



Yew  
Chung

International

School

2017

Student Support Curriculum

## **YCIS STUDENT SUPPORT PROGRAMME**

The YCIS Student Support Programme is designed to ensure that all students learn in a safe, healthy, and supportive environment; make positive connections with educational opportunities; and overcome any barriers to learning. The emphasis of the YCIS Student Support Programme is on guiding all students to be successful learners and develop into responsible, caring, and contributing global citizens.

The YCIS Student Support Programme focuses on what students will know, understand and be able to do in the five key areas of academic development, personal and social development, character and moral development, global citizenship, and career and life skills. The programme is planned and implemented by the Student Support Team (SST) in each school that includes professionals such as school counsellors, university guidance counsellors, learning support staff, Christian & moral education (CMED) personnel, character education teachers, and others as relevant.

Through comprehensive and strategic planning, the SST provides guidance and support for all students to become successful learners and gain critical skills, values and principles for living in today's changing world. The SST utilises a variety of strategies, activities, delivery methods, and resources to respond to student needs; and promote student learning and well-being.

Services provided by the SST include individual counselling and planning, class lessons and activities, responsive services, individual and group guidance, assemblies and service learning activities, staff professional development, parent workshops, interdisciplinary units, and community outreach.

The SST is proactive and preventative in its focus; and demonstrates leadership, advocacy and collaboration to support all students and prepare them for an array of post-secondary education and career options. The SST is responsible for planning and implementing the YCIS Student Support Curriculum Framework, but the 'how, when, why, and by whom' structure and organisation of the curriculum is determined at the school level.

### **YCIS STUDENT SUPPORT STANDARDS**

The YCIS Student Support Programme is based five interrelated domains that address critical areas of student development and well-being. Within these five Domains, broad Learning Standards provide the foundation for areas of skills, knowledge, values, and principles that are interwoven throughout the YCIS Student Support Programme and throughout the school.

### **YCIS STUDENT SUPPORT SERVICES**

#### **Learning Support**

YCIS is committed to providing rich educational opportunities, differentiated instruction, and appropriate accommodations that address the diverse learning styles and needs of all students. To ensure successful progress, and to the greatest extent possible within our resources, we strive to provide appropriate strategies, interventions, and modifications for students experiencing academic, emotional, and/or social difficulties that interfere with learning and performance in school.

The Learning Support Programme is designed to address the academic, behavioural and social development of students in need of additional support. Learning support specialists provide a continuum of services that may include consultation with teachers, monitoring, in-class support, and small group or individualized instruction. Students at-risk are referred to the Student Support Team (SST) and for consideration and development of goals and strategies designed to enhance learning and academic success.

#### **School Counselling**

To ensure successful learning in a safe, healthy, and supportive environment, we are committed to providing support and guidance for all students. YCIS school counsellors play an integral role in meeting the needs of students, staff, and families brought about by life changes, events and conditions in their lives. Counsellors consult regularly with teachers, administrators and parents to provide information on the emerging needs of students, as well as empower faculty and parents on *how* to support students.

Through small group and classroom instruction based on the YCIS Student Support Standards, school counsellors help students gain the knowledge, attitudes, and social skills necessary to understand and respect themselves and others, set and take necessary action to achieve goals, and demonstrate understanding of issues such as safety and survival skills, substance abuse, bullying, and relationships.

School counsellors also provide individual counselling for students experiencing difficulty in dealing with development issues, relationships, or personal concerns. Individual and small-group counselling helps students identify problems, causes, and consequences that then enable them to implement appropriate strategies and make responsible choices.

Within the unique nature of life in the international community, school counsellors provide transition support to families moving in and out of the school community, and offer workshops and classes for parents on parenting and other relevant topics. They also provide support for students, staff, and families during emergency situations and are integral to the school's crisis intervention team procedures.

