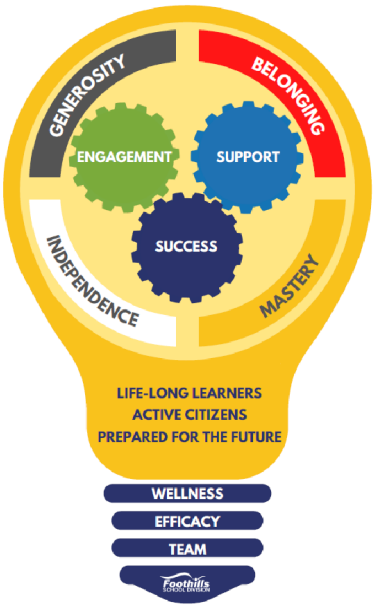
# Foothills School Division Career Futures

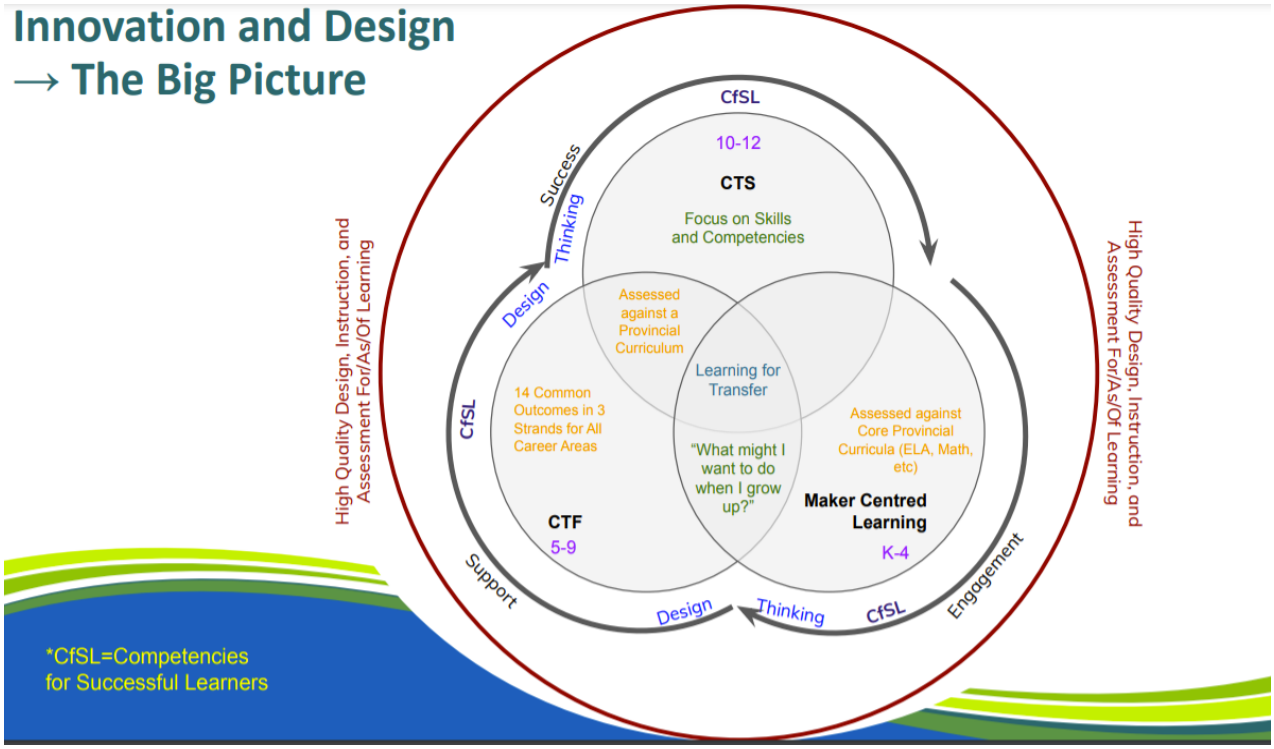
## Kindergarten to Grade Twelve: Prepared for the Future

We are living in an innovation era and knowledge is all around us. Innovation occurs when students can transfer what they know to a new situation and use that knowledge to be creative, innovative, think critically, and solve problems. FSD Career Futures is an extension of our FSD Innovation and Design Framework and is an enhanced framework for all career and post-secondary exploration opportunities for students Kindergarten to Grade Twelve in Foothills School Division. FSD Career Futures and FSD Innovation and Design Framework builds on and advances our existing high-quality programs that prepare students for the future. FSD Career Futures will enhance student understanding of outcomes and competencies through comprehensive, robust programs that engage learners in authentic, real-world, experiential, hands-on learning experiences that are connected and aligned across Foothills School Division from Kindergarten to Grade Twelve and ensure students are well prepared for the future. Foothills School Division Vision 2034 illustrates that through Engagement, Support and Success we develop life-long learners and active citizens that are PREPARED FOR THE FUTURE. What does it mean to be prepared for the future and live a good life? FSD Career Futures can support and guide students to achieve success and excellence in life. Students will be able to investigate their interests and passions; understand who they are and their aspirations; engage a variety of learning experiences and develop knowledge, skills and competencies.

