experiential learning opportunities and ways in which family, mentors, and community networks support their continued life development. (Introduction)

In Grade 6, planning for career-life development is introduced, which then continues through to graduation. Finally, students move into the third phase, *Pursuing Preferred Futures*, in Grades 10-12, where they further build and refine career-life development goals and must complete Career-Life Education (CLE) and Career-Life Connections (CLC) as part of the graduation requirements.

Reflecting the gradual career-life development progression through the grades, specific Big Ideas, Curricular Competencies, and Content are identified at each grade level articulating what students are expected to understand, do, and know as a result of their Career Education learning ([Province of British Columbia, 2016](#)).

First Peoples Principles of Learning and Working with First Peoples Communities

The British Columbia Career Education program makes specific reference to the First Peoples Principles of Learning, communicating that these principles “have been affirmed within First Peoples societies to guide the teaching and learning of provincial curricula” and greatly influence and are woven throughout the curriculum. According to the Government of British Columbia, the First Peoples Principles of Learning:

... lend themselves well to the Career Education curriculum, as they promote experiential and reflexive learning, as well as self-advocacy and personal responsibility in learners. They also help create classroom experiences based on the concepts of community, shared learning, and trust, all of which are vital to a rich learning environment. ([Introduction](#))

In addition to accessing British Columbia Ministry of Education resources, teachers are encouraged to seek the advice and support of members of local First Peoples communities to help “address First Peoples content and perspectives in the classroom in a way that is

accurate and that respectfully reflects First Peoples concepts of teaching and learning” (Introduction). Additional support is provided through Ministry of Education publications.

Mentorship

Mentorship is identified as an important component of the British Columbia Career Education program, with mentors being recognized as playing an “important role in purposeful career-life development for students, including exposure to new possibilities, connecting with community networks, gathering authentic evidence of learning, and planning and decision making” (Introduction). Explicit mention of “mentors” first appears in the Grade 6 Career Education Content, aligning with the introduction of planning for career-life development.

Key Terminology

The Government of British Columbia considers a person’s “career” as “their ‘journey’ through life.” More specifically, “career-life development with intent” is viewed as the “the ongoing process of self-discovery, growth in competence, and learning from experiences in educational, work-related, and personal life contexts” (Introduction) .

Assessment and Evaluation

According to the Government of British Columbia education website, the “Curricular Competencies throughout the Career Education curriculum provide ongoing opportunities for student self-assessment of the Core Competencies and growth in self-awareness as it relates to purposeful career-life development” (Introduction). In Kindergarten to Grade 5, teachers are only required to report on Career Education with written comments or performance scales at the end of the school year. In grades 6 to 9, Career Education is required to be reported on in

each formal report with letter grades and written comments where appropriate (British Columbia Ministry of Education [BCMOE], [2009](#), [2016](#)).

Connections to Grade 4, 5, and 6 Subject Area Curricula

Outside of the Career Education curriculum, there appears to be no mention of career education or development. A search for the terms “career” of the British Columbia Grades 4 to 6 subject area curricula delivered zero results.

Documents and Websites Referenced in this Section

- Curriculum Overview: <https://curriculum.gov.bc.ca/curriculum/overview>
- Career Education - Introduction to Career Education:
<https://curriculum.gov.bc.ca/curriculum/career-education/introduction>
- Career Education K-12 – Goals and Rationale:
<https://curriculum.gov.bc.ca/curriculum/career-education/goals-and-rationale>
- Area of Learning, Career Education (Province of British Columbia, 2016):
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/career-education/en_career-education_k-9_elab.pdf
- First Peoples Principles of Learning: <http://www.fnesc.ca/wp/wp-content/uploads/2015/09/PUB-LFP-POSTER-Principles-of-Learning-First-Peoples-poster-11x17.pdf>
- Reporting Student Progress (Grades K-9): Guidelines for School Districts (BCMOE, 2016):

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/assessment/educator_update_student_progress_k-9.pdf

- Reporting Student Progress – Policy and Practice (BCMOE, 2009):

<http://sd78.bc.ca/wp-content/uploads/2017/10/ReportingStudentProgress.pdf>

Yukon Territory

What is happening in elementary education in the Yukon Territory?

Schools within the Yukon Territory follow the British Columbia curriculum, with adaptations to include Yukon-specific content and Yukon First Nations' ways of knowing and doing: "The Government of Yukon adapted the new BC school curriculum to fit the Yukon context. We integrated Yukon First Nations language, history, culture and ways of knowing, doing and being into all subject areas and grade levels" (Yukon's School Curriculum; see also <https://yukon.ca/en/first-nations-perspectives>).

Documents and Websites Referenced in this Section

- Learn about Yukon's school curriculum: <https://yukon.ca/en/school-curriculum>
- How First Nations perspectives are incorporated into schools: <https://yukon.ca/en/first-nations-perspectives>

Alberta

What is happening in elementary education in Alberta?

Formal career education in Alberta begins as an authorized optional course, Career and Technology Foundations (CTF), provided to students in Grades 5 to 9 ([Alberta Education, 2017](#)). This course “allows students to explore their interests, passions and skills while making personal connections to career possibilities through meaningful learning experiences made possible through engaging challenges based on the occupational areas” ([What is Career and Technology Foundations?](#)). CTF has 14 learning outcomes identifying what students are expected to learn and how they will be assessed. These outcomes, which are the same for all grades, address three main topics: (a) exploring interests, passions and skills while making personal connections to career possibilities; (b) planning, creating, appraising and communicating in response to challenges; and (c) working independently and with others while exploring careers and technology ([Alberta Education, 2017](#)). Achievement is reported based on expected learning outcomes ([Parent Information](#)).

Because it is an optional course, schools in Alberta are not required to offer CTF ([About CTF Program](#)). At the elementary level, programming may include one or more optional subjects, including CTF. Optional courses make up 15% of the English Language programming and 10% of Francophone/French Immersion Programming (Alberta Education, 2019). Implementation of the CTF curriculum may look different depending on the school and/or classroom ([Calgary Board of Education, n.d.](#)). Programming decisions are made at the local level to ensure that CTF courses are responsive to the needs of students, teachers, schools, and communities. In addition, Alberta Education suggest that the “CTF curriculum

honours student diversity, and promotes the meaningful and authentic exploration of various occupational areas” ([Alberta Education, 2017](#)).

The Career and Technology Foundations course is designed to complement Career and Technology Studies (CTS), a program intended for secondary students in Grades 10 to 12. Within CTF, students explore their interests to gain experience with occupational areas identified in CTF, using simplified terms in CTF. This approach “helps students build different skills and gain knowledge and experience with technologies that will help prepare them for CTS. CTF also helps students plan for high school by bringing their interests to life and introducing them to the variety of opportunities offered through the career and technology programs” ([About CTF Program](#)).

Through the use of challenges or tasks, the Career and Technology Foundations curriculum provides learning experiences that allow students to explore occupational areas (aligning with the high school Career and Technology Studies course): “Through the learning outcomes, the CTF learning process promotes the development of literacy and numeracy and competencies while exploring a variety of occupational areas belonging to five clusters: Business, Communication, Human Services, Resources, and technology” ([Alberta Education, 2017](#)). Challenges or tasks provide students with opportunity to experience the “interconnectedness of skills, knowledge, and technologies” and integrate at least two occupational areas ([Alberta Education, 2017](#)).

A list of CTF challenge exemplars are provided on the Alberta Education website ([CTF Challenges](#)), demonstrating how CTF learning outcomes can be brought to life in the classroom through relevant, student-focused learning experiences. For example, the “Myth Builders” challenges students (Grades 5 and 6) to explore storytelling through myths and

podcasting, the “Meaningful Marketing” challenges students (Grade 5 to 9) to design a marketing campaign for a non-profit organization, and the “Local Indigenous Plant Garden” challenges students (Grade 5 to 9) to discover the world of plants through the development of a local Indigenous garden. The decision to use and/or modify CTF challenge exemplars is left to the discretion of the teacher and/or principal in alignment with policies set out by school authorities.

Assessment and Evaluation

The Career and Technology Foundations curriculum is guided by 14 learning outcomes outlining what students in Grades 5 to 9 are expected to learn. CTF assessment is then based on these outcomes and achievement is reported based on expected learning outcomes ([Alberta Education, 2017](#)).

Career education in Alberta is also connected to the Cross-Curricular Competencies, a set of attitudes, skills, and knowledge developed by every student, in every grade, and across every subject/discipline area. These competencies are: identify and apply career and life skills; know how to learn; think critically; identify and solve complex problems; manage information; innovate; create opportunities; apply multiple literacies; demonstrate global and cultural understanding; and demonstrate good communication skills and the ability to work cooperatively with others ([Ministerial Order #001/2013](#)).

Connections to Grade 4, 5, and 6 Subject Area Curriculum Documents

A search Grades 4 to 6 subject area curriculum documents found that the term “career” is present in some curriculum documents, including *Social Studies, Kindergarten to Grade 12* ([Alberta Education, 2005](#)) and several language curricula (e.g., French as a Second

Language, Arabic, Chinese), and was used sparingly in reference to opportunities. For example, the *German Language and Culture, Nine-year program Grades 4-5-6* states: “Students who have no previous knowledge of the language can look forward to: ... a broader range of educational, career, and leisure opportunities” ([Alberta Education, 2007](#), pp. 1-2). The term is also present within the Grade 6 learning outcome “personal and Career opportunities” where students are expected to “identify some careers for which knowledge of German is useful” (p. 27).

While the term “career” is scarcely found in most subject area curriculum documents in Alberta, it is prominently featured in the *Health and Life Skills, Kindergarten to Grade 9* ([Alberta Education, 2002](#)) document. In this document, ideas related to health and life skills and career development are explicitly connected. For example, Alberta Education (2002) comment: “Through the health and life skills program, students acquire a strong foundation of knowledge, skills and attitudes basic to employability. Successful careers are founded on a basis of self-knowledge, self-esteem, healthy interactions, lifelong learning and skill development” (p. 3). Similarly, the aim of the Health and Life Skills program is to “enable students to make well-informed, healthy choices and to develop behaviours that contribute to the well-being of self and others. To achieve this aim, students require an understanding of self as the basis for healthy interactions with others and for career development and lifelong learning” ([Alberta Education, 2002](#), p. 1). Notably, the *Health and Life Skills, Kindergarten to Grade 9* program is identified within the *Framework for Kindergarten to Grade 12 Wellness Education*, a framework to describe fundamental concepts of wellness education and to provide guidance for the future development and implementation of education wellness

programs, as contributing to student wellness and supporting wellness education in Alberta ([Alberta Education, 2009](#)).

Documents and Websites Referenced in this Section

- CTF Program of Studies (Alberta Education, 2017):
<https://education.alberta.ca/media/3795641/ctf-program-of-studies-jan-4-2019.pdf>
- Career and Technology Foundations – What is Career and Technology Foundations (CTF)? <http://albertactf.ca/>
- About CTF program: <https://education.alberta.ca/career-and-technology-foundations/frequently-asked-questions/everyone/qa-about-the-ctf-program/?searchMode=3>
- Implementation Models (Calgary Board of Education, n.d.):
<https://education.alberta.ca/media/160374/6implementationmodels.pdf>
- CTF Exemplar Challenges: <https://education.alberta.ca/career-and-technology-foundations/program-supports/?searchMode=3>
- Ministerial Order #001/2013: <https://education.alberta.ca/media/1626588/ministerial-order-on-student-learning.pdf>
- Social Studies, Kindergarten to Grade 12 (Alberta Education, 2005):
<https://education.alberta.ca/media/3273004/social-studies-k-6-pos.pdf>
- German Language and Culture, Nine-year program Grades 4-5-6 (Alberta Education, 2007): <https://education.alberta.ca/media/384765/german-language-and-culture-nine-year-program-guide-to-implementation-grades-4-5-and-6.pdf>

- Health and Life Skills, Kindergarten to Grade 9 (Alberta Education, 2002):
<https://education.alberta.ca/media/160196/health.pdf>
- Framework for Kindergarten to Grade 12 Wellness Education (Alberta Education, 2009):
https://education.alberta.ca/media/160218/framework_kto12well.pdf

Saskatchewan

What is happening in elementary education in Saskatchewan?

Introduced in the Middle Level (Grades 6 to 9), the Career Education is “designed to develop the competencies required by all people to successfully manage their work and life” ([Saskatchewan Ministry of Education \[SMOE\], 2008b](#), p. 1). In Grade 6, provincial guidelines outline 50 minutes (of a total of 1500 minutes per week) or 30 hours per year for Career Education instruction. Schools and/or teachers can choose to deliver this required instruction over the entire school year or block schedule it into a half year, term, or another configuration totally 30 hours ([SMOE, 2008b](#)). Within French Immersion and Fransaskois programs, 40 minutes is allocated to Career Education instruction (SMOE, 2011). Middle Level Career Education is conceived as a course provided to students over a four-year period (Grades 6 to 9) and is guided by the outcomes-based curricula *Career Education 6, 7, 8, and 9* ([SMOE, 2008b](#), 2011).

The Saskatchewan Ministry of Education (2011) asserts that career education “progresses from early childhood through adulthood and focuses on the continuous development of competencies in three areas: personal management, learning and work exploration, and life/work building” (p. 5). While a formal Career Education instruction begins in Grade 6, Career Education is discussed in curriculum documents as embracing a Kindergarten to Grade 12 approach. Learning within Saskatchewan schools (areas of learning, cross-curricular competencies, area of study K-12 aims and goals, and grade-level outcomes) is seen as being interconnected (SMOE, 2010). In this respect, the aims, goals, and outcomes of Career Education is connected to Saskatchewan’s four cross-curricular competencies of

developing thinking, developing identity and interdependence, developing literacies, and developing social responsibility, which is also connect to the three broad areas of learning: lifelong learners; sense of self, community, and place; and engaged citizens (SMOE, 2010).

Aims and Goals

Career Education in Saskatchewan aim to enable “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” ([SMOE, 2008b](#), p. 4). Three overarching Career Education goals are identified:

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

These goals “identify a three-part plan of career development where students develop personal management to utilize career information while creating their career pathway” ([SMOE, 2008b](#), p. 6).

Within Saskatchewan, the Blueprint for Life/Work Designs (National Life/Work Centre) has been adopted as the “scope and sequence for the integration of career development competencies into all curricula” ([SMOE, 2008b](#), p. 5), with the identified career development competencies forming the basis of the Career Education curriculum. Saskatchewan also draws on the Essential Skills (Human Resources and Social Development Canada) and the Employability Skills (Conference Board of Canada).

Inquiry learning is identified as an important approach to teaching and learning for Saskatchewan students. It is suggested that student documentation of the inquiry process in Career Education can take on various forms, including works-in-progress, reflective writing, reports, notes, three-dimensional models, arts expressions, photographs, video footage, or action plans ([SMOE, 2008b](#)). Supporting students in developing questions for inquiry in Career Education is viewed as essential: “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” ([SMOE, 2008b](#), p. 11).

To support educators in implementing the Career Education curriculum, the Saskatchewan Ministry of Education (2012/2009) released *Career education 6: Additional learning resources* and the *Career education: Core learning resources* (SMOE, 2008a) highlighting a collection of resources relevant to the Grade 6 Career Education curriculum.

Terminology

In the Grade 6 Saskatchewan Career Education curriculum document, the term “career” is defined as “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” ([SMOE, 2008b](#), p. 18).

Assessment and Evaluation

Within the Grade 6 Career Education curriculum document, assessment is discussed generally as 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” (SMOE, 2008b, p. 16). Reporting of student achievement is based on the achievement of curriculum outcomes (SMOE, 2008b).

Connections to Grade 4, 5, and 6 Subject Area Curriculum Documents

A scan of curriculum documents found that reference to Career Education is apparent in most Grade 6 documents. In many cases, Career Education was referenced in connection with other areas of study and included in a visual depicting connected lines between Career Education and the subject of focus (e.g., Mathematics, Social Studies). In almost all Grades 4 to 6 curriculum documents scanned, reference to the term “career” was made in relation to engaged citizens within the Broad Areas of Learning. The term “career” was also found in several curriculum expectations.

