

Manitoba Education and Advanced Learning

Grade 10 Career Development: Life/Work Planning (half-credit course)

(Current as of September 2014)

This document was developed to indicate the general learning outcomes that compose the career development half-credit course. For your reference purposes, the outcomes that compose the full-credit career development course are shown in the left-hand column.

The Manitoba Curriculum Framework of Outcomes and Foundation for Implementation document which was developed for the full-credit course can be used as a reference for the half-credit course. It is posted on our website at <www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/index.html>.

Full-Credit Course	Half-Credit Course
<p>Unit 1: Personal Management</p> <p>GLO A: Build and maintain a positive self-image.</p> <ul style="list-style-type: none"> ▪ 1.A.1 Explore own abilities, interests, skills, values, attributes, and personal qualities to determine strengths and weaknesses. ▪ 1.A.2 Identify positive characteristics (skills, interests, personal qualities, and strengths) about self as seen by self and others. ▪ 1.A.3 Describe how self-assessment can contribute toward the achievement of personal, educational, social, and professional goals. ▪ 1.A.4 Discover the importance of developing a realistic and positive self-image and the consequences of an erroneous one. ▪ 1.A.5 Identify how a realistic and positive self-image contributes to self-fulfillment, both personally and professionally. ▪ 1.A.6 Evaluate the impact of self-image on self and others. ▪ 1.A.7 Identify and compare how internal and external factors affect motivation. ▪ 1.A.8 Explore personal desires and interests. <p>GLO B: Interact positively and effectively with others.</p> <ul style="list-style-type: none"> ▪ 1.B.1 Integrate personal management skills to balance work, family, and leisure activities for mental, emotional, physical, and economic well-being. ▪ 1.B.2 Review effective interpersonal skills. ▪ 1.B.3 Analyze group discussion as to the effectiveness of communication. ▪ 1.B.4 Identify effective skills, knowledge, and attitudes for interacting with others. ▪ 1.B.5 Demonstrate financial management skills by preparing a monthly budget. ▪ 1.B.6 Display effective skills, knowledge, and attitudes for resolving conflicts with peers and adults. ▪ 1.B.7 Explore openness to diversity of cultures, lifestyles, and mental and physical abilities in the workplace. 	<p>Unit 1: Personal Management</p> <p>GLO A: Build and maintain a positive self-image.</p> <ul style="list-style-type: none"> ▪ 1.A.1 Explore own abilities, interests, skills, values, attributes, and personal qualities to determine strengths and weaknesses. ▪ 1.A.2 Identify positive characteristics (skills, interests, personal qualities, and strengths) about self as seen by self and others. ▪ 1.A.3 Identify and compare how internal and external factors affect motivation. ▪ 1.A.4 Explore personal desires and interests. <p>GLO B: Interact positively and effectively with others.</p> <ul style="list-style-type: none"> ▪ 1.B.1 Integrate personal management skills to balance work, family, and leisure activities for mental, emotional, physical, and economic well-being. ▪ 1.B.2 Display effective skills, knowledge, and attitudes for resolving conflicts with peers and adults. ▪ 1.B.3 Explore openness to diversity of cultures, lifestyles, and mental and physical abilities in the workplace.

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<p>GLO C: Change and grow throughout life.</p> <ul style="list-style-type: none"> ▪ 1.C.1 Explore how feelings are influenced by significant experiences in the workplace/volunteer situations. ▪ 1.C.2 Discover changes that occur in the physical, psychological, social, and emotional development of an individual. ▪ 1.C.3 Identify the effects of physical, psychological, social, and emotional changes in the workplace. ▪ 1.C.4 Identify causes of stress on own physical and mental well-being in the workplace. ▪ 1.C.5 Demonstrate effective communication skills (e.g., assertiveness, conflict resolution, problem solving) in challenging situations (e.g., bullying). <p>Unit 2: Career Exploration</p> <p>GLO D: Locate and effectively use life/work information.</p> <ul style="list-style-type: none"> ▪ 2.D.1 Compare differences among work, jobs, occupations, and careers. ▪ 2.D.2 Identify how interests, knowledge, skills, values, and attitudes relate to work. ▪ 2.D.3 Determine how self-employment differs from working for others. ▪ 2.D.4 Use various sources to identify local employment opportunities. ▪ 2.D.5 Demonstrate an understanding of how interests, knowledge, skills, values, and attitudes are transferable to various work roles. ▪ 2.D.6 Describe one’s ideal working conditions. ▪ 2.D.7 Identify how a variety of factors have an impact on work opportunities (including supply and demand for workers, demographic changes, environmental conditions, and geographic locations). ▪ 2.D.8 Develop criteria to compare occupations (including skills, interests, values, personal style, family background, lifestyle, and goals). <p>GLO E: Understand the relationship between work and society/economy.</p> <ul style="list-style-type: none"> ▪ 2.E.1 Determine the value of work for oneself. ▪ 2.E.2 Explore how a business operates (i.e., how profit is made, overhead costs, etc.). ▪ 2.E.3 Describe how the community, the economy, and technological advances have an impact on work and work roles. ▪ 2.E.4 Evaluate how one can contribute to the community (e.g., family, school) through work. 	<p>Unit 2: Career Exploration</p> <p>GLO C: Locate and effectively use life/work information.</p> <ul style="list-style-type: none"> ▪ 2.C.1 Compare differences among work, jobs, occupations, and careers. ▪ 2.C.2 Demonstrate an understanding of how interests, knowledge, skills, values, and attitudes are transferable to various work roles. ▪ 2.C.3 Describe one’s ideal working conditions. ▪ 2.C.4 Identify how a variety of factors have an impact on work opportunities (including supply and demand for workers, demographic changes, environmental conditions, and geographic locations). ▪ 2.C.5 Develop criteria to compare occupations (including skills, interests, values, personal style, family background, lifestyle, and goals). <p>GLO D: Understand the relationship between work and society/economy.</p> <ul style="list-style-type: none"> ▪ 2.D.1 Determine the value of work for oneself. ▪ 2.D.2 Explore how a business operates (i.e., how profit is made, overhead costs, etc.). ▪ 2.D.3 Evaluate how one can contribute to the community (e.g., family, school) through work.