**Foothills School Division**
**Vision 2034: Prepared for the Future**



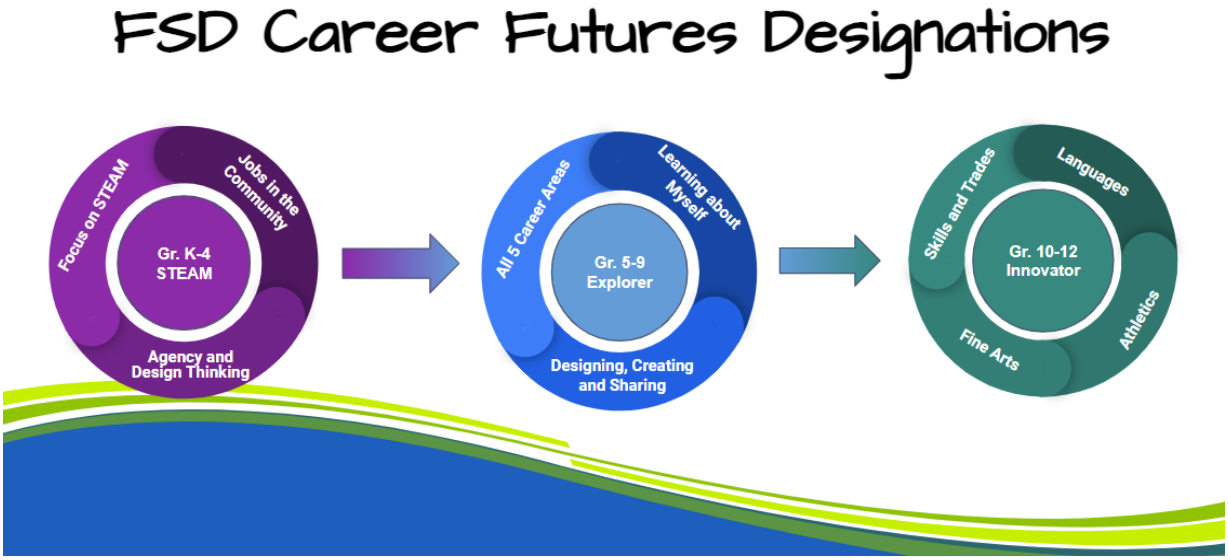
**FSD Career Futures** is aligned with the Alberta Education Ministerial Order on Student Learning which states, “Students will gain the knowledge and skills to form the foundations for successful and fulfilling lives, and make meaningful contributions to their communities and the world” (p. 1). The vision for Alberta students is about ensuring students are ready to make meaningful contributions to their world. This requires students to be able to take what they know and transfer it to make sense of new situations. This is what learning for transfer means - that students are not learning facts, knowledge and skills in isolation but that they are applying these tools to new situations as they navigate the world around them. With FSD’s focus on learning for transfer we develop students' knowledge, skills and competencies for success beyond high school. By focusing on learning that transfers we are preparing our students for the future while also providing them the tools they need to navigate their current world. This is foundational to FSD priorities of engagement, support and success for each learner.




The **FSD Innovation and Design Framework** ensures systemic alignment between Maker-Centered Learning, CTF and CTS from Kindergarten to Grade Twelve. Maker-Centered Learning environments empower students to explore interests, engage in design thinking and build competencies within the context of Science, Technology, Engineering, Arts/Humanities and Mathematics (STEAM) as well as the contexts of Literacy and Numeracy. FSD Innovation and Design Framework includes: Purpose, Principles and Best Practice for engagement and success for each learner (Programming and Pedagogy); Structure; Assessment; Progressions, Community Partnerships; Implementation Resources for maker-centered learning for grades K -

4, Career and Technology Foundations grades 5 - 9 and Career and Technology Studies grades 10 – 12 within the Innovation and Design Framework. FSD Career Futures provides opportunities and experiences for students from Kindergarten to Grade Twelve to explore and investigate future career possibilities.

**FSD Career Futures** outlines and creates **opportunities for all our students** to achieve and be recognized for a **Career Exploration Designation** from Kindergarten to Grade Twelve. A **Career Exploration Designation (STEAM, Explorer, Innovator)** means students will be acknowledged and recognized for accomplishments achieved in **Innovation and Design** as evidenced in their **Career Launch Portfolio**. FSD Career Futures will support students to be life-long learners, active citizens and prepared for the future. FSD Career Futures will engage students in learning opportunities through which they will discover their interests in practical and purposeful ways.



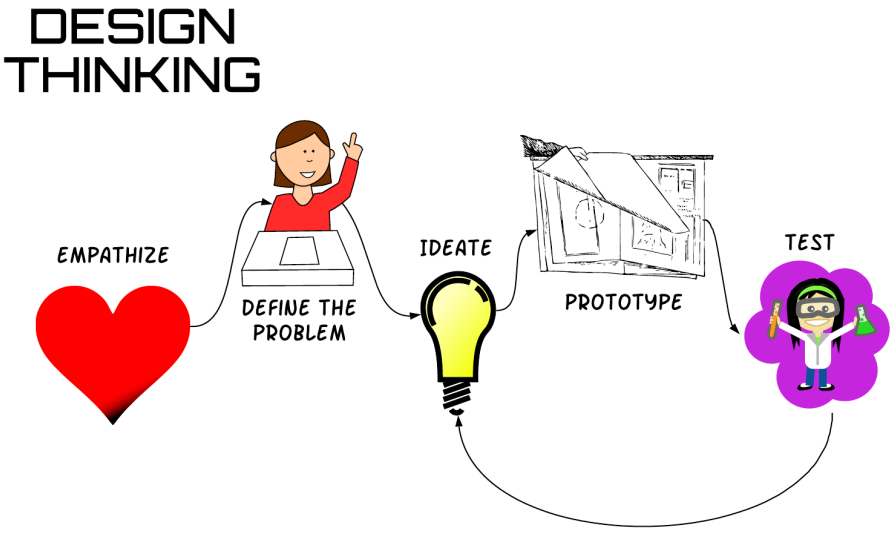

Students will have opportunities to expand their experiences and understanding of careers, occupations and job opportunities, as well as, the education and/or training requirements involved. All students Kindergarten to Grade Twelve in FSD will utilize myBlueprint ePortfolio and career exploration tool, as well as, Alis (Alberta Careers, Learning and Employment Information System) and the Apprenticeship and Industry Training (AIT) tool. Career Futures will also enable students to develop the confidence they need as they move into adult roles by allowing them to assume increased responsibility for their learning; cultivate their individual talents, skills, interests and abilities; and define and act on their goals. The myBlueprint ePortfolio will be a tool and resource as students transition to post-secondary education and/or careers. Students will continue to have access to their myBlueprint accounts for a full two years after graduation from high school to support next steps.

