All students can be successful; Success comes in many forms; There are many pathways to success. (CPS, 9)

The Arts
ADA1O/2O- B3.1 identify specific collaborative skills and attitudes that are required in preparing and staging drama works and explain how they can be applied in other fields or activities
ATC3O/ATC3M- B2.2 explain how dance education contributes to their personal growth and well-being

Technical Education
TGJ2O- C2.5 describe social and ethical issues relating to the use of communications technology
TCJ3C- E2.4 demonstrate an understanding of and apply the Essential Skills that are important for success in the construction industry, as identified in the Ontario Skills Passport

Health & Physical Education
PPL2O Living Skills: Decision Making - identify personal strengths and areas for growth - demonstrate how they have achieved short-term goals based on a personal vision
PPL3O- use decision-making and goal-solving skills to promote healthy active living PPL4O- assess the skills needed to maintain healthy, respectful, and long-lasting relationships

Computer Studies
ICS2O- C4.1 research and describe trends in careers that require computer skills, using local and national sources
ICS4/C4U- D2.3 outline and apply strategies to encourage ethical computing practices at home, at school, and at work

Social Sciences and Humanities
HFN1O/2O- B2.5 assess their own eating patterns and create a personal eating plan to achieve optimal health D2.1 assess their personal and family food-purchasing and food-preparation practices to determine their effect on the environment HHS4U/4C- C3.4 analyse the role of the family as an agent of socialization in different cultures and historical periods and among groups from various religious backgrounds

Guidance and Career Education
GLE1O/2O/GLS1O- Identify their learning styles, personal qualities, and learning challenges by analysing their past experiences, both successful and unsuccessful GWL3O- identify ways in which they can use their interests, skills, and knowledge to contribute to the development of their community or its members

Career & Life Planning
Classroom teachers support students in education and career/life planning by providing them with learning opportunities (classroom, school and community), filtered through the lens of the four inquiry questions, that allow them to apply subject-specific knowledge and skills to work-related situations; explore subject-related education and career/life options; and become competent, self-directed planners. The updated curriculum expectations for all subjects provide opportunities to relate classroom learning to education and career/life planning that will prepare students for success in school, work, and life.

Career: “The sum of a person’s experiences in a variety of roles throughout life…every person has a career, which includes work, learning, community engagement, and relationships with family and friends” (CPS, 6).

Native Studies
NAC1O- describe the specific characteristics that define cultural identity
NBV3C- describe traditional and contemporary beliefs and values of Aboriginal cultures that influence present-day activities and behaviours

Business Studies
BB1O/2O- demonstrate an understanding of ethics and social responsibility in business
BB3C- develop a profile of a typical entrepreneur by researching a diverse group of successful entrepreneurs, including Aboriginal entrepreneurs

Science
SNC1D- B1.2 evaluate the effectiveness of government initiatives in Canada and/or the efforts of societal groups or non-governmental organizations, such as Aboriginal communities, environmental groups, or student organizations, with respect to an environmental issue that affects the sustainability of terrestrial or aquatic ecosystems
All science courses- A2.1 identify and describe a variety of careers related to the fields of science under study

“In Grades 9 to 12, curriculum expectations in many disciplines focus directly on education and career/life planning. In addition, there are opportunities within the secondary school curriculum for students to focus on self-awareness and on decision making and goal setting…Such learning helps make their school experience more relevant for students, increases their engagement with school, and so promotes higher levels of achievement” (CPS, 29).