



Lethbridge
SCHOOL DIVISION

CAREER EDUCATION & DEVELOPMENT



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Our Beliefs about Career Development

Lethbridge School Division believes that career development and education is a process of schools providing learning opportunities that extend through time in a student's learning journey from K-12. From Kindergarten through Grade 12, students engage in meaningful learning opportunities and authentic experiences that help them find dignity and fulfillment in life.



Career Development Responsibility

Off-Campus Education Coordinator & School-Based Wellness Teams

The Off-Campus Education Team facilitates off-campus education opportunities for Grades 10-12 students, including the following:

- Work Experience: Up to 15 credits towards a high school diploma. Emphasis on development of professional work skills and career exploration.
- Job Shadow: facilitate job shadows for students who express interest in one of Alberta's 50 trades.
- The Registered Apprenticeship Program: Facilitate opportunities for students who want to enter the trades while in high school. Students can earn up to 40 credits.
- The Green Certificate program: Facilitate the practical agriculture program in 9 specializations. Students can earn up to 16 credits.
- Support with career explorations (Community connections to Career Transitions).
- EPIC and other community program and opportunities.
- Dual Credit promotion and support.

School-Based Wellness Teams assist career development by assisting with:

- Support with post-secondary registration processes and criteria checks.
- High School Teacher Counsellors
- Communication regarding careers, scholarships, post-secondary, employment, and volunteer information shared with students, parents, staff, and community.
- Organizing youth mentorship opportunities via Boys and Girls Club.
- Connections made with post-secondary recruiters (sharing information about open houses, deadlines, etc.).
- Share scholarship and grant application information
- My BluePrint access, login and password support.
- Grad checks, requirement checks, green certificate.
- Application deadlines shared regarding post-secondary applications.
- Recruiting information and visits organized - supports from Career Transitions and Indigenous Grad Coaches.
- Requests to nominate students for awards and submitting paperwork.
- Presentations through various organizations relating to post-secondary.
- Registration supports.

- Post-secondary supports (academic supports) & liaison to tutoring.
- EPIC and other community program and opportunities.
- Scholarship applications (via my Blueprint, ALIS & ScholarTree).
- Dual Credit promotion and support.

Career and Life Management/Health Curriculum

The aim of senior high school Career and Life Management (CALM) is to enable students to make well-informed, considered decisions and choices in all aspects of their lives and to develop behaviours and attitudes that contribute to the well-being and respect of self and others, now and in the future. CALM is the core course for health literacy at the senior high school level in Alberta.

Weblink: [CALM Program of Studies.doc \(alberta.ca\)](#)





**Program of Study - Careers Development and Education Domains
Scope and Sequence for Career Development K-6
(New Curriculum – Physical Education & Wellness)**

Grade	Learning Outcome	Organizing Idea: Character Development Knowledge, Understanding, Skills and Procedures related to Career Development and Education	
Kindergarten	Children describe personal characteristics and explore feelings and emotions.	Knowledge	<ul style="list-style-type: none"> • Personal characteristics are features or qualities (strengths, talents, and virtues). • Developing strategies to respond to feelings and emotions.
		Understanding	<ul style="list-style-type: none"> • All people experience feelings and emotions. • Personal characteristics can represent individuals in place and time.
		Skills and Procedures	<ul style="list-style-type: none"> • Identify how characteristics can be unique or shared. • Identify strategies to recognize and respond to feelings and emotions in situations.
Grade 1	Students examine personal characteristics, feelings, and	Knowledge	<ul style="list-style-type: none"> • Personal characteristics can be unique or shared among individuals and groups. • Characteristics can describe an individual's strengths and abilities.