FSD continually harnesses and utilizes technology to design and deliver learning in new, creative and innovative ways. Unlocking technology in transforming learning continues to advance student growth and achievement with increased opportunities, flexibility, possibilities, accessibility and engagement. Technology has created opportunities for our students to access programs and the expertise of teachers, community members, businesses, skills and trades across our community and beyond both in-person and virtually.

Foothills School Division will support student success in career exploration and post-secondary programs through community, business and post-secondary partnerships. FSD will seek Industry involvement in K-12 Trades education by creating increased opportunities for students to participate in hands-on learning experiences in apprenticeship, skilled trades and vocational education. Active collaboration and cooperation between our schools, community, business and industry creates enhanced programs for students, flexibility and equity of opportunity for students across Foothills School Division. This ensures continuity and alignment between schools in designing learning and creating opportunities to support innovation, design and competency development. FSD Innovation and Design Framework and FSD Career Futures cultivates innovation, creativity, inquiry, career exploration and technological approaches to enrich learning experiences for all students Kindergarten to Grade Twelve.

## Career Exploration and Designations in Innovation and Design from Kindergarten to Grade 12

### **STEAM Designation:** Kindergarten to Grade 4




Maker-Centered Learning involves play-based environments where students are able to experiment with mechanical, electronic, robotic, programmatic and similar modern environments to engage in innovation and problem solving and discover how devices in our

world work. Maker-Centered Learning environments empower students to explore their interests, engage in design thinking and build competencies within the contexts of Science, Technology, Engineering, Arts/Humanities and Mathematics (STEAM).

**Maker-Centered Programming**:

- Although Maker-centered Learning does not appear explicitly within the Alberta program of studies, it does provide natural connections to Literacy, Numeracy and the larger program of studies.
- Maker-Centered Playlist Resource for Teachers.

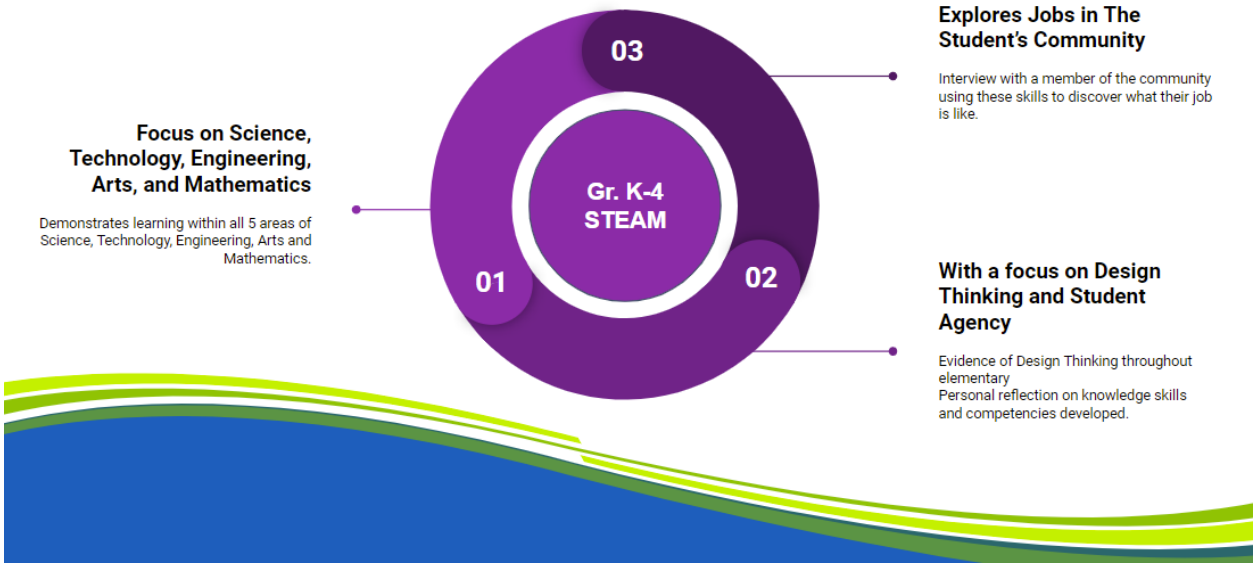
**Pedagogy**:

- Maker-centered Learning experiences consider:
    - How can the experience be used to deepen other Programs of Study outcomes?
    - How can we leverage the "play" nature of Maker-centered Learning to support Growth Mindset? How does this mindset transfer back to other learnings?
    - How do Maker-centered Learning experiences "empower" students across the curriculum?
    - How does the Maker-centered task promote Competencies for Successful Learners?
    - Are there opportunities to explore what jobs use these skills? Career Exploration tools that include:
        - myBlueprint ePortfolio and career exploration tool
        - Alis (Alberta Careers, Learning and Employment Information System)
        - Apprenticeship and Industry Training (AIT) tool

The STEAM Designation focuses on Design Thinking within the context of Science, Technology, Engineering Arts/Humanities, and Mathematics. To achieve this designation a grade 4 student will share a **Career Launch Portfolio** of their work that demonstrates the following evidence:

- Variety of products that show how they've engaged in design thinking throughout their elementary career within Science, Technology, Engineering, Arts/Humanities and Mathematics.
    - A personal reflection outlining the knowledge, skills and competencies they have learned through these artifacts.
    - Artifacts in the portfolio can be in the form of a journal, drawing, picture, video, camera roll, or audio.
    - An exploration of jobs in their community and beyond that might use the skills and design processes they have learned through these artifacts.
    - Engage in community and career learning experiences and opportunities.
- Through career exploration students will have the opportunity to have conversations, discussions and interview individuals in a variety of occupations to learn more about their jobs and required skills and competencies to be successful.