### **University and Career Guidance**

Using culturally sensitive approaches, YCIS university guidance counsellors (UGCs) advise students on their educational, post-secondary, and career goals. The emphasis in Years 7-11 is on developing awareness of interests, careers, and post-secondary aspirations used to inform academic planning for career and university readiness. In Years 12-13, the focus is on the actual process of university exploration, selection, and application. For planning to be successful, a partnership between the university guidance counsellor, parents, and student is important for effectively implementing the application process and meeting student goals.

Through small group and classroom instruction based on the YCIS Student Support Standards, UGCs ensure that secondary students develop the skills necessary for exploring the world of work, achieving post-secondary education and career goals; and developing an awareness of the relationship between personal qualities, education, career. UGCs also provide consultation for family members about such issues as university access, career development, parenting skills, child and adolescent development, study skills, and transitions.

University guidance counsellors address transition issues with students to ensure successful transition to university, other post-secondary options, and careers. They help students and families prepare for post-secondary education by engaging them in accessing and evaluating accurate information about university aspirations, academic planning for readiness, enrichment and co-curricular engagement, and the university and selection process.

### **Character Education**

YCIS is committed to ensuring that students develop positive values and principles to become caring, compassionate, and contributing global citizens. Character education is the intentional effort to help young people develop core ethical and performance values that are widely affirmed across all cultures. Based on Christian values, character education at YCIS includes a broad range of concepts such as positive school culture, moral education, just and caring communities, social-emotional learning, positive development, civic education, and service learning.

All these approaches promote the intellectual, social, emotional, and ethical development of young people, and share a commitment to help students become responsible, caring, and contributing global citizens. Character education so conceived helps students develop such core values as trustworthiness, respect, responsibility, fairness, caring, and global citizenship.

Through small group and classroom instruction, assemblies, and activities based on the YCIS Student Support Standards, character education teachers, classroom teachers, and other specialists ensure that students develop an understanding of the components of good character, demonstrate the importance of good behaviour, and develop good character based on Christian values.

### **Christian and Moral Education**

The Christian & Moral Education Division (CMED) is committed to be a pastoral resource to the Yew Chung Education Foundation and its affiliate campuses. By developing and implementing holistic activities anchored in a Christian worldview, as well as to partner with other school departments to achieve desired goals, CMED seeks to make a transformative life changing experiences for both staff and students during their time at YCIS.

CMED seeks to create opportunities for students, teachers, and staff to develop relationships in three different areas:

- Relationship with God
- Relationship with their neighbor and peer
- Relationship with Creation and the environment

The Division addresses this by engaging students and staff in activities such as music, film, sports, charity, and social justice. CMED's guiding Bible verse sums up its vision:

***"I have come that they may have life, and have life to the full."***

***Jesus, Gospel of John 10:10***

## Curriculum Area Overview

### Domain 1 Academic Development

- Strand A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and throughout life.
- Strand B: Students will progress through and complete school with the academic preparation essential to choose from a wide range of options.
- Strand C: Students will demonstrate an understanding of the relationship of academics to the world of work, as well as life at home, in the community, and in the world.

### Domain 2 Personal and Social Development

- Strand D: Students will acquire the knowledge, attitudes, interpersonal, and intrapersonal skills to help them to understand and respect themselves and others.
- Strand E: Students will make decisions, set goals and take necessary action to achieve goals.
- Strand F: Students will demonstrate understanding of safety and survival skills.

### Domain 3 Character and Moral Development

- Strand G: Students will exhibit an understanding of the components of good character.
- Strand H: Students will demonstrate an understanding of the importance of good character.
- Strand I: Students will develop good character based on Christian values.

### Domain 4 Global Citizenship

- Strand J: Students will develop and demonstrate an understanding of international-mindedness.
- Strand K: Students will develop and demonstrate an understanding of global engagement.

### Domain 5 Career and Life Skills Development

- Strand L: Students will acquire the skills to investigate the world of work in relation to knowledge of self as it relates to cultural and family values, and to make informed post-secondary decisions.
- Strand M: Students will acquire strategies for achieving post-secondary and career goals with success and satisfaction.
- Strand N: Students will understand the relationship between personal qualities, education, training and the world of work.

