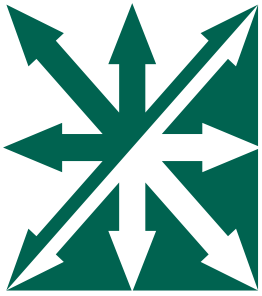

PLANNING 10

Integrated Resource Package 2007

BRITISH COLUMBIA
The Best Place on Earth

Ministry of Education

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Acknowledgments III
Preface V

INTRODUCTION TO PLANNING 10

Rationale 3
Requirements and Graduation Credits 3
Goals for Planning 10 3
Curriculum Organizers 4
Suggested Timeframe 6
Planning 10: At a Glance 7

CONSIDERATIONS FOR PROGRAM DELIVERY

Alternative Delivery Policy 11
Addressing Local Contexts 11
Involving Parents and Guardians 11
Sensitive Content 12
Confidentiality 12
Inclusion, Equity, and Accessibility for All Learners 13
Working with the School and Community 13
Working with the Aboriginal Community 14
Information and Communications Technology 14
Copyright and Responsibility 14

PRESCRIBED LEARNING OUTCOMES

Understanding the Prescribed Learning Outcomes 19
Domains of Learning 19
Planning 10 Prescribed Learning Outcomes 20

STUDENT ACHIEVEMENT

Understanding the Key Elements 25
Understanding the Achievement Indicators 25
Classroom Assessment and Evaluation 26
Planning 10: Assessment Overview Table 29
Planning 10 Key Elements and Suggested Achievement Indicators
- Graduation Program 30
- Education and Careers 33
- Health 38
- Finances 42

LEARNING RESOURCES

Learning Resources and the Planning 10 Grade Collection 47

GLOSSARY

Glossary of Terms 51

Many people contributed their expertise to the development of Planning 10 (2004). Planning 10 (2004) was updated in June 2007 to address content on Graduation Transitions. The Project Co-ordinators for the original Planning 10 (2004) IRP were Kristin Mimick and Leslie Thompson of the Ministry of Education, working with other ministry personnel and our partners in education. We would like to thank all who participated in this process.

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PILOT SITES (2003)

The following schools piloted the draft of this IRP from September to December 2003.

Archbishop Carney Regional Secondary	School District No. 43 (Port Coquitlam – Independent School)
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Earl Marriot Secondary	School District No. 36 (Surrey)
Fleetwood Park Secondary	School District No. 36 (Surrey)
Garibaldi Secondary	School District No. 42 (Maple Ridge - Pitt Meadows)
J.L. Jackson Junior Secondary	School District No. 83 (North Okanagan - Shuswap)
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Vernon Secondary	School District No. 22 (Vernon)
Westview Secondary	School District No. 42 (Maple Ridge - Pitt Meadows)

This Integrated Resource Package (IRP) provides basic information teachers will require in order to implement Planning 10.

The information contained in this document is also available on the Internet at www.bced.gov.bc.ca/irp/irp.htm

The following paragraphs provide brief descriptions of the components of the IRP.

Introduction

The Introduction provides general information about Planning 10, including special features and requirements.

Included in this section are

- a rationale for teaching Planning 10 in BC schools
- the curriculum goals
- descriptions of the curriculum organizers and suborganizers – groupings for Prescribed Learning Outcomes that share a common focus
- an overview of the curriculum content

Considerations for Program Delivery

This section of the IRP contains additional information to help educators develop their school practices and plan their program delivery to meet the needs of all learners.

Prescribed Learning Outcomes

This section contains the *Prescribed Learning Outcomes*, the legally required content standards for the provincial education system. The learning outcomes define the required knowledge, skills, and attitudes for each subject. They are statements of what students are expected to know and be able to do by the end of the course.

Student Achievement

This section of the IRP contains information about classroom assessment and measuring student achievement, including sets of specific Suggested Achievement Indicators for each Prescribed Learning Outcome. Suggested Achievement Indicators are statements that describe what students should be able to do in order to demonstrate that they fully meet the expectations set out by the Prescribed Learning Outcomes. Suggested Achievement Indicators are not mandatory; they are provided to assist in the assessment of how well students achieve the Prescribed Learning Outcomes.

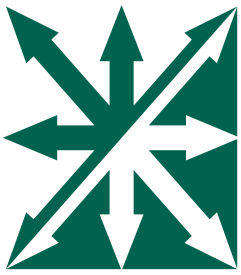
Also included in this section are Key Elements – descriptions of content that help determine the intended depth and breadth of the Prescribed Learning Outcomes.

Learning Resources

This section contains general information on learning resources and provides an Internet link to titles, descriptions, and ordering information for the recommended learning resources in the Planning 10 Grade Collection.

Glossary

The glossary defines selected terms used in this Integrated Resource Package.



Introduction

Planning 10

This Integrated Resource Package (IRP) sets out the provincially prescribed curriculum for Planning 10. The development of this IRP has been guided by the principles of learning:

- Learning requires the active participation of the student.
- People learn in a variety of ways and at different rates.
- Learning is both an individual and a group process.

In addition to these three principles, this document recognizes that British Columbia's schools include young people of varied backgrounds, interests, abilities, and needs. Wherever appropriate for this curriculum, ways to meet these needs and to ensure equity and access for all learners have been integrated as much as possible into the Prescribed Learning Outcomes and Suggested Achievement Indicators.

Planning 10 is based on the recommendations arising from the *Personal Planning K to 7/Career and Personal Planning 8 to 12 Curriculum Review Report* (2001) and the *Graduation Program Review* (2002). Planning 10, in draft format, was available for public review and response from August through December 2003. The draft of Planning 10 was also piloted in public and independent schools throughout the province. Feedback from educators, students, parents, and other education partners informed the development of this document.

Rationale

The aim of Planning 10 is to enable students to develop the skills they need to become self-directed individuals who set goals, make thoughtful decisions, and take responsibility for pursuing their goals throughout life. Planning 10 provides opportunities for students to

- plan for successful learning in the Graduation Program
- explore a wide range of post-secondary education and career options
- think critically about health issues and decisions
- develop financial literacy skills related to pursuing their education and career goals
- begin planning for their transition beyond secondary school

Planning 10 provides relevant and experiential learning opportunities, helping students relate their learning in school to the demands of the working world and the expectations of society. It also provides opportunities for students to develop those skills, attitudes, and behaviours that will allow them to manage their lives more purposefully and effectively, enhance their personal well-being, and realize their full potential.

The intent of Planning 10 is to address a broad range of topics within the time available for the course. Planning 10 provides students with foundational skills and knowledge required to make decisions in their present and future lives. Students can choose to explore these topics further through their elective studies and their work in relation to Graduation Transitions.

Requirements and Graduation Credits

Planning 10 is an extension of the curricula for Health and Career Education K to 7 and Health and Career Education 8 and 9.

Students must complete Planning 10 in order to satisfy provincial graduation requirements. Planning 10 is designated as a four-credit course and must be reported as such to the Ministry of Education for transcript purposes. Letter grades and percentages must be reported for this course. It is not possible to obtain partial credit for this course. The Planning 10 course code is PLAN 10.

Goals for Planning 10

The following broad goals reflect and are represented in the Prescribed Learning Outcomes for Planning 10 in each curriculum organizer (Graduation Program, Education and Careers, Health, and Finances):

- Students will become informed decision makers, able to understand the effects of their choices on themselves and others.
- Students will be able to access information and analyse it for accuracy, bias, and relevance.

- Students will develop an understanding of their personal responsibility for attaining and maintaining their overall health and financial well-being, and for pursuing and achieving their education and career goals.
- Students will develop the attitudes, skills, and knowledge that enable them to plan for their successful transition from secondary school to their adult lives.

Curriculum Organizers

A curriculum organizer consists of a set of Prescribed Learning Outcomes that share a common focus. The Prescribed Learning Outcomes for Planning 10 are grouped under the following curriculum organizers and suborganizers. These organizers have been identified to help clarify the scope of the course and are not intended to suggest a linear delivery of course material.

Graduation Program

After addressing the Prescribed Learning Outcomes in the Graduation Program organizer, it is expected that students will be able to identify the requirements of the Graduation Program and plan for meeting those requirements.

In this organizer, students learn about the requirements of the Graduation Program and begin planning for successful completion of secondary school as the first step in making a transition to the world beyond secondary school.

As part of their learning in relation to this curriculum organizer, students are introduced to two significant components of the Graduation Program: Focus Areas and Graduation Transitions. Focus Areas are frameworks to help students organize their Graduation Program learning, to research post-secondary education and training options, and to explore career pathways. Graduation Transitions is a set of three requirements intended to prepare students for a successful transition to life after secondary school.

The Graduation Program organizer includes the following topics:

- Course Requirements, Exams, and Focus Areas
  - required Graduation Program courses and ways of earning course credit
  - required and optional examinations in the Graduation Program
  - the eight Focus Areas and their relationship to career and education planning
- Graduation Transitions

Planning 10 Curriculum Organizers and Suborganizers

Graduation Program	Education and Careers	Health	Finances
• Course Requirements, Exams, and Focus Areas • Graduation Transitions	• Personal Interests and Attributes • Post-Secondary Education and Training • Labour Market Information • Job Seeking and Job Keeping • Employment Standards and Workplace Safety • Support Networks and Resources • Transition Plan	• Healthy Living • Health Information • Healthy Relationships • Health Decisions	• Financial Literacy • Costs of Education and Career Options • Financial Plan

Education and Careers

After addressing the Prescribed Learning Outcomes in the Education and Careers organizer, it is expected that students will be able to explore a range of career and education options, and create a plan to pursue their chosen post-secondary education goals.

A constantly changing employment market demands that individuals remain flexible throughout their working lives. This organizer helps students develop an understanding of the process of career management that involves transition, change, and learning throughout life.

Planning 10 encourages students to explore a wide variety of career and education options, to think about their prospects for success in those careers, and to create a plan to pursue their chosen post-secondary education goals and career paths.