	emotions and explore understanding of self.	Understanding	<ul style="list-style-type: none"> Personal characteristics can be acknowledged in a variety of ways in different cultures.
		Skills and Procedures	<ul style="list-style-type: none"> Describe personal learning strengths and abilities. Cultures celebrate personal characteristics in a variety of ways. Identify and communicate feelings in a variety of contexts.
Grade 2	Students examine roles, responsibilities, and self-regulation and their connections to self-understanding	Knowledge	<ul style="list-style-type: none"> Self-regulation is effectively maintaining control over attention, thoughts, emotions, and behavior in a variety of situations. Self-regulation strategies.
		Understanding	<ul style="list-style-type: none"> Self-regulation strategies that maintain or enhance positive emotions are important for establishing effective outcomes.
		Skills and Procedures	<ul style="list-style-type: none"> Explain the benefits of self-regulation. Be able to practice a variety of self-regulation strategies Explore ways communities work together to support self-regulation.
Grade 3	Students analyze different roles within varied contexts and examine how roles can support the development of talents, virtues, and resilience	Knowledge	<ul style="list-style-type: none"> Community, social and work roles can require certain actions, behaviors, and responsibilities. Positive role models can inspire individuals to develop personal talents and potential. Roles can connect to specific life and career stages to provide individuals with opportunities to develop.
		Understanding	<ul style="list-style-type: none"> Roles and occupations have requirements, purposes, and expectations. Roles are influenced by family, role models, learning environments, and community. Individuals can assume or earn various roles in their lifetime.
		Skills and Procedures	<ul style="list-style-type: none"> Examine the requirements, purposes, and expectations of a variety of roles and occupations. Investigate how personal talents and potential are influenced by role models. Examine how roles can provide individuals with opportunities to develop. Create a plan to identify self-regulation resources that can be accessed when needed.
Grade 4	Students interpret how resilience and perseverance can be influenced by a variety of life experiences.	Knowledge	<ul style="list-style-type: none"> Individuals can seek out experiences based on their interests, curiosity, enjoyment and ambitions and experiences can occur in a variety of contexts. Strategies that support resilience, perseverance is supported by qualities. Volunteerism is an experience of donating time.

		<p>Understanding</p> <ul style="list-style-type: none"> Experiences can be individual or shared and can occur in a variety of contexts and can provide a sense of purpose and belonging. Resiliency is supported by development of perseverance over time. Perseverance is finding ways to improve skills and be motivated. Volunteer experiences can enable individuals to function as balanced, contributing members of a community.
		<p>Skills and Procedures</p> <ul style="list-style-type: none"> Determine a variety of contexts in which experiences can be individual or shared. Investigate experience in a variety of contexts. Describe strategies that support resilience. Examine the connection between perseverance and personal growth and learning. Identify ways volunteering can contribute to a sense of purpose and belonging.
Grade 5	Students reflect and relate life experiences to perseverance and well-being.	<p>Knowledge</p> <ul style="list-style-type: none"> Life experiences can inform strengths and preferences. Life experiences can result in knowledge/skills/strengths. Volunteering provides individuals with opportunities to make meaningful contributions to the community. Perseverance can be demonstrated by individuals, groups, or communities.
		<p>Understanding</p> <ul style="list-style-type: none"> Life experiences can influence understanding of events or situations and responses to them. Events or situations provide opportunities for gaining life experiences. Life experiences expose individuals to challenges and learning opportunities. Every individual has the ability and potential to contribute to their community in different ways. Perseverance can lead to positive feelings when achieving personal or community goals.
		<p>Skills and Procedures</p> <ul style="list-style-type: none"> Examine how life experiences can shape understanding over time. Reflect on personal learning and development in a variety of experiences. Connect personal knowledge and skills to opportunities for volunteering in the community. Connect perseverance to improvements in individual or community circumstances.

Grade 6	Students connect strategies for well-being to life opportunities and lifelong learning	Knowledge	<ul style="list-style-type: none"> • Insight into life roles supported by knowledge of talents, assets, virtues, strengths, and interests. • Learning can occur through challenging and adverse experiences. • Involvement in variety of activities can provide opportunities for personal development. • Strategies for learning and personal development. • Exposure to a variety of volunteerism experiences provides options when exploring life and career opportunities. • Discipline and responding positively to success and challenges, motivation strategies, goal achievement strategies that can build hope.
		Understanding	<ul style="list-style-type: none"> • Changing life roles may require increased independence to develop talents. • Personal potential develops over time and can evolve from experiences. • Individuals can apply a variety of strategies to maximize learning and personal development. • Volunteerism provides possibilities for social connectedness. • Discipline encourages a positive future. • Hope can be cultivated through applying motivation strategies to achieve goals.
		Skills and Procedures	<ul style="list-style-type: none"> • Relate personal skills and interests to various life roles. • Examine changes in personal interests, strengths, and skills. • Reflect on personal skills and interests. • Develop and apply personal strategies to support learning and development. • Discuss the effects of volunteerism and plan for potential volunteerism opportunities. • Identify experiences in which discipline can have a positive effect on wellbeing. • Application of motivation strategies. • Relate strategies to achieving goals in a variety of contexts.

