

## Section 1: Overview of Focus Areas

The 2004 Graduation Program supports achievement for all students, offering a range of options for focusing their studies in areas that interest them. It teaches skills that students need to plan successful futures by identifying, exploring and developing their personal strengths — and learning how those strengths can be employed in the workplace or built upon with further education and experience.

Research has shown that students who focus their studies in areas that interest them are more engaged in school and more likely to graduate than unfocused students. To that end, the Graduation Program supports all students to:

- consider the broad range of education choices and career options available
- learn about and consider eight possible Focus Areas during Planning 10
- develop a Focus Area that interests them to pursue during Grades 11 and 12
- explore the wide range of post-secondary education options for one or more Focus Areas
- explore the wide range of career options related to one or more Focus Areas, and
- document Focus Area courses and research in their Graduation Portfolio

Focus Areas are based on courses and programs available at secondary schools and post-secondary institutions in BC. They are:

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

This guide describes the Focus Areas in detail, lists sample courses associated with each, and offers examples of career opportunities that could be pursued in each — directly after graduation, with some further training, or with more extensive education and experience. It also provides (in Appendix B) sample ideas for linking Focus Areas to Graduation Portfolios, along with tips (in Section 3) specifically for teachers.

In general, the guide supports the Graduation Program goal of encouraging students to design their own education programs in Grades 11 and 12, and to pursue their unique set of interests through:

- course work
- Focus Area exploration
- Graduation Portfolio development
- community learning, and/or
- work experience.

Integrating these approaches helps students connect learning from individual courses to their role in the broader community and to their personal plans for the future. Encouraging students to make this connection and to reflect on their choices will help ensure they are well-prepared to build successful futures.

## Section 2: Focus Areas

### **Business and Applied Business Focus Area**

#### **Description**

This Focus Area provides the opportunity to explore careers in areas such as marketing, finance, human resources, accounting or computer use in a business or office setting. Students with an interest in this Focus Area may have strong investigative, social and organizational skills. Career options will generally involve the organization of people, money and other assets.

For information about specific occupations related to this Focus Area, including the nature of work, main duties, working conditions and wages, employment prospects, and education and training requirements, go to: [www.workfutures.bc.ca](http://www.workfutures.bc.ca) At this site, use the National Occupation Classification (NOC) feature to view occupations in the category of: Business, Finance and Administrative Occupations. For information about BC post-secondary options related to this Focus Area, go to: [www.openingdoorsbc.com](http://www.openingdoorsbc.com)

#### **Sample interests, skills and competencies related to this focus area**

- Interest in working with numbers
- Interest in planning or conducting meetings
- Interest in interacting with people
- An understanding of business principles and organization
- Ability to effectively use office technology as needed to communicate, organize and plan business activities
- Organizational, interpersonal and leadership skills
- Entrepreneurial skills
- Information management skills
- Presentation skills

**Sample options after Grade 12 graduation**

- Employment: Office Assistant
- Employment: Sales Assistant
- Employment: Clerk
- Certificate program: Office Administration
- Certificate program: Real Estate Sales
- Certificate program: Payroll Accountant
- Diploma program: Business Administration
- Diploma program: Accounting
- Degree program: Commerce
- Degree program: Human Resource Management
- Degree program: Business Administration

**Sample occupations**

- Office Assistant
- Business Office Manager
- Payroll Clerk
- Banker
- Accountant
- Financial Planner
- Entrepreneur
- Salesperson
- Realtor
- Marketing Executive
- Insurance Agent
- Business Owner
- Human Resources Manager
- Stockbroker
- Economist

**Elective courses that best fit this Focus Area**

## Ministry Authorized Courses

- Marketing 11 and 12
- Business Information Management 12
- Entrepreneurship 12
- Business Computer Applications 11
- Data Management 12
- Economics 12
- Management Innovation 12
- Accounting 11 and 12
- Financial Accounting 12
- Applications of Math 11 and 12
- Work Experience 12

## Board/Authority Authorized Courses

- Desktop Publishing
- Business Leadership
- Business Management
- Consumer Education
- Keyboarding
- Office Skills

## Community Learning

- Youth Leadership courses
- Junior Achievement program
- Student Ventures program

**Sample course packages for Business and Applied Business Focus Area****Student #1**

Matthew has experience in his father's small business and wants to pursue this interest further. After Grade 12, he thinks he will probably take some part-time post-secondary courses while working full time in the family business. His Focus Area courses include: Marketing 11 and 12, Accounting 11 and 12, and Business Information Management 12.

**Student #2**

Tom is interested in metal work and welding, but he is also interested in working for himself and some day owning his own business. His courses support these two Focus Areas. They include Accounting 11, Marketing 11, Business Information Management 12, Welding 11, and Metal Fabrication and Machining 11 and 12.

**Student #3**

Amanda likes working with numbers and is interested in possibly becoming a Chartered Accountant. She enrolls in her school's Accounting Career Preparation program to see if this is really something she wants to pursue. Her Focus Area courses include Accounting 11 and 12, Applications of Math 12 and a Work Experience course where she gets the chance to do some entry level accounting work.

**Student #4**

Katy is a very high performing student and is interested in working in a business environment. She plans to attend university directly after Grade 12 and obtain a Bachelor of Commerce degree. Her Focus Area courses include Management Innovation 12, Economics 12, Entrepreneurship 12 and Principles of Math 12.

## Fine Arts, Design, and Media Focus Area

### Description

This Focus Area supports the development of skills and knowledge in a range of specialties including Dance, Drama, Music and Visual Arts. Students can develop both creative and technical skills and may wish to complement these by developing applied business skills. This would expand their career opportunities to include occupations that support performers and other types of artists.

