

Curriculum for selection of education for lower secondary education

This is a translation from Norwegian Bokmål of the official Norwegian subject curriculum text.

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About the subject

Relevance and central values

Selection of education is an important subject for helping pupils to make good education and career choices. The subject shall help the pupils to develop a strong identity and make choices based on their own interests and ability. Through work on the subject, the pupils gain knowledge of the possibilities and requirements of the education system and labour market. The subject shall help the pupils develop competence to handle transitions, contribute to participation and create awareness of the connection between education and job opportunities.

All subjects are designed to help give pupils a strong foundation for learning. Selection of education shall help the pupils make independent decisions. The subject shall also help them explore career options based on equal worth and equality. The pupils develop their identity in the subject by participating in an inclusive and diverse community that balances the wishes of the individual with the values of the community.

Core elements

Career readiness

The development of career readiness involves self-understanding, self-development and self-learning, and development of a strong identity. It also involves exploring education opportunities and the labour market. It includes skills for gathering, analysing and using information about oneself, education and employment. The subject also includes transition skills, decision-making skills, and the ability to understand the consequences of one's own decisions. The pupils must perceive career learning as all-inclusive and relevant.

Interdisciplinary topics

Health and life skills

In selection of education, the interdisciplinary topic of health and life skills involves learning to cope with success, adversity, challenges and transitions in the best possible way. Through learning and collaboration in the subject, the pupils gain insight into factors that may be significant to life skills and career choices, preparation for participation in employment and lifelong learning, and possibility to develop a positive self-image and strong identity.

Basic skills

Oral skills

Oral skills in selection of education involve mastering relevant subject terminology, discussing personal options in relation to education and employment, assessing and further developing input from others and asserting personal opinions.

Writing

Writing in selection of education involves documenting knowledge and work processes, and reflecting on self-learning when working on subject texts. It also involves being able to reason and argue for the education and career one desires.

Reading

Reading in selection of education involves understanding, systematising and using information from texts, images, videos and other information channels about education, careers and earning a living. This also involves assessing the credibility of the sources.

Numeracy

Numeracy in selection of education involves using figures on the economic value of working and statistics relevant to the subject

Digital skills

Digital skills in selection of education involves gathering, analysing and using information about education programmes and occupations from digital sources and critically assessing the sources. It also involves becoming familiar with the digital technology in the occupations being explored.

Competence aims and assessment

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The pupil is expected to be able to

- describe their own strengths, qualities and interests, and consider them in relation to their desired education, career and life skills

- gather, analyse and use information about education and employment
- explore career opportunities in various ways, and describe different educational pathways and careers they may lead to
- gain knowledge of the workplace by testing, exploring and reflecting on how sustainability goals, conjunctures and technology impact the labour market, occupations and working methods
- discuss consequences of exclusion and awareness of the economic and social value of working at both the individual and social level
- describe what and who can impact career choices and how this affects one's own choices
- explore and discuss gender-related perspectives in career choices
- see the opportunities and transform their own ideas into taking action and making decisions, and reflect with others on the consequences of career choices
- develop and use coping strategies to handle transitions and challenges related to education and careers
- interpret job advertisements, write a CV and job application, and learn how to make a good impression during an interview

Formative assessment

The formative assessment should help promote learning and the development of competence. The pupils demonstrate and develop competence in selection of education when they reflect on their self-development and career learning, and demonstrate sound judgement when discussing ethical dilemmas. The pupils also demonstrate competence in selection of education by describing education and employment opportunities, and using the knowledge to discuss their own future career plans. The pupils develop competence in selection of education when they progressively use different strategies and technical terminology to express their specialised competence, individually and in collaboration with others.

The teacher creates a teaching plan that facilitates learning to highlight the pupil's competence in different ways. Through a variety of learning situations and dialogue with the teacher, each individual pupil becomes aware of what they can master. The pupils receive feedback that enhances learning, and motivates and guides them to work more on the topics of self-development, the education system and employment.

Type of assessment

Assessment of coursework

Year 10 or year level when the subject ends: Participated

Examination for pupils

Year 10 or year level when the subject ends: This subject does not have an examination.

Examination for external candidates

Year 10 or year level when the subject ends: The subject does not have an arrangement for external candidates.