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<p>GLO F: Maintain balanced life and work roles.</p> <ul style="list-style-type: none"> ▪ 2.F.1 Identify skills in work-related activities in the home. ▪ 2.F.2 Illustrate the links between own work roles and family roles. ▪ 2.F.3 Examine different life roles and evaluate the responsibilities associated with each of them. ▪ 2.F.4 Identify and plan leisure activities that relate to own considered or preferred lifestyle. ▪ 2.F.5 Demonstrate how various life and work roles have an impact on the attainment of future goals. <p>GLO G: Understand the changing nature of life/work roles.</p> <ul style="list-style-type: none"> ▪ 2.G.1 Compare how work and occupational roles have changed. ▪ 2.G.2 Discover the changing life roles of men and women in work and family settings (e.g., men at home, women in non-traditional work roles). ▪ 2.G.3 Identify stereotypes, biases, and discriminatory behaviours that may limit opportunities for women and men in certain work roles. ▪ 2.G.4 Acknowledge own stereotyping, biases, and discriminatory behaviours that may limit opportunities for oneself or others in certain work roles. ▪ 2.G.5 Verbalize and demonstrate the ability to work with people who are different from oneself. ▪ 2.G.6 Examine and acknowledge the positive impact work has on self. <p>Unit 3: Learning and Planning</p> <p>GLO H: Participate in lifelong learning supportive of life/work goals.</p> <ul style="list-style-type: none"> ▪ 3.H.1 Categorize and assess individual learning styles. ▪ 3.H.2 Identify strategies for improving results at school (e.g., study habits, note taking, etc.). ▪ 3.H.3 Demonstrate personal skills and attitudes conducive to life and work success (e.g., good attitude, initiative, flexibility, etc.). ▪ 3.H.4 Compare students' responsibilities for school with workers' responsibilities for work. ▪ 3.H.5 Identify academic requirements for graduation. ▪ 3.H.6 Recognize how current academic performance and compulsory and optional course selection may have an impact on occupational choice. 	<p>GLO E: Maintain balanced life and work roles.</p> <ul style="list-style-type: none"> ▪ 2.E.1 Illustrate the links between own work roles and family roles. ▪ 2.E.2 Examine different life roles and evaluate the responsibilities associated with each of them. ▪ 2.E.3 Demonstrate how various life and work roles have an impact on the attainment of future goals. <p>GLO F: Understand the changing nature of life/work roles.</p> <ul style="list-style-type: none"> ▪ 2.F.1 Compare how work and occupational roles have changed. ▪ 2.F.2 Verbalize and demonstrate the ability to work with people who are different from oneself. ▪ 2.F.3 Examine and acknowledge the positive impact work has on self. <p>Unit 3: Learning and Planning</p> <p>GLO G: Participate in lifelong learning supportive of life/work goals.</p> <ul style="list-style-type: none"> ▪ 3.G.1 Categorize and assess individual learning styles. ▪ 3.G.2 Identify strategies for improving results at school (e.g., study habits, note taking, etc.). ▪ 3.G.3 Demonstrate personal skills and attitudes conducive to life and work success (e.g., good attitude, initiative, flexibility, etc.). ▪ 3.G.4 Compare students' responsibilities for school with workers' responsibilities for work. ▪ 3.G.5 Identify academic requirements for graduation. ▪ 3.G.6 Recognize how current academic performance and compulsory and optional course selection may have an impact on occupational choice.