## Domain 1 Academic Development

### Strand A Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school

#### *Standard 1: Develop a Positive Academic Self-concept: Students will*

- SSAD11 Articulate feelings of competence, confidence and responsibility as lifelong learners
- SSAD12 Display a positive interest in learning
- SSAD13 Demonstrate pride and motivation in work and achievement
- SSAD14 Understand that mistakes are a necessary part of the learning process
- SSAD15 Identify attitudes and behaviours that lead to successful learning
- SSAD16 Identify themselves as learners within a social setting
- SSAD17 Understand the importance of original work and academic honesty
- SSAD18 Identify personal strengths and ways of learning, as well as areas of growth
- SSAD19 Demonstrate developmentally appropriate approaches to learning

#### *Standard 2: Acquire Skills for Improving Learning: Student will*

- SSAD21 Apply time- and task-management skills
- SSAD22 Understand how effort and determination positively impact learning
- SSAD23 Use effective communication skills to seek assistance when needed
- SSAD24 Learn to apply higher-order thinking skills, such as problem solving and critical-thinking
- SSAD25 Use age and skill appropriate technology to facilitate successful learning
- SSAD26 Demonstrate a positive work ethic

#### *Standard 3: Achieve School Success: Student will*

- SSAD31 Take personal responsibility for their learning and actions
- SSAD32 Demonstrate the ability to work independently, as well as cooperatively and collaboratively with others
- SSAD33 Develop a broad range of interests and abilities
- SSAD34 Demonstrate dependability, productivity, resilience and initiative
- SSAD35 Share personal experiences and knowledge with others to benefit their learning
- SSAD36 Apply knowledge, learning styles, and multiple intelligences to positively influence school performance

### Strand B Students will progress through and complete school with the academic preparation essential to choose from a wide range of options

#### *Standard 4: Improve Learning: Students will*

- SSAD41 Demonstrate the motivation to achieve individual potential
- SSAD42 Apply higher-order thinking skills, such as problem solving and critical-thinking
- SSAD43 Apply the study skills necessary for academic success at each year level
- SSAD44 Seek information and support from family, school staff, peers, and community providers
- SSAD45 Organise and apply academic information from a wide variety of sources
- SSAD46 Utilise knowledge, learning styles, and multiple intelligences to positively influence learning and achievement

- SSAD47 Become self-directed and independent learners
- SSAD48 Demonstrate the ability to reflect and self-assess

*Standard 5: Plan to Achieve Goals: Students will*

- SSAD51 Establish age appropriate and challenging personal and learning goals
- SSAD52 Use personal strengths, challenges, interests and assessment results to set appropriate personal, school, and community SMART goals
- SSAD53 In Primary, plan how established goals will be actioned and achieved
- SSAD54 In Secondary, develop and implement an annual educational plan to maximise learning and academic achievement
- SSAD55 Apply knowledge of abilities, aptitudes and interests to goal setting
- SSAD56 Use problem-solving and decision-making skills to assess progress toward educational goals
- SSAD57 Develop an understanding of the relationship between academic achievement and success in school and beyond
- SSAD58 Identify educational and career options consistent with interests, achievement, aptitudes and abilities

**Strand C: Students will demonstrate understanding of the relationship of academics to the world of work and to life at home, in the community, and in the world**

*Standard 6: Relate School Life to Experiences: Students will*

- SSAD61 Develop an understanding of the host country culture and language, and home country culture and language
- SSAD62 Acquire an awareness of their family culture and their own cultural identity
- SSAD63 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life
- SSAD64 Seek co-curricular and community experiences to enhance school experiences in a changing society
- SSAD65 Understand the relationship between learning, achievement, and the world of work
- SSAD66 Demonstrate understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals
- SSAD67 Use self-knowledge, learning and school success to enhance personal and career opportunities
- SSAD68 Exhibit perseverance and resilience to change, challenges, and adversity
- SSAD69 Understand that decisions have a range of consequences
- SSAD70 Understand how global trends, opportunities, and challenges affect post-secondary education and career options
- SSAD71 Apply knowledge and skills to benefit self and other learners