Documents and Websites Referenced in this Section

- Career Education 6 (Saskatchewan Ministry of Education [SMOE], 2008b):
<https://www.edonline.sk.ca/webapps/moe-curriculum-BB5f208b6da4613/CurriculumHome?id=203>
- Career Education 6: Additional Learning Resources (SMOE, 2012/2009):
https://www.edonline.sk.ca/webapps/moe-curriculum-BB5f208b6da4613/DisplayResource?resource_id=57139&language=en&curric_id=203
- Career Education: Core Learning Resources 6 (SMOE, 2008a):
https://www.edonline.sk.ca/webapps/moe-curriculum-BB5f208b6da4613/DisplayResource?resource_id=57162&language=en&curric_id=203

- Renewed Curricula: Understanding Outcomes (SMOE, 2010):

<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwjj4K2omOr6AhW-m2oFHYWWDI0QFnoECAsQAQ&url=https%3A%2F%2Fpublications.saskatchewan.ca%2Fapi%2Fv1%2Fproducts%2F64813%2Fformats%2F72117%2Fdownload&usq=AOvVaw1dyJVakrryPNdRCVkleLWL>

Northwest Territories

What is happening in elementary education in the Northwest Territories?

Schools within the Northwest Territories (NWT) are expected to follow the NWT Curriculum. Dene Kede and Inuuqatigiit curriculums are included in each of the subject areas, where teachers and schools staff are expected to the Aboriginal Worldview (NWT Curriculum). The Northwest Territories also utilizes curriculum from Alberta and Saskatchewan within specific elementary subject areas (Alberta: Mathematics and Physical Education; Saskatchewan: Arts Education). Alberta's Career and Technology Studies curriculum is utilized in high schools within the Northwest Territories. However, no specific career education programs for students in Grades 4 to 6 were found.

Documents and Websites Referenced in this Section

- Northwest Territories (NWT Curriculum):
<https://www.ece.gov.nt.ca/en/services/curriculum/nwt-curriculum>

Nunavut

What is happening in elementary education in Nunavut?

Within Nunavut, the Department of Education is mandated to develop bilingual curriculum and resources that are culturally and linguistically appropriate and that represent current best practices in Canadian education. Grades 4 to 6 curriculum and resources both developed in Nunavut and adopted and adapted from other Canadian jurisdictions, including Manitoba, Saskatchewan, Alberta, and Northwest Territories. Schools can also offer approved locally-developed courses and modules designed to support the needs of the community, honouring the culture and language of students (Curriculum & Learning Resources). Several high school courses offer programming addressing career education, including Aulajaaqtut (Grades 10, 11, and 12) and Entrepreneurship (Grades 11 and 12). However, no specific career education programs for students in Grades 4, 5, or 6 were found. Similarly, no mention of the term “career” was found in any curriculum documents and/or resources.

Documents and Websites Referenced in this Section

- Curriculum & Learning Resources:

<https://www.gov.nu.ca/education/information/curriculum-learning-resources-0>

Manitoba

What is happening in elementary education in Manitoba?

In Manitoba, Kindergarten to Grade 12 career development is described as an “essential component of a student’s holistic development” (Career Development). With the guiding belief that career development learning helps students become active learners and problem solvers, career development in Manitoba works toward the learning goals of agency and personal empowerment. Embracing a Kindergarten to Grade 12 and beyond graduation framework, Manitoba Education asserts that: “A strong career development culture within a school infuses career development across all curricula and provides all students with relevant and experiential career learning opportunities” (Career Development). According to this framework, prior to entering high school, students in Manitoba are expected to have developed foundational critical thinking, decision making, problem solving, citizenship and social responsibility, entrepreneurial thinking, and financial skills. In addition, they enter with:

- engaging career education experiences linked to all areas of learning;
- experiential learning opportunities;
- habits of mind and curiosity;
- leadership and mentorship opportunities;
- opportunities to identify personal knowledge, skills, interests, and values;
- peer-to-peer learning experiences;
- personalized and project-based learning experiences; and
- an understanding of the importance of knowledge and skills in school, work, leisure, and life (Career Development Education).

While a Kindergarten to Grade 12 vision for career education is illuminated, there are no specific career education curriculum documents for the early and middle years (Kindergarten to Grade 8) in Manitoba. However, curriculum documents are provided for the optional high school Career Development Life/Work courses (*Grade 9 career development: Life/work exploration; Grade 10 career development: Life/work planning; Grade 11 career development: Life/work building; and Grade 12 career development: Life/work transitioning*). The *Successful futures for all students: A guide to career development programming for Manitoba school leaders* (Manitoba Education, 2011) document provides school leaders and educators with a guide describing the importance of career development in Kindergarten to Grade 12 and how educators, schools, and school divisions can integrate career development concepts, programming, and resources with curriculum outcomes into the classroom.

Manitoba Education (2011) asserts that “school-based career development programming contains a full range of strategies, programs, services, tools/resources, and activities that help students make informed and purposeful career decisions” (p. 12). The *Successful futures for all students* calls on educators to move from a supplementary programming implementation strategy, where career development is not integrated into day-to-day instruction and is considered primarily as an add on, to a infused programming implementation strategy. With an infused programming strategy, career development is infused across all subjects/courses and daily learning experiences. With such an approach, school and community stakeholders are collectively involved in developing and implementing career development programming (Manitoba Education, 2011). In a school with an infused career education program, “you would likely see all professional staff sharing the responsibility for linking content and subject areas with career development concepts, working both

independently and collaboratively – bringing their own professional and life experiences into their pedagogy and student experience” (p. 14).

Five steps are communicated as being essential in the implementation process: (a) developing a program rationale or mission statement; (b) specifying program goals; (c) establishing a timeline for the implementation of the program; (d) determining appropriate learning experiences, strategies, and resources; and (e) developing evaluation procedures. School boards/superintendents, school leaders, school counsellors, teachers, parents, community partners, and students are all viewed as playing a role in career education programming in Manitoba schools (Manitoba Education, 2011). Manitoba Education (2011) asserts, “While the school counsellor can take on a leadership role, the career development process is very much collaborative in nature, with stakeholders consulting with and supporting teachers as they work with students” (p. 14). In Manitoba, parents are recognized as key stakeholders in children’s career development and parental engagement is emphasized as an important consideration in career development programming (Manitoba Education, 2005, 2011).

Within the early years (Kindergarten to Grade 4), career development is described as focusing primarily on building career management skills, such as self-confidence and self-esteem, and the related developmental characteristics typical to children of this age group (Manitoba Education, 2011). Within the *Successful futures for all students* document, it is stressed that career guidance in the early years “is not intended to pressure [students] into choosing premature career paths” (p. 9). Rather, career development at this stage is intended to help students “discover their talents and interests while becoming aware of the broad scope of occupational opportunities that offer significant career prospects” (p. 9).

Within the middle years (Grades 5 to 8), career education provides students with opportunities to learn about and develop personal beliefs and values, as well as their strengths, interests, and abilities. At this stage, “quality career development programming offers many opportunities for students to make ... life/learning connections” (Manitoba Education, 2011, p. 10) and educators are encouraged to invite community members to be occupational presenters, volunteers/mentors, or hosts of field trips to local workplaces.

Terminology

Within Manitoba, career development is viewed as “the creation of an individual’s life/work designs” (Career Development). Within the *Successful futures for all students* document, “career development” is described as:

... a process that helps individuals make education, training and work related choices to manage learning, work and personal life and the transitions between them over a lifespan. It is the lifelong process of gaining knowledge, skills, attitudes and behaviours to become self-reliant and an intentional manager of work and personal life. (Manitoba Education, 2011, p. 6)

“Career management skills” are described as “the scope of competencies that Canadians need to navigate, adapt, and succeed in the rapidly changing knowledge-based economy and work environment” (Manitoba Education, 2011). These skills are based on systems of skills and competencies: (a) Blueprint for Life/Work Designs (National Life/Work Centre); (b) Essential Skills (Human Resource and Skill Development Canada); and (c) Employability Skills (Conference Board of Canada).

Connections to Grade 4, 5, and 6 Subject Area Curriculum Documents

Beyond discussion of career development education and career management skills, there is little mention career education. A search for the term “career” of the Manitoba Grades 4 to 6 Curriculum Frameworks of Outcomes resulted in few results, with many documents yielding no relevant search results. When found, the term career was used in reference to jobs and employment. For example, in both the [Kindergarten to Grade 4](#) and [Grades 5 to 8 Science](#) Manitoba Curriculum Frameworks of Outcomes, it was communicated that: “Science education will: ... develop in students of varying aptitudes and interests a knowledge of the wide variety of *careers* related to science, technology, and the environment.” Similarly, the term career appeared in several expectations, including drama (“describe a variety of drama-related careers” 5-8 DR-U3.8), music (“describe a variety of music-related careers” 5-8 M-U3.8), visual arts (“describe a variety of careers in art and design” 5-8 A-U3.8), and science (“describe hobbies and *careers* related to science and technology. GLO: B4” 5-0-8e; 6-0-8e).

The *Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles* ([Manitoba Education, 2000](#)) references “career/life management.” In particulate, the *Personal and Social Management* document asserts:

Through effective programming, the development of personal and social management skills serves to help young people develop healthy lifestyle practices, healthy relationships, and direction in *career/life* management. As well, these skills help students build resistance to drug involvement, teen pregnancy, gangs, truancy and early school leaving. Shared responsibility among the home, school, and community is essential for the development of personal and social management. The family is the

primary educator in the development of attitudes, beliefs, and values that lead to personal and social well-being. The school/community plays a supportive and complementary role in building on these values and attitudes.

Beyond these peripheral references, there is no specific mention of career education in the early and middle year frameworks.

Documents and Websites Referenced in this Section

- Career Development: <https://www.edu.gov.mb.ca/k12/cur/cardev/overview.html>
- Career Development Education:
https://www.edu.gov.mb.ca/k12/cur/cardev/pdf/cd_time_chart.pdf
- Successful futures for all students: A guide to career development programming for Manitoba school leaders (Manitoba Education, 2011):
https://www.edu.gov.mb.ca/k12/docs/support/success_futures/full_doc.pdf
- Focus on the future: Career planning begins at home (Manitoba Education, Citizenship, and Youth, 2005):
https://www.edu.gov.mb.ca/k12/docs/support/c_plan_home/c_plan_home.pdf
- Kindergarten to Grade 4 Science: Manitoba Curriculum Framework of Outcomes (Manitoba Education, 1999): https://www.edu.gov.mb.ca/k12/cur/science/outcomes/k-4/full_doc.pdf
- Grades 5 to 8 Science: Manitoba Curriculum Framework of Outcomes (Manitoba Education, 2000): https://www.edu.gov.mb.ca/k12/cur/science/outcomes/5-8/full_doc.pdf

- Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles (Manitoba Education, 2000):
<https://www.edu.gov.mb.ca/k12/cur/physhlth/index.html>

Ontario

What is happening in elementary education in Ontario?

Career education in Ontario schools is guided by the document, *Creating Pathways to Success: An education and career/life planning program for Ontario Schools, Policy and program requirements, Kindergarten to Grade 12* (Ontario Ministry of Education [OMOE], 2013). This policy document was released in 2013, with full implementation into Ontario schools beginning in September 2014.

Creating Pathways to Success document outlines a comprehensive Kindergarten to Grade 12 education and career/life planning program “designed to help students achieve their personal goals and become competent, successful, and contributing member of society” (OMOE, 2013, p. 3). The program advocates for a whole-school approach, where students are supported in the developing career/life knowledge and skills through both classroom instruction and broader school programs and activities: “The education and career/life planning program ... succeeds when the entire school community is informed about it, engaged in it, and committed to it” (OMOE, 2013, p. 4). Ontario’s education and career/life planning program builds on the understanding that career development is a “lifelong process that requires all learners to be flexible and able to adapt to changes in themselves and the world around them” (p. 6).

Within this program, students are believed to be at the centre of their learning and are viewed as architects in their own lives. The Ontario education and career/life planning program policy builds on the belief that all students can be successful, success comes in many forms, and there are many pathways to success. The program is envisioned as “comprehensive” in

that the education and career/life program is described as: knowledge- and skills-based; inquiry-based; developmentally appropriate; holistic; transformational; inclusive; differentiated; varied in methods of delivery; deeply embedded or infused; based on a whole school approach; well-documented; and accountable (OMOE, 2013).

The Ontario education and career/life planning program aims to support three areas of learning, as outlined in *Ontario Schools, Kindergarten to Grade 12*: (a) student development – the development of habits and skills necessary for learning; (b) interpersonal development – the development of the knowledge and skills needed in getting along with others; and (c) career development – the development of the knowledge and skills needed to set short-term and long-term goals in planning for the future (OMOE, 2016). *Creating Pathways to Success* organizes career-related knowledge and skill development into four areas of learning: (a) knowing yourself; (b) exploring opportunities; (c) making decisions and setting goals; and (d) achieving goals and making transitions. Connected to these areas is a four-step inquiry process guided by four questions: Who am I? (knowing yourself); What are my opportunities? (exploring opportunities); Who do I want to become? (making decisions and setting goals); and What is my plan for achieving my goals? (achieving goals and making transitions). While these questions remain consistent from Kindergarten to Grade 12, context and emphasis changes as student progress through school. Within Ontario, planning for career education is seen as ongoing and cyclical, as students regularly return to the four questions with “greater knowledge of themselves and their opportunities and a growing understanding of how they can successfully shape their future” (OMOE, 2013, p. 12).

Policy Changes

The Ontario Ministry of Education (2013) assert: “Students from Kindergarten to Grade 6 will reflect on and capture evidence of their developing knowledge and skills in the four areas of learning in a portfolio called ‘All About Me’” (p. 11). While this portfolio was originally conceptualized as a mandatory component of the program, it was made optional in September 2017 by the Ontario Program/Policy Memorandum (PPM) No. 159. This PPM also outlined two additional mandatory-to-optional changes to the program, making voluntary the policy calling for the establishment of an Education and Career/Life Planning Program Advisory Committee at the elementary school level and the policy stating that a process should be implemented where students from Kindergarten to Grade 6 review and share evidence of their career/life learning with a teacher/guidance counsellor and/or parent at least twice a year.

Terminology

The Ontario Ministry of Education (2013) define “career” to mean “the sum of a person’s experiences in a variety of roles throughout life” in that “every person has a career, which includes work, learning, community engagement, and relationships with family and friends” (p. 6). This perspective is reflected by the explicit use of the term “career/life,” where “pursuits related to personal strengths and interests, whether in education or in volunteer or paid work, are all part of a person’s career and are relevant at all ages and stages of life” (p. 6). Relatedly, “education and career/life planning” refers to a process that assists in the development and application of the knowledge and skills needed to make informed education and career/life choices” (p. 6).

Evidence of Learning in Education and Career/Life Planning

The Ontario Ministry of Education (2013) suggest the use of an All About Me portfolio for Kindergarten to Grade 6 students as a way to “provide a structure for, and serve as a record of” career/life learning (p. 16). The All About Me portfolio should be compiled by the student, with the support of the teacher, and contains evidence of a student’s learning in education and career/life planning (e.g., materials, information, and personal reflections). This portfolio is intended to be structured using the four guiding inquiry questions (Who am I? What are my opportunities? Who do I want to become? What is my plan for achieving my goals?), and should be presented in a format that is age appropriate and transferable from grade to grade.

Ontario’s education and career/life planning program draws an explicit connection between the career/life learning and the development of learning skills and work habits, as described in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010* and reported in provincial report cards. These learning skills and work habits are: responsibility; organization; independent work; collaboration; initiative; and self-regulation (OMOE, 2010). Viewing learning skills and work habits a critical element in education and career/life planning, the OMOE (2013) suggest that students can reflect, with the support of their teacher, on their development in relation to the knowing yourself area of learning. While Grade 4 to 6 Ontario progress report cards and provincial report cards include the six learning skills and work habits, there is no reference to the education and career/life planning program ([Report Card Templates](#)).

Program Evaluation

Under the direction of the principal and with the assistance of staff and students, every elementary and secondary school in Ontario are to develop, document, implement, and evaluate an education and career/life planning program based on the policies outlined in *Creating Pathways to Success* (OMOE, 2013). Two main approaches to evaluating school's education and career/life planning program are outlined within the policy document: (a) monitoring the implementation of the program; and (b) assessing how well the program is succeeding in helping students develop education and career/life planning knowledge and skills. Schools are encouraged to align strategies used for measuring program effectiveness with school and board improvement planning processes, including the use of indicators that can help schools identify areas of strength and areas requiring improvement. These strategies and procedures should draw on both quantitative data and qualitative data. The identified indicators are:

- Comprehensive education and career/life programs meet the learning interests, strengths, needs, and aspirations of all students.
- Opportunities for authentic learning experiences and experiential learning exist in all classrooms and programs.
- Students, parents, and educators understand the full range of pathways, programs, options, and supports that are available.
- Students build on in-school and out-of-school experiences to further explore and reflect on their interests, strengths, skills, and education and career/life aspirations. (OMOE, 2013, p. 4)

Connections to Grade 4, 5, and 6 Subject Area Curriculum Documents

While *Creating Pathways to Success* is not considered a curriculum document in Ontario, the education and career/life planning program is referenced in several Grades 4 to 6 curriculum documents. Moreover, the Ontario Ministry of Education (2013) assert that Grades 1 to 12 curriculum policy documents support development of “knowledge and skills related to the four areas of learning in education and career/life planning in various ways, depending on the subject or discipline. In some, relevant knowledge and skills are outlined in the overall expectations” (p. 27).

