

Manitoba Education and Advanced Learning
Grade 12 Career Development: Life/Work Transitioning (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/gr12_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 Identify personal characteristics that reflect on the general life/work learning outcomes needed for career management. ▪ 1.A.2 Identify own characteristics such as interests, skills, and values. ▪ 1.A.3 Compare habits and choose experiences that maintain or improve personal resiliency. ▪ 1.A.4 Determine behaviours and attitudes conducive to reaching personal, social, educational, and professional goals. ▪ 1.A.5 Build self-image in order to contribute positively to life and work. <p>GLO B: Interact positively and effectively with others.</p> <ul style="list-style-type: none"> ▪ 1.B.1 Integrate personal management skills such as time management, problem solving, stress management, and life/work balance into own life and work roles. <p>GLO C: Change and grow throughout life.</p> <ul style="list-style-type: none"> ▪ 1.C.1 Adopt habits and engage in experiences that maintain or improve mental and physical health. ▪ 1.C.2 Improve life/work management strategies. <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 Use career information resources to learn about the realities and requirements of various occupations. ▪ 2.D.2 Communicate with key personnel in selected occupations to clarify and confirm the accuracy of information researched. 	<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 Identify personal characteristics that reflect on the general life/work learning outcomes needed for career management. ▪ 1.A.2 Identify own characteristics such as interests, skills, and values. ▪ 1.A.3 Determine behaviours and attitudes conducive to reaching personal, social, educational, and professional goals. <p>GLO B: Interact positively and effectively with others.</p> <ul style="list-style-type: none"> ▪ 1.B.1 Integrate personal management skills such as time management, problem solving, stress management, and life/work balance into own life and work roles. <p>GLO C: Change and grow throughout life.</p> <ul style="list-style-type: none"> ▪ 1.C.1 Adopt habits and engage in experiences that maintain or improve mental and physical health. ▪ 1.C.2 Improve life/work management strategies. <p>Unit 2: Career Exploration</p>

GLO E: Understand the relationship between work and society/economy.

- 2.E.1 Determine the impact of society’s needs and functions and of the global economy on labour market trends.
- 2.E.2 Analyze the impact of social, demographic, occupational, technological, industrial, and environmental trends on labour market trends.
- 2.E.3 Determine the importance of work in own life.

GLO F: Maintain balanced life and work roles.

- 2.F.1 Examine own preferred work situation and leisure activities that support goals of a well balanced life.
- 2.F.2 Analyze the factors (such as socio-economic status, culture, values, work choices, and work habits) that influence or have an impact on lifestyle.

GLO G: Understand the changing nature of life/work roles.

- 2.G.1 Identify and summarize how to contribute to eliminating gender bias and stereotyping.
- 2.G.2 Examine the opportunities and obstacles related to non-traditional work roles.

Unit 3: Learning and Planning

GLO H: Participate in lifelong learning supportive of life/work goals.

- 3.H.1 Evaluate strategies for improving academic skills and knowledge, and adopt those that contribute best to the lifelong learning process.
- 3.H.2 Evaluate the impact of attitudes on life/work successes.
- 3.H.3 Assess the value of lifelong learning.
- 3.H.4 Prepare short-term goals and long-term goals to achieve personal and professional goals through educational training paths.

GLO I: Make life/work enhancing decisions.

- 3.I.1 Evaluate the impact of personal decisions on self and on others.
- 3.I.2 Analyze financial resources required to meet personal career goals. (Include information about bursaries, scholarships, student aid, etc.)
- 3.I.3 Examine scenarios and alternatives in given decision-making situations, and determine if they support personal values and goals.

GLO J: Understand, engage in, and manage own life/work building process.

- 3.J.1 Refine self-perception (based on life/work experiences) and evaluate its impact on decisions or choices.
- 3.J.2 Analyze preferred future to determine whether or not it is necessary to modify and/or create new life/work scenarios and adjust short-term action plans.

GLO D: Understand the relationship between work and society/economy.

- 2.D.1 Determine the importance of work in own life.

GLO E: Maintain balanced life and work roles.