## Steam Designation: Kindergarten - Grade 4




## **Explorer Designation:** Grades 5 – 9

***CAREER TECHNOLOGY FOUNDATIONS (Grades 5-9)***

What might I want to be when I grow up?

PURPOSE


**CTF Clusters and Occupational Areas**

Career Technology Foundations (CTF) is a grade 5 - 9 program intended to expose students to a variety of potential **occupational areas** within **5 main career clusters**. It has been designed to support a variety of environments and student needs and interests.

CTF is about learning a **design process** while exploring and learning about **potential future career opportunities.**

CTF is **foundational to CTS** but not a prerequisite. CTF is **not grade specific** but instead focuses on building **student competencies** (Ab. Education, 2015).

Career and Technology Foundations (CTF) provides students in grades 5 to 9 the opportunity to explore their interests within various occupational areas and technologies. Through CTF, students may plan, design, create, and implement solutions for relevant real-life problems. As

students engage in hands-on challenges, they develop social, interpersonal, life, and work skills as well as practical knowledge about various industries, issues and technologies. CTF provides a foundation for students transitioning into Career and Technology Studies (CTS) in Grades 10 through 12. CTF is student-focused and supports interdisciplinary learning that fosters development of literacy and numeracy skills and competencies like communication, collaboration and problem solving. Alberta's Kindergarten to Grade 12 curriculum is designed to help students achieve their individual potential and create a positive future. (Alberta Education)

An Explorer extends the Design thinking skills developed in Kindergarten to Grade 4 and uses them to design products within the 5 Occupational Areas identified in the Career Technology Foundations Program of Study from Grades 5 to 9 which includes:

1. Business
2. Communication
3. Human Services
4. Resources
5. Technology

**CTF Programming:**

- CTF opportunities are offered to all grades 5-9 students.
- CTF is built around **"Challenges"**: Challenges are **projects** that explore **two or more** occupational areas within the same or different career clusters.
- Each CTF challenge is designed around **all 14 specific outcomes** within the **3 general outcomes** of the CTF Program of Studies:
    - **GO1**: CTF is exploring interests, passions and skills while making **personal connections to career possibilities**.
    - **GO2**: CTF is **planning**, **creating**, **appraising** and **communicating** in response to challenges.
    - **GO3**: CTF is working **independently and with others** while exploring careers and technology.
- A CTF Challenge may **stand on its own** or **be combined with other subjects**.
- SkillsAlberta provides a competitive target for students to showcase their work from grades 5-12.
- CTF Playlist Resource for teachers.

**CTF Pedagogy:**

- Core to every CTF challenge is a **career exploration (CTF GO #1)** component.
- Fundamentally each challenge provides students with the opportunity to **explore** and **experience** what it means to have careers in these areas.
- Each challenge provides **flexibility** and **choice** to students in what they explore, how they create their products and how they express their understanding.
- CTF is a competency-driven curriculum. Each challenge encourages the development of the 8 provincial competencies of Critical Thinking, Problem Solving, Managing Information, Creativity and Innovation, Communication, Collaboration, Cultural and Global Citizenship, and Personal Growth and Well-Being.

**CTF Structure:**

- "The CTF curriculum honours student diversity and promotes the meaningful and authentic exploration of various occupational areas. This curriculum supports programming decisions at the local level (e.g., time, resources, instructional approaches, assessment, reporting and organization for instruction). This is to ensure that CTF courses are responsive to the needs of students, teachers, schools and communities"(CTF Program of Studies - Alberta Education, 2015).
    - All CTF challenges use a common **program of studies**
    - CTF Challenges take one of four forms:
        - **Stand-alone CTF program (Gr. 7-9)**: Students work on challenges within the 5 career clusters.
        - **Subject extensions (Gr. 5-9):** A challenge that **extends the learning** or provides a **real-world context** for **another class or subject**.
        - Cross-Curricular Challenge **(Gr. 5-9)**: A challenge that **connects multiple subjects and curricula**.
        - I**ndividual challenge (Gr. 5-9):** A challenge that focuses on student interests including **Maker-centered Learning** and **Genius Hour.**