The Education and Careers organizer includes the following topics:

- Personal Interests and Attributes – how personal skills, knowledge, interests, aptitudes, and values relate to education and career planning
- Post-Secondary Education and Training – education and training institutions and the programs and credentials they offer
- Labour Market Information – career sectors, employment trends and prospects
- Job Seeking and Job Keeping – employability skills, job-seeking strategies
- Employment Standards and Workplace Safety – legal rights and responsibilities of employees and employers, strategies and guidelines for workplace safety
- Support Networks and Resources – to support students in their education and career planning
- Transition Plan – planning for pursuing and achieving their education and career goals

Health

After addressing the Prescribed Learning Outcomes in the Health organizer, it is expected that students will be able to understand the importance of assuming personal responsibility for, and making informed decisions about, their lifelong health.

Students in Grade 10 are beginning to assume greater independence from adult decision-makers who have guided them throughout their early years. In this organizer, students learn the decision-making skills required to take increasing responsibility for developing and maintaining a healthy lifestyle. They learn to assess the short-term and long-term consequences of their health decisions for themselves and for their families, their peers, and society at large.

The Health organizer includes the following topics:

- Healthy Living – factors affecting healthy lifestyles
- Health Information – analysing health information for relevance, accuracy, and bias
- Healthy Relationships
  - skills needed to build healthy relationships (e.g., communication, problem solving) and deal with unhealthy relationships
  - safe and caring schools, preventing and responding to harassment and intimidation, and promoting diversity
- Health Decisions – long-term and short-term implications of a range of health issues for self and others, with a particular emphasis on
  - sexual decision making
  - HIV/AIDS
  - substance misuse
  - road safety

Finances

After addressing the Prescribed Learning Outcomes in the Finances organizer, it is expected that students will be able to understand the importance of making informed decisions about financing their education and career goals.

Understanding the foundations of basic personal financial management will give students the necessary tools to begin planning for making the transition to financial independence after secondary school.

The Finances organizer includes the following topics:

- Financial Literacy – budgeting, financial products and services for pursuing education and career goals, credit and debt, and reporting personal income

- Costs of Education and Career Options – costs of various post-secondary education and career options, and sources of funding for each
- Financial Plan – a preliminary plan to support education and career goals

Suggested Timeframe

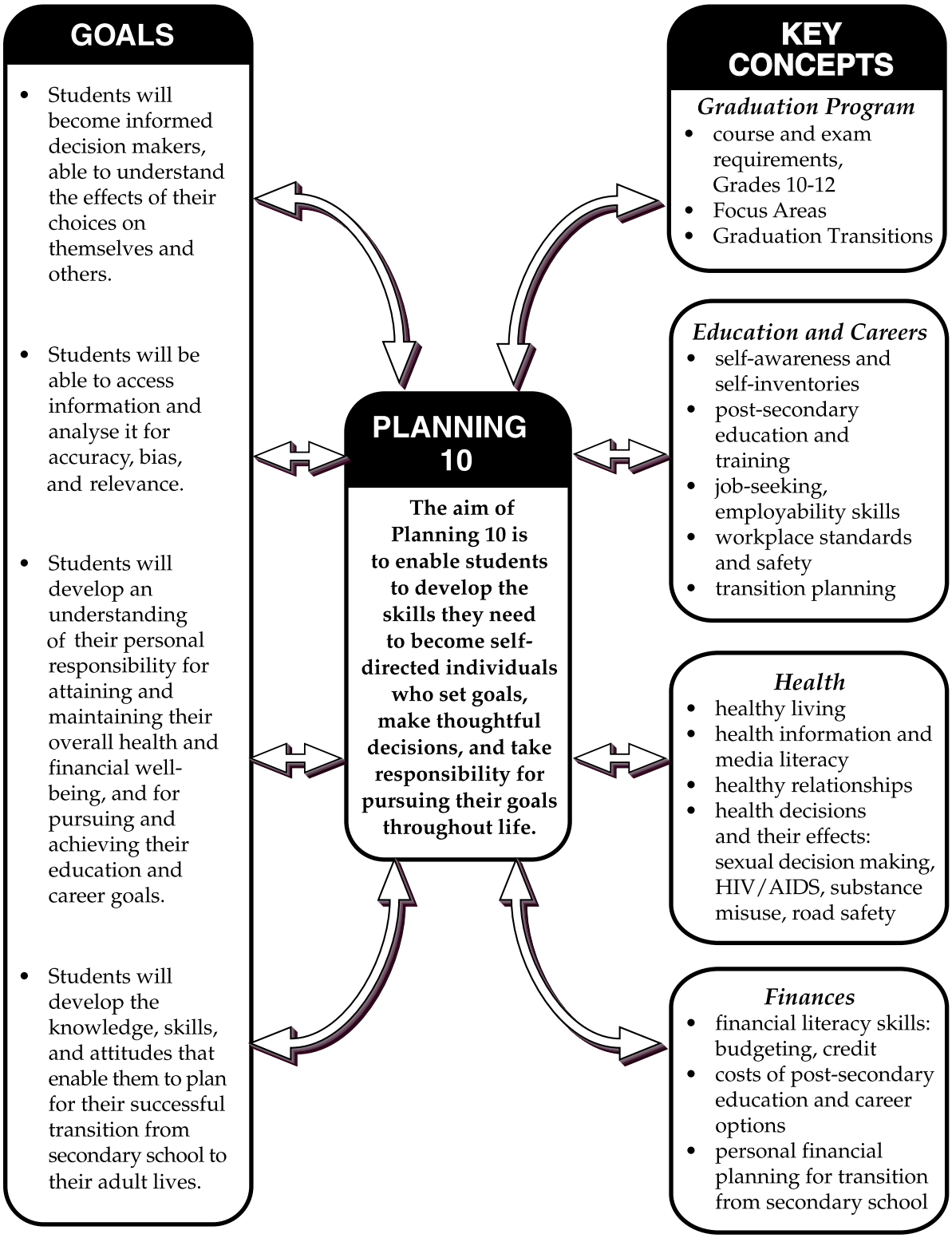
Provincial curricula are developed in accordance with the amount of instructional time recommended by the Ministry of Education for each subject area. Teachers may choose to combine various curricula to enable students to integrate ideas and make meaningful connections.

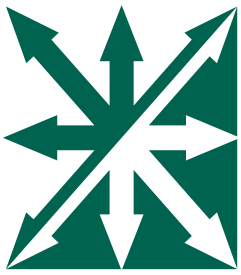
The following table shows the average number of hours suggested to deliver the Prescribed Learning Outcomes in each curriculum organizer. Although a four-credit course is typically equivalent to 120 hours, the 115-hour total listed allows for flexibility to address local needs.

Curriculum Organizers	Suggested Timeframe (average)
Graduation Program	15 hrs
Education and Careers	44 hrs
Health	36 hrs
Finances	20 hrs

This estimate is provided as a suggestion only; when delivering the prescribed curriculum, teachers may adjust the instructional time as necessary.

Planning 10: At a Glance





Considerations for Program Delivery

Planning 10

This section of the IRP contains additional information to help educators develop their school practices and plan their program delivery to meet the needs of all learners. Included in this section is information about

- Alternative Delivery policy
- addressing local contexts
- involving parents and guardians
- safety considerations
- confidentiality
- inclusion, equity, and accessibility for all learners
- working with the school and community
- working with the Aboriginal community
- information and communications technology
- copyright and responsibility

Alternative Delivery Policy

The Alternative Delivery policy outlines how students and their parents or guardians, in consultation with their local school authority, may choose means other than instruction by a teacher within the regular classroom setting for addressing Prescribed Learning Outcomes contained in the Health curriculum organizer of the following curriculum documents:

- Health and Career Education K to 7, and Personal Planning K to 7 Personal Development curriculum organizer (until September 2008)
- Health and Career Education 8 and 9
- Planning 10

The policy recognizes the family as the primary educator in the development of children's attitudes, standards, and values, but the policy still requires that all Prescribed Learning Outcomes be addressed and assessed in the agreed-upon alternative manner of delivery.

It is important to note the significance of the term "alternative delivery" as it relates to the Alternative Delivery policy. The policy does not permit schools to omit addressing or assessing any of the Prescribed Learning Outcomes within the health and career education curriculum. Neither does it allow students to be excused from meeting any learning outcomes related to health. It is expected that students who arrange for alternative delivery will address the health-related learning outcomes and will be able to demonstrate their understanding of these learning outcomes.

For more information about policy relating to alternative delivery, refer to www.bced.gov.bc.ca/policy/

Addressing Local Contexts

Planning 10 includes opportunities for individual teacher and student choice in the selection of topics to meet certain learning outcomes, particularly in relation to the Health curriculum organizer. This flexibility enables educators to plan their programs by using topics and examples that are relevant to their local context and to the particular interests of their students. When selecting topics it may be appropriate to incorporate student input.

Where specific topics have been included in the learning outcomes, the intent is for all students to have an opportunity to address these important issues. The inclusion of these topics is not intended to exclude any additional issues that may also be relevant for individual school communities.

Involving Parents and Guardians

The family is the primary educator in the development of students' attitudes and values. The school plays a supportive role by focussing on the Prescribed Learning Outcomes in the Planning 10 curriculum. Parents and guardians can support, enrich, and extend the curriculum at home.

It is highly recommended that schools inform parents and guardians about the Planning 10 curriculum. Teachers (along with school and district administrators) may choose to do so by

- informing parents/guardians and students of the Prescribed Learning Outcomes for the course
- responding to parent and guardian requests to discuss the course, unit plans, and learning resources
- informing parents and guardians of provincial and district policy and legislation regarding any topics that may be discussed

Sensitive Content

Planning 10 addresses some topics that students and their parents or guardians may consider sensitive or private. The following are some guidelines that may help educators deal with sensitive issues and parent/guardian concerns about those issues:

- Inform students and parents (e.g., a letter home) before addressing topics that could be considered sensitive. Some students may choose to opt for alternative delivery of these sensitive topics. Ministry of Education policy allows for alternative delivery of sensitive topics in the Health curriculum organizer of this course (e.g., substance misuse, sexual decision making). Districts are expected to have local policies and guidelines in support of this ministry policy. Note that this option is only available for topics that are part of the Health curriculum organizer.