A scan of curriculum documents for the term “career” found that explicit connection to the education and career/life planning program can be found in several subject area curriculum documents released after the program’s introduction in 2013, including: *The Ontario Curriculum, Grades 1-8: Health and Physical Education* (OMOE, [2019](#)); *The Ontario Curriculum, Grades 1 to 6: Social Studies - Revised* (OMOE, [2018](#)); and *The Ontario Curriculum: French as a Second Language – Revised* (OMOE, [2013](#)). Also present is the connection among ideas related to career and employment and subject area curriculum knowledge and skills. For example, *The Ontario Curriculum, Grades 1-8: Mathematics Curriculum Context* (OMOE, [2020](#)) document states that “success in mathematics has often been viewed as an important indicator of career success” (p. 6) and “proficiency with mathematical ideas is needed for many careers” (p. 8). Similarly, *The Ontario Curriculum, Grades 1-8: The Arts* (OMOE, [2009](#)) asserts that teachers can “encourage a positive attitude towards the arts by helping students learn about careers in various areas of the arts industry” (p. 10). Career- and employment-related learning is also explicitly identified in several in several curriculum expectations (both overall and specific). Of note, while *The Ontario*

Curriculum, Grades 1-8: Mathematics Curriculum Context (2020)—the most recent curriculum document to be released at the time of this review—draws connection between mathematics and career development, there is no explicit connection made to the career/life planning program.

Documents and Websites Referenced in this Section

- Creating Pathways to Success: An education and career/life planning program for Ontario Schools, Policy and program requirements, Kindergarten to Grade 12 (OMOE, 2013):
<http://www.edu.gov.on.ca/eng/document/policy/cps/CreatingPathwaysSuccess.pdf>
- Ontario Program/Policy Memorandum (PPM) No. 159:
<https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-159>
- Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010 (OMOE, 2010): <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>
- Ontario Schools, Kindergarten to Grade 12 (OMOE, 2016): <https://files.ontario.ca/education-ontario-schools-policy-programs-2016-en-2022-01-19.pdf>
- Report Card Templates:
<http://www.edu.gov.on.ca/eng/document/forms/report/card/reportCard.html>
- The Ontario Curriculum, Grades 1-8: Health and Physical Education (OMOE, 2019):
<http://www.edu.gov.on.ca/eng/curriculum/elementary/2019-health-physical-education-grades-1to8.pdf>

- The Ontario Curriculum, Grades 1 to 6: Social Studies - Revised (OMOE, 2018):
<http://www.edu.gov.on.ca/eng/curriculum/elementary/social-studies-history-geography-2018.pdf>
- The Ontario Curriculum: French as a Second Language – Revised (OMOE, 2013):
<http://www.edu.gov.on.ca/eng/curriculum/elementary/fsl18-2013curr.pdf>
- The Ontario Curriculum, Grades 1-8: Mathematics Curriculum Context (OMOE, 2020):
https://assets-us-01.kc-usercontent.com/fbd574c4-da36-0066-a0c5-849ffb2de96e/dab22a67-d9e8-4c42-a2a7-8c98cf1bbbb1/Math_Curriculum%20Context_AODA.pdf [Also available at
<https://www.ontario.ca/page/new-math-curriculum-grades-1-8>]
- The Ontario Curriculum, Grades 1-8: The Arts (OMOE, 2009):
<http://www.edu.gov.on.ca/eng/curriculum/elementary/arts18b09curr.pdf>

Québec

What is happening in elementary education in Québec?

Elementary schools in the province of Québec are guided by the *Québec Education Program* for preschool and elementary education (Government of Québec, 2001). The Québec Education Program embraces a competency-based approach and focuses on the learning process. Characteristics of the program include an emphasis on the development of competencies and a recognition that learning is an active process (Government of Quebec, 2001). Within Québec, schools must play an active role in promoting culture “by providing students with many opportunities to discover and appreciate cultural activities in various spheres beyond the scope of the learnings in the programs of study” (Government of Quebec, 2001, p. 3).

The Québec Education Program is composed of cross-curricular competencies, broad areas for learning, and programs of study grouped in five subject areas (languages; mathematics, science, and technology; social sciences; arts education; and personal development; Summary Table). There are nine cross-curricular competencies, which are grouped into four categories:

1. Intellectual competencies
 - a. To use information
 - b. To solve problems
 - c. To exercise critical judgment
 - d. To use creativity
2. Methodological competencies

- a. To adopt effective work methods
- b. To use ICT
- 3. Personal and social competencies
 - a. To construct his/her identity
 - b. To cooperative with others
- 4. Communication-related competency
 - a. To communicate appropriately

Key features of the various competencies, as well as evaluation criteria, are outlined within the *Québec Education Program* document. Students are assessed and evaluated on the degree of development of competencies using various tools and means (Government of Québec, 2001).

The broad areas of learning “help students relate subject-specific knowledge to their daily concerns and thus give them a better grasp of reality” (Government of Québec, 2001, p. 42). Five broad areas of learning are identified within the Québec Education Program: (a) Health and Well-being; (b) Personal and Career Planning; (c) Environmental Awareness and Consumer Rights and Responsibilities; (d) Media Literacy; and (e) Citizenship and Community Life. These broad areas of learning integrate development across subject areas and bring continuity for educational activities from preschool through secondary school. They are also viewed as anchor points for the development of the cross-curricular and subject-specific competencies: “They can only be developed through and by means of other learnings, while at the same time, they ensure that these learnings remain attuned to real life” (Government of Québec, 2001, p. 42).

Within Québec, helping to prepare young people for the job market is seen as a responsibility of all schools: “Schools must prepare students to handle the career choices that

they will face throughout their lives. They also have to foster the development of the personal qualities students will need to fulfill their potential” (Government of Québec, 2001, p. 45). The educational aim of the Personal and Career Planning broad area of learning is “to enable students to undertake and complete projects that develop their potential and help them integrate into society” (p. 45). Within this area, focuses of development include:

- Self-knowledge and awareness of his/her potential and how to fulfil it;
- Adoption of strategies related to a plan or project;
- Familiarity with the world of work, social roles, and trades and occupations.

Connections to Grade 4, 5, and 6 Subject Areas

While Personal and Career Planning is identified as one of five broad areas of learning within the Québec Education Program, there is no mention of the term “career” within the subject areas.

Documents and Websites Referenced in this Section

- Québec Education Program, Preschool and Elementary Education (Government of Québec, 2001):
http://www.education.gouv.qc.ca/fileadmin/site_web/documents/PFEQ/educprg2001.pdf
- Summary Table:
http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ-tableau-synthese-primaire-2018-EN.pdf

Atlantic Canada: Atlantic Canada Essential Graduation

Competencies

The Atlantic Canada Framework for Essential Graduation Competencies (Council of Atlantic Ministers of Education and Training [CAMET], n.d.) offers a common vision of competencies, beyond foundational literacy and numeracy, understood to prepare students for a lifetime of transitions and learning. Within this framework, six essential graduation competencies are identified and believed to prepare students to successfully participate in lifelong learning and life/work transitions:

- Citizenship
- Communication
- Personal-Career Development
- Creativity and Innovation
- Critical Thinking
- Technological Fluence

The Atlantic Canada Essential Graduation Competencies have been adopted in Newfoundland and Labrador, Nova Scotia, New Brunswick, and Prince Edward Island.

Documents and Websites Referenced in this Section

- The Atlantic Canada Framework for Essential Graduation Competencies (CAMET, n.d.): https://www.ednet.ns.ca/files/curriculum/atlantic_canada_essential_grad_competencies.pdf

New Brunswick

What is happening in elementary education in New Brunswick?

Within the province of New Brunswick, Grades 4 to 6 span across both the elementary (Grades 1 through 5) and middle (Grades 6 through 8) school levels. Formal career education is present at both these levels, with Health Education/Guidance at the elementary level and Guidance at the middle school level. New Brunswick Grade 4, 5, and 6 career education curricula include *Personal Wellness, Grades 3-5* (New Brunswick Department of Education and Early Childhood Development [NBEECD], 2016), *Personal Development and Career Planning, K-5* (New Brunswick Department of Education [NBDE], 2000b), and *Personal Development and Career Planning, Grades 6 – 12* (NBDE, 2000a). These documents provide educators and counsellors with direction, learning outcomes, suggested instructional and assessment strategies, and recommended learning resources for career education. Learning within these areas is assessed and evaluations are reported on in report cards.

The *Personal Wellness, Grades 3-5* curriculum aims to “enable students to make well-informed, healthy choices and to develop behaviours that contribute to the well-being of themselves and others, and plan for the future” (NBEECD, 2016, p. 11). Through engagement with the curriculum, student learn to: commit to lifelong learning; communicate effectively; be resilient; and develop strategies for coping with adversity; identify and minimise risks; access and use support for self and others; develop an understanding of values and attitudes that impact well-being (e.g., respect, care, concern for others); and recognize and explore career options and opportunities. The *Personal Wellness* curriculum aligns with New Brunswick’s Wellness Strategy 2014-2021 and addresses the seven dimensions identified within the

framework: Emotional; Mental/Intellectual; Physical, Social; Spiritual; Environmental; and Occupational. The Occupational dimension is associated with “getting personal fulfillment from our jobs or our chosen career fields, working in healthy environment and maintaining balance in our lives” (NBEECD, 2016, p. 12).

The Personal Wellness curriculum uses competencies outlined in the Blueprint for Life/Work Designs as foundation for student learning outcomes and references the Essential Skills and Employability Skills organizers in the outcomes (NBEECD, 2016). The curriculum itself is divided into four strands: (a) Wellness; (b) Mental Fitness; (c) Relationships; and (d) Career Development. Career development is perceived as a lifelong and ongoing process that starts at an early age. This particular strand supports student in exploring the world of work, examining how personal work habits are transferable to the workplace, and developing self-concept by examining interests, skills, and strengths and how they are linked to careers (NBEECD, 2016).

The *Personal Development and Career Planning, K-5* curriculum elementary level and the *Personal Development and Career Planning, Grades 6-12* curriculum at the middle school level consists of three strands:

- Personal Development – outcomes which enable learners to explore specific personality traits and skills, take personal responsibility for behaviour, develop positive self-esteem, and learn how to interact effectively with others;
- Lifelong Learning – helps learners understand their learning style, develop lifelong learning and time management skills, and assume self-motivation and personal responsibility; and

- Career Exploration and Planning – assists students to translate personal traits and skills into occupational terms, blend their work role with other life roles to develop a healthy lifestyle, and learn to engage in career planning using goal-setting and problem-solving strategies (NBDE, 2000a, 2000b).

Also known as the Guidance Curriculum, the purpose of the curriculum is “to provide all students at all levels with knowledge of normal growth and development, to promote positive mental health, and to assist them in acquiring and using life skills” (NBDE, 2000a, p. 1) and is delivered through strategies including classroom activities and group activities.

The Guidance Curriculum is recognized as one of four components of the Comprehensive and Developmental Guidance and Counselling Program in New Brunswick. The other three components are: Individual Planning; Responsive Services; and Program Support. With the Individual Planning component, students evaluate their educational, occupational, and personal goals, with activities planned under the direction of the counsellor but often facilitated by teachers. Activities, including the development of a Linking to the Future career and educational planning portfolio, are delivered on an individual basis or by working with individuals in classes, small groups, or advisement groups, using strategies such as individual appraisal, individual advisement, and placement. Responsive Services activities are designed to meet the immediate needs and concerns of students, and are delivered through strategies such as consultative, personal counselling, crisis counselling, and referral. Finally, Program Support requires the management activities that establish, maintain, and enhance the total guidance program. This component is implemented and carried out through activities in the areas of professional development, staff and community relations, consultation with

teachers, advisory councils, community outreach, program management and operations, and research and development (NBDE, 2000a).

Key Terminology

The Guidance Curriculum documents provide a glossary of terms, including several key definitions. The term “career” is defined as “an occupation or profession followed as one’s lifework” (NBDE, 2000a, p. 68). “Job” is defined as “work that is done as part of one’s duty or responsibility” (NBDE, 2000a, p. 74). “Occupation” is defined as “a person’s usual or principal work or business” (NBDE, 2000a, p. 75). In addition, the *Personal Wellness, Grades 3-5* document provides a clear description of how “career development” is understood within the New Brunswick context:

Career development is a lifelong process of managing learning that starts at an early age, builds incrementally, and lays the foundation for assisting and preparing students to make educational, career, and employment choices. It is a lifelong, ongoing process through which students integrate their personal, family, school and community learning experiences to facilitate career and lifestyle choices and to help them transition through life and work stages. (NBEECD, 2016, p. 15)

Connections to Grade 4, 5, and 6 Subject Area Curriculum Documents

Similar to other Atlantic provinces, a scan of New Brunswick curriculum documents results in some reference to the term “career.” Within these documents, the term was often used in reference to possible career paths and occupations. For example, Arts Education in New Brunswick calls on students to investigate roles of dramatic artists, dancers, musicians, and visual artists in their community and potential careers (NBDE, 2001). Documents

published in 2015 (such as *Physical Education, Grade K-5, 2017* and *Post-Intensive French, Grades 6, 7, & 8, 2015*) make reference to the Atlantic Canada Essential Graduation Competencies and to Personal and Career Development.

Documents and Websites Referenced in this Section

- Personal Wellness, Grades 3-5 (NBEECD, 2016):
<https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/Guidance/PersonalDevelopmentCareerPlanningK-5.pdf>
- Personal Development and Career Planning, K-5 (NBDE, 2000b):
<https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/Guidance/PersonalDevelopmentCareerPlanningK-5.pdf>
- Personal Development and Career Planning, Grades 6 – 12 (NBDE, 2000a)
<https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/Guidance/PersonalDevelopmentCareerPlanning6-12.pdf>
- Arts Education: Foundations for the Atlantic Canada Arts Education Curriculum (NBDE, 2001):
<https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/Arts/ArtsEducation.pdf>
- Physical Education, Grade K-5 (NBDE, 2017):
<https://www.bienvenueenb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/Health-PhysicalEducation/ElementaryPhysicalEducationCurriculumK-5.pdf>

- Post-Intensive French, Grades 6, 7, & 8 (NBDE, 2015):

<https://www.bienvenue.nb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/FSL/PostIntensiveFrenchGrades6-8.pdf>

Newfoundland and Labrador

What is happening in elementary education in Newfoundland and Labrador?

Newfoundland and Labrador's *Career Development Elementary* curriculum guide identifies Learning Skills for Generation Next, the “group of students who have not known a world without personal computers, cell phones, and the Internet. They were born into this technology. They are digital natives” (Newfoundland and Labrador Department of Education and Early Childhood Development [NLEECD], 2017, p. 12). These Learning Skills encompass three broad areas:

- Learning and Innovation Skills – skills to enhance a person’s ability to learn, create new skills, problem solve, and collaborate;
- Life and Career Skills – skills addressing interpersonal and affective domains, as well as leadership; and
- Literacy Skills – skills to enhance the use of information and communication technology and to develop reading, writing, and numeracy.

Development of these skills and abilities among students is supported across curriculum areas and is the shared responsibility of all programs (NLEECD, 2017).

Within the Newfoundland and Labrador elementary school context, career development is viewed as a lifelong process and takes the form of a “module” for career development, which is designed to complement existing career development programming at the intermediate and senior high levels:

This module is an introduction to basic and important career development concepts. It is hoped that exposure to these primary concepts throughout the key stage years will

enhance student knowledge of this area and improve their choices and decisions around their own career development. (NLEECD, 2017, p. 18)

Within the elementary level, career development is designed to be exploratory and experiential in nature and embraces the perspective that students are “already making choices that will impact their future” (p. 18). Over the course of the career development curriculum (Kindergarten to Grade 12), students will develop a more solid understanding of themselves, their place in the world, the skills they possess, and the knowledge to advance their career development journey. The curriculum is designed to help students develop life-work competencies in personal management, learning and work exploration, and life/work building. In addition, the curriculum aims to support students in acquiring knowledge and skills to assist them in making decisions and developing confidence (NLEECD, 2017). The overarching goal of the curriculum is “to encourage and support individualized learning and representing” (p. 19) to make career development learning personally meaningful and relevant.

