

BC CURRICULUM EXPECTATIONS ADDRESSED IN YPI	
	DESCRIPTION
CAREER AND PERSONAL PLANNING: GRADE 10	
Planning Process	
	Assume responsibility for revising their Student Learning Plans to reflect changes in their educational, career, and personal goals.
	Collect from family and other sources information and advice related to their educational, career, and personal goals.
	Reassess their strengths, interests, aptitudes, and values.
	Set short-term goals and evaluate long-term goals, revising as necessary.
	Describe various approaches to planning
	Consistently apply study skills and time-management techniques to attain the goals in their Student Learning Plans.
	Evaluate their achievement of educational, career, and personal goals.
	Revise strategies for achieving goals, in response to change.
Personal Development	
<i>Healthy Living: To encourage students to value and adopt balanced, healthy lifestyles.</i>	
	Relate the characteristics of a healthy lifestyle to their ability to maximize personal potential.
	Evaluate mass media messages related to personal practices and consumer decisions.
	Evaluate and modify personal goals for a healthy lifestyle.
	Demonstrate a knowledge of key lifestyle practices associated with the prevention of HIV/AIDS, sexually transmitted diseases, and other communicable diseases.
<i>Mental Well Being: To develop in students an appropriate sense of personal worth, potential, and autonomy as well as a sense of their relationships with others.</i>	
	Propose strategies for enhancing and maintaining emotional health and well-being.
	Encourage respect for others.
<i>Family Life Education: To develop students' understanding of the role of the family and capacity for responsible decision making in their personal relationships.</i>	
	Identify and evaluate factors that influence the family's role in developing moral and behavioural standards.
	Analyse the components needed to build and maintain healthy relationships.
	Evaluate possible effects of an individual's sexual decisions on self, community, and society.
<i>Child Abuse Prevention: To develop in students the capacity to assess, prevent, and resolve abusive situations.</i>	
	Propose strategies for dealing with emotions to avoid abusive behaviour.
	Explain the legal issues related to abuse.
	Demonstrate problem-solving and assertiveness skills as they apply to abusive exploitative relationships.
	Describe the process of obtaining appropriate services, support, or intervention for abusive situations.

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Career Development	
<i>Career Skills Awareness: To develop students' understanding and appreciation of personal characteristics and how these relate to potential careers.</i>	
	Review their transferable skills and relate them to occupational and lifestyle choices.
	Apply research skills to identify the various types of work within career clusters.
<i>Career Exploration: To enable students to take advantage of community resources in order to relate their learning and skills to education, career, and personal roles in a changing world.</i>	
	Relate career choices to family expectations.
	Identify and investigate educational routes and experiences necessary to achieve their goals.
	Research career opportunities in local, regional, and global workplaces.
	Select courses to match their career plans.
	Describe the impact on the labour market of changes taking place in society, the economy, and the environment.
	Establish a job-search network involving family, colleagues, and friends.
	Outline key features of legislation governing employment.
<i>Career Preparation: To practise academic, teamwork, and personal management skills needed to succeed in the workplace.</i>	
	Demonstrate basic job-seeking skills.
	Propose steps to develop or strengthen their own employability skills.
	Outline their plans for Work Experience.
	Identify the financial implications of their personal, educational, and career plans.

BC CURRICULUM EXPECTATIONS ADDRESSED IN YPI	
PLANNING 10: PRESCRIBED LEARNING OUTCOMES	
GRADUATION PROGRAM	
<i>It is expected that students will:</i>	
<i>Course Requirements, Exams, and Focus Areas</i>	
	<ul style="list-style-type: none"> • identify the course requirements for the Graduation Program • identify ways of earning credits for the Graduation Program (e.g., in-school courses, external credits) • identify the exam requirements for the Graduation Program, including required and optional exams • describe the Focus Areas in the Graduation Program • describe how one or more Focus Areas of interest relate to education and career options
<i>Graduation Portfolio</i>	
	<ul style="list-style-type: none"> • describe the requirements of the Graduation Portfolio, including <ul style="list-style-type: none"> - Portfolio Core - Portfolio Presentation - Portfolio Choice • develop a preliminary plan for how they will meet the Graduation Portfolio requirements
EDUCATION AND CAREERS	
<i>It is expected that students will:</i>	
<i>Personal Interests and Attributes</i>	
	<ul style="list-style-type: none"> • relate personal attributes and interests to education and career planning
<i>Post-Secondary Education and Training</i>	
	<ul style="list-style-type: none"> • compare a variety of post-secondary education and training institutions and programs
<i>Labour Market Information</i>	
	<ul style="list-style-type: none"> • relate labour market information (e.g., types of employment, required skills and education, salary range) to careers of interest
<i>Job Seeking and Job Keeping</i>	
	<ul style="list-style-type: none"> • demonstrate an understanding of employability skills (e.g., communication, problem solving, teamwork) • demonstrate job-seeking skills (e.g., employment search strategies, résumés, cover letters, job interviews)
<i>Employment Standards and Workplace Safety</i>	
	<ul style="list-style-type: none"> • demonstrate an awareness of the legal rights and responsibilities of employers and employees • analyse practices associated with work-related risk reduction and injury prevention (e.g., safety training, hazard recognition risk management, communication)
<i>Support Networks and Resources</i>	
	<ul style="list-style-type: none"> • identify support networks and resources (e.g., family, school, and community resources) for pursuing their education and career goals
<i>Transition Plan</i>	
	<ul style="list-style-type: none"> • develop a personal education and career plan to support the achievement of education and career goals

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HEALTH	
<i>It is expected that students will:</i>	
<i>Healthy Living</i>	
	<ul style="list-style-type: none"> analyse factors that influence health (e.g., physical activity, nutrition, stress management)
<i>Health Information</i>	
	<ul style="list-style-type: none"> analyse health information for validity and personal relevance
<i>Healthy Relationships</i>	
	<ul style="list-style-type: none"> demonstrate an understanding of skills needed to build and maintain healthy relationships (e.g., effective communication, problem solving) analyse factors contributing to a safe and caring school (e.g., respect for diversity, prevention of harassment and intimidation)
<i>Health Decisions</i>	
	<ul style="list-style-type: none"> evaluate the potential effects of an individual's health-related decisions on self, family, and community analyse practices that promote healthy sexual decision making (e.g., recognizing influences, accessing accurate information, applying informed decision-making skills) analyse practices associated with the prevention of HIV/AIDS analyse strategies for prevention substance misuse (e.g., recognizing influences, accessing accurate information, applying informed decision-making skills) analyse individual and societal practices associated with road-related risk reduction and injury prevention (e.g., obeying speed limits, wearing seatbelts, driver education)
<p><i>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 alternate delivery of sensitive topics: http://www.bced.gov.bc.ca/policy/</i></p>	
FINANCES	
<i>It is expected that students will:</i>	
<i>Financial Literacy</i>	
	<ul style="list-style-type: none"> demonstrate financial literacy related to: <ul style="list-style-type: none"> budgeting skills planning for transition from secondary school knowledge about credit and debt knowledge of legal requirements for reporting personal income
<i>Costs of Education and Career Options</i>	
	<ul style="list-style-type: none"> Identify the costs and funding sources associated with various education and career options
<i>Financial Plan</i>	
	<ul style="list-style-type: none"> develop a personal financial plan to support the achievement of education and career goals