For more information about policy relating to opting for alternative delivery, refer to www.bced.gov.bc.ca/policy/

- Ensure class members have had enough time to become comfortable with each other before addressing sensitive topics. Be prepared to facilitate any potentially controversial discussions.
- Establish clear ground rules for class discussions that show respect for privacy and for the expression of differing viewpoints.
- Be aware of provincial and district policy and legislation regarding potentially sensitive topics (e.g., disclosure related to child abuse, protection of privacy).

For information about reporting protocol, refer to the *BC Handbook for Action on Child Abuse and Neglect*, available online at www.mcf.gov.bc.ca/child_protection/pdf/handbook_action_child_abuse.pdf

- Activities and discussion related to some of these sensitive topics may potentially result in a strong emotional response from individual students. Inform an administrator or counsellor when any concern arises, and ensure students know where to go for help and support.
- Ensure that any external groups or organizations making a presentation to students have met the district's guidelines for presenters. Inform these external presenters of any topic boundaries or issues that should be avoided. Review any materials they may use, especially handouts, for appropriateness.

Confidentiality

The *Freedom of Information and Protection of Privacy Act* (FOIPPA) applies to students, to school districts, and to all curricula. Teachers, administrators, and district staff should consider the following:

- Be aware of district and school guidelines regarding the provisions of FOIPPA and how it applies to all subjects, including Planning 10.
- Do not use students' Personal Education Numbers (PENs) on any assignments that students wish to keep confidential.
- Ensure students are aware that if they disclose personal information that indicates they are at risk for harm, then that information cannot be kept confidential.
- Inform students of their rights under FOIPPA, especially the right to have access to their own personal information in their school records. Inform parents of their rights to access their children's school records.
- Minimize the type and amount of personal information collected and ensure it is used only for purposes that relate directly to the reason for which it is collected.
- Inform students that they will be the only ones recording personal information about themselves unless they, or their parents, have consented to teachers collecting that information from other people (including parents).
- Provide students and their parents with the reason(s) they are being asked to provide personal information in the context of the Planning 10 curriculum.
- Inform students and their parents that they can ask the school to correct or annotate any of the

personal information held by the school, in accordance with Section 29 of FOIPPA.
- Ensure students are aware that their parents may have access to the schoolwork they create only insofar as it pertains to students' progress.
- Ensure that any information used in assessing students' progress is up-to-date, accurate, and complete.

For more information about confidentiality, refer to www.mser.gov.bc.ca/privacyaccess/

Inclusion, Equity, and Accessibility for All Learners

British Columbia's schools include young people of varied backgrounds, interests, and abilities. The Kindergarten to Grade 12 school system focusses on meeting the needs of all students. When selecting specific topics, activities, and resources to support the implementation of Planning 10, teachers are encouraged to ensure that these choices support inclusion, equity, and accessibility for all students. In particular, teachers should ensure that classroom instruction, assessment, and resources reflect sensitivity to diversity, and incorporate positive role portrayals, relevant issues, and themes such as inclusion, respect, and acceptance.

Government policy supports the principles of integration and inclusion of students for whom English is a second language and of students with special needs. Most of the Prescribed Learning Outcomes and Suggested Achievement Indicators in this IRP can be met by all students, including those with special needs and/or ESL needs. Some strategies may require adaptations to ensure that those with special and/or ESL needs can successfully achieve the learning outcomes. Where necessary, modifications can be made to the Prescribed Learning Outcomes for students with Individual Education Plans (IEPs).

For more information about resources and support for students with special needs, refer to www.bced.gov.bc.ca/specialed/

For more information about resources and support for ESL students, refer to www.bced.gov.bc.ca/esl/

Working with the School and Community

This curriculum addresses a wide range of skills and understandings that students are developing in other areas of their lives. It is important to recognize that learning related to this curriculum extends beyond the Planning 10 classroom.

School and district-wide programs – such as active schools, workplace safety, work experience, anti-bullying, and alcohol and drug education – support and extend learning in Planning 10. Community organizations may also support the Planning 10 curriculum with locally developed learning resources, guest speakers, workshops, and field studies. Teachers may wish to draw on the expertise of these community organizations and members.

Bringing outside resource people into the classroom is an effective way of reinforcing content, emphasizing and practising listening skills, exposing students to diverse points of view, providing opportunities for discussion and debate, providing a departure point for writing and other activities, and making learning more concrete and relevant. A panel discussion also provides an opportunity for several viewpoints on an issue to be presented at the same time.

To help achieve a successful guest speaker activity, consider the following:
- Determine the nature of the presentation (e.g., lecture, question-and-answer, debate, response to students' presentations, facilitation of a simulation or case study). Ensure that guest speakers are clear about their purpose, the structure, and the time allotted. The content of the presentation should directly relate to the Prescribed Learning Outcomes. Review any materials speakers may use, especially any handouts, for appropriateness.
- Be aware of any district guidelines for external presenters and ensure that guests have met these guidelines.
- Where appropriate, have students take responsibility for contacting the speaker(s) beforehand and making any logistical arrangements.
- Provide time for students to prepare for the guest speaker or panel by formulating focus questions.

- Begin the guest speaker presentation with an introduction to the topic and end with a debrief.

Working with the Aboriginal Community

The Ministry of Education is dedicated to ensuring that the cultures and contributions of Aboriginal peoples in BC are reflected in all provincial curricula. To address these topics in the classroom in a way that is accurate and that respectfully reflects Aboriginal concepts of teaching and learning, teachers are strongly encouraged to seek the advice and support of local Aboriginal communities. Aboriginal communities are diverse in terms of language, culture, and available resources, and each community will have its own unique protocol to gain support for integration of local knowledge and expertise. To begin discussion of possible instructional and assessment activities, teachers should first contact Aboriginal education co-ordinators, teachers, support workers, and counsellors in their district who will be able to facilitate the identification of local resources and contacts such as elders, chiefs, tribal or band councils, Aboriginal cultural centres, Aboriginal Friendship Centres, and Métis or Inuit organizations.

In addition, teachers may wish to consult the various Ministry of Education publications available, including the "Planning Your Program" section of the resource, *Shared Learnings*. This resource was developed to help all teachers provide students with knowledge of, and opportunities to share experiences with, Aboriginal peoples in BC.

For more information about these documents, consult the Aboriginal Education website: www.bced.gov.bc.ca/abed/welcome.htm

Information and Communications Technology

The study of information and communications technology is increasingly important in our society. Students need to be able to acquire and analyse information, to reason and communicate, to make informed decisions, and to understand and use information and communications technology for a variety of purposes. Development of these skills is important for students in their education, their future careers, and their everyday lives.

Literacy in the area of information and communications technology can be defined as the ability to obtain and share knowledge through investigation, study, instruction, or transmission of information by means of media technology. Becoming literate in this area involves finding, gathering, assessing, and communicating information using electronic means, as well as developing the knowledge and skills to use and solve problems effectively with the technology. Literacy also involves a critical examination and understanding of the ethical and social issues related to the use of information and communications technology. When planning for instruction and assessment in Planning 10, teachers should provide opportunities for students to develop literacy in relation to information and communications technology sources, and to reflect critically on the role of these technologies in society.

Copyright and Responsibility

Copyright is the legal protection of literary, dramatic, artistic, and musical works; sound recordings; performances; and communications signals. Copyright provides creators with the legal right to be paid for their work and the right to say how their work is to be used. The law permits certain exceptions for schools (i.e., specific things permitted) but these are very limited, such as copying for private study or research. The copyright law determines how resources can be used in the classroom and by students at home.

In order to respect copyright it is necessary to understand the law. It is unlawful to do the following, unless permission has been given by a copyright owner:

- photocopy copyrighted material to avoid purchasing the original resource for any reason
- photocopy or perform copyrighted material beyond a very small part – in some cases the copyright law considers it "fair" to copy whole works, such as an article in a journal or a photograph, for purposes of research and private study, criticism, and review

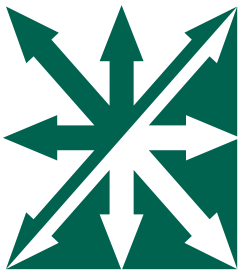
- show recorded television or radio programs to students in the classroom unless these are cleared for copyright for educational use (there are exceptions such as for news and news commentary taped within one year of broadcast that by law have record-keeping requirements – see the website at the end of this section for more details)
- photocopy print music, workbooks, instructional materials, instruction manuals, teacher guides, and commercially available tests and examinations
- show video recordings at schools that are not cleared for public performance
- perform music or do performances of copyrighted material for entertainment (i.e., for purposes other than a specific educational objective)
- copy work from the Internet without an express message that the work can be copied

Permission from or on behalf of the copyright owner must be given in writing. Permission may also be given to copy or use all or some portion of copyrighted work through a licence or agreement.

Many creators, publishers, and producers have formed groups or "collectives" to negotiate royalty payments and copying conditions for educational institutions. It is important to know what licences are in place and how these affect the activities schools are involved in. Some licences may also require royalty payments that are determined by the quantity of photocopying or the length of performances. In these cases, it is important to assess the educational value and merits of copying or performing certain works to protect the school's financial exposure (i.e., only copy or use the portion that is absolutely necessary to meet an educational objective).

It is important for education professionals, parents, and students to respect the value of original thinking and the importance of not plagiarizing the work of others. The works of others should not be used without their permission.

For more information about copyright, refer to www.cmec.ca/copyright/indexe.stm



Prescribed Learning Outcomes

Planning 10

Prescribed Learning Outcomes are content standards for the provincial education system; they are the prescribed curriculum. Clearly stated and expressed in measurable and observable terms, learning outcomes set out the required knowledge, skills, and attitudes – what students are expected to know and be able to do – by the end of the specified course.

Understanding the Prescribed Learning Outcomes

Schools have the responsibility to ensure that all Prescribed Learning Outcomes in this curriculum are met; however, schools have flexibility in determining how delivery of the curriculum can best take place.

It is expected that student achievement will vary in relation to the learning outcomes. Evaluation, reporting, and student placement with respect to these outcomes are dependent on the professional judgment and experience of teachers, guided by provincial policy.

Prescribed Learning Outcomes for Planning 10 are presented by curriculum organizer and suborganizer and are coded alphanumerically for ease of reference; however, this arrangement is not intended to imply a required instructional sequence.

Wording of Prescribed Learning Outcomes

All learning outcomes complete the stem, "It is expected that students will…."