Within Newfoundland and Labrador, career education is defined in terms of eight general curriculum outcomes (GCOs; what students are expected to know and be able to do upon completion of study in career education), which provide a description of the student as a “career-literate and capable citizen” (NLEECD, 2017, p. 20):

- Self-Awareness and Positive Interactions;
- Change;
- Life-long Learning;
- Relationship of Work to Society and the Economy;
- Life/Work Information;
- Life/Work Roles;

- Decision Making; and
- Independent management of Life/Work Building.

These general curriculum outcomes are divided among three strands: (a) Personal Management (GCOs 1 and 2); (b) Career Exploration/Learning and Work (GCOs 3, 4, and 5); and (c) Career Preparation: Life and Work Building (GCOs 6, 7, and 8).

Within Newfoundland and Labrador, the elementary career development module (also referred to as a “course” within the *Career Development Elementary* curriculum guide) is students’ first exposure to formal career development education. This module supports students in developing knowledge and skills related to self-knowledge, decision making, change, and the world of work and their place within it. This career development module:

- Employs multi-modal, interactive, and hands-on approaches to learning;
- Challenges and extends students’ current beliefs and knowledge;
- Provides the basis for personal skill development;
- Designed to be developmentally appropriate; and
- Designed to be cross-curricular and can meet curriculum outcomes in multiple subject areas.

The elementary career development module consists of three units, following a preferred sequence: (a) All about me; (b) Me in the world of work; and (c) Me and my community.

Proposed timing for the module is from November to March, with a total allotted time of 20 hours. First, the “All about me” unit (approximately 7 hours) focuses on two topics: positive self-image; and choice and change. This unit introduces students to the concept of self and is student’s first view of career development concepts. Next, the “Me in the world of work” unit (approximately 8 hours) provides students with an introduction to the world of work and

consists of four topics: change; what is career development?; the world of work; and success). Last, the “Me and my community” unit (approximately 6 hours) places emphasis on gender roles, community contribution, and goal setting. This unit consists of three topics: understanding occupations; community contribution; and goals and decision making. The *Career Development Elementary* curriculum guide provides educators with an overview of the elementary career development module, including specific information and strategies for implementing and assessing the three units (NLEECD, 2017).

Connections to Grade 4, 5, and 6 Subject Area Curriculum Documents

A scan of Grade 4 to 6 curriculum documents found some reference to the term “career.” Reference to Learning and Career Skills, as identified in Learning Skills for Generation Next, was observed in most curriculum documents published in 2014 and after (e.g., *English Language Arts, Grade 6: A Curriculum Guide, 2014*; *Religious Education 4: Curriculum Guide, 2015*; *Science 5: Curriculum Guide, 2017*). In addition to reference to these skills, “career” was typically found in relation to specific occupations and within expectations for students to identify specific occupations within a given area. For example, the *Science 6: Curriculum Guide* identifies that students are expected to “identify examples of careers in which science and technology play a major role” (76.0; *NLDE, 2018*, p. 188).

Documents and Websites Referenced in this Section

- Career Development Elementary (NLEECD, 2017):
https://www.gov.nl.ca/education/files/k12_curriculum_guides_careered_careered_elementary_cd.pdf

- English Language Arts, Grade 6: A Curriculum Guide (Newfoundland and Labrador Department of Education [NLDE], 2014):
https://www.gov.nl.ca/education/files/k12_curriculum_guides_english_grade6_300614_g6_ela.pdf
- Religious Education 4: Curriculum Guide (NLDE, 2015):
https://www.gov.nl.ca/education/files/k12_curriculum_guides_religion_071115_re4.pdf
- Science 5: Curriculum Guide (NLDE, 2017):
https://www.gov.nl.ca/education/files/k12_curriculum_guides_science_science_5_2017_jan8.pdf
- Science 6: Curriculum Guide (NLDE, 2018):
https://www.gov.nl.ca/education/files/Science_6_2018.pdf

Prince Edward Island

What is happening in elementary education in Prince Edward Island?

Our research found no formal career education programming for Grades 4, 5, or 6 in Prince Edward Island. There are several high school courses provided to students in the area of career and technical education in areas including automotive, carpentry, robotics, technical education, and welding (Career and Technical Education Curriculum). Prince Edward Island also offers a cooperative education curriculum and business education curriculum, including a course on Career Exploration and Opportunities, in the senior years.

Connections to Grade 4, 5, and 6 Subject Area Curriculum Documents

As common with other Atlantic provinces, a scan of Grade 4 to 6 curriculum documents found that the term “career” was frequently used in relation to specific occupations and jobs, and was embedded within several learning expectations for students. For example, the *Elementary Music Curriculum* outlines that by the end of Grade 6, students are expected to “discuss contemporary career choices for musicians as well as explain or present how music is utilized in other artistic and work environments” (Prince Edward Island Department of Education [PEDE], 2002, p. 29). While most curriculum documents referred to career in these ways, the Grade 4, 5, and 6 *Health* curriculum documents connected the term career to Life Learning Choices, where students were understood to explore life roles and career opportunities and challenges. Each of these documents identified Life Goals and Career Development specific curriculum outcomes. For example, in Grade 4, students are expected to relate personal interests to various occupations (L-4.5) and recognize that personal roles will change over time and circumstances (L-4.6; PEDE, 2009a). In grade 5, students are expected

to relate personal skills to various occupations (L-5.5) and assess how roles, expectations, and images of others may influence career/life role interests (L-5.6; PEDE, 2009b). In Grade 6, students are expected to relate knowledge, skills, and attitudes of a successful student to those of successful workers (L-6.5) and analyse and apply effective age-appropriate strategies to manage change (L-6.6; PEDE, 2009c). Of note, the term “career” is defined differentiated from “occupation” and “job” in the Grade 4 *Health* curriculum (and revisited in the Grade 5 *Health* curriculum):

A career is a lifestyle concept that involves the sequence of work, learning, and leisure activities in which one engages throughout a lifetime. Careers are unique to each person and are dynamic, unfolding throughout life. Careers include how persons balance their paid and unpaid work and personal life roles. An occupation is a group of similar jobs found in different industries or organizations. ... A job is the position one holds within an occupation. It is the set of tasks that take place in a particular environment. (PEDE, 2009a, p. 68)

Documents and Websites Referenced in this Section

- Career and Technical Education Curriculum:
<https://www.princeedwardisland.ca/en/information/education-early-learning-and-culture/career-and-technical-education-curriculum>
- Cooperative Education Curriculum:
<https://www.princeedwardisland.ca/en/information/education-early-learning-and-culture/cooperative-education-curriculum>

- Career Exploration and Opportunities:
https://www.princeedwardisland.ca/sites/default/files/publications/ceo_401a_sep_3-19_web_version.pdf
- Elementary Music Curriculum (PEDE, 2002):
http://www.gov.pe.ca/photos/original/ed_elem_music.pdf
- Health 4 (PEDE, 2009a): http://www.gov.pe.ca/photos/original/edu_healthGr4.pdf
- Health 5 (PEDE, 2009b): http://www.gov.pe.ca/photos/original/edu_HealthGr5.pdf
- Health 6 (PEDE, 2009c): http://www.gov.pe.ca/photos/original/edu_HealthGr6.pdf

Nova Scotia

What is happening in elementary education in Nova Scotia?

While there are several high school courses provided to students focusing on career education (e.g., Career Development, Co-operative Education, Life/Work Transitions), our research found no formal career education programming for students in Grades 4, 5, or 6 in Nova Scotia. The course description for Career Development 10 asserts that the course was designed to build on the knowledge and skills developed in Grades 7, 8, and 9 Healthy Living.

Connections to Grade 4, 5, and 6 Subject Area Curriculum Documents

A scan of Grade 4 to 6 subject area curriculum documents found little reference to the term “career.” When found, the term was typically used in relation to specific occupations and within expectations for students to identify specific occupations within a given area. For example, the *Mathematics 6 Guide* calls for teachers to: “Ask students to choose two types of careers in entertainment (e.g., professional athletes, actors, singers). Have them research the top five salaries in each career” (Department of Education and Early Childhood Development [NSEECD, 2014], p. 41). Similarly, the *Science 4 Guide* outlines an expectation for students to “Identify women and men in their community who have careers using optics” (Physical Science: Light, 107-10; NSEECD, 2006, p. 14).

Documents and Websites Referenced in this Section

- Career Development 10: <https://curriculum.novascotia.ca/english-programs/course/career-development-10>

- Mathematics 6 Guide (NSEECD, 2014):

<https://curriculum.novascotia.ca/sites/default/files/documents/curriculum-files/Mathematics%206%20Guide%20%282014%29.pdf>

- Science 4 Guide (NSEECD, 2006):

<https://curriculum.novascotia.ca/sites/default/files/documents/curriculum-files/Science%204%20Guide%20%282006%29.pdf>

Summary

This pan-Canadian exploration of publicly available curriculum and policy documents (Grade 4, 5, and 6) provided insight into what is happening in elementary education across Canada with regards to career development and education. Within British Columbia, as well as the Yukon Territory who follow the same curriculum, career development is viewed as a lifelong process, beginning in Kindergarten and continuing throughout the lifespan. Within these regions, Grade 4 to 6 career development is guided by the Career Education curriculum and aims to help students develop career-life competencies, knowledge, and skills. Embracing a similar lifelong perspective to that of British Columbia and Yukon, the Career/Life Planning program in Ontario schools' spans from Kindergarten to Grade 12 and advocates for a whole-school approach. Guided by *Creating Pathways to Success: An education and career/life planning program for Ontario Schools, Policy and program requirements, Kindergarten to Grade 12* (OMOE, 2013), career/life planning supports students in development career/life knowledge and skills through classroom instruction and broader school programs and activities. British Columbia's Career Education curriculum and Ontario's Career/Life Planning program are what appear to be the most comprehensive career education programs in Canada.

While calling for career development learning across the grades (Kindergarten to beyond graduation), no specific career education curriculum documents were found for the early or middle years in Manitoba (Kindergarten to Grade 8). However, the *Successful futures for all students: A guide to career development programming for Manitoba school leaders* (Manitoba Education, 2011) document does provide Manitoba educators and school leaders

with a guide describing the importance of career development across the grades and how educators, schools, and school divisions can integrate career development into the classroom.

Within New Brunswick, Grade 4, 5, and 6 career education is articulated through the *Personal Wellness, Grades 3-5* (NBEECD, 2016), *Personal Development and Career Planning, K-5* (NBDE, 2000b), and *Personal Development and Career Planning, Grades 6 – 12* (NBDE, 2000a) curricula. These documents are designed to provide educators with direction, learning outcomes, suggested instructional and assessment strategies, and recommended learning resources for career education. Career education within Newfoundland and Labrador is presented as a module through the *Career Development Elementary* curriculum guide, where the development of career-related learning skills and abilities is supported across curriculum areas and is the shared responsibility of all programs (NLEECD, 2017). In both New Brunswick and Newfoundland and Labrador, career development is also viewed as a lifelong process.

Formal career development education begins later in Alberta (beginning in Grade 5) with the optional Career and Technology Foundations course and Saskatchewan (beginning in Grade 6) with the introduction of Career Education instruction. The *Québec Education Program* for preschool and elementary education (*Government of Québec, 2001*) outlines all pertinent information for Grade 4, 5, and 6 education within the province. Within this program, Personal and Career Planning is identified as one of five broad areas of learning. However, the program document fails to describe how these broad areas of learning are related to cross-curricular competencies and subject area learning. Our research found no reference to career education at the elementary level within the remaining Canadian regions, including Northwest Territories, Nunavut, Prince Edward Island, and Nova Scotia.

While descriptions and definitions of key terminology was offered in some provincial career education resources (e.g., British Columbia, Saskatchewan, Manitoba, Ontario), other provinces and territories did not provide similar information or had definitions buried within subject area curricula (e.g., New Brunswick). As a whole, the pan-Canadian scan of Grade 4, 5, and 6 subject area curriculum documents found little reference to the term “career.” When found, the term was typically used in relation to jobs, occupations, or career paths associated with specific subjects or themes. In some cases, the term was associated with career-related skill and knowledge development. For example, in Alberta the *Health and Life Skills, Kindergarten to Grade 9* ([Alberta Education, 2002](#)) document explicitly connected health to life skills and career development. Similarly, the Prince Edward Island Grade 4, 5, and 6 *Health* curricula connected the term career to Life Learning Choices.

Documents and Websites Referenced in this Section

- British Columbia – Career Education: <https://curriculum.gov.bc.ca/curriculum/career-education>
- Creating Pathways to Success: An education and career/life planning program for Ontario Schools, Policy and program requirements, Kindergarten to Grade 12 (OMOE, 2013):
<http://www.edu.gov.on.ca/eng/document/policy/cps/CreatingPathwaysSuccess.pdf>
- Successful futures for all students: A guide to career development programming for Manitoba school leaders (Manitoba Education, 2011):
https://www.edu.gov.mb.ca/k12/docs/support/success_futures/full_doc.pdf

- Personal Wellness, Grades 3-5 (NBEECD, 2016):
<https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/Guidance/PersonalDevelopmentCareerPlanningK-5.pdf>
- Personal Development and Career Planning, K-5 (NBDE, 2000b):
<https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/Guidance/PersonalDevelopmentCareerPlanningK-5.pdf>
- Personal Development and Career Planning, Grades 6 – 12 (NBDE, 2000a)
<https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/Guidance/PersonalDevelopmentCareerPlanning6-12.pdf>
- Career Development Elementary (NLEECD, 2017):
https://www.gov.nl.ca/education/files/k12_curriculum_guides_careered_careered_elementary_cd.pdf
- Québec Education Program, Preschool and Elementary Education (Government of Québec, 2001):
http://www.education.gouv.qc.ca/fileadmin/site_web/documents/PFEQ/educprg2001.pdf
- Health and Life Skills, Kindergarten to Grade 9 (Alberta Education, 2002):
<https://education.alberta.ca/media/160196/health.pdf>

Appendix: Subject Area Scan

Grade 4, 5, and 6 subject area curriculum documents/websites available through provincial and territorial government websites were scanned for the inclusion of career-related content through the targeted search for the term “career.”

British Columbia / Yukon

Applied Design, Skills, and Technologies (Grades 4, 5, and 6)
Arts Education (Grades 4, 5, and 6)
English Language Arts (Grades 4, 5, and 6)
Languages (Grades 4, 5, and 6)
Mathematics (Grades 4, 5, and 6)
Physical and Health Education Science (Grades 4, 5, and 6)
Social Studies (Grades 4, 5, and 6)
Additional Offerings (Grades 4, 5, and 6)

No results.

Alberta

Art (1985)
English and a Second Language, Kindergarten to Grade 9: Guide to Implementation (2007)
English Language Arts (2000)
Mathematics, Kindergarten to Grade 9 (2016/2007)
Physical Education (2000)
Science (1996)
Blackfoot Language and Culture, Twelve-year program Kindergarten to Grade 12 (2010)
Cree Language and Culture, Twelve-year program Kindergarten to Grade 12 (2005)

No results.

French as a Second Language: Nine-year program of studies (Grade 4 to Grade 12) (2004)
In addition, many of the prescribed fields of experience and their subfields relate to other subject areas such as English language arts, mathematics, science, social studies, career and life management (CALM), career and technology studies (CTS) and health. This program of studies, therefore, is designed to enhance the learning of similar concepts taught in other subject areas or to reinforce the knowledge and skills previously acquired at any grade level.

Social Studies, Kindergarten to Grade 12 (2005)
VALUES AND ATTITUDES Social studies provides learning opportunities for students to: ... value lifelong learning and opportunities for careers in the areas of social studies and the social sciences.

Health and life skills: Kindergarten to Grade 9 (2002)
Health and life skills involves learning about the habits, behaviours, interactions and decisions related to healthy daily living and planning for the future. It is personal in nature and involves abilities based on a body of knowledge and practice that builds on personal values and beliefs within the context of family, school and community. Some examples of these learnings include the ability of students to: ... analyze and manage career and health-related information ... recognize, explore and expand career opportunities and options

The aim of the Health and Life Skills Kindergarten to Grade 9 Program of Studies is to enable students to make well-informed, healthy choices and to develop behaviours that contribute to the well-being of self and others. To achieve this aim, students require an understanding of self as the basis for healthy interactions with others and for career development and lifelong learning.

Through the health and life skills program, students acquire a strong foundation of knowledge, skills and attitudes basic to employability. Successful careers are founded on a basis of self-knowledge, self-esteem, healthy interactions, lifelong learning and skill development. A fundamental aspect of career education is to move students from being dependent learners to being independent and interdependent, contributing citizens. Students gain confidence and a sense of commitment to family, school and community through opportunities for participation in cross-age interactions, volunteerism and meaningful involvement in a variety of activities. Beginning in the early school years, students develop personal and group skills. These are reinforced as the program expands to include practical skills directly related to further education, job seeking and career path exploration. Skills related to the management of personal resources, such as time, energy, creativity, money and personal property, are essential elements that build personal capacity and lead toward future career productivity. Students build upon the knowledge, skills and attitudes required to recognize opportunities, critically evaluate options and expand career strategies to meet current and future challenges.