**To earn the Explorer Designation** a Grade 9 student must share a **Career Launch Portfolio** that includes:

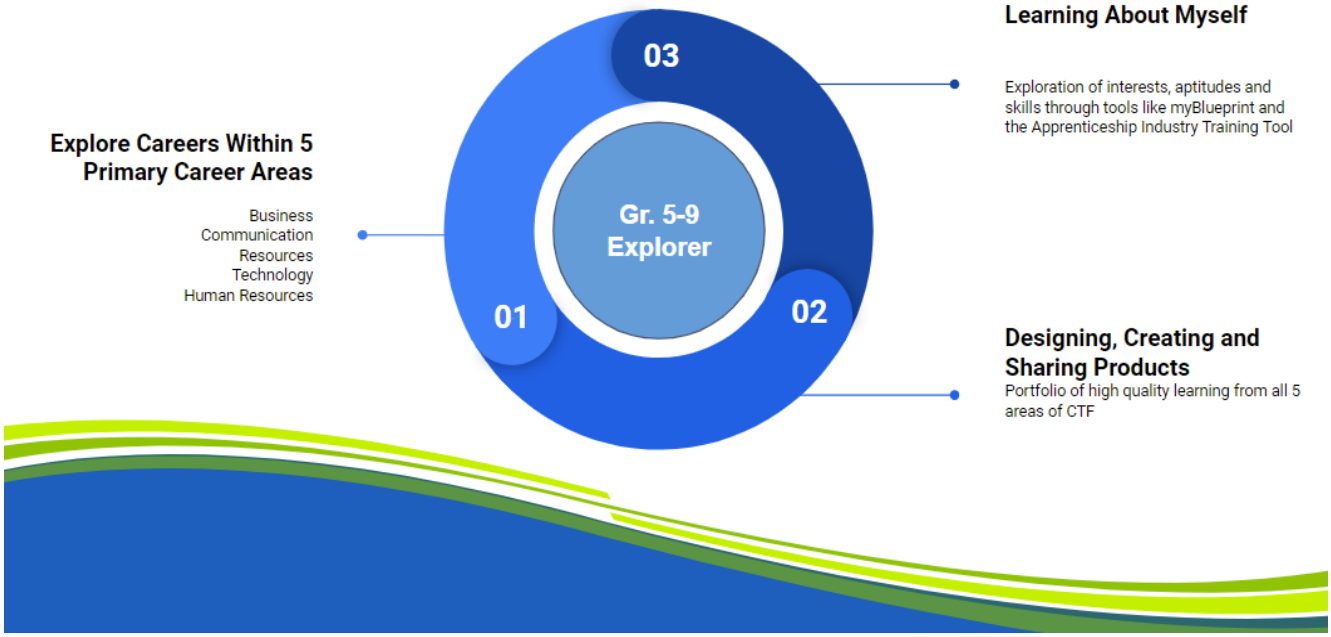
- Evidence of high-quality learning through products from each of the 5 Occupational areas.
    - A personal reflection of the design processes, knowledge, skills and competencies developed with each artifact.
    - Artifacts in the portfolio can be in the form of a journal, drawing, picture, video, camera roll, or audio.
    - Engage in community and career learning experiences and opportunities.

- Legacy Project: "Students will gain the knowledge and skills to form the foundations for successful and fulfilling lives, and make meaningful contributions to their communities and the world" (p. 1). The vision for Alberta students is about ensuring students are ready to make meaningful contributions to their world. In the students legacy project they explore meaningful contributions to the world that they will make. The legacy project will provide an opportunity for students to demonstrate independence and responsibility for their own learning, as well as, synthesize and apply previous learning.

- A thorough exploration of potential future career possibilities that includes:
    - An exploration of potential career areas using myBlueprint ePortfolio and career exploration tool, as well as, Alis (Alberta Careers, Learning and Employment Information System) and the Apprenticeship and Industry Training (AIT) tool.
    - Evidence of completing the "Who am I" and compatibility survey within myBlueprint.

- A personal reflection outlining how at least 2 recommended future careers (suggested by myBlueprint as a result of the “Who Am I” and compatibility surveys) to the knowledge and skills learned through creating the projects.
- An exploration of at least 2 potential careers that include:
  - An outline of what someone in this field does.
  - What the potential prospects and income would be.
  - A reflection as to why the prospective career might be a good fit for the student.
- A deeper exploration of at least one potential career looking at:
  - Post-secondary programming that would be required.
  - High school programming requirements to access post-secondary.
  - A high school plan that will achieve these goals.

## Explorer Designation: Grades 5 - 9



## Innovator Designation: Grades 10 – 12

***CAREER TECHNOLOGY STUDIES (Grades 10-12)***

**What skills do I need to work in this occupational area?**

PURPOSE


Career and Technology Studies (CTS) courses are designed to provide students with authentic experiences and skills required to "...make reasoned and effective career decisions and target efforts to meet their goals" (Alberta Education, 2009).

CTS courses are organized within the 5 program clusters aligned to the National Occupational Classifications.

Unlike Career and Technology Foundations, each CTS course has a unique program of studies that builds specific knowledge, skills and understandings.

Students in Grades 10-12 **will have the opportunity if they choose** to engage in and focus on a particular area of interest and study through their complementary course selection. This will lead to students achieving an **FSD Innovator Designation** that could better prepare them for post-secondary programs and career opportunities in the future. Designations are available in the areas of skills and trades, fine arts, second languages and athletics. Students can take a compliment of courses in each of the areas to achieve an Innovator Designation. Students interested in exploring a variety of subjects between designations are encouraged to do so as well and can achieve a multidisciplinary designation. There is a connection between subjects with skills transferable and developed.

Students will add to their Career Launch Portfolio, year after year and throughout their learning journey in Foothills School Division as they engage in design thinking and career exploration. Each learner entrusted to our care has unique gifts and abilities. It is our mission to find out what these are...explore them...develop them...celebrate them. Career exploration provides opportunities for students to connect classroom learning to real life, transition from high school to the workplace, and/or prepare for post-secondary education. FSD Career Futures will provide students the opportunity to expand and explore career and post-secondary opportunities in areas of personal interest and passion. **All students will meaningfully engage in career**

**exploration and complete a Career Launch Portfolio whether working towards achieving a particular designation or across disciplines upon graduation.**

FSD Career Futures will enable students to make reasoned and effective career decisions and target efforts to meet their goals. Competency growth and development will allow students to make relevant connections with work and post-secondary programs and opportunities. These networks also offer opportunities for students to expand upon their talents, skills and interests. The organization of the FSD Career Futures into clusters in high school, provides opportunities to create exploratory programs, in which students can sample courses of interest, or create focused networks that lead to specialized skills, recognized designations, certificates, credentials, work experience, volunteer opportunities, mentorships, apprenticeships and career and post-secondary prospects.