When used in a Prescribed Learning Outcome, the word "including" indicates that any ensuing item must be addressed. Lists of items introduced by the word "including" represent a set of minimum requirements associated with the general requirement set out by the outcome. The lists are not necessarily exhaustive, however, and teachers may choose to address additional items that also fall under the general requirement set out by the outcome.

Conversely, the abbreviation "e.g." (for example) in a Prescribed Learning Outcome indicates that the ensuing items are provided for illustrative purposes or clarification and are not required. Presented in parentheses, the list of items introduced by "e.g." is neither exhaustive nor prescriptive, nor is it put forward in any special order of importance or priority. Teachers are free to substitute items of their own choosing that they feel best address the intent of the Prescribed Learning Outcome.

Domains of Learning

Prescribed Learning Outcomes in BC curricula identify required learning in relation to one or more of the three domains of learning: cognitive, psychomotor, and affective. The following definitions of the three domains are based on Bloom's taxonomy.

The cognitive domain deals with the recall or recognition of knowledge and the development of intellectual abilities. The cognitive domain can be further specified as including three cognitive levels: knowledge, understanding and application, and higher mental processes. These levels are determined by the verb used in the learning outcome, and illustrate how student learning develops over time.

- *Knowledge* includes those behaviours that emphasize the recognition or recall of ideas, material, or phenomena.
- *Understanding and application* represents a comprehension of the literal message contained in a communication, and the ability to apply an appropriate theory, principle, idea, or method to a new situation.
- *Higher mental processes* include analysis, synthesis, and evaluation. The higher mental processes level subsumes both the knowledge and the understanding and application levels.

The affective domain concerns attitudes, beliefs, and the spectrum of values and value systems.

The psychomotor domain includes those aspects of learning associated with movement and skill demonstration, and integrates the cognitive and affective consequences with physical performances.

Domains of learning and cognitive levels also form the basis of the Assessment Overview Table provided in the Student Achievement section.

Prescribed Learning Outcomes: Planning 10

It is expected that students will:

Graduation Program

Course Requirements, Exams, and Focus Areas

A1 identify the course requirements for the Graduation Program
A2 identify ways of earning credits for the Graduation Program (e.g., in-school courses, external credits)
A3 identify the exam requirements for the Graduation Program, including required and optional exams
A4 describe the Focus Areas in the Graduation Program
A5 describe how one or more Focus Areas of interest relate to education and career options

Graduation Transitions

A6 describe the requirements of Graduation Transitions
A7 develop a preliminary plan for how they will meet the requirements of Graduation Transitions

Education and Careers

Personal Interests and Attributes

B1 relate personal attributes and interests to education and career planning

Post-Secondary Education and Training

B2 compare a variety of post-secondary education and training institutions and programs

Labour Market Information

B3 relate labour market information (e.g., types of employment, required skills and education, salary range) to careers of interest

Job Seeking and Job Keeping

B4 demonstrate an understanding of employability skills (e.g., communication, problem solving, teamwork)
B5 demonstrate job-seeking skills (e.g., employment searches, writing résumés and cover letters, preparing for job interviews)

Employment Standards and Workplace Safety

B6 demonstrate an awareness of the legal rights and responsibilities of employers and employees
B7 analyse practices associated with work-related risk reduction and injury prevention (e.g., safety training, hazard recognition, risk management, communication)

Support Networks and Resources

B8 identify support networks and resources for pursuing their education and career goals (e.g., family, school, and community resources)

Transition Plan

B9 develop a personal education and career plan to support the achievement of education and career goals

Prescribed Learning Outcomes: Planning 10

It is expected that students will:

Health

Healthy Living

C1 analyse factors that influence health (e.g., physical activity, nutrition, stress management)

Health Information

C2 analyse health information for validity and personal relevance

Healthy Relationships

C3 demonstrate an understanding of skills needed to build and maintain healthy relationships (e.g., effective communication, problem solving)

C4 analyse factors contributing to a safe and caring school (e.g., respect for diversity, prevention of harassment and intimidation)

Health Decisions

C5 evaluate the potential effects of an individual's health-related decisions on self, family, and community

C6 analyse practices that promote healthy sexual decision making (e.g., recognizing influences, accessing accurate information, applying informed decision-making skills)

C7 analyse practices associated with the prevention of HIV/AIDS

C8 analyse strategies for preventing substance misuse (e.g., recognizing influences, accessing accurate information, applying informed decision-making skills)

C9 analyse individual and societal practices associated with road-related risk reduction and injury prevention (e.g., obeying speed limits, wearing seatbelts, driver education)

Note: Some of the Prescribed Learning Outcomes in this Health curriculum organizer address topics that may be sensitive for some students or parents/guardians. Refer to ministry policy regarding opting for alternative delivery of sensitive topics: www.bced.gov.bc.ca/policy/

Finances

Financial Literacy

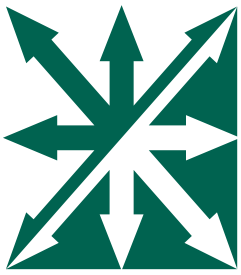
D1 demonstrate financial literacy related to
- budgeting skills
- planning for transition from secondary school
- knowledge about credit and debt
- knowledge of legal requirements for reporting personal income

Costs of Education and Career Options

D2 identify the costs and funding sources associated with various education and career options

Financial Plan

D3 develop a personal financial plan to support the achievement of education and career goals



Student Achievement

Planning 10

This section of the IRP contains information about classroom assessment and student achievement, including specific achievement indicators to assist in the assessment of student achievement in relation to each Prescribed Learning Outcome. Also included in this section are the Key Elements of the course.

Understanding the Key Elements

Key Elements provide an overview of content in each curriculum organizer. They can be used to determine the expected depth and breadth of the Prescribed Learning Outcomes.

Understanding the Achievement Indicators

To support the assessment of provincially prescribed curricula, this IRP includes sets of achievement indicators in relation to each learning outcome. The achievement indicators are arranged by curriculum organizer; however, this order is not intended to imply a required sequence of instruction and assessment.

Achievement indicators define the specific level of knowledge acquired, skills applied, or attitudes demonstrated by the student in relation to a corresponding Prescribed Learning Outcome. They describe what evidence to look for to determine whether or not the student has fully met the intent of the learning outcome. Since each achievement indicator defines only one aspect of the corresponding learning outcome, the entire set of achievement indicators should be considered when determining whether students have fully met the learning outcome.

In some cases, achievement indicators may also include suggestions as to the type of task that would provide evidence of having met the learning outcome (e.g., a constructed response such as a list, comparison, analysis, or chart; a product created and presented such as a report, debate, poster, letter, or model; a particular skill demonstrated such as questioning).

Achievement indicators support the principles of assessment *for* learning, assessment *as* learning, and assessment *of* learning. They provide teachers and parents with tools that can be used to reflect on what students are learning, as well as provide students with a means of self-assessment and ways of defining how they can improve their own achievement.

Achievement indicators are not mandatory; they are suggestions only, provided to assist in the assessment of how well students achieve the Prescribed Learning Outcomes.

Achievement indicators may be useful to provincial examination development teams and inform the development of exam items. However, examination questions, item formats, exemplars, rubrics, or scoring guides will not necessarily be limited to the achievement indicators as outlined in the Integrated Resource Packages.

Specifications for provincial examinations are available online at www.bced.gov.bc.ca/exams/specs/

Classroom Assessment and Evaluation

Assessment is the systematic gathering of information about what students know, are able to do, and are working toward. Assessment evidence can be collected using a wide variety of methods, such as

- observation
- student self-assessments and peer assessments
- quizzes and tests (written, oral, practical)
- samples of student work
- projects and presentations
- oral and written reports
- journals and learning logs
- performance reviews
- portfolio assessments

Assessment of student achievement is based on the information collected through assessment activities. Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgments about student performance in relation to Prescribed Learning Outcomes.

Three major types of assessment can be used in conjunction to support student achievement.

- Assessment for learning is assessment for the purpose of greater learning achievement.
- Assessment as learning is assessment as a process of developing and supporting students' active participation in their own learning.
- Assessment of learning is assessment for the purpose of providing evidence of achievement for reporting.

Assessment for Learning

Classroom assessment for learning provides ways to engage and encourage students to become involved in their own day-to-day assessment – to acquire the skills of thoughtful self-assessment and to promote their own achievement.

This type of assessment serves to answer the following questions:

- What do students need to learn to be successful?
- What does the evidence of this learning look like?

Assessment for learning is criterion-referenced, in which a student's achievement is compared to established criteria rather than to the performance of other students. Criteria are based on Prescribed Learning Outcomes as well as on Suggested Achievement Indicators or other learning expectations.

Students benefit most when assessment feedback is provided on a regular, ongoing basis. When assessment is seen as an opportunity to promote learning rather than as a final judgment, it shows students their strengths and suggests how they can develop further. Students can use this information to redirect their efforts, make plans, communicate with others (e.g., peers, teachers, parents) about their growth, and set future learning goals.

Assessment for learning also provides an opportunity for teachers to review what their students are learning and what areas need further attention. This information can be used to inform teaching and create a direct link between assessment and instruction. Using assessment as a way of obtaining feedback on instruction supports student achievement by informing teacher planning and classroom practice.

Assessment as Learning

Assessment as learning actively involves students in their own learning processes. With support and guidance from their teacher, students take responsibility for their own learning, constructing meaning for themselves. Through a process of continuous self-assessment, students develop the ability to take stock of what they have already learned, determine what they have not yet learned, and decide how they can best improve their own achievement.

Although assessment as learning is student-driven, teachers can play a key role in facilitating how this assessment takes place. By providing regular opportunities for reflection and self-assessment, teachers can help students develop, practise, and become comfortable with critical analysis of their own learning.

Assessment of Learning

Assessment of learning can be addressed through summative assessment, including large-scale assessments and teacher assessments. These summative assessments can occur at the end of the year or at periodic stages in the instructional process.

Large-scale assessments, such as Foundation Skills Assessment (FSA) and Graduation Program exams, gather information on student performance throughout the province and provide information for the development and revision of curriculum. These assessments are used to make judgments about students' achievement in relation to provincial and national standards. There is no large-scale provincial assessment for Planning 10.