General Outcomes Life Learning Choices - Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

LIFE LEARNING CHOICES Students will use resources effectively to manage and explore life roles and career opportunities and challenges. Students begin to develop practices, knowledge and skills related to career development in Kindergarten. They learn to respect the property of others and to understand the concepts of consequences and accountability. They grow to assume responsibility for choices related to their learning environment.

Discovering a variety of ways to learn and contribute to the family, school, community and environment is an essential transferable skill to the world of work. This significant aspect of career development sets the stage for exploring career interests and choices.

As students progress through the grades they note changes in, and an expanding of, their interests and talents. They relate their strengths, skills and talents to potential career roles. An awareness of career possibilities increases as they use a variety of sources to explore career clusters and paths. Students consider factors that influence career selection, such as family, society and stereotyping. By Grade 9, students begin to develop resume writing and job search skills.

LIFE LEARNING CHOICES Students will use resources effectively to manage and explore life roles and career opportunities and challenges. LIFE ROLES AND CAREER DEVELOPMENT – 5.6 assess how roles, expectations and images of others may influence career/life role interests; e.g., influence of family, friends, role models, media

Arabic Language Arts, Kindergarten to Grade 12 (2018)

Arabic bilingual programming provides a rich environment for the development of essential knowledge, skills, and attitudes that promote the development of effective global citizens and enhance the economic and career potential of students.

Chinese Language Arts, Kindergarten to Grade 9 (2006)

Chinese bilingual programming provides a rich environment for the development of essential knowledge, skills and attitudes that promote the development of effective global citizens and enhance the economic and career potential of students.

Chinese Language and Culture, Nine-Year Program Grades 4-5-6 (2007)

Students will acquire the knowledge, skills and attitudes to be effective global citizens. GC–1 historical and contemporary elements of Chinese culture; GC–2 appreciating diversity; GC–3 personal and career opportunities

German Language and Culture, Nine-year program Grades 4-5-6 (2007)

Students who have no previous knowledge of the language can look forward to: ... a broader range of educational, career and leisure opportunities

Students will acquire the knowledge, skills and attitudes to be effective global citizens, through the exploration of the cultures of the German-speaking world. GC–1 historical and contemporary elements of the cultures of German-speaking peoples; GC–2 appreciating diversity; GC–3 personal and career opportunities

Grade 6 GC–3 personal and career opportunities a. identify some careers for which knowledge of German is useful

Italian Language and Culture, Twelve-year program Kindergarten to Grade 6 (2005)

In today's world, knowledge of another language and culture in general, and Italian language and culture in particular, is very valuable. It can open the door to exciting career opportunities in almost every kind of business, industry and profession.

Students will acquire the knowledge, skills and attitudes to be effective global citizens, through the exploration of the cultures of the Italian-speaking world. GC–1 historical and contemporary elements of Italian-speaking cultures GC–2 affirming and valuing diversity GC–3 personal and career opportunities

Grade 5 GC–3 personal and career opportunities a. identify some careers for which knowledge of Italian is useful

Grade 5 GC–3 personal and career opportunities a. identify some careers for which knowledge of different languages and cultures is useful
<i>Japanese Language and Culture, Nine-year program Grades 4-5-6 (2007)</i> The ability to speak Japanese gives students a competitive edge in today's global marketplace and workplace. It improves the potential for career opportunities in Canada, Japan and other parts of the world in a variety of fields, such as marketing, tourism, teaching and information technology. Grade 6 GC–3 personal growth and future opportunities a. identify some careers for which knowledge of Japanese is useful
Grade 6 GC–3 personal growth and future opportunities a. identify some careers for which knowledge of different languages and cultures is useful <i>Punjabi Language and Culture, Grades 4-12 (Nine-year Program) (2009)</i> Students will acquire the knowledge, skills and attitudes to be effective global citizens. GC–1 historical and contemporary elements of Punjabi culture GC–2 appreciating diversity GC–3 personal and career opportunities
<i>Spanish Language Arts, Kindergarten to Grade 6 (2005)</i> Spanish bilingual programming provides a rich environment for the development of the essential knowledge, skills and attitudes that promote effective global citizenship and enhance the economic and career potential of students.
<i>Spanish Language and Culture, Nine-year program Grades 4-5-6 (2007)</i> Students will acquire the knowledge, skills and attitudes to be effective global citizens. GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world GC–2 affirming diversity GC–3 personal and career opportunities Grade 6 GC–3 personal and career opportunities a. identify some careers for which knowledge of Spanish is useful Grade 6 GC–3 personal and career opportunities a. identify some careers for which knowledge of different languages and cultures is useful
<i>Ukrainian Language Arts, Kindergarten to Grade 9 (2003)</i> Ukrainian bilingual programming provides a rich environment for the development of the essential knowledge, skills and attitudes that promote effective global citizenship and enhance the economic and career potential of the student.
<i>Ukrainian Language and Culture, Nine-year program Grades 4-5-6 (2007)</i> Students will acquire the knowledge, skills and attitudes to be effective global citizens. GC–1 historical and contemporary elements of Ukrainian culture GC–2 affirming diversity GC–3 personal and career opportunities Grade 6 GC–3 personal and career opportunities a. identify some careers for which knowledge of Ukrainian is useful Grade 6 GC–3 personal and career opportunities a. identify some careers for which knowledge of different languages and cultures is useful

Saskatchewan

<i>Aboriginal languages: A curriculum guide for Kindergarten to Grade 12</i> <i>Core Ukrainian: A curriculum guide for K-12</i> No results.
<i>Arts Education 4: Saskatchewan Curriculum, 2011</i> Broad Areas of Learning, Engaged Citizens - Related to the following Goals of Education: Career and Consumer Decisions; Membership in Society; Growing with Change Cultural/Historical (CH) Dance, Drama, Music, Visual Art CH4.1 Investigate and share discoveries about the arts in Saskatchewan through collaborative inquiry. b. Research, using the Internet and other methods, and report on the careers and contributions of Saskatchewan artists.
<i>Arts Education 5: Saskatchewan Curriculum, 2011</i> Broad Areas of Learning, Engaged Citizens - Related to the following Goals of Education: Career and Consumer Decisions; Membership in Society; Growing with Change

<p>Cultural/Historical (CH) Dance, Drama, Music, Visual Art CH5.1 Examine perspectives on contemporary life as expressed by artists in pop culture and mass media (e.g., representations of young people in ads, sitcoms, animations, and music videos). c. Critique pop culture representations for potential stereotypes.</p> <p>Cultural/Historical (CH) Dance, Drama, Music, Visual Art CH5.1 Examine perspectives on contemporary life as expressed by artists in pop culture and mass media (e.g., representations of young people in ads, sitcoms, animations, and music videos). d. Research various careers of pop culture artists (e.g., animators, actors, directors, dancers/choreographers, fashion designers, musicians/composers, and filmmakers) and discuss rewards and challenges of careers in mass media.</p>
<p><i>Arts Education 6: Saskatchewan Curriculum, 2011</i> Broad Areas of Learning, Engaged Citizens - Related to the following Goals of Education: Understanding & Relating to Others; Positive Lifestyle; Career and Consumer Decisions; Membership in Society; Growing with Change</p> <p>The Saskatchewan arts education curriculum provides students with a unique “way of knowing” the world and human experience. Research clearly demonstrates the benefits of arts education, not only for those students who have a special interest in the arts, but for all students facing a future that requires multiple literacies, creative and critical thinking, and innovative problem-solving abilities that will apply to their daily lives and any post-secondary education, careers, or other personal endeavours.</p> <p>Cultural/Historical (CH) Dance, Drama, Music, Visual Art CR6.3 Examine arts expressions and artists of various times and places. g. Discuss personal characteristics and career requirements of professional artists (e.g., self-discipline, passion, post-secondary education, contract and seasonal work, independent learners, entrepreneurial and grant writing abilities).</p> <p>Connections with Other Areas of Study - Career Education - CG6.1 Investigate the influence of a positive self-image [identity] on one’s life. [includes a Visual depicting connected lines between Arts Education and Career Education, as well as other subject areas]</p>
<p><i>Health Education 4 (2010)</i> Broad Areas of Learning, Engaged Citizens - Related to the following Goals of Education: Career and Consumer Decisions; Membership in Society; Growing with Change</p>
<p><i>Health Education 5 (2010)</i> Broad Areas of Learning, Engaged Citizens - Related to the following Goals of Education: Career and Consumer Decisions; Membership in Society; Growing with Change</p>
<p><i>Health Education 6 (2010)</i> Broad Areas of Learning, Engaged Citizens - Related to the following Goals of Education: Understanding & Relating to Others; Positive Lifestyle; Career and Consumer Decisions; Membership in Society; Growing with Change</p> <p>Connections with Other Areas of Study [Visual depicting connected lines between Health Education and Career Education, as well as other subject areas]</p>
<p><i>English Language Arts 4 (2010)</i> Broad Areas of Learning, Engaged Citizens - Related to the following Goals of Education: Career and Consumer Decisions; Membership in Society; Growing with Change</p>
<p><i>English Language Arts 5 (2010)</i> Broad Areas of Learning, Engaged Citizens - Related to the following Goals of Education: Career and Consumer Decisions; Membership in Society; Growing with Change</p> <p>Outcomes and Indicators Focus: Communicating with Precision CR5.1 Analyze and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia texts) that address: identity (e.g., Exploring Heritage); community (e.g., Teamwork); social responsibility (e.g., What is Fair?). a. View, listen to, read and respond to a variety of visual, multimedia, oral, and print texts that examine the diverse range of personal identities, perspectives, and backgrounds (e.g., appearance, culture, socio-economic status, abilities, age, gender, sexual orientation, language, career path) including First Nations and Métis texts.</p>
<p><i>English Language Arts 6 (2008)</i> Broad Areas of Learning, Engaged Citizens - Related to the following Goals of Education: Understanding & Relating to Others; Positive Lifestyle; Career and Consumer Decisions; Membership in Society; Growing with Change</p> <p>Outcomes and Indicators Focus: Communicating Ideas and Experiences with Clarity CR6.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Growing Up), social responsibility (e.g., Going the Distance), and efficacy (e.g., Making Our Community More Peaceful). a. View, listen to, read, and respond to a variety of visual, multimedia (including digital), oral, and print texts that address the grade-level themes and issues related to identity, social responsibility, and efficacy including those that reflect diverse personal identities, worldviews, and backgrounds (e.g., appearance, culture, socio-economic status, ability, age, gender, sexual orientation, language, career pathway).</p> <p>Connections with Other Areas of Study [Visual depicting connected lines between Language Arts and Career Education, as well as other subject areas]</p>
<p><i>Grade 4 Mathematics Curriculum (2007)</i></p>

<p>Moreover, students should be developing understandings of mathematics that will enable the learning of new mathematical concepts and applications that may be encountered within both career and personal interest choices.</p> <p>Building Engaged Citizens - Students will contribute to the environmental, economic, and social sustainability of their community through positive life, career, and consumer choices.</p>
<p><i>Mathematics 5 (2008)</i></p> <p>Moreover, students should be developing understandings of mathematics that will support their learning of new mathematical concepts and applications that may be encountered within both career and personal interest choices.</p> <p>Building Engaged Citizens - Related to the following Goals of Education: Understanding & Relating to Others; Positive Lifestyle; Career and Consumer Decisions; Membership in Society; Growing with Change</p>
<p><i>Mathematics 6 (2009)</i></p> <p>Moreover, students should be developing understandings of mathematics that will support their learning of new mathematical concepts and applications that may be encountered within both career and personal interest choices.</p> <p>Developing engaged citizens is related to the following Goals of Education: Understanding & Relating to Others; Positive Lifestyle; Career and Consumer Decisions; Membership in Society; Growing with Change.</p> <p>Connections with Other Areas of Study [Visual depicting connected lines between Mathematics and Career Education, as well as other subject areas]</p> <p>Career Education - In Grade 6 Career Education, students are examining how a positive self-image influences one's life. This learning can be connected to outcome SP6.1: SP6.1 Extend understanding of data analysis to include: line graphs; graphs of discrete data; data collection through questionnaires, experiments, databases, and electronic media; interpolation and extrapolation. [C, CN, PS, R, V, T] by having the students design an experiment to work on modifying an aspect of their self-image and to record the changes made or the impact of those changes. It is important that, in mathematics, students learn to analyze and represent both quantitative and qualitative data and a connection to Grade 6 Career Education provides opportunities for both. English Language Arts</p>
<p><i>Physical Education 4 (2010)</i></p> <p>Broad Areas of Learning, Engaged Citizens Related to the following Goals of Education: Career and Consumer Decisions; Membership in Society; Growing with Change</p>
<p><i>Physical Education 5 (2010)</i></p> <p>Broad Areas of Learning, Engaged Citizens - Related to the following Goals of Education: Career and Consumer Decisions; Membership in Society; Growing with Change</p>
<p><i>Physical Education 6 (2009)</i></p> <p>Building Engaged Citizens - Related to the following Goals of Education: Understanding & Relating to Others; Positive Lifestyle; Career and Consumer Decisions; Membership in Society; Growing with Change</p> <p>Goals: Active Living, Skillful Movement, Relationships 6.2 Body Composition Demonstrate an understanding of the impact of inactivity on body composition and how to make healthy choices for a balanced self, including regular participation in movement activity, that effectively and safely affect (maintain, increase, decrease) body fat composition. e. Communicate, with clarity, the factors that influence the size, shape, and composition of the body (e.g., heredity, family environment, culture, work life/career, economics, and mental, emotional, and spiritual well-being).</p> <p>Goals: Active Living, Skillful Movement, Relationships 6.11 Volunteerism & Leadership Demonstrate the ability to individually carry out a teacher-assigned or self-selected portion of a cooperatively planned class activity that focuses on engaging others and enhancing their level of participation in movement activity. d. Identify the various tasks involved in planning an event for others to participate in movement activity and make connections to careers that require similar skills.</p> <p>Goals: Active Living, Skillful Movement, Relationships 6.12 Influences Analyze the attributes (e.g., height, natural speed of movement, rhythmical sense) and limitations (e.g., physical development, motor disabilities, visual impairments) of self and others as source of information for making decisions related to participation of self and others in movement activity as well as possible career choice implications. c. Express an understanding of how personal physical attributes and limitations, as well as likes and dislikes, might impact one's career choice.</p> <p>Connections with Other Areas of Study [Visual depicting connected lines between Physical Education and Career Education, as well as other subject areas]</p>
<p><i>Science 4 (2011)</i></p> <p>Broad Areas of Learning, Engaged Citizens - Related to the following Goals of Education: Career and Consumer Decisions; Membership in Society; Growing with Change</p>

<p>Diverse learning experiences based on the outcomes in this curriculum provide students with many opportunities to explore, analyze, evaluate, synthesize, appreciate, and understand the interrelationships among science, technology, society, and the environment (STSE) that will affect their personal lives, careers, and future.</p>
<p><i>Science 5 (2011)</i> Broad Areas of Learning, Engaged Citizens - Related to the following Goals of Education: Career and Consumer Decisions; Membership in Society; Growing with Change</p> <p>Diverse learning experiences based on the outcomes in this curriculum provide students with many opportunities to explore, analyze, evaluate, synthesize, appreciate, and understand the interrelationships among science, technology, society, and the environment (STSE) that will affect their personal lives, careers, and future.</p>
<p><i>Science 6 (2009)</i> Developing engaged citizens is related to the following Goals of Education: Understanding & Relating to Others; Positive Lifestyle; Career and Consumer Decisions; Membership in Society; Growing with Change.</p> <p>Diverse learning experiences based on the outcomes in this curriculum provide students with many opportunities to explore, analyze, evaluate, synthesize, appreciate, and understand the interrelationships among science, technology, society, and the environment (STSE) that will affect their personal lives, their careers, and their future.</p> <p>Life Science – Diversity of Living Things (DL) DL6.1 Recognize, describe, and appreciate the diversity of living things in local and other ecosystems, and explore related careers. f. Identify examples of science and technology-related careers and workplaces which require an understanding of the diversity of living things (e.g., naturalist, zoo keeper, palaeontologist, and wildlife biologist).</p> <p>Physical Science – Understanding Electricity (EL) EL6.1 Assess personal, societal, economic, and environmental impacts of electricity use in Saskatchewan and propose actions to reduce those impacts. f. Research employers and careers related to electrical energy generation, distribution, and conservation in Saskatchewan.</p> <p>Physical Science – Principles of Flight (FL) FL6.1 Examine connections between human fascination with flight and technologies and careers based on the scientific principles of flight. h. Describe career opportunities in Canada related to the science and technology of flight.</p> <p>Career Education - Areas of study such as science can serve to provide the context for student explorations of connections between learning and work pathways and their connections to community. Two specific examples of these connections between science and career education at grade six include: Investigate science and technology-related careers and workplaces that require an understanding of diversity of life, electricity, flight, and/or space exploration; Use the results of their investigations into science and technology-related careers to support their construction of a personal life and work plan in career education.</p>
<p><i>Social Studies 4 (2010)</i> Broad Areas of Learning, Engaged Citizens - Related to the following Goals of Education: Career and Consumer Decisions; Membership in Society; Growing with Change</p> <p>K-12 Goal: To examine various worldviews about the use and distribution of resources and wealth in relation to the needs of individuals, communities, nations, and the natural environment and contribute to sustainable development. (RW) RW4.2 Investigate the importance of agriculture to the economy and culture of Saskatchewan. f. Trace the steps of a food product from the farm to the plates of consumers, and identify the various careers that contribute to this process in the agriculture and food processing industries.</p>
<p><i>Social Studies 5 (2010)</i> Broad Areas of Learning, Engaged Citizens - Related to the following Goals of Education: Career and Consumer Decisions; Membership in Society; Growing with Change</p>
<p><i>Social Studies 6 (2009)</i> Building Engaged Citizens - Related to the following Goals of Education: Understanding & Relating to Others; Positive Lifestyle; Career and Consumer Decisions; Membership in Society; Growing with Change</p> <p>Goal: To investigate the processes and structures of power and authority, and the implications for individuals, communities, and nations. (PA) PA6.1 Examine the relationship between an individual's power and authority and the power and authority of others. Explain choices young people must make in reconciling the tensions between the dominant social group and individual choice (e.g., drug and alcohol use; social relationships; academic programs, choice of extra-curricular activities, and career interests).</p> <p>Connections with Other Areas of Study [Visual depicting connected lines between Social Studies and Career Education, as well as other subject areas]</p>

Northwest Territories

Northwest Territories Grade 4 to Grade 7 English Language Arts Curriculum, General Outcome 1 (2011)
French as a Second Language (1994)
K-6 Science and Technology Curriculum (2004)
Elementary Social Studies (1997)
Inuuqatigiit Curriculum Document, Kindergarten -12 (1996)

No results.