- 2.E.1 Examine own preferred work situation and leisure activities that support goals of a well balanced life.

Unit 3: Learning and Planning

GLO F: Participate in lifelong learning supportive of life/work goals.

- 3.F.1 Evaluate strategies for improving academic skills and knowledge, and adopt those that contribute best to the lifelong learning process.
- 3.F.2 Prepare short-term goals and long-term goals to achieve personal and professional goals through educational training paths.

GLO G: Make life/work enhancing decisions.

- 3.G.1 Evaluate the impact of personal decisions on self and on others.
- 3.G.2 Examine scenarios and alternatives in given decision-making situations, and determine if they support personal values and goals.

Full-Credit Course	Half-Credit Course
<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 Identify and collect evidence demonstrating use of the employability skills and essential skills necessary to obtain and maintain work. (Include the skills and attitudes employers deem important.) ▪ 4.K.2 Identify personal set of skills, knowledge, and attitudes that contribute to seeking and obtaining work. ▪ 4.K.3 Identify and practise the skills, knowledge, and attitudes used in preparing personal marketing documentation (e.g., résumés, portfolios, cover letters, application forms). ▪ 4.K.4 Identify and practise the skills, knowledge, and attitudes necessary for a successful work interview, educational interview, or behavioural interview. ▪ 4.K.5 Explore volunteering as a proactive job search or personal development strategy. ▪ 4.K.6 Recognize and articulate labour legislation and standards for Manitoba employees. ▪ 4.K.7 Recognize and acknowledge the development and purpose of labour unions. ▪ 4.K.8 Demonstrate an understanding of workplace safety and health regulations. <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 Determine the advantages and disadvantages of various work alternatives. ▪ 5.L.2 Research and discuss career and community experience expectations and responsibilities. ▪ 5.L.3 Arrange and participate in a community placement interview. ▪ 5.L.4 Reflect on and revise strategies to locate, interpret, evaluate, and use life/work information. ▪ 5.L.5 Evaluate the admissions procedures of post-secondary institutions and/or the entry process of potential work opportunities. <p>GLO M: Understand, engage in, and manage own life/work building process.</p> <ul style="list-style-type: none"> ▪ 5.M.1 Refine self-perception based on recent work placement experiences, and evaluate its impact on decisions or choices. ▪ 5.M.2 Reflect on the concept of life/work building. ▪ 5.M.3 Analyze preferred future to determine whether or not it is necessary to modify and/or create new life/work scenarios and adjust short-term action plans. 	<p>Unit 4: Job Seeking and Job Maintenance</p> <p>GLO H: Secure/create and maintain work.</p> <ul style="list-style-type: none"> ▪ 4.H.1 Identify and collect evidence demonstrating use of the employability skills and essential skills necessary to obtain and maintain work. (Include the skills and attitudes employers deem important.) ▪ 4.H.2 Identify personal set of skills, knowledge, and attitudes that contribute to seeking and obtaining work. ▪ 4.H.3 Identify and practise the skills, knowledge, and attitudes used in preparing personal marketing documentation (e.g., résumés, portfolios, cover letters, application forms). ▪ 4.H.4 Identify and practise the skills, knowledge, and attitudes necessary for a successful work interview, educational interview, or behavioural interview. <p>Unit 5: Career and Community Experiences</p> <p>GLO I: Locate and effectively use life/work information.</p> <ul style="list-style-type: none"> ▪ 5.I.1 Use career information resources to learn about the realities and requirements of various occupations. ▪ 5.I.2 Research and discuss career and community experience expectations and responsibilities. ▪ 5.I.3 Arrange and participate in a community placement interview. ▪ 5.I.4 Reflect on and revise strategies to locate, interpret, evaluate, and use life/work information. ▪ 5.I.5 Evaluate the admissions procedures of post-secondary institutions and/or the entry process of potential work opportunities. <p>GLO J: Understand, engage in, and manage own life/work building process.</p> <ul style="list-style-type: none"> ▪ 5.J.1 Analyze preferred future to determine whether or not it is necessary to modify and/or create new life/work scenarios and adjust short-term action plans.