Assessment of learning is also used to inform formal reporting of student achievement.

For Ministry of Education reporting policy, refer to www.bced.gov.bc.ca/policy/policies/student_reporting.htm

For more information about assessment for, as, and of learning, refer to *Rethinking Assessment with Purpose in Mind,* developed by the Western and Northern Canadian Protocol (WNCP).

This resource is available online at www.wncp.ca/

Assessment *for* Learning	Assessment *as* Learning	Assessment *of* Learning
Formative assessment is ***ongoing in the classroom***	**Formative assessment is** ***ongoing in the classroom***	**Summative assessment occurs** ***at end of year or at key stages***
• teacher assessment, student self-assessment, and/or student peer assessment • criterion-referenced – criteria based on Prescribed Learning Outcomes identified in the provincial curriculum, reflecting performance in relation to a specific learning task • involves both teacher and student in a process of continual reflection and review about progress • teachers adjust their plans and engage in corrective teaching in response to formative assessment	• self-assessment • provides students with information on their own achievement and prompts them to consider how they can continue to improve their learning • student-determined criteria based on previous learning and personal learning goals • students use assessment information to make adaptations to their learning process and to develop new understandings	• teacher assessment • may be either criterion-referenced (based on Prescribed Learning Outcomes) or norm-referenced (comparing student achievement to that of others) • information on student performance can be shared with parents/guardians, school and district staff, and other education professionals (e.g., for the purposes of curriculum development) • used to make judgments about students' performance in relation to provincial standards

Criterion-Referenced Assessment and Evaluation
In criterion-referenced evaluation, a student's performance is compared to established criteria rather than to the performance of other students. Evaluation in relation to prescribed curriculum requires that criteria be established based on the learning outcomes.

Criteria are the basis for evaluating student progress. They identify, in specific terms, the critical aspects of a performance or a product that indicate how well the student is meeting the Prescribed Learning Outcomes. For example, weighted criteria, rating scales, or scoring guides (reference sets) are ways that student performance can be evaluated using criteria.

Wherever possible, students should be involved in setting the assessment criteria. This helps students develop an understanding of what high-quality work or performance looks like.

Criterion-referenced assessment and evaluation may involve these steps:

Step 1	Identify the Prescribed Learning Outcomes and Suggested Achievement Indicators (as articulated in this IRP) that will be used as the basis for assessment.
Step 2	Establish criteria. When appropriate, involve students in establishing criteria.
Step 3	Plan learning activities that will help students gain the knowledge, skills, and attitudes outlined in the criteria.
Step 4	Prior to the learning activity, inform students of the criteria against which their work will be evaluated.
Step 5	Provide examples of the desired levels of performance.
Step 6	Conduct the learning activities.
Step 7	Use appropriate assessment instruments (e.g., rating scale, checklist, scoring guide) and methods (e.g., observation, collection, self-assessment) based on the particular assignment and student.
Step 8	Review the assessment data and evaluate each student's level of performance or quality of work in relation to criteria.
Step 9	Where appropriate, provide feedback and/or a letter grade to indicate how well the criteria are met.
Step 10	Communicate the results of the assessment and evaluation to students and parents/guardians.

The purpose of this table is to provide teachers with suggestions and guidelines for formative and summative assessment and grading of Planning 10.

Curriculum Organizers/ Suborganizers	Suggested Timeframe	Suggested Assessment Activities	Suggested Weight for Grading	Number of Outcomes	Number of Outcomes by Cognitive Level*		
					K*	U&A*	HMP*
Graduation Program • Course Requirements, Exams, and Focus Areas • Graduation Transitions	Average number of hours = **15**	• poster presentation • worksheets • learning log	15%	7	6	0	1
Education and Careers • Personal Interests and Attributes • Post-Secondary Education and Training • Labour Market Information • Job Seeking and Job Keeping • Employment Standards and Workplace Safety • Support Networks and Resources • Transition Plan	Average number of hours = **44**	• self-portrait • written/illustrated assignments • journal • worksheet • presentations • learning logs • peer assessment • role play • selected response quiz • critique • summative project	35%	9	3	3	3
Health • Healthy Living • Health Information • Healthy Relationships • Health Decisions	Average number of hours = **36**	• group presentations • worksheets • research displays and summaries • group projects • creative writing • learning logs or written summaries • personal contracts • illustrative diagrams • role play • journals	35%	9	0	1	8
Finances • Financial Literacy Skills • Costs of Education and Career Options • Financial Plan	Average number of hours = **20**	• worksheets • written summaries • comparative summary • research summary • group presentation • comparative chart • summative project	15%	3	1	0	2
TOTALS	**115 hrs****		**100%**	**28**	**10**	**4**	**14**

* The following abbreviations are used to represent the three cognitive levels: K = Knowledge; U&A = Understanding and Application; HMP = Higher Mental Processes

** Although a 4-credit course is typically equivalent to 120 hours, the 115-hour total listed allows for flexibility to address local needs.

Key Elements: Graduation Program

Course Requirements, Exams, and Focus Areas

- 80 credits total
  - 48 required course credits + 4 credits for Graduation Transitions
  - a minimum of 28 elective credits
  - a minimum of 16 total credits at the Grade 12 level
- five required Graduation Program exams and the percentage of the final course mark for each:
  - English Language Arts 10 *or* Français langue première 10 (worth 20% of final course mark)
  - Applications of Mathematics 10 *or* Essentials of Mathematics 10 *or* Principles of Mathematics 10 (worth 20% of final course mark)
  - Science 10 (worth 20% of final course mark)
  - Social Studies 11 *or* Civic Studies 11 *or* BC First Nations Studies 12 (worth 20% of final course mark)
  - English Language Arts 12 *or* Communications 12 *or* Français langue première 12 (worth 40% of final course mark)
- optional Grade 12 Graduation Program exams, their percentage of the final mark, and the implications of choosing to write or not write them (e.g., required for entrance to post-secondary institutions or to obtain provincial scholarships)
- various ways of earning Graduation Program credit (e.g., school course work, independent directed studies, distance learning, challenge, equivalency, secondary school apprenticeship, external credentials, post-secondary dual credits)
- the eight Focus Areas and their associated career and education options:
  - Business and Applied Business
  - Fine Arts, Design, and Media
  - Fitness and Recreation
  - Health and Human Services
  - Liberal Arts/Humanities
  - Science and Applied Science
  - Tourism, Hospitality, and Foods
  - Trades and Technology

Graduation Transitions

- Components of Graduation Transitions – Personal Health, Community Connections, and Career and Life
- requirements of Graduation Transitions (as articulated in the *Program Guide for Graduation Transitions*)
- ways of meeting the Graduation Transitions requirements (e.g., in-school courses, community learning experiences, volunteer experience, work experience)
- types of evidence for meeting the requirements (e.g., certificates, awards, transcripts; descriptions, photographs, videos of activities and projects; letters from teachers, coaches, mentors)
- ways of collecting and organizing Graduation Transitions evidence

GRADUATION PROGRAM

It is expected that students will be able to identify the requirements of the Graduation Program, and plan for meeting those requirements.

Prescribed Learning Outcomes	Suggested Achievement Indicators
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.* *Students who have fully met the Prescribed Learning Outcome are able to:*
Course Requirements, Exams, and Focus Areas	
A1 identify the course requirements for the Graduation Program	❑ accurately list the course requirements of the Graduation Program (e.g., 48 required course credits, minimum of 28 elective credits, minimum of 16 credits at the Grade 12 level)
A2 identify ways of earning credits for the Graduation Program (e.g., in-school courses, external credits)	❑ create a detailed list of the ways that credit toward graduation can be earned, including – school course work – independent directed studies – distance learning – challenge – equivalency – secondary school apprenticeship – external credentials – post-secondary dual credits
A3 identify the exam requirements for the Graduation Program, including required and optional exams	❑ accurately list the five required Graduation Program exams and their respective percentages of the final course mark ❑ create a list of the optional Graduation Program exams, their respective percentages of the final course mark, and the possible implications of writing or not writing the exams
A4 describe the Focus Areas in the Graduation Program	❑ accurately list and describe the eight Focus Areas: – Business and Applied Business – Fine Arts, Design, and Media – Fitness and Recreation – Health and Human Services – Liberal Arts/Humanities – Science and Applied Science – Tourism, Hospitality, and Foods – Trades and Technology ❑ select one or more Focus Areas of interest and list the courses available in each
A5 describe how one or more Focus Areas of interest relate to education and career options	❑ select one or more Focus Areas of interest and list a variety of post-secondary education programs and career options related to each

Prescribed Learning Outcomes	Suggested Achievement Indicators
Graduation Transitions	
A6 describe the requirements of Graduation Transitions	❑ identify the three components of Graduation Transitions (i.e., Personal Health, Community Connections, Career and Life) ❑ identify and describe the requirements of each of the three components of Graduation Transitions (as outlined in the *Program Guide for Graduation Transitions*) ❑ list and discuss a variety of experiences that can contribute to meeting the requirements of Graduation Transitions
A7 develop a preliminary plan for how they will meet the requirements of Graduation Transitions	❑ list and discuss a variety of activities that could contribute to meeting the requirements of each of the three components of Graduation Transitions (e.g., in-school courses, community learning experiences, volunteer experience, work experience, recreation) ❑ propose strategies for meeting the requirements of Graduation Transitions (as outlined in the *Program Guide for Graduation Transitions*) ❑ create a list of various ways to gather and produce evidence that meets the requirements of Graduation Transitions (e.g., certificates, awards, videos of performances, descriptions of volunteer activities, photos of projects, letters from coaches or mentors)

Key Elements: Education and Careers

Personal Interests and Attributes
- identifying personal attributes, including skills, knowledge, aptitudes, interests, values
- relating personal attributes to career and education goals

Post-Secondary Education and Training
- types of education and training credentials (e.g., certificate, diploma, baccalaureate, associate degree, bachelor degree, graduate degree, citation, apprenticeship, journeyperson)
- delivery modes (e.g., classroom, workplace, distance/electronic)

Labour Market Information
- types of employment (e.g., full-time, part-time, seasonal, entrepreneurship, self-employment, contract, commission, piecework employment)
- career sectors/clusters (e.g., tourism, manufacturing, entertainment, medical, education)
- connecting labour market information (e.g., skills and education, demographics, lifestyle factors, projected employment prospects) to careers of interest