Northwest Territories School Health Program, Grade four; Grade five; Grade six (1995)
Literacy with ICT Across the Curriculum: Guide to Infusion (2012)

No relevant results.

Dene Kede, Curriculum Document, Grades K-6 (1993)

The Self 5-6 Students will... Consider trapping as a possible career.

The People - Invite medical staff to class to talk about present practices in mid-wifery and about mid-wifery as a career. (5-6)

The People - Grade 5-6 Be familiar with present careers in mid-Wifery. Compare and contrast present and past methods.

Nunavut

English Language Arts 4
English Language Arts 5
English Language Arts 6
Inuktitut Language Arts 4
Inuktitut Language Arts 5
Inuktitut Language Arts 6
Physical Education Grade 4
Physical Education Grade 5
Physical Education Grade 6
School Health Program Grade 4
School Health Program Grade 5
School Health Program Grade 6
Science Grade 4
Science Grade 5
Science Grade 6
Social Studies 4
Social Studies 5
Social Studies 6

No results.

Manitoba

<p><i>Kindergarten to Grade 8 Dance: Manitoba Curriculum Framework of Outcomes (2011)</i> describe a variety of dance-related careers (e.g., professional dancer/actor, stage manager, choreographer, dance therapist) 5-8 DA-U3.8</p>
<p><i>Kindergarten to Grade 8 Drama: Manitoba Curriculum Framework of Outcomes (2011)</i> describe a variety of drama-related careers 5-8 DR-U3.8</p>
<p><i>Kindergarten to Grade 8 Music: Manitoba Curriculum Framework of Outcomes (2011)</i> describe a variety of music-related careers 5-8 M-U3.8</p>
<p><i>Kindergarten to Grade 8 Visual Arts: Manitoba Curriculum Framework of Outcomes (2011)</i> describe a variety of careers in art and design 5-8 A-U3.8</p>
<p><i>Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles (2000)</i> As well, some areas, such as career/life management, human diversity, use of information technology, and sustainable development will appear in all subject areas in support of the broad outcomes of education for Kindergarten to Senior 4.</p>
<p><i>Personal and Social Management</i> Through effective programming, the development of personal and social management skills serves to help young people develop healthy lifestyle practices, healthy relationships, and direction in career/life management. As well, these skills help students build resistance to drug involvement, teen pregnancy, gangs, truancy and early school leaving. Shared responsibility among the home, school, and community is essential for the development of personal and social management. The family is the primary educator in the development of attitudes, beliefs, and values that lead to personal and social well-being. The school/community plays a supportive and complementary role in building on these values and attitudes.</p>
<p><i>Kindergarten to Grade 4 Science: Manitoba Curriculum Framework of Outcomes (1999)</i> Science education will: ... develop in students of varying aptitudes and interests a knowledge of the wide variety of careers related to science, technology, and the environment</p> <p>Science, Technology, Society, and the Environment (STSE) General Learning Outcomes - As a result of their Early, Middle, and Senior Years science education, students will... B4. demonstrate a knowledge of and personal consideration for a range of possible science- and technology- related interests, hobbies, and careers</p>
<p><i>Grades 5 to 8 Science: Manitoba Curriculum Framework of Outcomes (2000)</i> Science education will: ... develop in students of varying aptitudes and interests a knowledge of the wide variety of careers related to science, technology, and the environment</p> <p>Science, Technology, Society, and the Environment (STSE) General Learning Outcomes - As a result of their Early, Middle, and Senior Years science education, students will... B4. demonstrate a knowledge of and personal consideration for a range of possible science- and technology- related interests, hobbies, and careers</p> <p>5-0-8e Describe hobbies and careers related to science and technology. GLO: B4</p> <p>6-0-8e Describe hobbies and careers related to science and technology. GLO: B4</p>
<p><i>English Language Arts Curriculum Framework: A Living Document (2019)</i> <i>Kindergarten to Grade 8 Social Studies: Manitoba Curriculum Framework of Outcomes (2003)</i> <i>Kindergarten to Grade 8 Mathematics: Manitoba Curriculum Framework of Outcomes (2013)</i> <i>Fitness Management</i> <i>Healthy Lifestyle Practices</i> <i>Safety</i></p> <p>No relevant results.</p>

Ontario

<p><i>The Arts, Grades 1-8 (2009)</i> Teachers can also encourage a positive attitude towards the arts by helping students learn about careers in various areas of the arts industry. By studying art in a variety of forms, learning about artists within and outside the community, and participating in a variety of artistic activities, students will become better informed about the possibilities for active participation in the arts later in life.</p>

As well, teachers should provide positive role models for both male and female students in the areas they are exploring, both to engage the students and to help students consider the possibility of careers in those areas.

The guidance and career education program should be aligned with the arts curriculum. Teachers need to ensure that classroom learning across all grades and subjects provides ample opportunity for students to learn how to work independently (e.g., complete homework independently), cooperate with others, resolve conflicts, participate in class, solve problems, and set goals to improve their work.

The arts and cultural industries are among the largest sectors of the Canadian economy. In fact, the work force in the culture sector has increased over a recent twenty-year period at a much faster rate than the total work force in Canada. Educational and career opportunities related to the arts are consequently many and varied. The arts program can offer opportunities for a variety of career exploration activities, including career mentorships and visits from a wide variety of guest speakers in the arts – for example, actors, animators, architects, artists, audio and video technicians, choreographers, comedians, composers, critics, dancers, designers, directors, educators, gallery or museum curators, graphic artists, illustrators, music arrangers, musicians, photographers, recording engineers, sculptors, video and recording editors, web designers, and individuals working in film, television, special effects, and interactive media (such as game designers and programmers).

Teacher prompts: “What careers related to theatre do not involve acting?” “In what ways can drama and theatre help build community?”

Teacher prompts: “In what ways do the visual arts contribute to the economies of urban and visual arts involved in international trade?” “What are the various professions or careers that have a basis in visual arts, and what education is required? How can we find out more about these careers?”

French as a Second Language (2013)

Positive outcomes for students in the FSL curriculum include: ... expanded career opportunities

EDUCATION AND CAREER/LIFE PLANNING THROUGH THE FRENCH AS A SECOND LANGUAGE CURRICULUM The goals of the Kindergarten to Grade 12 education and career/life planning program are to: - ensure that all students develop the knowledge and skills they need to make informed education and career/life choices;

Classroom teachers support students in education and career/life planning by providing them with learning opportunities, filtered through the lens of the four inquiry questions, that allow them to apply subject-specific knowledge and skills to work-related situations; explore subject-related education and career/life options; and become competent, self-directed planners. The curriculum expectations in FSL provide opportunities to relate classroom learning to education and career/life planning that will prepare students for success in school, work, and life.

Health and Physical Education, Grades 1-8 (2019)

They can also help students learn about careers in various areas of health, wellness, sport, fitness, outdoor and environmental studies, and recreation.

These are the skills that will enable them to achieve personal, career, and societal goals.

EDUCATION AND CAREER/LIFE PLANNING THROUGH THE FRENCH AS A SECOND LANGUAGE CURRICULUM The goals of the Kindergarten to Grade 12 education and career/life planning program are to: - ensure that all students develop the knowledge and skills they need to make informed education and career/life choices;

Classroom teachers support students in education and career/life planning by providing them with learning opportunities, filtered through the lens of the four inquiry questions, that allow them to apply subject-specific knowledge and skills to work-related situations; explore subject-related education and career/life options; and become competent, self-directed planners. The curriculum expectations in Health and Physical Education provide opportunities to relate classroom learning to education and career/life planning that will prepare students for success in school, work, and life.

Language, Grades 1-8 (2006)

Becoming conversant with these and other media can greatly expand the range of information sources available to students, their expressive and communicative capabilities, and their career opportunities.

The guidance and career education program should be aligned with the language curriculum. Teachers need to ensure that classroom learning across all grades and subjects provides ample opportunity for students to learn how to work independently (e.g., complete homework independently), cooperate with others, resolve conflicts, participate in class, solve problems, and set goals to improve their work. The language program can also offer opportunities for a variety of career exploration activities, including contacts with career mentors and visits from guest speakers such as authors, actors, illustrators, individuals working in radio and television, and representatives from the publishing world.

Mathematics Curriculum Context, Grades 1-8 (2020)

Success in mathematics has often been viewed as an important indicator of career success.

Mathematics also exists in nature, storytelling, puzzles, and games. Proficiency with mathematical ideas is needed for many careers, including but not limited to engineering, health care and medicine, computer science, finance, landscape design, architecture, agriculture, the arts, the culinary arts, and many skilled trades.

They recognize the importance of helping students learn about careers involving mathematics, and of supporting the development of a positive attitude towards mathematics and student mathematical agency.

Social Studies, Grades 1 to 6 (2018)

Community partners can be included in events held in the school, such as skills competitions, ceremonies, information events, career days, heritage fairs, and environment days.

EDUCATION AND CAREER/LIFE PLANNING THROUGH THE SOCIAL STUDIES, HISTORY, AND GEOGRAPHY CURRICULUM The goals of the Kindergarten to Grade 12 education and career/life planning program are to: - ensure that all students develop the knowledge and skills they need to make informed education and career/life choices;

Classroom teachers support students in education and career/life planning by providing them with learning opportunities, filtered through the lens of the four inquiry questions, that allow them to apply subject-specific knowledge and skills to work-related situations; explore subject-related education and career/life options; and become competent, self-directed planners. The curriculum expectations in social studies, history, and geography provide opportunities to relate classroom learning to education and career/life planning that will prepare students for success in school, work, and life.

Native Languages, Grades 1-8 (2001)

No results.

Québec

The Québec Education Program (2001)

At the elementary level, learnings should be qualifying in the sense that they enable students to solve problems that correspond to their ability and provide them with appropriate preparation to continue their education. The school must enable all its students to obtain the best possible education and to reach as high a level of achievement as possible. This entails ensuring high-quality teaching and support for students, an appropriate progression of learning situations and high but realistic requirements for each learning cycle. Learnings are also qualifying insofar as they help students to discover and develop their strengths, and thus begin to orient them towards a career choice.

No results in subject areas.

New Brunswick

Arts Education: Foundations for the Atlantic Canada Arts Education Curriculum (2001)

The curriculum is designed to build awareness for career possibilities in the cultural sector. Almost one million Canadians earn their living in the cultural sector. This curriculum acknowledges the importance of the arts in adult life and prepares learners to consider various careers and entrepreneurial opportunities in our vibrant cultural sector.

By linking the arts and technology, students can increase their ability to synthesize, integrate, and construct meanings from a wealth of resources and information. Such experiences also expand their career opportunities.

3. Students will be expected to demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture. - By the end of Grade 6 ... investigate the roles of dancers in their community and potential careers available to those trained in dance

investigate the roles of dramatic artists in their community and potential careers available to those trained to work in theatre

<p>investigate the roles of musicians in their community and potential careers available to those trained in music</p> <p>investigate the roles of artists in their community and potential careers available to those trained in the visual arts</p> <p>promote opportunities in non-traditional careers and occupations</p>
<p><i>English Language Arts, Middle Level: Atlantic Canada English Language Arts Curriculum (n.d.)</i> Students need exposure to a range of reading and viewing experiences in order for them to be comfortable with a variety of texts. Students need experiences with ... manuals and trade books related to careers</p>
<p><i>French Language Arts in French Immersion: Foundation for French Language Arts in French Immersion in Atlantic Canada (2001)</i> Graduates will be able, for example, to ... discriminate among a wide variety of career opportunities</p>
<p><i>Health Education Curriculum, Grade 6 (2005)</i> What careers are available in the health cluster? [Lesson]</p> <p>File completed Wellness Wheels in "Linking to the Future: Career and Educational Portfolio Planning" for comparison in grades seven and eight. [Assessment Suggestions]</p> <p>Personal Development and Career Planning Curriculum K-12 [Reference to document]</p> <p>Linking to the Future: Career and Educational Portfolio Planning [Assessment Suggestion]</p> <p>Each student will complete a wellness wheel in grades 6,7, and 8. This activity is to be placed in the "Linking to the Future Career and Educational Portfolio Planning" for comparison each year.</p>
<p><i>Intensive French Curriculum: Grade Five (2011)</i> During the "intensive" or "concentrated" five-month term, there is no instruction in English language arts, science, social studies, health or personal development and career planning.</p> <p>It is important to note that the French instruction will be focused on language acquisition, not on the learning of subjects. This means that mathematics, art, music and physical education will be provided in English throughout the year. Additionally, English language arts, science, social studies, health and personal development and career planning will be delivered in English either preceding or following the 5-month Intensive French term</p> <p>Career Exploration [within provincial report]</p>
<p><i>Mathematics Grade 5 Curriculum (2010)</i> Have students choose two types of careers in entertainment (professional athletes, actors, singers). Have them research the top 5 salaries in each career. Have them generate questions for others to solve and include an answer key. This can be presented in the form of a project. [Assessment Strategy]</p>
<p><i>Music Education Curriculum, Grade Six (2004)</i> GCO 3: Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture. 6.3.4 investigate the roles of musicians in their community and potential careers available to those trained in music</p> <p>Have students generate a list of music opportunities available in the school and community. Compare the types of experiences available and identify situations where the school or community may offer much of one type of experience but little of another. Which musical experiences attract the most participants? Create a class poster or web page promoting the types of musical experiences in which the students are involved. Students may include such items as photos, conservatory brochures, or concert programs in the display. Students may also investigate musical careers.</p> <p>Prior to a visit by a local musician, help students prepare questions to ask of the visiting musician(s). Videotape the interview for future viewing, reflection, and discussion. Questions might include: ... What challenges have you faced in your career?</p>
<p><i>Music Education Curriculum K-5 (2004)</i> Discuss the roles of various musical careers such as disc jockey, sound engineer or church musician.</p> <p>Invite local people with music-related careers to speak to the class.</p> <p>Movement education provides students with opportunities to ... Acquire skills and attitudes for lifelong involvement in dance as a career or for recreation</p>
<p><i>Physical Education, Grade K-5 (2017)</i></p>