## Domain 2 Personal and Social Development

### **Strand D**      **Students will acquire the knowledge, attitudes, interpersonal, and intrapersonal skills to assist them in understanding and respecting themselves and others**

#### *Standard 7: Acquire self-knowledge: Students will*

- SSPSD71      Develop positive attitudes toward self as a unique and worthy person
- SSPSD72      Develop intrapersonal awareness and positive self-dialogue
- SSPSD73      Understand the need for self-control and how to practice it
- SSPSD74      Recognise personal boundaries, rights and privacy needs
- SSPSD75      Identify and express personal feelings appropriately
- SSPSD76      Identify changing personal, social, and family roles and responsibilities
- SSPSD77      Recognise their personal identity within the context of family, school, cultural, and global communities
- SSPSD78      Identify personal strengths and attributes, as well as areas for growth and development
- SSPSD79      Understand that change is part of the learning and growth process
- SSPSD710      Identify values, attitudes, and beliefs
- SSPSD711      Demonstrate an understanding of Christian morals and values
- SSPSD712      Distinguish between appropriate and inappropriate behaviour
- SSPSD713      Demonstrate cooperative and respectful behaviour in groups
- SSPSD714      *Demonstrate the goal-setting process*

#### *Standard 8: Acquire effective interpersonal skills: Students will*

- SSPSD81      Recognise and acknowledge that all individuals have rights and responsibilities
- SSPSD82      Recognise and respect differences in various family configurations
- SSPSD83      Recognise and respect individual differences, including ethnic and cultural diversity
- SSPSD84      Use effective speaking, listening and nonverbal communications skills
- SSPSD85      Respect alternative points of view
- SSPSD86      Demonstrate the ability to maintain healthy relationships by making and keeping friends
- SSPSD87      Learn how to apply effective strategies for coping with transition, loss and grief
- SSPSD88      Students will make decisions, set goals and take necessary action to achieve goals

### **Strand E**      **Students will make decisions, set goals and take necessary action to achieve goals**

#### *Standard 9: Self-knowledge application: Students will*

- SSPSD91      Demonstrate when, where and how to seek help for making decisions and solving problems
- SSPSD92      Demonstrate ethical decision-making and problem-solving skills
- SSPSD93      Understand the consequences of decisions and actions, as well as their impact on self, others and the environment
- SSPSD94      Use a decision-making and problem-solving model

SSPSD95	Know when peer pressure is influencing a decision
SSPSD96	Identify alternative solutions to a problem
SSPSD97	Develop effective coping skills for dealing with problems
SSPSD98	Know how to apply conflict resolution skills
SSPSD99	Demonstrate awareness, respect and appreciation for individual and cultural differences
SSPSD910	Identify long- and short-term goals
SSPSD911	Identify alternative ways of achieving goals
SSPSD912	Develop and implement an action plan to set and achieve realistic goals
SSPSD913	Use persistence and perseverance in acquiring knowledge and skills