Scope and Sequence Health and CALM (Grades 7-12 - Previous Curriculum)

	Life Roles and Career Development	Volunteerism
Grade 6	<p>6.5 relate knowledge, skills and attitudes of a successful student to those of successful workers</p> <p>6.6 analyze and apply effective age-appropriate strategies to manage change; e.g., predict, plan and prepare for transition to next school level</p>	<p>6.7 identify the volunteer accomplishments of the community, and communicate information and appreciation</p> <p>6.8 analyze and assess the impact of volunteerism in the school and community</p>
Grade 7	<p>7.5 create a personal portfolio showing evidence of interests, assets and skills; e.g., certificates of participation</p> <p>7.6 examine factors that may influence future life role/education/career plans; e.g., technology, role models</p>	<p>7.7 determine and use knowledge and skills of the class to promote school and community health</p> <p>7.8 apply effective group skills to design and implement a school-community health enhancement plan; e.g., plant trees in playgrounds to provide future shade</p>
Grade 8	<p>8.5 update a personal portfolio to show evidence of a range of interests, assets and skills; and relate evidence to knowledge and skills required by various career paths</p> <p>8.6 investigate, interpret and evaluate career information and opportunities, using a variety of sources; e.g., Internet, informational interviews, mentors, media</p>	<p>8.7 relate personal knowledge and skills to potential opportunities for volunteering and providing service to others in the community</p> <p>8.8 investigate the characteristics of a mentor, and practice mentorship in a group setting</p>
Grade 9	<p>9.5 extend and improve a personal portfolio; e.g., include sample application form, personal resume, answers to typical interview questions</p> <p>9.6 develop strategies to deal with transitional experiences; e.g., create a learning plan for transition to senior high school, keeping future career plans in mind</p>	<p>9.7 analyze the potential impact of volunteerism on career opportunities</p> <p>9.8 investigate personal safety procedures for working as a volunteer, e.g., work in pairs</p>
Grade 10 (CALM)	<p>C1. examine the components of effective career development as a lifelong process</p> <p>C2. update and expand a personal profile related to potential career choices</p> <p>C3. examine the relationship among career planning, career decisions and lifestyles</p> <p>C4. develop strategies to deal with the transition from senior high school to post-secondary education/training and/or the world of work</p>	

	<p>C5. develop a quality career portfolio</p> <p>C6. investigate the range of learning opportunities in post-secondary programs, on-the-job training and apprenticeship training programs</p> <p>C7. analyze variations in employment and the implications in the life career process</p> <p>C8. determine skills, attitudes and behaviours necessary to getting a position</p> <p>C9. determine the skills, attitudes and behaviours necessary for retaining a job</p> <p>C10. investigate employer and employee ethics, rights and responsibilities</p> <p>C11. design a plan for turning life goals and aspirations into reality</p>	
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Wellness/Counselling Teams

The Division's Wellness Team is comprised of the Counselling Coordinator, teacher counsellors, family school liaison counsellors (FSLCs) and student support workers. Team members are designated to schools based on need. The wellness team works to provide social-emotional support for a student body within a school and is a contributor to building trauma-informed schools for the benefit of all.

In addition to the Division's Wellness Team, student wellness is also supported by school administration, the Student Engagement Consultant, Indigenous grad coaches, Health Champions, Division Wellness Committee, and the Mental Health Capacity Building Team (MHCB).

Wellness Teams aim to provide students with:

- opportunities to develop an appreciation of themselves and others;
- opportunities to develop relationship building skills, ethical standards and a sense of responsibility;
- opportunities to acquire skills and attitudes necessary to develop educational goals which are suited to their needs, interests and abilities;
- information which would enable them to make decisions about career and life opportunities.

Weblink: [Counselling, Health and Wellness | \(lethsd.ab.ca\)](https://lethsd.ab.ca)

Career Development Programs & Learning

The Program of Studies

Alberta's Kindergarten to Grade 12 curriculum is designed to help students achieve their individual potential and create a positive future. The provincial programs of study identify what students are expected to learn and do in all subjects and grades.

Weblink: [New LearnAlberta | Alberta.ca](#)

Career and Technology Studies (CTS)

Career and technology studies is a provincially authorized curriculum for Alberta secondary schools designed on a pathways model to offer flexible programming using 1-credit courses. The course structure of CTS enables schools to design unique programs that meet the needs of students and draw on community resources.




The CTS program is designed to develop skills that senior high school students can apply in their daily lives when preparing for entry into the workplace or for further learning opportunities. Through the CTS program, students are provided with opportunities to personalize their learning, identify, and explore their interests, manage transitions between high school and the workplace or post-secondary, and develop the attitudes and behaviours that people need to participate and progress in today's dynamic world of work.

Career Transition courses help students prepare for the transition from school to the workplace. Through CTS courses such as Safety and Career Readiness, students learn to see themselves as agents of change, innovators and leaders, of their future goals.

Teachers assist with using their professional judgement, and their knowledge of their students and their local community, to select the most appropriate resources to meet the needs of their students.