For information about specific occupations related to this Focus Area, including the nature of work, main duties, working conditions and wages, employment prospects, and education and training requirements, go to: [www.workfutures.bc.ca](http://www.workfutures.bc.ca) At this site, use the National Occupation Classification (NOC) feature to view occupations related to: Occupations in Art, Culture, Recreation and Sport. For information about BC post-secondary options related to this Focus Area, go to: [www.openingdoorsbc.com](http://www.openingdoorsbc.com)

### Sample interests, skills and competencies related to Focus Area

- Interest in visual arts, theatre, music or drama
- Interest in entertaining people
- Interest in arts and crafts
- Ability to communicate personal expressions
- Ability to think metaphorically
- Visual, kinesthetic, and auditory literacy
- Ability to use the elements and principles of composition
- Ability to generate ideas
- Critical, creative, and flexible thinking
- Ability to create and identify meaning in representational media
- Performance and presentation skills for appropriate contexts
- Ability to reflect on, and respond to, a broad range of thoughts, images, and feelings in various art forms
- Collaboration within a community or company of artists
- Appreciation of the contribution of the arts to society

**Sample options after Grade 12 graduation**

- Employment: Cartoonist
- Employment: Singer
- Employment: Web Designer
- Employment: Interior Design Assistant
- Certificate program: Advanced Motion Picture Production
- Certificate program: Basic Musicianship
- Certificate program: Professional Photography
- Diploma program: Associate of Arts
- Diploma program: Fashion Design
- Diploma program: Fine Arts
- Degree program: Bachelor of Fine Arts, Dance Major or Film Major
- Degree program: Bachelor of Media Arts
- Degree program: Bachelor of Music

**Sample occupation options**

- Photographer
- Illustrator
- Choreographer
- Art Curator
- Film director
- Cinematographer
- Set Designer
- Fashion Designer
- Interior Designer
- Artist
- Musician



**Elective courses that best fit this Focus Area**

## Ministry Authorized Courses

- Fine Arts 11
- Dance 11 and 12
- Drama 11 and 12 – Film and TV
- Drama 11 and 12 – Theatre
- Music 11 and 12 – Choral Music and Instrumental Music
- Music 11 and 12 – Composition and Technology
- Visual Arts 11 and 12 – Art Foundations and Studio Arts
- Visual Arts 11 and 12 – Media Arts
- Work Experience 12

## Board/Authority Authorized Courses

- Photography
- Yearbook
- TV/Video Production
- Fashion Design
- Graphic Communication
- Film/Video Studies
- Textile Arts and Crafts
- Jazz Band or Choir
- Musical Theatre

## Community Learning

- Community theatre
- Royal Conservatory music programs
- Community dance programs
- Local film courses
- Art gallery summer school

**Sample course packages for Fine Arts, Design and Media Focus Area****Student #1**

Raj loves music and has taken lessons since Grade 1. He would like to earn a university degree in music and become a secondary school Music Teacher. His Focus Area courses include the Ministry courses Music 11: Composition and Technology, and Music 12: Composition and Technology. They also include two external courses: Royal Conservatory of Music 11 and Royal Conservatory of Music 12.

**Student #2**

Sally has strong skills in the visual arts and also enjoys working on computers. She plans to take courses at the Emily Carr Institute of Art and Design and become a computer game designer. Her Focus Area courses include Art Foundations 11 and 12, plus two local courses taught at her school: Electronic Illustrations 11 and Computer Animation 12.

**Student #3**

Elaine has an interest in all forms of dance. She would like to become a dance professional, either in a performing or a teaching capacity. Her Focus Area courses include the Ministry courses Dance Choreography 12 and Dance Performance 12, plus the external courses Royal Academy of Dancing 11B and 12B. She has also included Marketing 11 and Business Information Management 12 in her Focus Area package since she may wish to pursue an administrative role in dance.

**Student #4**

Jason is interested in public speaking and film and television production. His future plans include post-secondary courses in journalism and film/video production, followed by a career in broadcast journalism. His Focus Area courses include Drama: Film and Television 11, Drama: Film and Television 12, Journalism 12, plus a local course taught at his school: Video Production 12.

## Fitness and Recreation Focus Area

### Description

Students who choose this Focus Area have the opportunity to pursue learning experiences related to athletics, recreation, personal health and wellness, coaching and team performance. They may have well-developed physical abilities, be interested in helping others enjoy athletic or leisure activities and/or be involved in various levels of sport performance. Some may wish to participate in post-secondary athletics or become a professional athlete and some may already have demanding performance and fitness schedules. These students may find particular benefits in external courses that recognize learning outside regular school hours.

For information about specific occupations related to this Focus Area, including the nature of work, main duties, working conditions and wages, employment prospects, and education and training requirements, go to: [www.workfutures.bc.ca](http://www.workfutures.bc.ca) At this site, use the National Occupation Classification (NOC) feature to view occupations related to: Art, Culture, Recreation and Sport Occupations. For information about BC post-secondary options related to this Focus Area, go to: [www.openingdoorsbc.com](http://www.openingdoorsbc.com)

### Sample interests, skills and competencies related to this Focus Area

- Interest in sports
- Interest in outdoor activities
- Interest in personal fitness and nutrition
- Understanding of nutrition and its impact on performance
- Skills required to coach or instruct others
- Leadership skills, including the ability to motivate people
- Performance/kinesthetic skills in one or more sports areas
- Safety skills, including First Aid and personal safety skills
- Event management skills
- Conflict resolution skills
- Public relations skills
- Good hand-eye coordination

**Sample options after Grade 12 graduation:**

- Personal: continued training in a specific sport or activity
- Employment: Fitness Instructor
- Employment: Recreation Centre Attendant
- Employment: Lifeguard
- Certificate program: Fitness and Exercise Leadership
- Certificate program: Golf Management
- Diploma program: Events Management
- Diploma program: Fitness and Exercise Management
- Degree program: Bachelor of Physical Education
- Degree program: Bachelor of Recreation and Health Education
- Degree program: Bachelor of Kinesiology