**Strand F Students will demonstrate understanding of safety and survival skills**

*Standard 10: Acquire personal safety skills: Students will*

SSPSD101	Identify the relationship between rules, laws, safety and the protection of rights of the individual
SSPSD102	Demonstrate knowledge and responsible handling of personal demographic and emergency contact information
SSPSD103	Demonstrate the ability to set boundaries, rights and personal privacy
SSPSD104	Demonstrate understanding of good digital citizenship, including responsibilities, risks and internet safety skills
SSPSD105	Develop an awareness of healthy relationships, and the potential risks and consequences of sexual behaviour
SSPSD106	Know the differences between appropriate and inappropriate physical contact, including sexual contact
SSPSD107	Apply effective problem-solving and decision-making skills to make safe and healthy choices
SSPSD108	Identify resources in the school community, e.g. teachers, counsellors, leaders, and other responsible adults, and know how to seek their help
SSPSD109	Differentiate between situations requiring peer support and situations requiring adult professional help
SSPSD1010	Recognise and employ strategies to cope with peer pressure
SSPSD1011	Understand the signs and demonstrate appropriate techniques for managing stress and conflict
SSPSD1012	Exhibit coping skills for managing life events
SSPSD1013	Demonstrate understanding of the emotional, psychological, and physical dangers of substance abuse
SSPSD1014	Develop awareness and strategies for being safe, e.g. road safety, interactions with strangers, emergency procedures



## Domain 3 Character and Moral Development

### Strand G Students will demonstrate understanding of the components of good character

*Standard 11: Identify the components of good character: Students will*

- SSCMD111 Understand that good character consists of attributes that reflect positive values, traits, dispositions, habits and attitudes
- SSCMD112 Demonstrate a sense of commitment and responsibility for their actions, and recognise the impact their choices have on other people and the environment
- SSCMD113 Demonstrate respect for cultural diversity and the beliefs and values of all people

### Strand H Students will demonstrate understanding of the importance of good character

*Standard 12: Understand the importance of good character: Students will*

- SSCMD121 Know that good character is the most important attribute of meaningful relationships, self-respect, and a successful life
- SSCMD122 Know that who they are on the inside defines their character, shapes their reputation, and determines their behaviour
- SSCMD123 Take responsibility for developing and improving their own character by strengthening commitment and adherence to ethical values and principles

### Strand I YCIS students will develop good character based on Christian values

*Standard 13: Develop good character: Students will*

- SSCMD131 Demonstrate understanding that ethical values are the foundation of good character, and guide their choices and actions
- SSCMD132 Develop and display the virtues and traits inherent in the values of trustworthiness, respect, responsibility, fairness, caring, and global citizenship
- SSCMD133 Acquire and demonstrate understanding that good character refers to principles that establish standards of right and wrong, morality, and how a good person behaves
- SSCMD134 Demonstrate an understanding of the relationship between character, values, and ethics