Weblink: [Alberta Education: Career & Technology Studies](#)

Weblink: [Alberta Education: Links to Resources for CTS](#)

	Guide to CTS 2013 The Guide to CTS is intended for administrators, counsellors and teachers to assist w...
	LearnAlberta Online multimedia learning resources that correlate with the Alberta Programs of Stud...
	Alberta Regional Professional Development Consortia (ARPDC) As a result of grants from Alberta Education to support implementation of the revised...

Knowledge and Employability

Knowledge and Employability courses (K&E) are designed for students who meet the criteria and learn best through experiences that integrate essential and employability skills in occupational contexts.



The courses provide students opportunities to enter into employment or continue their education.

Knowledge and Employability courses are for students in Grades 8 to 12 who demonstrate reading, writing, mathematical and/or other levels of achievement two to three grade levels below their age-appropriate grade.

Students may combine K&E courses with other junior–senior high school courses or transition in and out of K&E courses throughout Grades 8 to 12.

Weblink: [K&E Courses \(alberta.ca\)](https://www.alberta.ca/k-and-e-courses)

Registered Apprenticeship Program

The Registered Apprenticeship Program provides many benefits to students:

1. Get a head start on a trade. Most trades are four years in length and 1,500 hours of work each year. All of the hours the students work in high school go towards that first year and beyond.
2. Earn significant high school credits and earn while you learn.
3. Build your skill set and your resume. Even if you do not pursue the trade after high school, you developed a skill set of critical thinking, learning to work safely, following multiple instructions, developing a strong work ethic etc. that employers are looking for.
4. It's an opportunity to dovetail career paths and education types: for example, become an electrician (college) and an electrical engineer (university). What an excellent way of combining the practical and theoretical ways of learning.

Weblink: [Registered Apprenticeship | Lethbridge School Division \(lethsd.ab.ca\)](https://www.lethbridge.ab.ca/registered-apprenticeship)



Dual Credit Programming

Dual Credit is an opportunity for students to take post-secondary level courses from college and university instructors while attending high school and receive credit at both the high school and post-secondary levels. The program is designed to introduce students to the rigors of post-secondary course content and instruction while still in high school in order to ease the transition to college or university life and eventually to the workplace. Students will earn the usual five credits for a high school course and a three-credit course from Lethbridge College or the University of Lethbridge. Dual Credit opportunities are intended to deliver alternative learner pathways toward students' success and life-long learning.

Weblink: [Lethbridge School Division Dual Credit](#)

Brochure: [Dual Credit Brochure](#)



Field Trips, Exploratories & Makerspaces

Field Trips:

Trips outside the classroom involve learning experiences which expand the knowledge and experience of the student. Field trips can expose the student to career paths and interests not previously explored.

Post-Secondary Exploratories:

Exploratories are day-long events, hosted by a post-secondary institution, which are designed to bring exposure and awareness of post-secondary program options to students at the high school level. Exploratories may be conducted at the post-secondary institution or at a designated high school.

Makerspaces

Makerspaces are collaborative workspaces inside a school's Learning Commons they are designated for making, learning, exploring, and sharing that uses many different technologies. Various themes and skills are explored and learned that can contribute to career and skill education and development.



Summer School

The Victoria Park High School Summer School program is a student-centered program that offers flexibility and a compressed timeline for course work. It enables students to remain on target with their academic goals throughout their school career. Whether that goal involves improving marks, accelerating timelines, creating flexibility in their home-school schedule, earning additional credits, completing courses within a different context without peer pressures or social anxieties, or just keeping focused throughout the first part of summer, our Summer School program is designed to meet the needs of students.

Weblink: [Summer School | Victoria Park High School \(lethsd.ab.ca\)](https://www.lethsd.ab.ca/summer-school)



Green Certificate Program

The Green Certificate Program provides trainees with opportunities to enter a variety of agriculture-related, structured learning pathways as a part of their senior high school program and to earn up to 16 Grade 12 diploma credits and a credential leading to a career in agribusiness.

Students learn on the job, under the direction of experienced farm personnel and under the supervision and administration of Alberta Agriculture, Forestry and Rural Economic Development (AFRED) and Alberta Education.

Weblink: [Green Certificate Program](https://www.alberta.ca/green-certificate-program)

Outside Services and Supports



Career Transitions

At the core of all Career Transitions initiatives is the coordination and implementation of career development activities and programming for over 10,000 Southwestern Alberta high school youth. Working together with parents, teachers, and the community, we make connections to establish meaningful career pathways for youth and to build talent pipelines for business and industry.