<p>Personal and Career Development learners are expected to become self-aware and self-directed individuals who set goals, make thoughtful decision regarding learning, health and wellness, and career pathways, and take responsibility for pursuing their goals throughout life. [Reference to Atlantic Canada Essential Graduation Competencies]</p> <p>Technology Fluency 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 and career and personal goals. [Reference to Atlantic Canada Essential Graduation Competencies]</p>
<p><i>Post-Intensive French, Grades 6, 7, & 8 (2015)</i> During the “intensive” or “concentrated” five-month term, there is no instruction in English language arts, science, social studies, health or personal development and career planning.</p> <p>Personal-Career Development - 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. Learners are expected to be able to: -connect learning to personal and career development -demonstrate behaviors that contribute to the well-being of self and others -build healthy personal and work relationships -establish skills and habits to pursue physical, spiritual, mental and emotional well-being -develop strategies to manage career balance and wellness - create and implement a personal, education, career, and financial plan to support transitions and achievement of education and career goals - demonstrate preparedness to learn and work in diverse, evolving environments</p>
<p><i>Science, Grade 4: Atlantic Canada Science Curriculum (2002)</i> identify women and men in their community who have careers that deal directly with lenses, mirrors, and prisms (107-10)</p> <p>Invite a person who works with light to visit the class. For example, telecommunication or Internet personnel, opticians, photographers, amateur astronomers, or lab technicians. The prevalence of optical devices and their practical applications in the community should be emphasized. Care should be taken to include both genders and a variety of cultural backgrounds in any career discussion so as to encourage an attitude that recognizes that women and men of any cultural background can contribute equally to science and technology.</p>
<p><i>Science, Grade 6: Atlantic Canada Science Curriculum (n.d.)</i> to develop scientific literacy, students require diverse learning experiences which provide opportunity to explore, analyse, evaluate, synthesize, appreciate, and understand the interrelationships among science, technology, society, and the environment that will affect their personal lives, their careers, and their futures.</p> <p>For grades 6 - 9, it is expected that students will be encouraged to ... 427 consider many career possibilities in science- and technology-related fields</p> <p>Evident when students, for example: ... - express interest in science- and technology-related careers</p> <p>441 consider further studies and careers in science- and technology-related fields</p> <p>Social and Environmental Contexts of Science and Technology 107-11 identify examples of careers in which science and technology play a major role</p> <p>This section provides an excellent opportunity for students to explore a variety of science-related careers related to the diversity of life.</p> <p>Social Studies: Foundation for the Atlantic Canada Social Studies Curriculum (n.d.) Graduates will be expected for example, to - discriminate among a wide variety of career opportunities</p> <p>promote opportunities in non-traditional careers and occupations for students of both genders</p>
<p><i>Technology Education: Foundation for the Atlantic Canada Technology Education Curriculum (2001)</i> Technology education provides students with an understanding of the fundamental technological principles of the systems that are employed in all modern technologies, and in turn enables them to relate workplace technologies to daily life. It enables students to develop specific technical skills in the context of real-world problems and relate these skills to careers. It provides students with a broad range of capabilities for daily living and for post-secondary programs or the world of work.</p> <p>Technology provides opportunities and triggers requirements for careers.</p> <p>an understanding of employability skills, career options, and the technology of the workplace</p> <p>Technology education develops students' capabilities in this EGL by - engaging them in the practices, processes, and problem-solving strategies that relate to a variety of careers ... - building an understanding of the evolving nature of technological literacy and capability, and their impact on current and future education needs and career options</p>

building capability with technological systems and tools relevant to a variety of career choices

Technology and Careers - Students will be expected to demonstrate an understanding of current and evolving careers and of the influence of technology on the nature of work. All jobs, occupations, careers, and professions exist in technological environments. An understanding of the range of technologies in the workplace and their effects on the nature of work is critical to planning career and education paths.

Technology and Careers - Students will be expected to demonstrate an understanding of current and evolving careers and of the influence of technology on the nature of work.

promote opportunities in non-traditional careers and occupations

provide students with opportunities to assess the role of technology in daily life, and in the workplace, and the nature of careers

assess technology as a force for change in a variety of workplaces, jobs, occupations, and careers

Visual Arts Education, Grade 6 Curriculum (2012)

6.4.6 investigate the roles of artists in their community and potential careers available to those trained in the visual arts

Invite artists to visit your class to speak about their work and career.

Introduce the many careers associated with and using the arts.

Invite people from different art fields (e.g., illustrators, animators, graphic designers, story boarders, jewellery designers, potters, fashion designers, photographers, videogame designers, architects, etc.) to explain the influence of the visual arts in their careers.

Visual Arts: Curriculum Outcomes K-8 (1995)

Science, Grade 5: Atlantic Canada Science Curriculum (2002)

Mathematics Grade 4 Curriculum (2008)

Mathematics Grade 5 Curriculum (2009)

Middle Level Physical Education Curriculum, Grades 6 to 8 (2002)

No results.

Newfoundland and Labrador

Elementary Art: Curriculum Guide (n.d.)

Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts. ... Art experiences help students to develop: ... using their abilities in future art-related and other careers

Key Stage Curriculum Outcomes - 3.2.6 Investigate the roles of artists in their community and potential careers available to those trained in the visual arts.

Specific Curriculum Outcomes - 16 Research potential careers available to those trained in the visual arts.

Internet Research - Have students work individually to investigate (e.g., through interviews or using the Internet) a variety of art-related careers. Bring students together as a class to share their findings and create a class list. Invite local people who work in these careers to talk to the class.

Bulletin Board Postings - Have a portion of a bulletin board or white board available to students to present any information they find about careers in art through researching in magazines or newspapers. Time can be taken periodically to draw students' attention to the new additions.

Brainstorm List - As a summary activity, ask students individually or as a class to brainstorm a comprehensive list of all the careers available in the visual arts.

Understanding and Connecting Contexts of Time, Place, and Community 3. Students will be expected to demonstrate critical awareness of and the value for the role of the arts in creating and reflecting culture. Work Sample - If the class creates a bulletin board about careers in art, examine it to determine the amount of variety in the careers depicted, that there is gender equity in what is portrayed, and that those chosen explore the diversity of careers available (e.g., Fine Arts, applied arts, graphic arts, cinematic arts, publishing, etc.).

16. Research potential careers available to those trained in the visual arts. Find An Example Challenge students to find examples of products developed in the following art careers: costume designer; animator; special effects artist; architect; type designer; photojournalist; fabric designer

16. Research potential careers available to those trained in the visual arts. Meet a Cultural Worker - Invite students to use print or other resources to research art-related careers. Ask each student to choose a career (assign a career, have a random draw, or leave it open-ended) and then highlight an artist working in this career. Provide a structure for the presentation. For example: description of the career; introduction of artist (education, location, jobs); personal comments from the artist about their career

[Sample rubrics using wording from expectations]

Understanding and Connecting Contexts of Time, Place, and Community 3. Students will be expected to demonstrate critical awareness of and the value for the role of the arts in creating and reflecting culture. Scrapbook Students can work in groups to do drawings, record words, cut pictures from local magazines, newspapers, etc. and compile a page to be included in a class scrapbook. If this is created by punching holes and using large circular rings, other topics can be added as the year progresses (e.g., artists in the community, careers in the arts, etc.).

Understanding and Connecting Contexts of Time, Place, and Community 3. Students will be expected to demonstrate critical awareness of and the value for the role of the arts in creating and reflecting culture. More Than Meets the Eye After a class has studied a range of art-related careers, form small groups. Each group proposes a situation, location, or activity (e.g., skiing, restaurant, video games, making a CD, an election campaign) and challenges other groups to name as many ways as possible that an artist could be involved.

16. Research potential careers available to those trained in the visual arts. Art Career Categories - Encourage students to use print and electronic resources to research art-related careers. Ask students to record their findings on sentence strips, placing them in random order. The class brainstorms art career categories and places the sentence strips under the appropriate headings.

16. Research potential careers available to those trained in the visual arts. Mystery Careers - Encourage students to use print and electronic resources to research art-related careers, using the information gathered through their research, students develop a Who am I? card about an art career. Students gather in groups of six to read their cards to their group who tries to guess the mystery career.

[Work sample and checklist using wording from expectations]

Appendix H - Careers in the Visual Arts [list of occupations]

Elementary Core French, Grades 4, 5, and 6: A Curriculum Guide (2002)

6.4 identify the benefits of speaking more than one language Conduct a class brainstorming session to introduce this topic, which may then be addressed periodically throughout the year. Among the benefits: careers; summer jobs; new friends; helps learn other languages; travel. Invite senior high French students, as well as community members who speak other languages, to speak to the class about their language learning and cultural experiences. (This may also be an activity for 6.3.)

English Language Arts 4: Curriculum Guide (2017)

Learning Skills for Generation Next - Life and Career Skills address leadership, and interpersonal and affective domains.

GCO 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre. - Identify instances of prejudice and stereotyping in messages (e.g., gender specific toys/careers/colour associations).

English Language Arts, Grade 6: A Curriculum Guide (2014)

Life and Career Skills - Life and career skills are skills that address leadership, the interpersonal, and the affective domains.

Mathematics, Grade 4: A Curriculum Guide (2014)

Journals provide an opportunity for students to express thoughts and ideas in a reflective way. By recording feelings, perceptions of success, and responses to new concepts, a student may be helped to identify his or her most effective learning style. Knowing how to learn in an effective way is powerful information. Journal entries also give indicators of developing attitudes to mathematical concepts, processes and skills, and how these may be applied in the context of society. Self-assessment, through a journal, permits a student to consider strengths and weaknesses, attitudes, interests and new ideas. Developing patterns may help in career decisions and choices of further study.

<p>Measurement is an essential link to many areas of the mathematics curriculum. Measurement permeates many areas of life including careers and everyday living. In its simplest form it merely attaches a number to some attribute of an object and it increases in its breadth and depth as students move on through the curriculum. Students must learn proficiency in choosing and using measurement tools. Although measurement is the focus of this unit, it is also relevant in other areas of the mathematics curriculum, as well as everyday experiences.</p>
<p><i>Mathematics 5: Curriculum Guide (2015)</i> Journals provide an opportunity for students to express thoughts and ideas in a reflective way. By recording feelings, perceptions of success, and responses to new concepts, a student may be helped to identify his or her most effective learning style. Knowing how to learn in an effective way is powerful information. Journal entries also give indicators of developing attitudes to mathematical concepts, processes and skills, and how these may be applied in the context of society. Self-assessment, through a journal, permits a student to consider strengths and weaknesses, attitudes, interests and new ideas. Developing patterns may help in career decisions and choices of further study.</p> <p>Measurement is an integral link to many areas of the mathematics curriculum as well as to careers and everyday life. Throughout this unit, students hone their proficiency in choosing and using measurement tools. The students are to demonstrate an understanding of metric linear units, volume, capacity and the construction of rectangles based on a given area or perimeter. Although measurement is the focus for this unit, opportunities to highlight and practice these skills arise in other areas of the mathematics curriculum, as well as in science, art, social studies, physical education and other daily activities.</p>
<p><i>Mathematics 6: Curriculum Guide (2015)</i> Journals provide an opportunity for students to express thoughts and ideas in a reflective way. By recording feelings, perceptions of success, and responses to new concepts, a student may be helped to identify his or her most effective learning style. Knowing how to learn in an effective way is powerful information. Journal entries also give indicators of developing attitudes to mathematical concepts, processes and skills, and how these may be applied in the context of society. Self-assessment, through a journal, permits a student to consider strengths and weaknesses, attitudes, interests and new ideas. Developing patterns may help in career decisions and choices of further study.</p>
<p><i>Music, Kindergarten-Grade 6: A Curriculum Guide - Interim Edition (2005)</i> The curriculum is designed to build awareness for career possibilities in the cultural sector. The importance of the arts in adult life is recognized and the curriculum begins the preparation of learners to consider careers and entrepreneurial opportunities in the cultural sector.</p>
<p><i>Physical Education, Primary and Elementary: Curriculum Guide (n.d.)</i> Many opportunities exist for integrating physical education into other areas of curriculum at the primary and elementary levels. - Guidance: peer acceptance, career opportunities, ethical behavior, leadership.</p>
<p><i>Religious Education 4: Curriculum Guide (2015)</i> Life and Career Skills - Life and career skills are skills that address leadership, the interpersonal, and the affective domains.</p>
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<p><i>Science 4: Curriculum Guide (2016)</i> Life and Career Skills - Life and career skills are skills that address leadership, the interpersonal, and the affective domains.</p> <p>To develop scientific literacy, students require diverse learning experiences which provide opportunities to explore, analyze, evaluate, synthesize, appreciate, and understand the interrelationships among science, technology, society, and the environment that will affect their personal lives, careers, futures.</p> <p>How Do We Use Light? Connection - Brainstorm light-related careers (e.g., optician). Include careers that use light technologies (e.g., nighttime security guard).</p> <p>Teachers may - Invite community members who work in light-related careers to present to the class.</p>
<p><i>Science 5: Curriculum Guide (2017)</i> Learning Skills for Generation Next - Life and Career Skills address leadership, and interpersonal and affective domains.</p> <p>To develop scientific literacy, students require diverse learning experiences which provide opportunities to explore, analyze, evaluate, synthesize, appreciate, and understand the interrelationships among science, technology, society, and the environment that will affect their personal lives, careers, futures.</p> <p>Students should identify careers that help people maintain their health. Students should be encouraged to identify as many relevant careers as possible.</p> <p>Students may - Collaboratively brainstorm a diverse list of individuals in their community or region whose career helps people to maintain their health.</p> <p>Teachers may - Invite a community member with a health-related career to present to class; sharing what they do and the tools, techniques, and materials they use in their job.</p>

Science 6: Curriculum Guide (2018)

Learning Skills for Generation Next Life and Career Skills address leadership, and interpersonal and affective domains.

To develop scientific literacy, students require diverse learning experiences which provide opportunities to explore, analyze, evaluate, synthesize, appreciate, and understand the interrelationships among science, technology, society, and the environment that will affect their personal lives, careers, and futures.

76.0 identify examples of careers in which science and technology play a major role

Social Studies, Grade 4: Curriculum Guide – Interim Edition (2010)

Social Studies, Grade 5: Curriculum Guide – Interim Edition (2012)

Social Studies, Grade 6: Curriculum Guide – Interim Edition (2007)

Towards a Comprehensive School Health Program, Elementary: A Health Curriculum Guide (n.d.)

English Language Arts, Grade 5: Curriculum Guide – Interim Edition (2013)

No results.

Prince Edward Island

Music, Grades 1 – 6: Elementary Music Curriculum (2002)

Students will be able to continue to learn, and to pursue an active, healthy lifestyle. - discriminate among a wide variety of career opportunities

One of the fundamental guiding principles of the elementary music program is that all learning must be related to the experiences of the child. In the music program, students will have the opportunity to work independently and to co-operate in groups. They will be exposed to music as a form of relaxation and enjoyment as well as being exposed to the wide variety of career choices involving music. The development of musical ability and an appreciation for music is the cornerstone of the elementary music program and will undoubtedly contribute significantly to the overall personal development of the students.

In arts education, technology is used for learning and creating, as well as for manipulating sound, sight, and other senses. By linking the arts and technology, students can increase their ability to synthesize, integrate, and construct meanings from a wealth of resources and information. Such experiences also expand their career opportunities.

Music benefits the individual community and mankind by: - providing career opportunities

Students will be expected to develop an awareness of the importance of music in daily life (plus various careers/opportunities) and to respect the role music plays in their heritage and other cultures.

By the end of Grade 6 - discuss contemporary career choices for musicians as well as explain or present how music is utilized in other artistic and work environments.

H. discuss contemporary career choices for musicians as well as explain or present how music is utilized in other artistic and work environments.

After the class makes a list of possible career choices, help them identify local people who work in these areas; introduce basic interview practice and etiquette before assigning students to the task of interviewing people about their musical careers.

Students will be expected to identify and explore career opportunities related to music technologies and to develop an awareness of various technologies relating to music.

By the end of Grade 6 - explore a variety of music-related careers involving technology.

G.C.O. Students will be expected to identify and explore technologies relating to music. A. identify some music-related careers. Invite musicians to come to the class and talk about their careers in music or experiences. Students could prepare a class list of questions prior to the visit. Afterwards, create a class list of music related careers and use this information to discuss the topic "what we know about musicians".