## Domain 4 Global Citizenship

### Strand J International Mindedness

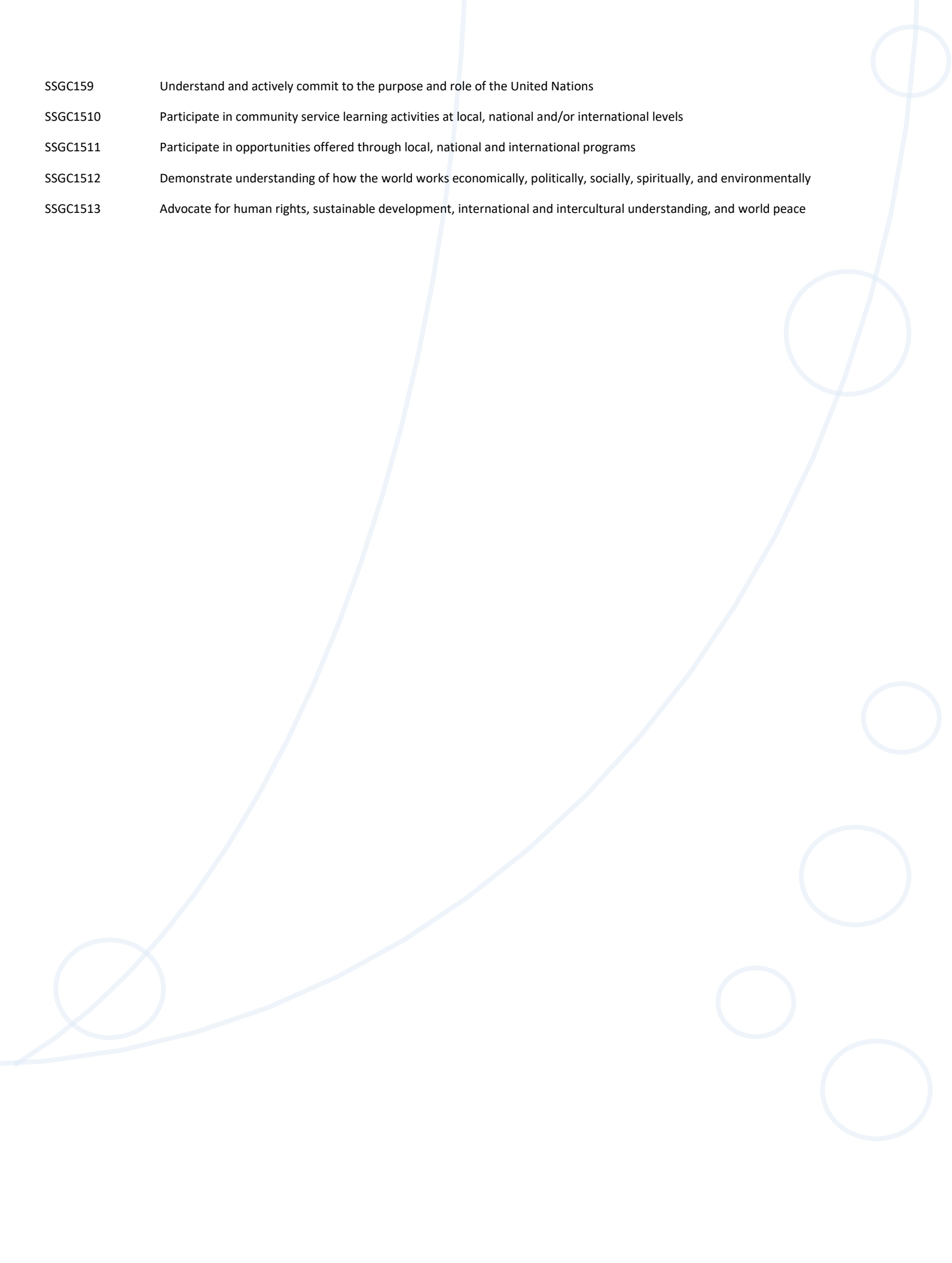
*Standard 14: Develop and understanding of international-mindedness: Students will*

- SSGC141 Cultivate a sense of belonging to one's locality, home country, and the world
- SSGC142 Understand the meaning of individual, national, religious and global identity
- SSGC143 Understand and value the preservation of cultural heritage
- SSGC144 Develop an understanding of and respect for diverse and multi-cultural values and beliefs
- SSGC145 Know and understand the impact of movements of people and cultures over time
- SSGC146 Develop an understanding of and appreciation for the differences between value systems of different religious or ethnic groups
- SSGC147 Develop awareness and understanding of differences: cultural, racial, gender, religious and language
- SSGC148 Develop awareness of the world in relation to culture, language and learning to live together
- SSGC149 Identify globalisation as part of everyday life, whether in a small village or a large city
- SSGC1410 Demonstrate awareness and understanding of globalisation and interdependence
- SSGC1411 Develop awareness and understanding of the value of equal opportunity
- SSGC1412 Gain understanding of the issues involved in peace and conflict
- SSGC1413 Develop an understanding of social justice, equity, human rights and equality
- SSGC1414 Develop a sense of empathy toward all people and cultures
- SSGC1415 Develop the belief that people can make a difference in the world
- SSGC1416 Gain an understanding of the relationships between humans and the environment
- SSGC1417 Develop awareness and understanding of what it means to be a global citizen, including contribution, responsibility, identity and social belonging