Weblink: [Career Transitions - Southwest Alberta \(careersteps.ca\)](https://careersteps.ca)

CAREERS: Next Generation

CAREERS is a unique not-for-profit youth internship program which brings together industry, schools, government, and communities to guide youth into successful career exploration and opportunities.

Weblink: www.careersnextgen.ca

McMan Youth, Family, and Community Services Association

McMan Youth, Family and Community Services Association is a dynamic not-for-profit social service agency that provides a comprehensive range of programs throughout Alberta. McMan is a well-respected organization and has earned a solid reputation as a responsive, highly competent, and innovative partner in service delivery.

Weblink: <https://www.mcman.ca/>

5th on 5th Youth Services

5th on 5th Youth Services is a not-for-profit dedicated to serving Youth (ages 15-30 years old). 5th on 5th Youth Services offers Youth Programs to maximize employment opportunity and retention:

- Reach Up - Helps people with self-disclosed disability attain and retain employment
- Forward Life Impact - Is a 6-week program that teaches youth employment and life skills. Students receive an allowance equivalent to minimum wage while attending the program
- Work Experience - Works in conjunction with Forward Life Impact to offer graduated students a 12-week work experience opportunity.
- PILOT- Career Practitioner Support (in-school Feb 2022 – 9 hours/week between WCHS, CHS and LCI)

Weblink: <https://youth.ab.ca>

Stepping Away: Community Approach to Skills Development Training Program

The Community Approach to Skills Development Training Program (CASDT or Stepping Away) provides an alternative learning environment for youth aged 16 and up that are exposed to at risk factors. Curriculum meets the requirements for Career and Technology Studies (CTS), a provincially authorized curriculum for Alberta Secondary Schools designed on a pathways model to offer flexible programming. The courses provide the opportunity for students to personalize their learning, identify and explore their interests, and develop the attitudes and behaviours that will help them enter into the workplace or further their learning opportunities. Youth in this program are exposed to the Recreation and Leisure curriculum, Culinary, Welding, Construction and Mechanics. It is offered 5 days a week in the morning only to give youth in the program an opportunity to be enrolled in classes at their home high school in the afternoon. The program lasts for one semester in length.

Weblink: [Community Approach to Skills Development Training Program](#)

Alberta Apprenticeship

Supports the Off Campus Education team with registering students as registered apprentices and with registering students for first year technical training at Alberta colleges.

Weblink: [Alberta Education](#)

MyBlueprint

My Blueprint is an inquiry-based approach that follows a comprehensive education and career planning process that meets the learning needs and interests of all students. It is a tool aimed to help students: Learn, Explore, Reflect, and Plan for what might be next in the future.

My Blueprint is a "one-stop shop" tool that assists Lethbridge School Division middle and high-school students in building student portfolios and accessing career education resources.

Weblink: myBlueprint.ca

Boys and Girls Club - Virtual Career Fair

Have you ever wanted to know what it is like to start a business, run away with the circus, be an international business consultant, or be a graphic designer? The Boys and Girls Club of Lethbridge has been interviewing people from a variety of careers with the goal of creating an on-demand resource where you can learn about some of the infinite career paths that are available to you directly from the professional.

Weblink: [Career Fair - BGC LETHBRIDGE](#)



Post-Secondary Academic Advising

Lethbridge College Career and Academic Advising Services

Career and Academic Advising through live chat, phone, email, or video chat.

Email: advisor@lethbridgecollege.ca

Phone: 403-320-3366

Weblink: [Career and Academic Advising | BE READY \(lethbridgecollege.ca\)](#)

University of Lethbridge Academic Advising

Career and Academic Advising via email, phone, in-person, or video chat.

Email: artsci.advising@uleth.ca

Phone: 403-329-5106

Weblink: [University of Lethbridge Academic Advising \(ulethbridge.ca\)](#)

University of Calgary Academic Advising

Career and Academic Advising via email, phone, in-person appointment & web portal.

Email: success@ucalgary.ca

Phone: 403-220-5881

Weblink: [Advising | University of Calgary \(ucalgary.ca\)](#)

University of Alberta Academic Advising

Career and Academic Advising via video appointment.

Contact Form Submission: [Student Service Centre Contact Us \(ualberta.ca\)](#)

Phone: 780-492-3113 (avg 30-45 min wait time)

Weblink: [Prospective Student Advising U of A](#)

Other Public & Private Post-Secondary Institutions:

Including publicly funded, private career colleges & faith-based institutions.

Weblink: [Designated post-secondary institutions | Alberta.ca](#)



HIGH SCHOOL COMPLETION PATHWAYS

Providing targeted accommodations to support students achieving at optimum level