**Sample occupations**

- Athlete
- Coach
- Recreation Director
- Entrepreneur: adventure tourism or recreational services
- Trainer and Fitness Consultant
- Facilities Manager
- Community Recreation Coordinator
- Teacher
- Firefighter

**Elective courses that best fit this Focus Area:**

## Ministry Courses

- Dance Performance 11
- Dance Performance 12
- Physical Education 11
- Physical Education 12

## Board/Authority Courses

- Community Recreation
- Fitness
- Outdoor Education
- Recreation Leadership
- Sports and Recreation Studies

## Community Learning

- External course credits for Athlete
- External course credits for Coach or Official
- First Aid courses
- Fitness Leader courses
- Lifesaving courses
- Outward Bound program
- Water Safety Instructor courses
- External credits for community dance courses

### **Sample course packages for Fitness and Recreation Focus Area**

#### *Student #1*

John plans to pursue a fitness related post-secondary program after graduation. His Focus Area courses include Physical Education 11 and 12, Dance Performance 11, and a local course his school offers in Recreation Leadership.

#### *Student #2*

Sam has had a clear goal in mind for some time: to be a sports journalist. He plans to complete a post-secondary diploma program in Journalism and has chosen courses that relate to both the Fitness and Recreation and Liberal Arts/Humanities Focus Areas. These include Physical Education 11 and 12, Writing 12, Journalism 12, and a Work Experience 12 course that allows him to do some sports reporting with a community newspaper.

#### *Student #3*

Pat wants to become a recreation director. She sees herself designing programs and running some kind of community recreation facility. She is registered in her school's Recreation Leadership career preparation program and has a work placement arranged with the local community recreation department. Her Focus Area courses include Physical Education 11, Work Experience 12 and two local courses that her school offers: Community Recreation 11 and Recreation Leadership 12.

#### *Student #4*

Derek is an elite hockey player who's been drafted to play in the junior league, and on the provincial under-17 team. Derek would like to become a professional hockey player but also wants to pursue a university education. His Focus Area courses are Physical Education 11 and 12 plus External Athlete 11 and 12. He is also choosing courses needed for university admission.

## Health and Human Services Focus Area

### Description

In this Focus Area, students get a broad overview of the skills and attitudes relevant to fields such as health care, child and family services, teaching and the legal services sector. Students can develop skills, competencies and knowledge in both traditional and nontraditional social service areas, including understanding human relations and individual differences, and developing communication and personal management skills. The Health and Human Services experience will include working directly with people, investigating health solutions and educating others in healthy living. Students will also learn about the methods of inquiry used in the health and human service field.

For information about specific occupations related to this Focus Area, including the nature of the work, main duties, working conditions and wages, employment prospects, and education and training requirements, go to: [www.workfutures.bc.ca](http://www.workfutures.bc.ca) At this site, use the National Occupation Classification (NOC) feature to view occupations related to: Social Science, Education, Government Service or Health Occupations. For information about BC post-secondary options related to this Focus Area, go to: [www.openingdoorsbc.com](http://www.openingdoorsbc.com)

### Sample interests, skills and competencies related to this Focus Area

- Interest in helping people
- Interest in using applied science or technology
- Interest in working with children
- Understanding human interaction
- Ability to motivate others
- Conflict resolution skills
- Oral questioning skills
- Presentation of logical arguments in written and oral form
- Reading and interpreting written reports and charts
- Presentation and teaching skills
- Awareness of cross-cultural differences
- Reading, writing and speaking a second language

**Sample options after Grade 12 graduation**

- Employment: Group Home Worker
- Employment: Nurse's Aide
- Employment: Youth Group Leader
- Certificate program: Community Support Worker
- Certificate program: Special Education Assistant
- Certificate program: Health Care Management
- Diploma program: Child and Youth Care Counsellor
- Diploma program: Criminal Justice
- Diploma program: Paralegal Assistant
- Diploma program: Practical Nursing
- Degree program: Bachelor of Education
- Degree program: Bachelor of Social Work
- Degree program: Bachelor of Laws

**Sample occupation options**

- Nurse
- Health Care Assistant
- Day Care Worker
- Home Support Worker
- Paramedic
- Doctor
- Occupational Therapist
- Counselor
- Police Officer
- Social Worker
- Teacher



**Elective courses that best fit this Focus Area**

## Ministry Courses

- Family Studies 11
- Family Studies 12
- Human Services 11
- Human Services 12
- Law 12
- Work Experience 12

## Board/Authority Courses

- Psychology
- Community Service
- Child Services
- Peer Tutoring
- Peer Counseling
- Teaching Assistant
- Leadership

## Community Learning

- Hospital volunteer programs
- Youth development programs such as Girl Guides, Scouts, and Cadets
- Red Cross First Aid
- Participation in community service projects
- Leadership training programs

### **Sample course packages for Health and Human Services Focus Area**

#### **Student #1**

Tom chose the Health and Human Service Focus Area because he wants to become a nurse. He plans to attend a university-college to take a four-year nursing degree program. His Focus Area courses are from two Focus Areas. They are: Human Services 11 and 12, Biology 12 and Chemistry 12.

#### **Student #2**

Sidney likes working with children and is enrolled in her school's Early Childhood Education career preparation program. She plans to take a one-year Early Childhood Education Certificate program after graduation. Her Focus Area courses include Family Studies 11, Human Services 11 and 12, Psychology 11 and Work Experience 12. She has already completed her work experience course at a local day-care facility.

#### **Student #3**

Darren plans to take the Primary Care Paramedic program at the Justice Institute. His Focus Area courses include Law 12, Community Services 12, Biology 12 (which he needs for admission to the Paramedic program) and external course credit for Occupational First Aid Levels 2 and 3, and for Lifesaving 11 and 12.

#### **Student #4**

Pam enjoys helping people and thinks she may want to earn a Bachelor's Degree in Social Work. Her Focus Area courses include Human Services 11 and 12, Psychology 12 and Peer Counselling 12. She is also taking courses in other subject areas to meet university entrance requirements.