Schools will focus on career and academic advising using a variety of tools including myBlueprint ePortfolio and career exploration tool, as well as, Alis (Alberta Careers, Learning and Employment Information System) and the Apprenticeship and Industry Training (AIT) tool. Using these tools in the development of a **Career Launch Portfolio** will support graduation plans and transition to the world of work and post-secondary institutions. Students will be supported in their plans for graduation, goal setting, building healthy relationships and exploring career opportunities and post-secondary programs and options. A comprehensive approach to career and post-secondary education exploration includes **CALM 20 (Career and Life Management)** and **Workplace Safety and Career Exploration Course**. **The Workplace Safety and Career Exploration Course will include:**

- **CTR 1010: Introductory Career Transitions (Job Preparation)**
    - Students develop successful employment search skills and a personal employment search portfolio in their designated pathway.
- **CTR 2310: Intermediate Career Transitions (Career Directions)**
    - Students build on work done in Career and Life Management (CALM) to update their learning/career plan, to enhance their career tool kit, and to update their action plan for strengthening essential competencies and learning capacity in their designated pathway.
- **CTR 3310: Advanced Career Transition (Preparing for Change)**
    - Students build on work done in CTR2310: Career Directions—Expansion to update their learning/career plan, and to ensure their career tool kit can support them as they make the transition from high school into the workplace or post-secondary learning in their designated pathway.
- **HCS 2020: FIRST AID/CPR with AED**
    - Students study and demonstrate first-aid skills and procedures, including cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED), for dealing with emergency situations. Students recommend practices for a safe environment and demonstrate skills and procedures for dealing with common emergency situations. Students examine safety strategies to prevent infection from blood-borne pathogens in healthcare and recreation settings.

- **HCS 3000: WORKPLACE SAFETY SYSTEMS**
    - Students gain the attitudes, knowledge and skills related to workplace health and safety and examine relevant legislation required in the workplace

FSD Career Futures at the high school level is grounded in the nine foundational principles of High School Redesign including Mastery Learning, Rigorous and Relevant Curriculum, Personalization, Flexible Learning environments, high-quality teaching, learning and leading, meaningful relationships, home and Community Involvement, Assessment and welcoming learning environments. Flexible Learning opportunities in Foothills, continues to grow and expand with FSD Career Futures. Consideration is given to providing flexibility in learning, schedules, pacing, structures, options, opportunities, avenues and learning environments. Flexible learning environments and experiences should expand beyond classroom walls and into the community. By offering choice in environments and experiences, students can determine what they learn, where they learn and when they learn. Flexible learning environments lead to active learning experiences, enhanced learning opportunities and student success. Foothills School Division will support student success in career exploration and post-secondary programs through community, business, industry and post-secondary partnerships.

## Innovator Designation: Grades 10 – 12

## Innovator Designation Criteria: Grades 10-12

1. **20 Credits earned in any one designated pathway of complementary courses.**

2. **Core courses completed for graduation requirements.**

3. **Off-Campus Experience**
    - Could include any of the following opportunities:
        - Work Experience
        - Work Internship
        - RAP (Registered Apprenticeship Program)
        - Green Certificate
        - Work Study: Programming components of core/complementary courses.
        - Volunteer Opportunities

4. **Completion of CALM 20 and Workplace Safety and Career Exploration Course**
    - CTR 1010: Job Preparation
    - CTR 2310: Career Directions
    - CTR 3310: Preparing for Change
    - HCS 2020: FIRST AID/CPR with AED
    - HCS 3000: Healthy and Safety Requirements
        - Students who participate in Off-Campus Experiences must complete HCS 3000 (Health and Safety Course) as a prerequisite. Workplace Safety Systems is the prerequisite for students enrolling in Workplace Practicums, Work Experience, and Career Internship. The prerequisite provides the appropriate knowledge, skills, and attitudes in workplace health and safety and workplace orientation to prepare students for off-campus education experiences, to support career planning, and to support transitions to the world of work. (i.e. Training in WHMIS, Fall Protection, MSDS)

5. **Exit interview of Career Launch Portfolio demonstrating evidence of career and post-secondary exploration:**
    - **Career Launch Portfolio:** A thorough exploration of potential future career and post-secondary avenues that includes:
        i. An exploration of potential career areas using myBlueprint ePortfolio and career exploration tool, as well as, Alis (Alberta Careers, Learning and Employment Information System) and the Apprenticeship and Industry Training (AIT) tool.
        ii. Evidence of completing the “Who am I” and compatibility surveys within myBlueprint.
        iii. A personal reflection outlining how at least 2 recommended future careers (suggested by myBlueprint as a result of the “Who Am I” surveys). to the knowledge and skills learned through creating the projects.

iv. Artifacts in the portfolio can be in the form of a journal, drawing, picture, video, camera roll, or audio.
v. CTS playlist resource for teachers.
vi. An exploration of at least 2 potential careers that includes:
    1. An outline of what someone in this field does.
    2. What the potential prospects and income would be.
    3. A reflection as to why the prospective career might be a good fit for the student.
vii. A deeper exploration of at least one potential career looking at:
    1. Post-secondary programming that would be required.
    2. High school programming requirements to access post-secondary.
    3. A high school plan that will achieve these goals.