### Strand K Global Engagement

*Standard 15: Develop and understanding of global-engagement: Students will*

- SSGC151 Demonstrate commitment to individual and collective responsibility
- SSGC152 Demonstrate commitment to and engagement in solving global issues
- SSGC153 Demonstrate active commitment to social justice and equality
- SSGC154 Exhibit willingness to make sacrifices for the common good
- SSGC155 Demonstrate concern for the environment and commitment to sustainable development
- SSGC156 Work collaboratively with individuals representing diverse cultures, religions and lifestyles in spirit of mutual respect and open dialogue
- SSGC157 Act as contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world
- SSGC158 Demonstrate understanding of the meaning of democracy and citizenship

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- SSGC159 Understand and actively commit to the purpose and role of the United Nations
  - SSGC1510 Participate in community service learning activities at local, national and/or international levels
  - SSGC1511 Participate in opportunities offered through local, national and international programs
  - SSGC1512 Demonstrate understanding of how the world works economically, politically, socially, spiritually, and environmentally
  - SSGC1513 Advocate for human rights, sustainable development, international and intercultural understanding, and world peace

## Domain 5 Career and Life Skills Development

### Strand L Primary - Students will acquire the skills to investigate the world of work in relation to knowledge of self, family, community and culture

#### *Standard 16: Develop Self, Family, Community and Culture Awareness: Students will*

- SSCLSDP16P1 Develop an awareness of personal abilities, skills, interests and gifts
- SSCLSDP16P2 Develop an awareness of their family's work history
- SSCLSDP16P3 Develop an understanding of the meaning and value of work within their own culture
- SSCLSDP16P4 Identify the link between passions/interests and jobs
- SSCLSDP16P5 Develop hobbies, passions and interests
- SSCLSDP16P6 Develop an understanding of the need for both work and play
- SSCLSDP16P7 Learn to respect and show sensitivity towards individual and cultural differences of others
- SSCLSDP16P8 Learn the value of money and how to manage money
- SSCLSDP16P9 Develop the necessary skills for managing a household

#### *Standard 17: Develop knowledge of the world of jobs and work: Students will*

- SSCLSDP17P1 Identify categories and types of jobs
- SSCLSDP17P2 Maintain a positive attitude toward work and learning
- SSCLSDP17P3 Develop an understanding of the desirability of work, and linking work to passion
- SSCLSDP17P4 Develop an understanding that work constitutes a significant amount of one's life
- SSCLSDP17P5 Develop an understanding that school is the preparation for desirable work

#### *Standard 18: Develop introductory habits and skills relevant to job readiness: Students will*

- SSCLSDP18P1 Interact and work cooperatively and collaboratively in teams
- SSCLSDP18P2 Make decisions and set goals
- SSCLSDP18P3 Recognise the place of planning to achieve a desired outcome
- SSCLSDP18P4 Acquire essential skills, such as teamwork, problem-solving, organisational, and time-management
- SSCLSDP18P5 Understand the importance of responsibility, dependability, punctuality, integrity and effort at school and work
- SSCLSDP18P6 Use time- and task-management skills effectively
- SSCLSDP18P7 Develop interview skills relevant to the school context
- SSCLSDP18P8 Develop leadership skills relevant to the school context

**Strand L**      **Secondary - Students will acquire the skills to investigate the world of work in relation to knowledge of self as related to culture and family values, and to make informed post-secondary decision**

*Standard 19: Develop career awareness within a global context: Students will*

- SSCLSDP19S1      Demonstrate an awareness of personal abilities, skills, interests, motivations, and areas of potential development
- SSCLSDP19S2      Develop skills to locate, evaluate and interpret post-secondary and career information
- SSCLSDP19S3      Research a variety of traditional and non-traditional post-secondary pathways and career options
- SSCLSDP19S4      Demonstrate the ability to interact and work cooperatively and collaboratively in teams
- SSCLSDP19S5      Make informed decisions and set personal goals
- SSCLSDP19S6      Demonstrate effective short- and long-term planning
- SSCLSDP19S7      Pursue and develop competency in areas of interest
- SSCLSDP19S8      Explore a variety of career opportunities that relate to areas of interest
- SSCLSDP19S9      Demonstrate the ability to balance personal, work, and leisure time
- SSCLSDP19S10      Write a basic resume relevant to the school context