## Liberal Arts and Humanities Focus Area

### Description

This Focus Area supports students to develop skills, competencies and knowledge in areas such as history, literature, writing, philosophy, international languages, First Nations studies and geography. Educational experiences include: developing high level communication skills; gaining a perspective on the present through the study of the past; becoming familiar with accomplishments, ideas and concepts from diverse cultures; and acquiring knowledge in the methods of inquiry used in the humanities and social sciences.

For information about specific occupations related to this Focus Area, including the nature of work, main duties, working conditions and wages, employment prospects, and education and training requirements, go to: [www.workfutures.bc.ca](http://www.workfutures.bc.ca) At this site, use the National Occupation Classification (NOC) feature to view occupations related to: Social Science, Education, Government Service. For information about BC post-secondary options related to this Focus Area, go to: [www.openingdoorsbc.com](http://www.openingdoorsbc.com)

### Sample interests, skills and competencies related to this Focus Area

- Interest in writing
- Interest in other cultures
- Interest in second languages
- Research skills to access information from a variety of sources
- Accessing and interpreting material from a wide variety of primary and secondary sources
- Oral questioning skills
- Presentation of logical arguments in written and oral form
- Writing for a specified audience
- Presentation skills
- Awareness of cross-cultural differences
- Analyzing information
- Reading, writing and speaking in a second language
- Applying knowledge of other cultures to current issues

**Sample options after Grade 12 graduation**

- Employment: Library Assistant
- Employment: Museum Attendant
- Employment: Tour Guide
- Certificate program: Aboriginal Studies
- Certificate program: Community Economic Development
- Diploma program: Applied Urban and Rural Planning
- Diploma program: Liberal Arts
- Degree program: Bachelor of Art, International Relations
- Degree program: Bachelor of Arts, French Studies
- Degree program: Bachelor of Arts, Archaeology and History of Greece
- Degree program: Bachelor of Education

**Sample occupation options**

- Anthropologist
- Librarian
- Language Teacher
- Museum Curator
- Urban Planner
- Communications Officer
- Journalist
- Archivist
- Government Public Service

**Elective courses that best fit this Focus Area**

## Ministry Authorized Courses

- French 11 and 12
- Spanish 11 and 12
- Mandarin 11 and 12
- Français Langue 11 and 12
- Punjabi 11 and 12
- German 11 and 12
- Japanese 11 and 12
- First Nations Studies 12
- Geography 12
- History 12
- Comparative Civilizations 12
- English Literature 12
- Technical and Professional Communications 12
- Composition 11
- Writing 12
- Journalism 12
- Work Experience 12

## Board/Authority Authorized Courses

- Aboriginal Language courses
- Religious Studies
- Aboriginal Studies
- Philosophy
- Global Studies
- Creative Writing
- Journalism

## Community Learning

- Post-secondary courses
- Community courses or programs in second language instruction
- Public speaking courses

### **Sample course packages for Liberal Arts and Humanities Focus Area**

#### **Student #1**

Jessica is in French Immersion and plans to get a Bachelor of Arts in the Humanities. She would eventually like to teach in this area at a university. Her Focus Area courses include Français Langue Seconde Immersion 11 and 12, English Literature 12 and Comparative Civilization 12.

#### **Student #2**

Frank wants to go to university but isn't sure what he wants to study. He enjoys second language courses so he takes two in Grades 11 and 12. His Focus Area courses include French 11 and 12, and Japanese 11 and 12.

#### **Student #3**

Arlene has always been interested in writing and she works on the school yearbook. After graduation, she plans to take a two-year diploma program in Applied Communications. She then hopes to work for several years before pursuing a Bachelor of Journalism degree. Her Focus Area courses include Technical and Professional Communications 12, Journalism 12 and two local courses that her school offers: Yearbook Journalism 11 and Yearbook Journalism 12.

#### **Student #4**

Stephen is a First Nations student who attends a small rural school. He wants to pursue post-secondary education but isn't sure what type of program is right for him. His Focus Area courses include instruction in his native language (delivered through his school with his band's participation) at the Grade 11 and 12 levels. He also chooses BC First Nations Studies 12 and History 12.

## Science and Applied Sciences Focus Area

### Description

This Focus Area can provide a foundation of skills, competencies and knowledge in areas such as Physics, Biology, Chemistry, Geology/Earth Science, Resource Sciences or Science and Technology. Students in this Focus Area learn about the structures, properties and functioning of living and physical things and apply this knowledge to interpret and predict. Students who select this Focus Area should consider complementing Science studies with courses that develop their math skills.

For information about specific occupations related to this Focus Area, including the nature of work, main duties, working conditions and wages, employment prospects, and education and training requirements, go to: [www.workfutures.bc.ca](http://www.workfutures.bc.ca) At this site, use the National Occupation Classification (NOC) feature to view occupations related to: Natural and Applied Science Occupations. For information about BC post-secondary options related to this Focus Area, go to: [www.openingdoorsbc.com](http://www.openingdoorsbc.com)

### Sample interest, skills and competencies related to this Focus Area

- Interest in doing hands-on experiments
- Interest in finding out how things work
- Interest in doing mathematical calculations
- Understanding and application of the scientific method
- Observation and analysis of similarities and differences
- Collecting/measuring qualitative and quantitative data
- Communicating and interpreting data through a variety of methods
- Understanding the inter-relationship of variables in the prediction of outcomes beyond the laboratory setting
- Formulating physical or mental models
- Designing experiments
- Collaborating with other scientists to enhance productivity
- Awareness of safety, hazards and risks of working in a scientific environment

**Sample options after Grade 12 graduation**

- Employment: Pet Groomer
- Employment: Nursery Worker
- Employment: Animal Care Worker
- Certificate program: Renewable Resources
- Certificate program: Forest Resource Technician
- Certificate program: Commercial Floristry
- Diploma program: Animal Health Technology
- Diploma program: Environmental Technician
- Diploma program: Applied Chemistry and Biotechnology
- Degree program: Bachelor of Science, Biochemistry
- Degree program: Bachelor of Science, Physics
- Degree program: Bachelor of Science, Forestry