Job Seeking and Job Keeping
- employability skills (e.g., communication, numeracy, problem solving, positive attitude, responsibility, adaptability, continuous skill development, teamwork)
- importance of employability skills for getting and keeping a job and for career advancement
- employment search strategies (e.g., online job searches, newspaper classified ads, cold calls, volunteering, work experience)
- résumés, cover letters (different formats and styles for different purposes), application forms
- job interview skills (e.g., preparing answers for common interview questions, appropriate dress and behaviour during interview, interview follow-up etiquette)

Employment Standards and Workplace Safety
- legislation governing employment (e.g., *Employment Standards Act, Human Rights Act, Workers Compensation Act, Labour Relations Code*)
- rights and responsibilities of employers and employees
- specific standards relevant to young workers (e.g., minimum wage, overtime pay, statutory holidays, breaks during the work day)
- common workplace injuries for young people
- strategies and guidelines for workplace safety (e.g., recognizing hazards, following established safety guidelines, knowing own abilities, using safety equipment, knowing where to go to address a problem, harassment policies)

Support Networks and Resources
- support resources in the school and community (e.g., family members, mentors, career advisors, counsellors)

Transition Plan
- career management as a lifelong process involving transition, change, and learning
- steps in creating a preliminary plan for transition beyond secondary school: conducting self-inventories, researching options, selecting options, setting goals, identifying challenges, transforming plan into action, evaluating growth and progress

EDUCATION AND CAREERS

It is expected that students will be able to explore a range of career and education options, and create a plan to pursue their chosen post-secondary education goals.

Prescribed Learning Outcomes	Suggested Achievement Indicators
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.* *Students who have fully met the Prescribed Learning Outcome are able to:*
Personal Interests and Attributes B1 relate personal attributes and interests to education and career planning	❑ use a variety of self-inventory tools – such as personality questionnaires, aptitude tests, and interest scales – to identify their personal attributes and interests (e.g., skills, needs and wants, values) ❑ make connections among the results from self-inventory tools and their career and education interests and planning
Post-Secondary Education and Training B2 compare a variety of post-secondary education and training institutions and programs	❑ create a chart representing a variety of education and training institutions, their program types (including degree programs, trades and technical programs, certificate programs, applied programs, continuing education) and the various delivery modes available from each (e.g., workplace, classroom, distance/electronic) ❑ select one or more specific education or training programs for further investigation in relation to – personal suitability for program content – cost of program – entrance requirements and prerequisites – length of training – location of institution – exit qualifications and credentials (e.g., certificate, diploma, baccalaureate, associate degree, bachelor degree, graduate degree, citation, apprenticeship, journeyperson) – employment prospects ❑ state a personal preference for one or more specific education or training programs, and explain their choice in relation to their individual skills, interests, aptitudes, and values

Prescribed Learning Outcomes	Suggested Achievement Indicators
Labour Market Information	
B3 relate labour market information (e.g., types of employment, required skills and education, salary range) to careers of interest	❑ describe and differentiate among types of employment (e.g., full-time, part-time, seasonal; self-employment, contract, commission, piecework) ❑ describe and differentiate among a variety of career sectors (e.g., tourism, manufacturing, entertainment, medical) ❑ accurately match specific jobs with their associated career sector(s) (e.g., teacher = education sector, graphic artist = cultural sector and multimedia sector, automotive technician = transportation sector and manufacturing sector) ❑ research and report on a career of interest in terms of labour market information including the following: – skills and education required – demographics (e.g., age of workers, location of jobs) – lifestyle factors (e.g., hours of work, travel, environmental conditions) – expected salary range – projected employment prospects
Job Seeking and Job Keeping	
B4 demonstrate an understanding of employability skills (e.g., communication, problem solving, teamwork)	❑ provide specific examples of employability skills, including – communication (e.g., written skills, oral skills, numeracy, technological literacy, accessing and managing information) – problem solving – teamwork (e.g., co-operation, respect, understanding of group dynamics, constructive contributions) – personal responsibility (e.g., time management, positive attitude, commitment, continuous skill development) ❑ explain the importance of developing a variety of employability skills for job seeking, job keeping, and career advancement ❑ identify employability skills they already have and those they want to develop further, and describe personal strategies for developing the identified skills
B5 demonstrate job-seeking skills (e.g., employment searches, writing résumés and cover letters, preparing for job interviews)	❑ identify and practise (as appropriate) a variety of employment search strategies (e.g., online job searches, accessing newspaper classified ads, cold calls, volunteering, work experience) ❑ compare résumé formats, application forms, and cover letter styles in terms of their appropriateness for specific uses (e.g., chronological vs. skills-based résumés to highlight personal strengths; general cover letter that is easily adaptable for specific jobs) ❑ create a personal résumé and cover letter for a specific purpose (e.g., for a current part-time job, for a future job, for a volunteer position, for college or training program application) ❑ model appropriate job interview skills (e.g., preparing answers for common interview questions, appropriate dress and behaviour during interview, interview follow-up etiquette)

Prescribed Learning Outcomes	Suggested Achievement Indicators
Employment Standards and Workplace Safety	
B6 demonstrate an awareness of the legal rights and responsibilities of employers and employees	❑ distinguish among the legislation governing employment (e.g., *Employment Standards Act, Human Rights Act, Workers Compensation Act, Labour Relations Code*) ❑ accurately identify where information related to the legal rights and responsibilities of employers and employees can be found (e.g., employment centres, school or community career centres, Workers' Compensation Board, public library) ❑ accurately identify the legal rights and responsibilities of employees, in particular those relating to overtime pay, statutory holidays, breaks during the work day, and minimum wage
B7 analyse practices associated with work-related risk reduction and injury prevention (e.g., safety training, hazard recognition, risk management, communication)	❑ create a list of factors that contribute to making workers and workplaces physically and emotionally safe (e.g., safety training programs, team building, harassment policies) ❑ describe and discuss standard guidelines and procedures for reducing risk and injury in the workplace (e.g., following established safety guidelines such as those set out by the Workers' Compensation Board, knowing own abilities and limits, using safety and personal protective equipment, knowing where to go to address a problem) ❑ list and discuss primary causes of injury to young workers (e.g., inability to recognize and respond appropriately to hazards, lack of training) ❑ propose strategies to minimize workplace hazards ❑ apply hazard recognition, risk management, and effective communication skills in simulated workplace situations
Support Networks and Resources	
B8 identify support networks and resources for pursuing their education and career goals (e.g., family, school, and community resources)	❑ create an annotated list of resources available within the school and community that can provide financial, informational, or emotional support to students in pursuing their education and career goals (e.g., family, elders, teachers, counsellors, career advisors, community leaders, mentors, employers, provincial and federal government departments, organizations, online communities) ❑ create a list of people who can support them in pursuing their personal education and career goals

Prescribed Learning Outcomes	Suggested Achievement Indicators
Transition Plan	
B9 develop a personal education and career plan to support the achievement of education and career goals	❑ describe in detail their personal short-term and long-term education and career goals ❑ describe in detail the required knowledge and skills for meeting personal education and career goals ❑ accurately identify the learning opportunities (e.g., Graduation Program courses, community learning opportunities, co-curricular activities, volunteer experiences, work experience) available to support the attainment of their education and career goals ❑ create a list of potential challenges to attaining their education and career goals, and propose strategies to overcome those challenges ❑ create a timeline that includes important dates and deadlines for meeting their education and career goals (e.g., summer job application deadlines, course selection deadlines)

Key Elements: Health

Healthy Living

- roles of physical activity, nutrition, and stress management in health
- social and environmental influences on health (e.g., family, peers, media, technology, air and water quality)
- balance and interconnections among dimensions of health – physical, intellectual, emotional, spiritual, social

Health Information

- media literacy for health information – accuracy, bias, point of view, relevance

Healthy Relationships

- communication skills (e.g., active listening, asking for clarification, sharing information, accepting feedback, using questions to clarify, using "I" statements)
- characteristics of healthy and unhealthy relationships
- relationship problem-solving strategies (e.g., assertiveness, negotiation, conflict resolution)
- characteristics of a safe and caring school
- strategies for preventing and responding to harassment, intimidation, bullying, and discrimination
- promoting respect for diversity (e.g., race, culture, gender, sexual orientation, age, socio-economics, mental or physical ability)

Health Decisions

- immediate and long-term effects of health decisions
- physical, social, mental, and financial implications of health decisions
- effects of health decisions on self and others (family, peers, school, community, the larger society)
- decision making to promote health and reduce risks and injuries in relation to a variety of issues, including, but not limited to
  - sexual decision making
  - HIV/AIDS
  - substance misuse (e.g., misuse of tobacco, alcohol, drugs)
  - road safety issues (e.g., speed, drinking and driving, aggressive driving, passenger behaviour, cyclist and pedestrian behaviour, road racing)
  - road safety strategies

HEALTH

It is expected that students will be able to understand the importance of assuming personal responsibility for, and making informed decisions about, their lifelong health.

Note: Some of the Prescribed Learning Outcomes in this organizer may address topics that are sensitive for some students or parents/guardians. Refer to the Considerations for Program Delivery section of this IRP for information about opting for alternative delivery of sensitive topics as per ministry policy (www.bced.gov.bc.ca/policy/).