*Standard 20: Develop readiness for work: Students will*

- SSCLSDPS201      Acquire transferrable job readiness skills such as working on a team, problem-solving and organisational skills
- SSCLSDPS202      Apply job readiness skills to seek work opportunities and community service experiences
- SSCLSDPS203      Demonstrate knowledge about the changing global workplace
- SSCLSDPS204      Learn about the rights and responsibilities of employers and employees
- SSCLSDPS205      Respect the individual cultural uniqueness of others; appreciate and respect diversity
- SSCLSDPS206      Present oneself effectively through varied means, eg cover letter, resume, personal statement, university admissions essay, interviewing techniques
- SSCLSDPS207      Develop and exhibit a positive attitude toward work and learning
- SSCLSDPS208      Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
- SSCLSDPS209      Utilise efficient time- and task-management skills
- SSCLSDPS2010      Understand the importance of cultural sensitivity in the workplace and external environment
- SSCLSDPS2011      Understand the importance of being self-directed and promoting initiative in one's work

**Strand M**      **Students will acquire strategies for achieving post-secondary and career goals with success and satisfaction**

*Standard 21: Develop post-secondary and career readiness: Students will*

- SSCLSDPS211      Apply decision-making skills to post-secondary education and career planning, university course/programme selection and career transition
- SSCLSDPS212      Identify personal skills, interests, cultural background and abilities as related to post-secondary and career options

- SSCLSDPS213 Demonstrate knowledge of, and engagement in, the career-planning process, using appropriate resources and technology
- SSCLSDPS214 Know the various ways in which occupations can be classified
- SSCLSDPS215 Use online tools to research post-secondary and career information, and access career assessment tools
- SSCLSDPS216 Describe traditional and non-traditional careers and how they relate to career choice
- SSCLSDPS217 Understand how changing economic, cultural, and societal needs influence employment trends, university programmes, and career training
- SSCLSDPS218 Utilise research and information resources about post-secondary institutions offering programmes that lead to desired career outcomes
- SSCLSDPS219 Proactively seek advice and counsel from school guidance counsellors

*Standard 22: Identify career goals: Students will*

- SSCLSDPS221 Demonstrate awareness of the education and training needed to achieve career goals
- SSCLSDPS222 Assess and modify current educational plans to support post-secondary and career goals
- SSCLSDPS223 Select course work that is related to post-secondary and career interests
- SSCLSDPS224 Develop and maintain a post-secondary career-planning portfolio

**Strand N Students will understand the relationship between personal qualities, education, training and the world of work**

*Standard 23: Acquire knowledge to achieve post-secondary goals: Students will*

- SSCLSDPS231 Understand the relationship between educational achievement and career success
- SSCLSDPS232 Explain how work can help to achieve personal success and satisfaction
- SSCLSDPS233 Identify personal and cultural preferences, interests, and expectations that influence career choice and success
- SSCLSDPS234 Understand that the changing workplace requires lifelong learning and the acquisition of additional skills
- SSCLSDPS235 Describe the effects of work on lifestyle
- SSCLSDPS236 Understand the importance of equity and access in career choice
- SSCLSDPS237 Understand that work is an important and satisfying means of personal expression

*Standard 24: Apply skills to achieve post-secondary education and career goals: Students will*

- SSCLSDPS241 Demonstrate how interests, abilities, achievement, and informed decision-making relate to achieving personal, social, educational, and career goals
- SSCLSDPS242 Learn how to use culturally appropriate conflict management skills with peers and adults
- SSCLSDPS243 Work cooperatively and collaboratively as a productive team member who respects differences
- SSCLSDPS244 Apply job readiness skills in work-based learning situations such as internships, shadowing, mentoring and other work experiences