**Sample occupation options**

- Surveyor
- Microbiologist
- Veterinary Technician
- Lab Technician
- Environmental Engineer
- Physicist
- Chemist
- Pharmacist
- Meteorologist
- Forester
- Geologist
- Chemical Engineer
- Water Quality Technician



**Elective courses that best fit this Focus Area**

## Ministry Authorized Courses

- Agriculture 11 and 12
- Applications of Physics 11 and 12
- Biology 11 and 12
- Chemistry 11 and 12
- Earth Science 11 and Geology 12
- Physics 11 and 12
- Resource Sciences 11 and 12: Forests
- Science and Technology 11
- Principles of Math 12
- Calculus 12
- Work Experience 12

## Board/Authority Authorized Courses

- Engineering
- Fish and Wildlife Management
- Environmental Science
- Applied Forestry

## Community Learning

- Heart and Stroke Foundation's Summer Program
- Summer science programs at post-secondary institutions
- Shad Valley Summer Program

**Sample course packages for Science and Applied Science Focus Area****Student #1**

Sandy chose this Focus Area because he has an interest in plants and wants to pursue a career in agricultural research. His participation in the local 4H program has given him an understanding of agriculture. His Focus Area courses include Biology 11, Biology 12, Chemistry 11 and Chemistry 12.

**Student #2**

Sally has an interest in environmental issues and belongs to her school's recycling club; she also enjoys science courses. She plans to become an Environmental Technician, which requires a two-year diploma program offered at her community college. Her Focus Area courses include Chemistry 11 and Chemistry 12, plus Environmental Studies 11 and 12, which are local courses offered at her school.

**Student #3**

Chad has an interest in science. He takes part in the local Science Fair every year and works with younger students at a summer science camp. He's not sure of his future plans, other than entering a university program that leads to a science degree. His Focus Area courses include Chemistry 11, Chemistry 12, Biology 11, Biology 12 and Work Experience 12. He plans to pursue a work experience placement at a government research facility.

**Student #4**

Kathy has an interest in forestry and would like to become a Forestry Technician. She has gained some knowledge of the industry from family members who work in forestry related jobs. Her Focus Area courses include Forests 11, Forests 12, Forestry Management 12, which is a local course offered at her school, plus Work Experience 12. She hopes to get a work experience placement with a local forestry company.

## Tourism, Hospitality, and Foods Focus Area

### Description

This Focus Area can provide students with a broad introduction to the hospitality industry and support them to develop skills and competencies in areas such as hospitality and food services, events and conference planning, and a variety of tourism services. They may develop skills in areas such as customer service, tourism promotion, or understanding tourism's value to the economy.

For information about specific occupations related to this Focus Area, including the nature of work, main duties, working conditions and wages, employment prospects, and education and training requirements, go to: [www.workfutures.bc.ca](http://www.workfutures.bc.ca) At this site, use the National Occupation Classification (NOC) feature to view occupations related to: Sales and Service Occupations. For information about BC post-secondary options related to this Focus Area, go to: [www.openingdoorsbc.com](http://www.openingdoorsbc.com)

### Sample interests, skills and competencies related to Focus Area

- Interest in travel
- Interest in food preparation
- Interest in helping people
- Effective communication and personal management skills
- Demonstrating a positive attitude towards customers
- Awareness of cultural differences
- Ability to speak a second language
- Skills in food preparation, presentation or serving
- Customer service skills

### Sample options after Grade 12 Graduation

- Employment: Cook
- Employment: Server
- Employment: Front Desk Clerk
- Certificate program: Travel Counselling
- Certificate program: Adventure Tourism
- Diploma program: Hospitality Management

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- Diploma program: Tourism Management
- Apprenticeship: Professional Cooks Training
- Degree program: Bachelor of Tourism Management

### **Potential occupations**

- Tourism Information Counselor
- Host/Hostess
- Ski Instructor
- Travel Writer/Photographer
- Hotel Manager
- Reservations Sales Agent
- Campground Operator
- Flight Attendant
- Food and Beverage Manager/Server
- Concierge
- Chef
- Tour Guide
- Bartender
- Front Desk Agent
- Hunting/Fishing Guide

**Elective courses that best fit this Focus Area:**

## Ministry Authorized Courses

- Tourism 11 and 12
- Food Studies 11 and 12
- Cafeteria Training 11 and 12
- Cooks Training 11 and 12
- Second Language courses
- Secondary School Apprenticeship
- Work Experience 12

## Board/Authority Authorized Courses

- Culinary Arts
- Hospitality and Foods
- Hospitality and Tourism
- Adventure Tourism

## Community Learning Opportunities

- Foodsafe
- Superhost
- Serving It Right

### **Sample course packages for Tourism, Hospitality, and Foods Focus Area**

#### *Student #1*

Sally chose this Focus Area because she plans to enter the hotel and restaurant management field. Her goal is to attend her local college and take the two-year diploma program in Hotel and Restaurant Management. Her Focus Area courses include Tourism 11 and 12 plus Marketing 11 and Accounting 11 because of her interest in management.

#### *Student #2*

Harry lives in a community with a large tourism industry. He has already spent two summers working at a local resort and hopes that, with formal education and training, he can find ongoing work in the industry and operate a resort some day. His Focus Area courses include Tourism 11, Tourism 12, Entrepreneurship 12 and a local college course in Adventure Tourism.

#### *Student #3*

George loves cooking and plans to become a chef. He already works part time in a restaurant and has found an employer willing to offer him apprenticeship training once he completes some introductory courses. His Focus Area courses include the in-school courses of Cooks Training 11A, Cooks Training 11B and Cooks Training 11C, plus four Secondary School Apprenticeship courses.