<p>G.C.O. Students will be expected to identify and explore various technologies relating to music. A. identify a variety of music-related careers. As a class, create a web of music-related careers. Encourage students to consider how music relates to careers in general (e.g., rehearsal and performance process, respect for diversity). Then have pairs of students use resources such as interviews, CD-ROMs, the Internet, print and video to research one career and present the results. Have students work with partners to research (e.g., using employment counselling services, the Internet, CDROMs) several music-related careers. Ask each pair to select one career and role-play for the rest of the class. Create a class list of careers as they are identified. Invite local people representing some of these careers to talk to the class about their jobs.</p>
<p><i>Arts, Visual Arts Grade 4: Prince Edward Island Arts Curriculum (2012)</i> Career Pathways - Almost one million Canadians earn a living in the cultural sector. This curriculum acknowledges the importance of visual arts in adult life and introduces learners to various career pathways and entrepreneurial opportunities in this vibrant sector.</p> <p>To enhance students' ability to appreciate diversity, instructional practices need to: ... promote opportunities in non-traditional careers and occupations</p>
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<p><i>Journey On, Grade 4 – Draft (2005)</i> It is recognized that many disciplines have their own specialized technologies and technological processes. Students will have the opportunity to develop skills required to use these specialized technologies within the context of courses such as Computer Science, Science, Career Exploration, Visual Communication, Industrial Arts, and Home Economics.</p> <p>Integration of technology into the curriculum ... provides students with the opportunity throughout their school career to expand and reinforce their repertoire of technology skills</p> <p>GTO D- Technology and Careers Students will be expected to demonstrate and understanding of current and evolving careers and of the influence of technology on the nature of work.</p> <p>D2.1 Determine the technological requirements for specific career goals</p> <p>D2.1 Technology competence is identified as an "Essential Skill" by Human Resources and Skills Development Canada. Statistics Canada has identified technology skills as important as numeracy and literacy to career success.</p>
<p><i>Journey On, Grade 5 – Draft (2006)</i> It is recognized that many disciplines have their own specialized technologies and technological processes. Students will have the opportunity to develop skills required to use these specialized technologies within the context of courses such as Computer Science, Science, Career Exploration, Visual Communication, Industrial Arts, and Home Economics.</p> <p>Integration of technology into the curriculum ... provides students with the opportunity throughout their school career to expand and reinforce their repertoire of technology skills</p> <p>GTO D- Technology and Careers Students will be expected to demonstrate and understanding of current and evolving careers and of the influence of technology on the nature of work.</p> <p>D2.1 Determine the technological requirements for specific career goals</p>

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Journey On, Grade 6 – Draft (2007)

It is recognized that many disciplines have their own specialized technologies and technological processes. Students will have the opportunity to develop skills required to use these specialized technologies within the context of courses such as Computer Science, Science, Career Exploration, Visual Communication, Industrial Arts, and Home Economics.

Integration of technology into the curriculum ... provides students with the opportunity throughout their school career to expand and reinforce their repertoire of technology skills

GTO D- Technology and Careers Students will be expected to demonstrate an understanding of current and evolving careers and of the influence of technology on the nature of work.

D2.1 Determine the technological requirements for specific career goals

D2.1 Technology competence is identified as an "Essential Skill" by Human Resources and Skills Development Canada. Statistics Canada has identified technology skills as important as numeracy and literacy to career success.

Health, Grade 4: Prince Edward Island Health Curriculum (2009)

Life Learning Choices • Students will use resources effectively to manage and explore life roles and career opportunities and challenges. Students begin in grade 1 to develop practices, knowledge, and skills related to career development. They learn to respect the property of others and to understand the concepts of consequences and accountability

Students will use resources effectively to manage and explore life roles and career opportunities and challenges. Specific Curriculum Outcome: Life Goals and Career Development Students will be expected to: - relate personal interests to various occupations - recognize that personal roles will change over time and circumstances

Life Goals and Career Development Students will be expected to - relate personal interests to various occupations (L-4.5) - recognize that personal roles will change over time and circumstances (L-4.6)

GCO: Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

LIFE ROLES AND CAREER DEVELOPMENT [Brainstorming activity]

As a class, discuss the definitions of the following terms that are related to career development. Invite students to offer specific examples of each to help clarify and distinguish the differences among the three. A career is a lifestyle concept that involves the sequence of work, learning, and leisure activities in which one engages throughout a lifetime. Careers are unique to each person and are dynamic, unfolding throughout life. Careers include how persons balance their paid and unpaid work and personal life roles. An occupation is a group of similar jobs found in different industries or organizations. For example, an occupation could be health services or education. A job is the position one holds within an occupation. It is the set of tasks that take place in a particular environment. Perhaps you're a grade 4 teacher at Greenfield Elementary. That's your job. Your occupation is education, and your career is everything you're doing now, have done, and will do. Your career includes more than your jobs. For example, it includes your role as a mother, your coaching or volunteering experiences, and your interests and hobbies.

Health, Grade 5: Prince Edward Island Health Curriculum (2009)

Life Learning Choices • Students will use resources effectively to manage and explore life roles and career opportunities and challenges. Students begin in grade 1 to develop practices, knowledge, and skills related to career development. They learn to respect the property of others and to understand the concepts of consequences and accountability

Life Goals and Career Development Students will be expected to - relate personal skills to various occupations (L-5.5) - assess how roles, expectations, and images of others may influence career/life role interests (L-5.6)

GCO: Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

LIFE ROLES AND CAREER DEVELOPMENT • As a class, review the definitions of the following terms which were introduced in grade 4. A career is a lifestyle concept that involves the sequence of work, learning, and leisure activities in which one engages throughout a lifetime. Careers are unique to each person and are dynamic, unfolding throughout life. Careers include how persons balance their paid and unpaid work and personal life roles. An occupation is a group of similar jobs found in different industries or organizations. For example, this could be health services or education. A job is the position one holds within an occupation. It is the set of tasks that

take place in a particular environment. Perhaps you're a grade 4 teacher at Greenfield Elementary. That's your job. Your occupation is education and your career is everything you're doing now, have done, and will do. Your career includes more than your jobs. For example, it includes your role as a mother, your coaching or volunteering experiences, and your interests and hobbies.

Students will be expected to - assess how roles, expectations, and images of others may influence career/life role interests (L-5.6)

LIFE ROLES AND CAREER DEVELOPMENT • Have students complete each of the following statements about how others may influence their career interests: - "My family would be happy if I..." - "My parents would be especially proud if..." - "My friends tend to think..." - "My role models are..." - "The media tends to put down careers such as..." - "At this point in my life, I am interested in..." • As a class, discuss ways that parents can influence career interests of their children (for example, running a family businesses, taking children to their jobs, buying them related toys, saving money for education). • Discuss ways friends can influence each other's career interests. • Have students choose one career they are interested in and draw a mind map showing how their family, friends, role models, and the media influence their feelings about, and interest in, this career

Tasks for instruction and/or assessment - Paper and Pencil • At this point in her life, Marta is interested in a career as an astronaut. Use a chart similar to the one below to list potential messages she may be getting about this career choice.

ideas for promoting and enhancing ting and enhancing personal skill development - Communities can - make career-related presentations in schools, pointing out the need to develop skills and collect evidence of learning

Ideas for promoting positive career choices career choices: Students can • talk to parents, relatives, neighbours, teachers, and other trusted adults about their career choices; • talk with their parents about their interests in career-related areas parents; • recognize that it is okay not to know what they want to do for a career when they are still young; • pay attention to the careers of important adults in their lives who have similar interests, personalities, or abilities Parents can • listen to children talk about what they want to be when they grow up, ask questions and encourage discussion, and avoid telling them what they ought to do; • recognize the need to find a balance between under involvement and over involvement in their role as career guides; • foster skill development when children express areas of interest; • find ways to communicate values to children so that they will consider those values when making choices for their futures. Communities can • sponsor career-coaching seminars for parents; • make career-related presentations to children in local elementary schools; • provide mentors to children with interests in similar careers; • invite classes on tours of local businesses and services to expose children to a variety of careers and vocations.

Health, Grade 6: Prince Edward Island Health Curriculum (2009)

Life Learning Choices • Students will use resources effectively to manage and explore life roles and career opportunities and challenges. Students begin in grade 1 to develop practices, knowledge, and skills related to career development. They learn to respect the property of others and to understand the concepts of consequences and accountability

Students will use resources effectively to manage and explore life roles and career opportunities and challenges. Life Goals and Career Development Students will be expected to - relate knowledge, skills, and attitudes of a successful student to those of successful workers - analyse and apply effective age-appropriate strategies to manage change

Life Goals and Career Development Students will be expected to - relate knowledge, skills, and attitudes of a successful student to those of successful workers (L-6.5) - analyse and apply effective age-appropriate strategies to manage change (L-6.6)

GCO: Students will use resources effectively to manage and explore life roles and career opportunities and challenges

LIFE ROLES AND CAREER DEVELOPMENT ... Invite students to research a career they are interested in and come up with a list of qualifications and skills for it. Have students share their findings with the class.

Mathematics, Grade 4: Prince Edward Island Mathematics Curriculum (2015)

Connections - For instance, opportunities should be created frequently to link mathematics and career opportunities. Students need to become aware of the importance of mathematics and the need for mathematics in many career paths. This realization will help maximize the number of students who strive to develop and maintain the mathematical abilities required for success in further areas of study.

Gender and Cultural Equity The mathematics curriculum and mathematics instruction must be designed to equally empower both male and female students, as well as members of all cultural backgrounds. Ultimately, this should mean not only that enrolments of students of both genders and various cultural backgrounds in public school mathematics courses should reflect numbers in society, but also that representative numbers of both genders and the various cultural backgrounds should move on to successful post-secondary studies and careers in mathematics and mathematics-related areas.

Mathematics, Grade 5: Prince Edward Island Mathematics Curriculum (2015)

<p>Connections - For instance, opportunities should be created frequently to link mathematics and career opportunities. Students need to become aware of the importance of mathematics and the need for mathematics in many career paths. This realization will help maximize the number of students who strive to develop and maintain the mathematical abilities required for success in further areas of study.</p> <p>Gender and Cultural Equity The mathematics curriculum and mathematics instruction must be designed to equally empower both male and female students, as well as members of all cultural backgrounds. Ultimately, this should mean not only that enrolments of students of both genders and various cultural backgrounds in public school mathematics courses should reflect numbers in society, but also that representative numbers of both genders and the various cultural backgrounds should move on to successful post-secondary studies and careers in mathematics and mathematics-related areas.</p>
<p><i>Mathematics, Grade 6: Prince Edward Island Mathematics Curriculum (2015)</i></p> <p>Connections - For instance, opportunities should be created frequently to link mathematics and career opportunities. Students need to become aware of the importance of mathematics and the need for mathematics in many career paths. This realization will help maximize the number of students who strive to develop and maintain the mathematical abilities required for success in further areas of study.</p> <p>Gender and Cultural Equity The mathematics curriculum and mathematics instruction must be designed to equally empower both male and female students, as well as members of all cultural backgrounds. Ultimately, this should mean not only that enrolments of students of both genders and various cultural backgrounds in public school mathematics courses should reflect numbers in society, but also that representative numbers of both genders and the various cultural backgrounds should move on to successful post-secondary studies and careers in mathematics and mathematics-related areas.</p> <p>Assessment Strategies - Have students choose two types of careers in entertainment (professional athletes, actors, singers). Have them research the top 5 salaries in each career. Have them generate questions for others to solve and include an answer key. This can be presented in the form of a project.</p>
<p><i>Physical Education, Grades K-6: Prince Edward Island Education Curriculum (2011)</i></p> <p>Grade 6 - e. Communicate, with clarity, the factors that influence the size, shape, and composition of the body (e.g., heredity, family environment, culture, work life/career, economics, and mental, emotional, and spiritual well-being).</p> <p>Grade 6 - d. Identify the various tasks involved in planning an event for others to participate in movement activity and make connections to careers that require similar skills.</p> <p>Grade 6 - 6.12 Influences Analyse the attributes (e.g., height, natural speed of movement, rhythmical sense) and limitations (e.g., physical development, motor disabilities, visual impairments) of self and others as sources of information for making decisions related to participation of self and others in movement activity as well as for possible career choices. - c. Express an understanding of how personal physical attributes and limitations, as well as likes and dislikes, might impact one's career choice.</p>
<p><i>Science, Grade 4: Atlantic Canada Science Curriculum (n.d.)</i></p> <p>identify women and men in their community who have careers that deal directly with lenses, mirrors, and prisms (107-10)</p> <p>Invite a person who works with light to visit the class. For example, telecommunication or Internet personnel, opticians, photographers, amateur astronomers, or lab technicians. The prevalence of optical devices and their practical applications in the community should be emphasized. Care should be taken to include both genders and a variety of cultural backgrounds in any career discussion so as to encourage an attitude that recognizes that women and men of any cultural background can contribute equally to science and technology.</p>
<p><i>Science, Grade 6: Atlantic Canada Science Curriculum (n.d.)</i></p> <p>107-11 identify examples of careers in which science and technology play a major role</p> <p>This section provides an excellent opportunity for students to explore a variety of science-related careers related to the diversity of life.</p> <p>For grades 6 - 9, it is expected that students will be encouraged to ... 427 consider many career possibilities in science- and technology-related fields</p> <p>Evident when students, for example: ... - express interest in science- and technology-related careers</p>
<p><i>English Language Arts: Atlantic Canada English Language Arts Curriculum (n.d.)</i></p> <p><i>English, Grades 4 to 6: Curriculum Guide – Draft (2012)</i></p> <p><i>Science, Grade 5: Atlantic Canada Science Curriculum (n.d.)</i></p> <p><i>Social Studies, Grade 4: Atlantic Canada Social Studies Curriculum (2012)</i></p> <p><i>Social Studies, Grade 5: Atlantic Canada Social Studies Curriculum (2012)</i></p> <p><i>Social Studies, Grade 6: Atlantic Canada Social Studies Curriculum (2011)</i></p> <p>No results.</p>

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<p><i>English Language Arts 4-6 Guide (2014)</i> <i>Gàidhlig 3-9 / Gaelic 3-9 (2009)</i> <i>Health Education 4 Guide (2019)</i> <i>Health Education 5 Guide (2015)</i> <i>Health Education 6 Guide (2015)</i> <i>Mathematics 4 Guide (2014)</i> <i>Mathematics 5 Guide (2014)</i> <i>Physical Education 4-6, Draft (2014)</i> <i>Science 5 Guide (2008)</i> <i>Social Studies 5 Guide (2011)</i> <i>Social Studies 6 Guide (2010)</i> <i>Health Education 4 Guide (2019)</i> <i>Health Education 5 Guide (2015)</i> <i>Health Education 6 Guide (2015)</i></p> <p>No results.</p>
<p><i>Foundation for Mi'kmaw Language Curriculum (2015)</i> <i>Music 4-6 Guide (2015)</i> <i>Social Studies 4 Guide (2011)</i></p> <p>No relevant results.</p>
<p><i>Mathematics 6 Guide (2014)</i> Number - GCO: Students will be expected to demonstrate number sense. Ask students to choose two types of careers in entertainment (e.g., professional athletes, actors, singers). Have them research the top five salaries in each career. Invite them to generate questions for others to solve, and include an answer key. This can be presented in the form of a project.</p>
<p><i>Science 4 Guide (2006)</i> Physical Science: Light - Identify women and men in their community who have careers using optics (107-10) Elaborations - Strategies for Learning and Teaching - Invite a person who works with light to visit the class, for example, telecommunication or Internet personnel, opticians, photographers, amateur astronomers, or lab technicians. The prevalence of optical devices and their practical applications in the community should be emphasized. Care should be taken to include both genders and a variety of cultural backgrounds in any career discussion, so as to encourage an attitude that recognizes that women and men of any cultural background can contribute equally to science and technology.</p> <p>Assessment: Students are able to demonstrate an understanding of how women and men use lenses, mirrors, and prisms in their careers; Students are able to identify careers associated with light; Students are able to do research to find inventions and inventors who pioneered the use of optical devices.</p> <p>Procedure - This learning experience is designed to broaden students' understanding on how optical devices are used in careers.</p>
<p><i>Science 6 Guide (2008)</i> Adaptations and Natural Selection - Elaborations—Strategies for Learning and Teaching - This section provides an excellent opportunity for students to explore a variety of science-related careers related to the diversity of life. Connections can be made to the study of fossils through exploration of Rocks and Minerals in Science 4 and Ancient Societies in Science 5.</p> <p>Life Science: Diversity of Life - 107-11 identify examples of careers in which science and technology play a major role</p>
<p><i>Visual Arts P-6 Guide (2000)</i> Curriculum Outcomes - Aesthetic Expression - confidence in themselves as makers of art with the potential for using their abilities in future arts-related and other careers</p> <p>Students will examine a broad range of artworks through time and cultures - Suggestions for Learning and Teaching - Invite students to use print or other resources (e.g., Internet sites, videos) to research art-related careers. Ask each student to choose a career to examine in historical and present-day perspectives, such as carving, weaving, basket making, or fabric production.</p>

Contexts for Learning and Teaching - Because of early involvement in art experiences, some students will go on to be career artists or to work in art-related fields. Others will realize the value of art in their lives and communities.

Appendix H - Careers in the Visual Arts [list of occupations]