## Innovator Designation Opportunities: Grade 10-12

1. **Skills and Trades Designation:** Career and Technology Studies
   (Including Alberta Education identified Credentialled Pathways)
   - **Business, Administration, Finance & Information Technology (BIT)**
     - Computing Science
     - Enterprise & Innovation
     - Financial Management
     - Information Processing
     - Networking
     - Locally Developed Course Opportunities and Learning Experiences

   - **Health, Recreation & Human Services (HRH)**
     - Community Care Services
     - Cosmetology
     - Criminal Justice Studies
     - Esthetics
     - Foods
     - Health Care Aide
     - Health Care Services
     - Human & Social Services
     - Legal Studies
     - Recreation Leadership
     - Tourism
     - Locally Developed Course Opportunities and Learning Experiences

   - **Media, Design & Communication Arts (MDC)**
     - Communication Technology
     - Design Studies
     - Fashion Studies
     - Locally Developed Course Opportunities and Learning Experiences

- **Natural Resources (NAT)**
    - Agriculture
    - Environmental Stewardship
    - Forestry
    - Primary Resources
    - Wildlife
    - Locally Developed Course Opportunities and Learning Experiences
- **Trades, Manufacturing & Transportation (TMT)**
    - Construction
    - Electro-Technologies
    - Fabrication
    - Logistics.
    - Mechanics
    - Power Engineering
    - Locally Developed Course Opportunities and Learning Experiences

2. **Fine Arts Designation**
    - **Visual Arts**
        - Art 10/20/30
        - Art History 10/20/30
        - Communication Technology 15/25/35
        - Information & Design Technology 15/25/35
        - Professional Studio Arts 10/20/30
        - Locally Developed Course Opportunities and Learning Experiences

    - **Performing Arts**
        - Music – instrumental 10/20/30
        - Music – Choral 15/25/35
        - Music - Jazz Band 15/25/35
        - Music – General 10/20/30
        - Dance 15/25/35
        - Drama 10/20/30
        - Advanced Acting/Tour Theatre 15/25/35
        - Theatre Performance 15/25/35
        - Locally Developed Course Opportunities and Learning Experiences

    - **Technical Arts**
        - Technical Theatre 15/25/35
        - Communication Technology 10/20/30
        - Information & Design Technology 10/20/30
        - Locally Developed Course Opportunities and Learning Experiences

3. **Second Language Designation**

- French Immersion
- Second Languages (ie. French, Spanish, Indigenous Languages)
- English as a Second Language
- Locally Developed Course Opportunities and Learning Experiences

4. **Athletics Designation**
    - Physical Education 10/20/30
    - Sports Performance 25/35
    - Sports Medicine 20/30
    - Medical Sciences 10/20/30
    - Locally Developed Course Opportunities and Learning Experiences.

5. **Multi-disciplinary Designation:** Combination of courses taken from a variety of designations, as well as, criteria required to achieve a designation.

## FSD Off Campus Programs

Foothills School Division's Career Futures Off Campus Program reflects recommended practices to foster meaningful, safe educational experiences that take place outside of the school classroom environment as outlined in Alberta Education's Off-Campus Handbook 2019.

Alberta Education permits school authorities to develop off-campus education programming in accordance with prescribed guidelines and procedures. Such programming encourages students to investigate a variety of occupation-based opportunities in contexts that assist them in making informed decisions concerning education, training, and employment upon completion of high school. In short, off-campus education facilitates smooth transitions for students by promoting informed decisions as students' progress from high school to post-secondary and/or to work. Using the expertise, talent, and resources of community-based organizations and agencies, and local businesses, industry, citizen groups, and parents/guardians, schools can enrich the educational experiences of students. A well-planned off-campus program may involve the community in such a way that out-of-school experiences reinforce, extend, and motivate students. Each of the partners share the responsibility for student learning, skill development, and health and safety. Off-campus education programming uses a set of planned educational experiences designed to enable students to acquire knowledge, skills, and attitudes related to work and other life roles through their participation in out-of-class study, observation, and/or performance at community-based work sites. This may involve volunteer activities or paid employment. *(Alberta Education, Off-Campus Handbook 2019)*

FSD provides flexible and responsive off-campus education programming to students. FSD Career Futures off-campus programming reflects the desire to further emphasize career exploration and development across the curriculum and expand hands-on, experiential learning opportunities for students. Off-campus education activities take into consideration the structure of the community, the volunteer sector, the local labour market, and the needs of local employers. Partnerships are explored and developed to seek support from professional

associations, sector councils, union officials, business leaders, municipalities and community agencies.

A key component of student success in off-campus programs is career planning. A career plan encourages students to connect their learning goals, interests, transferable skills, needs and suitability with off-campus opportunities. For example, students wishing to be placed at an off-campus education work site in a designated trade or occupation should conduct the appropriate job research, such as identifying career development opportunities in the designated trade or occupation of choice discussing the potential for crediting time spent off-campus in a designated trade or occupation toward RAP or a regular apprenticeship after leaving school. students wishing to be placed in an off-campus education work site through the Green Certificate Program should conduct the appropriate job research, such as identifying career development opportunities in the agriculture-related occupation of choice discussing the potential for crediting an earned Green Certificate toward further education and training in a post-secondary institution.