#### *Student #4*

Veronica likes to travel and enjoys meeting new people. She thinks she might enjoy working as a travel agent or flight attendant. She chose this Focus Area to explore career options and gain further knowledge about the tourism industry. If the field continues to interest her, she plans to attend a private BC college that provides training for travel agents. Her Focus Area courses include Tourism 11, Tourism 12, Spanish 12 and Work Experience 12.

## Trades and Technology Focus Area

### Description

This Focus Area addresses a spectrum of education and skills in areas such as industrial and commercial trades, and in many computer and telecommunication technologies. It is well suited for students who have spatial intelligence and enjoy working with their hands. The Focus Area provides opportunities to develop knowledge, skills and competencies in such specialty areas as carpentry, mechanics, metal work, welding, electronics, drafting and design, and information technologies.

For information about specific occupations related to this Focus Area, including the nature of work, main duties, working conditions and wages, employment prospects, and education and training requirements, go to: [www.workfutures.bc.ca](http://www.workfutures.bc.ca) At this site, use the National Occupation Classification (NOC) feature to view occupations related to: Trades, Transport and Equipment Operators; Natural and Applied Science Occupations (see the technical jobs section); Occupations Unique to Primary Industry; and Occupations Unique to Processing and Manufacturing. For information about BC post-secondary options related to this Focus Area, go to: [www.openingdoorsbc.com](http://www.openingdoorsbc.com)

### Sample interests, skills and competencies related to this Focus Area:

- Interest in doing hands-on projects
- Interest in figuring out how things work
- Interest in mechanical things
- Applied math skills that are relevant to industry applications
- Technical reading and writing skills
- Ability to locate information and understand updates to processes, codes, and regulations
- Applied science skills (e.g. applied physics)
- Safety skills, including a knowledge of safety rules and hazard identification
- Understanding that use of technologies can affect the environment
- Critical thinking and problem solving while working on a project
- A craftsmanship attitude: the desire to do one's best work
- Good hand-eye coordination

**Sample options after Grade 12 graduation**

- Employment: Automotive Parts Warehouse Worker
- Employment: Drafting Assistant
- Employment: Computer Help Desk Support Person
- Apprenticeship training: in a variety of trades
- Certificate program: Trades Training in a variety of trades
- Certificate program: Diesel Engine Electronics
- Diploma Program: Computer Systems Technician
- Diploma Program: Electronics Technician
- Diploma Program: Mining Technology
- Degree Program: Bachelor, Geographic Information Systems
- Degree Program: Bachelor of Technology in Electronics

**Sample occupations**

- Plumber
- Carpenter or Cabinetmaker
- Pipe Fitter
- Electrician
- Instrumentation Mechanic
- Power Engineer
- Aircraft Maintenance Engineer
- Millwright
- Machinist
- Communications Repair Technician
- Welder
- Transit: Driver or Mechanic
- Heavy Equipment: Operator or Mechanic



**Elective courses that best fit this Focus Area:**

## Ministry Authorized Courses

- Automotive Technology 11 and 12
- Carpentry and Joinery 11 and 12
- Metal Fabrication and Machining 11 and 12
- Electronics 11 and 12
- Drafting and Design 11 and 12
- Welding 11 and 12
- Information Communication Technology 11 and 12
- Secondary School Apprenticeship 11 and 12
- Work Experience 12

## Board/Authority Authorized Courses

- General Mechanics
- Industry specific courses
- Auto Body Repair
- Wood Products Manufacturing

## Community Learning

- Occupational First Aid
- Confined Spaces and WHMIS training
- Lock Out and Personnel Protective Equipment Training
- Computer Certification courses

**Sample course packages for Trades and Technology Focus Area****Student #1**

Tim has always been interested in mechanics and has helped his dad work on a variety of cars. He lives in a part of the province where heavy equipment is used in many industries and hopes to become a Heavy Duty Mechanic. His Focus Area courses include Automotive Technology 11 and 12, plus the specialty courses Automotive Technology 12: Electricity and Electronics and Automotive Technology 12: Engine and Drive Train.

**Student #2**

Erin is not sure what she wants to do after graduation, but she is interested in designing and creating products from an artistic perspective. Her school has both a metal shop and drafting lab. Her Focus Area courses include Drafting and Design 11 and 12, Metal Fabrication and Machining 11, and Metal Fabrication and Machining 12: Art Metal and Jewelry.

**Student #3**

Christine wants to become a Computer Network Technician and hopes to complete a basic Computer Certification program while in secondary school. She plans to continue her studies by enrolling in an Information Technology diploma program at her local college after Grade 12. Her Focus Area courses include Computer Information Systems 11 and 12 plus two external courses offered by her school in Computer Certification.

**Student #4**

Sean is interested in becoming a Power Engineer. He takes advantage of a Career Technical Program that integrates secondary and post-secondary courses. His program in grades 11 and 12 includes two semesters at his secondary school, two semesters at a college and significant work experience. His Focus Area courses consist of Work Experience 12 and technical courses completed at the college, for which he earns dual credit, under an agreement between the college and his school district.

## Section 3: Teachers' Corner

This section is designed to help Planning 10 teachers work with students to explore Focus Areas. It offers a wide range of options and ideas, all developed by teachers. Choose the ones that best meet your teaching style and needs.

In general, it is important to stress that career planning is not a course but a process that typically involves five steps:

- self-assessing personality, interests, skills and values
- researching education and career information
- developing career goals
- making a plan to achieve career goals, and
- taking action to reach the goals.

These steps are reflected in the process of exploring Focus Areas, which helps students identify potential opportunities and options for the future. It is also a process they can revisit as they face transitions at various points in their lives. By helping students identify a Focus Area based on interest, aptitude and relevant information, you can help them move along their own career and life path.