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<p>GLO I: Make life/work enhancing decisions.</p> <ul style="list-style-type: none"> ▪ 3.I.1 Research types of training and educational options available before and/or after high school graduation. ▪ 3.I.2 Research the entrance requirements for Manitoba post-secondary programs that provide training/education. ▪ 3.I.3 Demonstrate how own values and attitudes influence the decision-making process. ▪ 3.I.4 Compare advantages and disadvantages of various secondary and post-secondary programs. ▪ 3.I.5 Develop some occupational choices that reflect the changing world of work. <p>GLO J: Understand, engage in, and manage own life/work building process.</p> <ul style="list-style-type: none"> ▪ 3.J.1 Explore the concept that every decision is a life/work decision. ▪ 3.J.2 Compare the difference between career planning and life/work building. ▪ 3.J.3 Define own preferred future. ▪ 3.J.4 Demonstrate the importance of developing flexible and adaptable short-term action plans within the life/work building process (including course selection and short-term and long-term goals). ▪ 3.J.5 Understand the concept of and recognize the importance of a Career Portfolio. ▪ 3.J.6 Create and maintain own Career Portfolio. 	<p>GLO H: Make life/work enhancing decisions.</p> <ul style="list-style-type: none"> ▪ 3.H.1 Research types of training and educational options available before and/or after high school graduation. ▪ 3.H.2 Research the entrance requirements for Manitoba post-secondary programs that provide training/education. ▪ 3.H.3 Demonstrate how own values and attitudes influence the decision-making process. ▪ 3.H.4 Compare advantages and disadvantages of various secondary and post-secondary programs. ▪ 3.H.5 Develop some occupational choices that reflect the changing world of work. <p>GLO I: Understand, engage in, and manage own life/work building process.</p> <ul style="list-style-type: none"> ▪ 3.I.1 Define own preferred future. ▪ 3.I.2 Demonstrate the importance of developing flexible and adaptable short-term action plans within the life/work building process (including course selection and short-term and long-term goals). ▪ 3.I.3. Understand the concept of and recognize the importance of a Career Portfolio. ▪ 3.I.4. Create and maintain own Career Portfolio.
<p>Unit 4: Job Seeking and Job Maintenance</p> <p>GLO K: Secure/create and maintain work.</p> <ul style="list-style-type: none"> ▪ 4.K.1 Explore and demonstrate personal qualities and skills (i.e., dependability, punctuality, getting along with others, etc.) that are needed to secure and maintain work. ▪ 4.K.2 Recognize the language describing employment and other work opportunities and conditions. ▪ 4.K.3 Demonstrate an understanding of workplace safety and health regulations. ▪ 4.K.4 Connect the role of labour unions in the development of worker rights. ▪ 4.K.5 Review and recognize labour legislation standards for Manitoba employees. ▪ 4.K.6 Explore specific work opportunities in terms of working conditions and benefits. ▪ 4.K.7 Demonstrate the ability to complete application forms. ▪ 4.K.8 Develop work search tools required to find and maintain work (i.e., résumé, cover letter, career portfolio, etc.). ▪ 4.K.9 Explore skills, knowledge, and attitudes required to locate, interpret, and use information about work opportunities. ▪ 4.K.10 Demonstrate the skills, knowledge, and attitudes necessary to obtain and maintain work. 4.K.11 Demonstrate the skills, knowledge, and attitudes necessary for a successful interview. 	<p>Unit 4: Job Seeking and Job Maintenance</p> <p>GLO J: Secure/create and maintain work.</p> <ul style="list-style-type: none"> ▪ 4.J.1 Explore and demonstrate personal qualities and skills (i.e., dependability, punctuality, getting along with others, etc.) that are needed to secure and maintain work. ▪ 4.J.2 Recognize the language describing employment and other work opportunities and conditions. ▪ 4.J.3 Demonstrate an understanding of workplace safety and health regulations. ▪ 4.J.4 Connect the role of labour unions in the development of worker rights. ▪ 4.J.5 Review and recognize labour legislation standards for Manitoba employees. ▪ 4.J.6 Explore specific work opportunities in terms of working conditions and benefits. ▪ 4.J.7 Demonstrate the ability to complete application forms. ▪ 4.J.8 Develop work search tools required to find and maintain work (i.e., résumé, cover letter, career portfolio, etc.). ▪ 4.J.9 Explore skills, knowledge, and attitudes required to locate, interpret, and use information about work opportunities. ▪ 4.J.10 Demonstrate the skills, knowledge, and attitudes necessary to obtain and maintain work. ▪ 4.J.11 Demonstrate the skills, knowledge, and attitudes necessary for a successful interview.

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<p>Unit 5: Career and Community Experiences</p> <p>GLO L: Locate and effectively use life/work information.</p> <ul style="list-style-type: none"> ▪ 5.L.1 Explore suitable occupations that match occupational goals. ▪ 5.L.2 Research and discuss short-term community experience expectations and responsibilities. ▪ 5.L.3 Use community settings and resources to learn about work roles and work alternatives. <p>GLO M: Understand, engage in, and manage own life/work building process.</p> <ul style="list-style-type: none"> ▪ 5.M.1 Assess and describe attitudes, skills, and procedures observed at community experience(s). ▪ 5.M.2 Identify and discuss the personal skill building that occurred during the community experience(s) and how this information relates to the life/work building process. ▪ 5.M.3 Review and revise Annual Education Plan. ▪ 5.M.4 Transfer acquired information to Career Portfolio. 	