Career planning is an ongoing, sequential process that involves learning about students' attributes, specific occupational fields of interest, and students' personal priorities. This is supported through **FSD Career Futures**. FSD high school students can access various off-campus education programs and courses to acquire and apply knowledge, skills, attitudes and competencies related to various life/work roles including:

- Work Experience
- Career Internships
- Knowledge and Employability Workplace Readiness and Practicums
- RAP (Registered Apprenticeship Program)
- Green Certificate Program
- Work Study Program
- Volunteer Opportunities

| Program | Eligible Grades | Credits Available per course (25 hrs/credit) | Maximum Credits Available | Time Spent Off-Campus | Required Prerequisite Courses |
|---|---|---|---|---|---|
| **Work Experience 15-25-35** | 10-12 | 3,4,5,6,7,8,9,10 | 30 (15 credits can be applied towards graduation) | 90-95% | HCS 3000 Workplace Safety Systems |
| **Career Internship 10** | 10-12 | 3,4,5 | 5 | Minimum 33% | HCS 3000 Workplace Safety Systems |
| **Knowledge and** | 10-12 | Readiness 5 | Readiness 5 | Variable | Readiness: none |

| | | | | | |
|---|---|---|---|---|---|
| **Employability Workplace Readiness and Practicums** | | Practicums 5 | Practicums<br>20-4: 20 credits<br>30-4: 20 credits | | Practicums: Readiness 10-4 or HCS 3000 |
| **RAP Registered Apprenticeship Program** | 10-12 (minimum age 15) | 5 | 40 in each trade | 100% | HCS 3000 Workplace Safety Systems |
| **Green Certificate Program** | 10-12 | 5 or 6 | 16<br>In each specialization | 100% | AGR 3000 Agriculture Safety |
| **Work Study Program** | 10-12 | Programming part of core/ complementary courses | Programming part of core/ complementary courses | Variable | HCS 3000 Workplace Safety Systems |
| **Volunteer Opportunities** | 10-12 | Programming part of core/ complementary courses | Programming part of core/ complementary courses | Variable | HCS 3000 Workplace Safety Systems |

**Work Experience 15, 25, 35**

Work Experience 15, 25, and 35 are three separate courses developed to provide opportunities for senior high school students to apply their knowledge, skills, and attitudes in the workplace. These courses also provide opportunities for the school and community to combine resources to further students' career development and build their employability skills. Through work experience, students may discover their occupational interests and aptitudes in meaningful work-integrated learning activities. *(Alberta Education, Off-Campus Handbook 2019)*

**Career Internship 10**

Career Internship 10 is a workplace-based curriculum designed to assist senior high school students in making informed decisions about their transitions from high school to post-secondary and/or the workplace. Career Internship 10 means off-campus experiential learning undertaken by a senior high school student 15 years of age or older. *(Alberta Education, Off-Campus Handbook 2019)*

**Knowledge and Employability Workplace Readiness and Practicums**

Knowledge and Employability Workplace Readiness and Practicum courses are designed to provide senior high school students with a practical environment in which to develop and demonstrate employability skills. This may include job shadowing, job investigation or research, workplace observation, work site investigation, or a mentorship arrangement or project. Workplace readiness and practicums are integral parts of the Knowledge and Employability curriculum. Workplace Readiness 10-4 is designed to support students and prepare them for the workplace. Workplace Practicum 20-4 is designed to accompany or follow the completion of a Knowledge and Employability 20-level occupational course. Workplace Practicum 30-4 is

designed to complement a Knowledge and Employability 30-level occupational course. *(Alberta Education, Off-Campus Handbook 2019)*

**Registered Apprenticeship Program**

The Registered Apprenticeship Program (RAP) provides senior high school students the opportunity to earn credits in high school and gain on-the-job training that can be applied toward an apprenticeship. Apprenticeship training in Alberta is a well-organized system and combines technical training (formal instruction in a designated post-secondary institution or high school) and on-the-job training at a place of employment. RAP students are both high school students and registered apprentices, taking courses such as English language arts, French language arts, Français (for Francophone students), social studies, science, mathematics, and other complementary courses to meet the requirements of graduation in Alberta. Students, schools, and employers jointly agree to a suitable schedule that will appropriately divide RAP students' time between an approved work site (for RAP courses) and their school (for other courses). For example, students might work as a RAP apprentice for half of each school day; for one or two days per week; on holidays and weekends; during summers; or for an entire semester. *(Alberta Education, Off-Campus Handbook 2019)*

**Green Certificate Program**

The Green Certificate Program is a joint endeavor between Alberta Education and Alberta Agriculture and Forestry, and has been an approved program of studies available to Alberta high schools since June 2000. The apprenticeship-style delivery of Green Certificate courses ensures that a participant learns by actively performing the skills required. The student (trainee) learns on the job, under the direction of experienced farm personnel (trainers) and under the supervision of a certificated teacher. Students who complete all three courses in a specialization, to the standards specified, would earn an Alberta Agriculture and Forestry Level I (Technician) Green Certificate for that specialization. Green Certificate Program means experiential learning undertaken by a senior high school student 15 years of age or older. *(Alberta Education, Off-Campus Handbook 2019)*

**Work Study Program**

Work Study programming provides the opportunity for students to apply the knowledge, skills, and attitudes from coursework to real-life situations through a school-community partnership arrangement. Work Study programming means off-campus experiential learning undertaken by students that may include job shadowing, job investigation or research, workplace observation, work site investigation, a mentorship arrangement, or a project. It is an integral part of the curriculum of a provincially approved program or course and is a short-term and/or part-time experience, that offers no additional marks and/or credits beyond those awarded for the course that the work study is an integral part of. *(Alberta Education, Off-Campus Handbook 2019)*

**Volunteer Opportunities**

Volunteer Opportunities provides the opportunity for students to apply the knowledge, skills, and attitudes from coursework to real-life situations through a school-community partnership arrangement. Volunteer opportunities means off-campus experiential learning undertaken by

students that may include job shadowing, job investigation or research, workplace observation, work site investigation, a mentorship arrangement, or a project. It is an integral part of the curriculum of a provincially approved program or course and is a short-term and/or part-time experience, that offers no additional marks and/or credits beyond those awarded for the course that the work study is an integral part of. *(Alberta Education, Off-Campus Handbook 2019)*