### **Tips for helping students to explore Focus Areas**

- Invite subject teachers from various Focus Areas to talk about their course content and the skills their students develop. Discuss occupations that require knowledge of the teacher's curricular area.
- Invite senior students engaged in career programs, based on Focus Areas, to talk about their on-the-job experiences. Ask students to relate school learning to the world of work.
- Invite representatives of associations/community groups from occupations found in various Focus Areas to talk about potential education and training requirements, career paths and work opportunities.
- Invite people who are working in a job related to each Focus Area to be part of a panel discussion on Focus Areas.

- Ask students to interview workers from two or three different Focus Areas. They might want to gather information about the skills, education and work experience required.
- Host spotlight sessions for occupations with similar types of educational requirements (such as on the job training, certificate training, apprenticeship training, two-year diploma, or university degree). Then relate each occupation to a Focus Area.
- Ask students to identify educational options and training scenarios related to several Focus Areas, using resources found on the Internet or in the career resource centre. They could develop a diagram that depicts what they found and share it with others in the class.
- Assign a Focus Area to a group of students to research. Ask them to identify the generic skills developed in each area, the occupational pathways that relate to the Focus Area, and the variety of possible educational and work routes. Have them depict the information in a poster or presentation to share with the class.
- Ask students to develop a diagram that shows career pathways related to several Focus Areas.
- Ask students to use *Opening Doors* ([www.openingdoorsbc.com](http://www.openingdoorsbc.com)) to research post-secondary educational programs related to several different Focus Areas. *Opening Doors* contains information on more than 2,000 programs available at BC post-secondary institutions. These programs can be searched by Focus Area.
- Ask school counselors to give a talk on the possible routes to education that each Focus Area offers.
- Ask career program teachers to talk about the possible career pathways each Focus Area offers, and about work experience placement opportunities.
- Ask teachers in curricular areas related to particular Focus Areas to develop a list of skills and competencies that students will develop over the year and post them in the classroom or provide them in a handout.
- Ask students to search websites that provide information about occupations and careers related to specific Focus Areas.
- Ask students to research some of the new and emerging careers in a Focus Area of interest (i.e. “bioinformatics” in Science and Applied Science).

### **Tips for helping students select a Focus Area of interest**

- Ask students to develop Focus Area selection criteria based on their interests at school, at home and in the community. They should also consider their future life/work aspirations in terms of education and training, location of future employment, and desired work situations/conditions.
- Ask students to conduct or refer to a skills self-assessment. Ask them to compare and contrast their findings to skills related to each Focus Area to see if there is a match, or if the student is interested in pursuing further skills development through course work or work experience.
- Ask students to create their own life/work scenario for the next 10 years. Then ask them to evaluate two or three Focus Areas to determine which ones suit their own profile. Finally, ask them to detail how choosing a particular Focus Area now would move them along their life/work journey.

### **Steps for applying Focus Area research to education and training options**

- Identify two or three options for work that relate to a Focus Area of interest. (Asking students to do this for two Focus Areas provides more in-depth study and expands their horizons of possibilities).
- Determine the education/training and/or work experience requirements for those occupations.
- Identify two or three post-secondary institutions that offer a program to help develop the skills and knowledge required to gain employment, or identify the on-the-job training required.
- Ask students to identify the secondary school courses required to enter the post-secondary institutions and programs. Ask students to identify the work experience required to gain employment.
- Ask students to evaluate their options and develop two or three scenarios related to a chosen Focus Area — detailing possible course selections and community activities in Grades 11 and 12 that would allow them to move to further education and/or training. (Remind them to also consider Industry Training, Dual Credit and External course options.)
- Encourage students to explore the advantages of adding an elective work experience course as part of their Graduation Program.

### **Tips for linking Focus Areas skills development to the Graduation Portfolio**

- Teach students what skills and competencies are and how they can develop them.
- Ask students to identify the skills and competencies required in various occupations related to their Focus Areas of choice. List the skills required and ask students to reflect on what they have developed to date (either through school courses, community involvement or extra curricular activities) and what they need to develop in the future.
- Ask students to look at course offerings in the school and see which will help them develop their skills and competencies.
- Ask students to develop a plan indicating how they will attain new skills through course work, external credits, work experience, community volunteer activities or extra curricular activities.
- Ask students to detail how they might gather evidence to include in their portfolios that demonstrates attainment of their desired skill sets.
- Ask students to research post-secondary programs and work occupations where a portfolio might help them gain either admission or employment.

### **Sample ways to engage students in thinking about Focus Areas**

This section is written in a conversational tone and is designed to help teachers talk to students. The ideas offered are only examples. Use them to develop approaches that work for your own individual teaching style and needs.

- Look at your personal characteristics and reflect on your abilities, skills and areas of knowledge. Does anything jump out at you? Does anything consistently show up in your quiz, test or self-assessment results? What you're good at doing can hold a key to future employment, especially when you combine your skills and abilities with your interests. For example, someone who's good with their hands and has an interest in boats could be a boat engine mechanic or a boat builder. Or someone who's good at computer graphics and interested in playing games could be a computer games developer. Choose an interest or ability of yours and investigate occupations or

areas of work that it could lead to. What courses could you take in secondary school to help your chances of working in these areas? What Focus Area(s) best represent your chosen occupations?

- Think about the subjects you like in school and consider what occupations they relate to. Maybe you like physical education — if so, you could be a PE teacher, a recreational leader or a lifestyle coach. Maybe you like physics. In that case, think about the types of jobs that require a knowledge and appreciation of physics — jobs like mechanic, engineer or pilot. Make a list of the kinds of courses you most enjoy. Think about the types of jobs that require knowledge and skills in those subjects. What Focus Area would these courses fit best?
- One or more of your self-assessments likely gave you suggestions for future work opportunities. Review that list and choose two or three that interest you. Then investigate their potential in terms of your own hopes and dreams, as well as the education, training and/or work experience required to reach those work opportunities. Determine what kinds of secondary school courses will provide relevant skills or help prepare you for further education or training. List the Focus Areas that best fit the Grade 11 and 12 courses you wish to take.
- Sometimes, to make a match, you have to expand the way you think about your interests. For example, if you enjoy music but are not musically talented, you could still consider exploring career opportunities in the music industry, keeping in mind that people in lots of different occupations (managers, publicists, recording engineers, photographers, etc.) support bands to actually get their songs on the radio. Think about industries, goods or services that you are familiar with and list all the different occupations that support them. Do any of these interest you? Research their education and training requirements and examine Focus Areas that support them.
- One way to think about Focus Areas is to look at career clusters or occupation areas. Look at what people do or offer, and then think of all the related occupations that support that person, service or product. One example is a doctor, who's considered a helping professional. Consider all the related occupations - nurse, medical office manager, lab technician, home care worker, pharmacist, etc. In this context, each of these occupations fits into the Health and Human Services Focus Area. Choose a different occupation, list related occupations, and discuss which Focus Areas these occupations fit.