Prescribed Learning Outcomes	Suggested Achievement Indicators
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.* *Students who have fully met the Prescribed Learning Outcome are able to:*
Healthy Living C1 analyse factors that influence health (e.g., physical activity, nutrition, stress management)	❑ describe the roles of various factors in developing and maintaining a healthy lifestyle, including physical activity, nutrition, positive self-image, substance misuse prevention, stress management, time management, and risk management ❑ identify and describe examples of social and environmental influences on health (e.g., family, peers, media, technology, air and water quality) ❑ illustrate the interconnectedness of various components of overall health (e.g., physical, intellectual, emotional, spiritual, social)
Health Information C2 analyse health information for validity and personal relevance	❑ collect and present information on health topics (e.g., nutritional supplements, disordered eating, depression, tobacco use prevention and cessation, prevention of unplanned pregnancy, substance misuse, sun protection, allergies, food safety, proper back care, ergonomics) from a variety of sources such as personal interviews, the Internet, and community organizations ❑ assess the validity of collected health information by – determining examples of bias and points of view in health information (e.g. promotion of company products) – checking references to determine the professional affiliations of the producer/author – investigating funding sources/affiliations of the information – determining currency of information – determining consistency of information obtained from other sources on the same topic ❑ assess selected health information for personal relevance (e.g., appropriateness for current use, appropriateness for future reference, consistency with personal values)

Prescribed Learning Outcomes	Suggested Achievement Indicators
Healthy Relationships	
C3 demonstrate an understanding of skills needed to build and maintain healthy relationships (e.g., effective communication, problem solving)	❑ analyse the ways in which effective communication skills (e.g., active listening, asking for clarification, sharing information, accepting feedback, assertiveness, negotiation, using questions to clarify, using "I" statements) can help build and maintain healthy family, school, peer, romantic, and workplace relationships ❑ describe characteristics of healthy relationships (e.g., mutual interests, trust, loyalty) and unhealthy relationships (e.g., lack of respect, poor communication) ❑ use a problem-solving model to identify realistic solutions for specific relationship problems (e.g., jealousy, gossip, harassment, control, abuse, ending a relationship)
C4 analyse factors contributing to a safe and caring school (e.g., respect for diversity, prevention of harassment and intimidation)	❑ identify and describe characteristics of a safe and caring school (e.g., free of harassment and intimidation, respectful, where all feel welcome and accepted, where all feel free to learn and to speak openly) ❑ critique individual and school strategies for preventing and responding to harassment, intimidation, bullying, and discrimination ❑ propose appropriate individual and school strategies that promote respect for diversity (e.g., diversity of race, culture, gender, sexual orientation, age, socio-economics, mental or physical ability)
Health Decisions	
C5 evaluate the potential effects of an individual's health-related decisions on self, family, and community	❑ create a list of health issues facing adolescents (e.g., nutritional choices, sports safety, substance misuse, self-esteem, depression, suicide, body image, sexual decision-making, sexually transmitted infections, workplace health and safety, air and water quality, Internet safety) ❑ research and assess the potential effects of a range of health-related decisions on self and others, including – positive and negative effects – immediate and long-term effects (e.g., physical, social, emotional, financial) ❑ describe practices that can assist individuals in attaining and maintaining short-term and long-term personal health (e.g., stress management, appropriate nutritional choices, regular physical activity, adequate rest, taking opportunities for enjoyment and personal growth, abstaining from harmful substances, regular medical and dental visits)

Prescribed Learning Outcomes	Suggested Achievement Indicators
C6 analyse practices that promote healthy sexual decision making (e.g., recognizing influences, accessing accurate information, applying informed decision-making skills)	❑ identify factors that should be considered prior to making informed decisions about their readiness to engage in sexual activity at some point in their future (e.g., personal and family values, emotional readiness, recognizing peer and social pressures to engage in sexual activity, level of commitment and trust in relationship, access to accurate information and support for various sexual health issues such as pregnancy prevention, prevention of sexually transmitted infections, or sexual orientation) ❑ assess the potential impact of an unplanned pregnancy (e.g., impact on education and career plans, schooling, income, job opportunities, relationships) ❑ identify practices that reduce the risk of unplanned pregnancy (e.g., abstaining from sexual activity, using safer sex practices such as proper use of contraceptives) ❑ accurately identify practices that reduce the risk of contracting sexually transmitted infections (e.g., abstaining from sexual activity, using safer sex practices such as proper use of barrier methods during sexual activity)
C7 analyse practices associated with the prevention of HIV/AIDS	❑ accurately list behaviours that contribute to the spread of HIV/AIDS (e.g., unprotected sexual activity, using unclean needles, tattooing/body piercing with unclean needles, exposure to infected blood products) ❑ accurately identify practices that reduce the risk of contracting HIV/AIDS and sexually transmitted infections (e.g., abstaining from sexual activity, using safer sex practices such as proper use of condoms, testing for HIV)
C8 analyse strategies for preventing substance misuse (e.g., recognizing influences, accessing accurate information, applying informed decision-making skills)	❑ investigate and discuss a variety of ways in which misuse of substances including alcohol, tobacco, and drugs can affect immediate and long-term opportunities (e.g., effects on future choices, increased risk taking, short-term and long-term health implications) ❑ analyse the influence of family, peers, and media on decision making related to substance misuse ❑ propose personal strategies for preventing substance misuse (e.g., avoid high-risk situations, develop a plan for responding to pressures, be aware of the interactions between substances, understand the effects of substances on decision making)
C9 analyse individual and societal practices associated with road-related risk reduction and injury prevention (e.g., obeying speed limits, wearing seatbelts, driver education)	❑ list a range of road-related risks (e.g., speeding, drinking and driving, aggressive driving, inappropriate passenger behaviour, unsafe cyclist and pedestrian behaviour, road racing) ❑ describe a variety of societal practices that can be effective in reducing road-related risk (e.g., driver education programs, advertising campaigns, speed limits, traffic cameras) ❑ propose strategies to minimize risk to self and others in road-related situations (e.g., don't get in a vehicle with an impaired driver; wear seat belts; obey speed limits; avoid distractions while driving, such as loud music, cell phones, eating)

Key Elements: Finances

Financial Literacy

- budgeting skills (e.g., determining anticipated income, identifying fixed and variable expenses, setting priorities, differentiating between needs and wants, making provisions for saving, planning for unexpected events)
- financial services and products for pursuing post-secondary goals (e.g., savings, student loans, investments, credit cards)
- implications of assuming debt; credit rating
- regulations and guidelines for reporting personal income

Costs of Education and Career Options

- costs of attending post-secondary education or training (e.g., tuition, books, supplies, application fees)
- costs of beginning a job or career (e.g., clothing, tools and equipment, transportation, insurance)
- costs of living away from home (e.g., rent, transportation, food, utilities)
- funding sources for post-secondary options (e.g., scholarships, bursaries, student loans, part-time employment, savings, co-operative education, military, sponsorship, apprenticeship)

Financial Plan

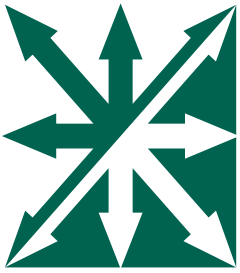
- preliminary financial planning to meet education and career goals: identifying costs, identifying resources, proposing strategies, identifying potential challenges and ways to overcome them, identifying key deadlines

FINANCES

It is expected that students will be able to understand the importance of making informed decisions about financing their education and career goals.

Prescribed Learning Outcomes	Suggested Achievement Indicators
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.* *Students who have fully met the Prescribed Learning Outcome are able to:*
Financial Literacy D1 demonstrate financial literacy related to – budgeting skills – planning for transition from secondary school – knowledge about credit and debt – knowledge of legal requirements for reporting personal income	❑ using real or simulated scenarios, apply budgeting skills, including – differentiating between needs and wants, setting priorities – determining anticipated income – identifying fixed and variable expenses – keeping accurate records – making provisions for saving – planning for unexpected events ❑ access and analyse information about financial products and services related to planning for transition from secondary school (e.g., bank accounts, investments, student loans, RESPs) ❑ list the short-term and long-term implications of using credit and assuming personal debt, including positive and negative effects on credit rating ❑ demonstrate an understanding of the legal requirements and guidelines for reporting personal income
Costs of Education and Career Options D2 identify the costs and funding sources associated with various education and career options	❑ list the specific costs associated with various post-secondary education and career options, including – attending post-secondary education or training (e.g., tuition, books, supplies, application fees) – starting employment (e.g., clothing, tools and equipment, transportation, insurance) – living independently from parents (e.g., rent, transportation, food, utilities) ❑ investigate and list sources of funding – earned and awarded – available for post-secondary education and career options (e.g., scholarships, bursaries, student loans, part-time employment, savings, co-operative education, military, sponsorship, apprenticeship)

Prescribed Learning Outcomes	Suggested Achievement Indicators
Financial Plan	
D3 develop a personal financial plan to support the achievement of education and career goals	❑ investigate and estimate the specific costs of pursuing their education and career goals ❑ develop relevant and appropriate personal strategies for funding their education and career goals ❑ list important dates and deadlines for funding their education and career goals (e.g., deadlines for business grants, scholarship applications) ❑ predict and list potential personal financial challenges to achieving their post-secondary goals, and suggest ways to overcome those challenges ❑ create a list of resources and support available for personal financial planning (e.g., family, community agencies, financial planners, technology)



Learning Resources

Planning 10

This section contains general information on learning resources and provides an Internet link to the titles, descriptions, and ordering information for the recommended learning resources in the Planning 10 Grade Collection.

What Are Recommended Learning Resources?
Recommended learning resources are resources that have undergone a provincial evaluation process using teacher evaluators and have Minister's Order granting them provincially recommended status. These resources may include print, video, software and CD-ROMs, games and manipulatives, and other multimedia formats. They are generally materials suitable for student use, but may also include information aimed primarily at teachers.

Information about the recommended resources is organized in the format of a Grade Collection. A Grade Collection can be regarded as a starter set of basic resources to deliver the curriculum. In many cases, the Grade Collection provides a choice of more than one resource to support curriculum organizers, enabling teachers to select resources that best suit different teaching and learning styles. Teachers may also wish to supplement Grade Collection resources with locally approved materials.

How Can Teachers Choose Learning Resources to Meet Their Classroom Needs?
Teachers must use either:

- provincially recommended resources OR
- resources that have been evaluated through a local, board-approved process

Prior to selecting and purchasing new learning resources, an inventory of resources that are already available should be established through consultation with the school and district resource centres. The ministry also works with school districts to negotiate cost-effective access to various learning resources.

What Are the Criteria Used to Evaluate Learning Resources?
The Ministry of Education facilitates the evaluation of learning resources that support BC curricula, and that will be used by teachers and/or students for instructional and assessment purposes.

Evaluation criteria focus on content, instructional design, technical considerations, and social considerations.