## Section 4: Focus Areas Resources

## Focus Areas and Examples of Potential Workplace Occupations

<b>Focus Area</b>	<b>Grade 12 Graduation</b>	<b>Some Post-secondary</b>	<b>More Post-secondary &amp; Work Experience</b>
<b>Business /Applied Business</b>	Salesperson Office Assistant Bank Teller Accounting Clerk	Sales Representative Executive Assistant Loans Officer Bookkeeper	Sales Manager Manager Investment Analyst Certified Accountant
<b>Fine Arts, Design, Media</b>	Music Store Sales Artist/Craftsperson Silkscreen Artist Film/Video Entry Level Position	Music Teacher Art/Crafts Instructor Illustrator Video/Film Camera Operator	Composer/Conductor Visual Arts Teacher Interior Designer Film Editor
<b>Fitness &amp; Recreation</b>	Recreation Attendant Ski Lift Operator Forestry Firefighter Life Guard	Recreation Leader Ski Instructor Firefighter Swim Instructor	Facilities Manager Ski Resort Manager Firefighter Officer Pool Manager
<b>Health &amp; Human Services</b>	Nurse's Aide Security Guard Group Home Worker Youth Group Leader	Paramedic Police Officer Youth Care Worker Teacher Assistant	Registered Nurse Probation Officer Social Worker Teacher
<b>Liberal Arts/Humanities</b>	Library Assistant Tour Guide Copy Writer Museum Attendant	Library Technician Publicist Journalist Museum Guide	Librarian Events Coordinator Editor Museum Curator
<b>Sciences /Applied Sciences</b>	Animal Care Worker Landscape Worker Forestry Worker Nursery Worker	Veterinary Technician Landscape Technician Forestry Technician Horticulture Technician	Veterinarian Landscape Architect Professional Forester Plant Biologist
<b>Tourism, Hospitality, and Foods</b>	Kitchen Helper Food Server Front Desk Clerk Tour Guide	Cook Hospitality Supervisor Reservations Sales Agent Travel Counselor	Chef Operations Manager Hotel Manager Travel Agency Manager
<b>Trades &amp; Technology</b>	Construction Labourer Skilled Trades Helper Equipment Operator Computer Tech Support Worker	Carpenter Apprentice Trades Apprentice Equipment Technician Certified Computer Technician	Carpenter Trades Journeyperson Mechanic Computer Systems Programmer

**Sample Ideas for Gathering Portfolio Evidence Relating to Focus Areas**

**Portfolio Organizers**

<b>Focus Areas</b>	<b>Art &amp; Design</b>	<b>Community Involvement</b>	<b>Education &amp; Career Planning</b>	<b>Employability Skills</b>	<b>Information Technology</b>	<b>Personal Health</b>
<b>Business &amp; Applied Business</b>	Visual design for advertising a new product or service	Help organize a Junior Achievement program in community	Create a business plan for financing post-sec education	Use problem solving during a work experience placement	Projects from a Business Computer course	Research businesses specializing in healthy eating
<b>Fine Arts, Design and Media</b>	Project from a Fine Arts 11 or 12 course	Volunteer at a community arts or music festival	Visual arts portfolio for post-sec program application	Journal on teamwork skills used in school theatre production	Projects from Digital Computer Graphics course	Research on role of the Fine Arts in improving emotional health
<b>Fitness &amp; Recreation</b>	Performance from Dance course	Volunteer coach of community sports teams for youth	Research options and make plan for work in recreation field	Document teamwork skills used in organizing community sports event	Spreadsheet that tracks all fitness activities on daily basis	Analysis of how Phys Ed 11 & 12 courses have affected your health
<b>Health and Human Services</b>	Report on role of Art Therapy in working with children	Projects from Community Services course	Use transferable skills learned in Peer Counseling course	Project from Family Studies on your personal management skills	Use internet to research standards for counseling profession	Psychology course project on emotional health and teens
<b>Liberal Arts and Humanities</b>	Respond to Aboriginal artworks in BC First Nations 12 course	Sec. Lang. course journal on cultural sensitivity & diversity	Use transferable writing and presentation skills in the community	Journal on teamwork skills used in working on school paper or newsletter	Use of computer technology for History 12 research project	Project on emotional well-being from several cultural perspectives
<b>Science and Applied Science</b>	Project on concepts from Physics used by visual artists	Participate in project with community group to improve a watershed	Research career options in medical technology fields	Use problem solving model from Science or Math in work placement	Use computer technology for Science course project	Project on healthy eating from scientific perspective
<b>Tourism, Hospitality &amp; Foods</b>	Apply design principles to food presentation	Volunteer at multi-ethnic food festival	Use transferable skills from Food Studies course at home	Reference letter on use of communication skills while working in busy restaurant	Use computer technology to create and print menus for banquet	Create a menu of healthy meals
<b>Trades and Technology</b>	Project designs from Drafting or Carpentry courses	Work with service club on 'home repairs for seniors' project	Use skills from Tech Ed courses in the workplace	Use personal management skills in work experience placement	Use internet to research work options in the trades	Report on obstacles to healthy eating in the outdoor workplace