Additional information concerning the review and selection of learning resources is available from the ministry publication, *Evaluating, Selecting and Managing Learning Resources: A Guide* (Revised 2002)
www.bced.gov.bc.ca/irp/resdocs/esm_guide.pdf

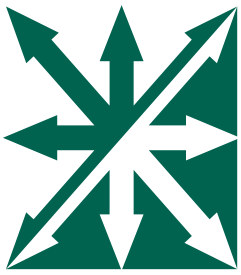
What Funding is Available for Purchasing Learning Resources?
As part of the selection process, teachers should be aware of school and district funding policies and procedures to determine how much money is available for their needs. Funding for various purposes, including the purchase of learning resources, is provided to school districts. Learning resource selection should be viewed as an ongoing process that requires a determination of needs, as well as long-term planning to co-ordinate individual goals and local priorities.

What Kinds of Resources Are Found in a Grade Collection?
The Grade Collection charts list the recommended learning resources by media format, showing links to the curriculum organizers and suborganizers. Each chart is followed by an annotated bibliography. Teachers should check with suppliers for complete and up-to-date ordering information. Most suppliers maintain websites that are easy to access.

Planning 10 Grade Collection

The Grade Collection for Planning 10 lists the recommended learning resources for this course. Due to the diversity of curriculum organizers in Planning 10, there is no single comprehensive resource that meets all the learning outcomes. However, many of the additional learning resources in the Grade Collection provide extensive support for individual curriculum organizers. Resources previously recommended for the 2004 version of the Planning 10 curriculum, where still valid, continue to support this updated IRP. The ministry updates the Grade Collections on a regular basis as new resources are developed and evaluated.

Please check the following ministry website for the most current list of recommended learning resources in the Planning 10 Grade Collection: www.bced.gov.bc.ca/irp_resources/lr/resource/gradcoll.htm



GLOSSARY

Planning 10

This glossary includes terms used in this Integrated Resource Package, defined specifically in relation to how they pertain to Planning 10. It is provided for clarity only and is not intended to be an exhaustive list of terminology related to Planning 10 topics.

A

accredited, non-accredited
In terms of post-secondary education and training, accredited refers to programs and institutions that have been approved or granted status by the provincial government. Accredited programs include apprenticeship programs and programs at public colleges, universities, and institutes. Non-accredited institutions have not been granted status by the government, although they may be overseen by a non-governmental regulatory body (e.g., The Private Post-Secondary Education Commission of BC). Credits earned at accredited programs are generally more *transferable* than those from non-accredited programs.

B

bias
In relation to Planning 10 information and resources, bias refers to a point of view or preference for one side of an issue or argument that may affect the ability of the reader to consider the situation objectively. Bias should not necessarily be thought of as "bad" or "unfair," but should be recognized and taken into account when considering the relevance or usefulness of the information.

C

career management
Career management is a lifelong process involving continuous transition, change, and learning. For adolescents, career management focusses on creating a plan for transition beyond secondary school – conducting self-inventories, researching options, selecting options, transforming plan into action, and evaluating growth and progress.

career sectors or career clusters
A categorization system of occupations, usually with related skills and interests and the potential for career advancement within the sector. The names of specific career sectors vary according to the classification scheme; for example, the Canadian National Occupation Classification (NOC) system uses the following career sectors:

- Management Occupations
- Business, Finance, and Administration Occupations
- Natural and Applied Sciences and Related Occupations
- Health Occupations
- Occupations in Social Science, Education, Government Service, and Religion
- Occupations in Art, Culture, Recreation, and Sport
- Sales and Service Occupations
- Trades, Transport, and Equipment Operators and Related Occupations
- Occupations Unique to Primary Industry
- Occupations Unique to Processing, Manufacturing and Utilities

cold calls
A visit or telephone call – usually unscheduled and unsolicited – to a potential place of employment to inquire about job possibilities. Cold calls, also known as "information interviews," can be made in person or over the phone and can involve certain protocol (e.g., preferred times of day, appropriate dress, follow-up thank-you calls or letters).

credentials
Refers to the qualification or certification an individual receives upon successful completion of a structured education or training program. Credentials include diplomas, apprenticeships, journeyperson designations, degrees (e.g., associate, bachelor, master's, doctorate), certificates, and citations.

credit
In financial terms, refers to the capacity for borrowing money or incurring debt. Types of credit include bank loans, family loans, lines of credit, bank credit cards, and store credit cards.

credit rating
A rating created by authorized credit agencies that is based on a person's credit history. An individual's credit rating is affected positively or negatively by her or his use of credit services such as loans and credit cards.

D

debt
Money borrowed from financial institutions or other lenders for a variety of purposes. The borrower pays interest for the use of the money and is required to repay the principal (the original loan amount) according to an agreed plan.

demographics
For the purposes of labour market information and career research, refers to the personal characteristics of people commonly employed in a particular job or sector. The most relevant demographics are generally age and geographic location; however, in some cases demographic indicators such as gender may also be used.

E

employability skills
Refers to abilities and attributes – such as communication, numeracy, problem solving, positive attitude, time management, adaptability, continuous skill development, and teamwork – that can contribute to success in any workplace. Employability skills are important for job seeking, job keeping, and career advancement. Employability skills are also sometimes referred to as "transferable skills."

F

financial institution
Refers to any institution or company that offers a financial service or product. Examples of financial institutions include banks, credit unions, trust companies, insurance brokers, retail credit card companies, cheque-cashing "stores," income tax completion services, investment planners, and securities brokers.

fixed expenses
In terms of living expenses, fixed expenses are those expenditures that remain approximately the same from month to month or from year to year. Fixed expenses include housing costs (rent or mortgage), some utilities, health insurance, and car payments or bus passes. See also *variable expenses*.

Focus Areas
A key component of the Graduation Program, Focus Areas provide a means for students to consider a broad range of education and career options, and to see how their secondary school course selections can lead to specific post-secondary education and training programs and career options. The eight Focus Areas, based on commonly available courses in secondary schools and on programs available at post-secondary institutions, are

- Business and Applied Business
- Fine Arts, Design, and Media
- Fitness and Recreation
- Health and Human Services
- Liberal Arts/Humanities
- Science and Applied Science
- Tourism, Hospitality, and Foods
- Trades and Technology

Although almost all careers and post-secondary education and training opportunities can fit into one or more of the ministry-designated Focus Areas, students can also design their own unique focus area if they feel the need to do so.

G

Graduation Transitions
Graduation Transitions replaces the Graduation Portfolio Assessment requirement found in the original 2004 Graduation Program. Graduation Transitions is intended to prepare students for a successful transition to life after secondary school. It is an opportunity for students to reflect on their knowledge and abilities and plan for life after graduation by collecting evidence of their achievements in three areas – Personal Health, Community Connections, and Career and Life. In order to meet this goal, Graduation Transitions encourages students to

- take ownership of their own health and learning
- examine and demonstrate connections between their learning and their future
- create a plan for their own growth and development as skilled, healthy, knowledgeable, participating citizens
- exhibit attributes of a BC graduate

H

health
Refers to physical, social, and mental well-being. Optimum health is a state of complete well-being in each dimension and is not merely the absence of disease or infirmity.

HIV/AIDS
HIV stands for Human Immuno-Deficiency Virus. It is the virus that causes AIDS (Acquired Immuno-Deficiency Syndrome), a serious and potentially fatal disease for which there are treatments but currently no cure. HIV is spread through contact with infected body fluids.

I

Internet bullying
Refers to harassment that takes place using an electronic medium. Internet bullying can occur through e-mails, instant messaging, text messaging, chat rooms, online voting booths, or other electronic means. Also known as “cyber bullying” or “digital bullying.”

J

job-seeking skills
Includes employment search strategies (e.g., online job searches, newspaper classified ads, cold calls, volunteering, work experience), as well as effective strategies for writing résumés and cover letters, and job interview skills (e.g., preparing answers for common interview questions, appropriate dress and behaviour during interview, interview follow-up etiquette).

L

labour market information (LMI)
A broad term used to classify statistics and trends in relation to specific jobs and career fields. Labour market information can be used to help make informed decisions in career planning. Types of labour market information include

- skills and education required
- demographics (e.g., age, location)
- lifestyle factors (e.g., hours of work, travel, environmental conditions)
- salary range
- levels of employment (e.g., entry level, technical, supervisory, management, executive) within the career field
- projected future employment prospects

P

post-secondary education and training
Refers to any structured learning experiences after high school – such as colleges, universities, apprenticeship, continuing education, or military. Post-secondary education and training institutions and programs can be public or private, accredited or non-accredited.

S

safe and caring schools
A safe and caring school is one that creates a respectful environment, free of harassment and intimidation, where all feel welcome and accepted, and where all feel free to learn and to speak openly. (For the purposes of this curriculum, the term "safe and caring schools" does not refer to the structural safety of the school building and grounds.)

self-inventory tool
Any structured questionnaire or "personality test" designed to identify an individual's skills, knowledge, interests, aptitudes, lifestyle needs and wants, values, or other attributes. Although self-inventory tools can be used for a variety of purposes, within the context of this IRP self-inventories are primarily used for career exploration.

sexually transmitted infections (STIs)
Also referred to as "sexually transmitted diseases" or STDs, sexually transmitted infections are any communicable medical conditions contracted through sexual contact (via the genitals, mouth, or rectum). Some examples of STIs include chlamydia, genital herpes, genital warts or human papillomavirus (HPV), gonorrhea, HIV, hepatitis B, pubic lice, syphilis, and trichomoniasis.

substance misuse
Also known as "substance abuse," refers to the use of any substance (e.g., tobacco, alcohol, prescription drugs, illegal drugs, inebriants such as solvents) in a way that is harmful to a person's well-being – physically, socially, mentally, or financially.

T

transferability
In terms of education and training, refers to the degree to which courses, programs, or credentials from one institution are recognized and accepted by other institutions or in other jurisdictions (different provinces or countries).

tuition
Refers to the fee charged for attending an education or training program. Most post-secondary education programs charge a tuition fee. Tuition generally covers only the instructional costs – housing, books, and other materials and equipment are not included.

V

variable expenses
In terms of living expenses, variable expenses are those expenditures that change from month to month. A person generally has more control over variable expenses. Variable expenses include clothing, food, some utilities, entertainment and recreation, and household supplies. See also *fixed expenses*.