

## Manitoba Education and Advanced Learning

### Grade 9 Career Development: Life/Work Exploration (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/gr9\\_found/index.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr9_found/index.html)>.

<b>Full-Credit Course</b>	<b>Half-Credit Course</b>
<p><b>Unit 1: Personal Management</b></p> <p><b>GLO A: Build and maintain a positive self-image.</b></p> <ul style="list-style-type: none"> <li>▪ 1.A.1 Recognize how positive characteristics are the basis of a positive self-image.</li> <li>▪ 1.A.2 Describe and practise how self-image influences behaviour.</li> <li>▪ 1.A.3 Describe and recognize how personal behaviours influence the feelings and behaviours of others.</li> <li>▪ 1.A.4 Demonstrate behaviours that will build self-esteem in self and others.</li> <li>▪ 1.A.5 Use computer-based activities to explore skills, learning styles, interests, and values.</li> <li>▪ 1.A.6 Explore and discuss own strengths, interests, attributes, and values.</li> <li>▪ 1.A.7 Identify and compare areas of strength.</li> <li>▪ 1.A.8 Recognize the purpose and use of self-assessment for career education.</li> <li>▪ 1.A.9 Develop an individual profile.</li> </ul> <p><b>GLO B: Interact positively and effectively with others.</b></p> <ul style="list-style-type: none"> <li>▪ 1.B.1 Identify and demonstrate effective communication skills.</li> <li>▪ 1.B.2 Explore sources and effects of peer pressure.</li> <li>▪ 1.B.3 Explore the implications, effects, and consequences of helping others.</li> <li>▪ 1.B.4 Acknowledge and respect own unique character.</li> <li>▪ 1.B.5 Describe and demonstrate the importance of working with others.</li> <li>▪ 1.B.6 Explore and practise financial management skills.</li> </ul> <p><b>GLO C: Change and grow throughout life.</b></p> <ul style="list-style-type: none"> <li>▪ 1.C.1 Determine that change and growth have an impact on mental and physical health.</li> <li>▪ 1.C.2 Identify and develop strategies for dealing with change.</li> <li>▪ 1.C.3 Identify and review stress management techniques used in response to life situations.</li> <li>▪ 1.C.4 Recognize and explore ways to express personal feelings.</li> <li>▪ 1.C.5 Articulate how the Aboriginal “Circle of Courage” areas and general learning outcomes are complementary.</li> </ul>	<p><b>Unit 1: Personal Management</b></p> <p><b>GLO A: Build and maintain a positive self-image.</b></p> <ul style="list-style-type: none"> <li>▪ 1.A.1 Recognize how positive characteristics are the basis of a positive self-image.</li> <li>▪ 1.A.2 Describe and practise how self-image influences behaviour.</li> <li>▪ 1.A.3 Describe and recognize how personal behaviours influence the feelings and behaviours of others.</li> <li>▪ 1.A.4 Demonstrate behaviours that will build self-esteem in self and others.</li> <li>▪ 1.A.5 Use of computer-based activities to explore skills, learning styles, interests and values.</li> <li>▪ 1.A.6 Explore and discuss own strengths, interests, attributes, and values.</li> <li>▪ 1.A.7 Identify and compare areas of strengths.</li> <li>▪ 1.A.8 Recognize the purpose and use of self-assessment for career education.</li> <li>▪ 1.A.9 Develop an individual profile.</li> </ul> <p><b>GLO B: Interact positively and effectively with others.</b></p> <ul style="list-style-type: none"> <li>▪ 1.B.1 Identify and demonstrate effective communication skills.</li> <li>▪ 1.B.2 Explore sources and effects of peer pressure.</li> <li>▪ 1.B.3 Explore the implications, effects and consequences of helping others.</li> <li>▪ 1.B.4 Acknowledge and respect own unique character.</li> <li>▪ 1.B.5 Describe and demonstrate the importance of working with others.</li> <li>▪ 1.B.6 Explore and practise financial management skills.</li> </ul>

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<p><b>Unit 2: Career Exploration</b></p> <p><b>GLO D: Locate and effectively use life/work information.</b></p> <ul style="list-style-type: none"> <li>▪ 2.D.1 Identify role models and their personal attributes.</li> <li>▪ 2.D.2 Locate various sources of work information.</li> <li>▪ 2.D.3 Collect and share information on the work of family members, neighbours, school personnel, and other community members.</li> <li>▪ 2.D.4 Select and review information resources that provide career information.</li> <li>▪ 2.D.5 Describe the working conditions of different occupations (inside/outside, dangerous, 8 to 4, five days per week, etc.).</li> <li>▪ 2.D.6 Locate and compare apprenticeship training, college and university programs, technical schools, private schools training program, Canadian Forces opportunities, and other work site training programs.</li> <li>▪ 2.D.7 Explore potential opportunities in the areas of entrepreneurship and self-employment.</li> <li>▪ 2.D.8 Investigate how and why personal skills and interests should be matched within various occupations.</li> </ul> <p><b>GLO E: Understand the relationship between work and society/economy.</b></p> <ul style="list-style-type: none"> <li>▪ 2.E.1 Explore the products and services of local employers and related occupations.</li> <li>▪ 2.E.2 Explore the impact of work on personal, social, economic, and environmental problems.</li> <li>▪ 2.E.3 Identify the factors that affect the availability of career opportunities.</li> <li>▪ 2.E.4 Decide how work can satisfy personal needs.</li> <li>▪ 2.E.5 Determine the value of work for self.</li> </ul> <p><b>GLO F: Maintain balanced life and work roles.</b></p> <ul style="list-style-type: none"> <li>▪ 2.F.1 Recognize how families and team members depend on one another, work together, and share responsibilities.</li> <li>▪ 2.F.2 Discuss the changing interrelationship of life and work roles in the past, present, and future.</li> </ul> <p><b>GLO G: Understand the changing nature of life/work roles.</b></p> <ul style="list-style-type: none"> <li>▪ 2.G.1 Identify and discuss factors changing career patterns of men and women.</li> <li>▪ 2.G.2 Identify stereotypes, biases, and discriminatory behaviours that may limit opportunities for people in certain work roles.</li> <li>▪ 2.G.3 Identify and investigate advantages and challenges of entering non-traditional work.</li> </ul>	<p><b>Unit 2: Career Exploration</b></p> <p><b>GLO C: Locate and effectively use life/work information.</b></p> <ul style="list-style-type: none"> <li>▪ 2.C.1 Identify role models and their personal attributes.</li> <li>▪ 2.C.2 Locate various sources of work information.</li> <li>▪ 2.C.3 Collect and share information on the work of family members, neighbours, school personnel, and other community members.</li> <li>▪ 2.C.4 Select and review information resources that provide career information.</li> <li>▪ 2.C.5 Describe the working conditions of different occupations (inside/outside, dangerous, 8 to 4, five days per week, etc.).</li> <li>▪ 2.C.6 Locate and compare apprenticeship training, college and university, programs, technical schools, private schools, training programs, Canadian Forces opportunities, and other work site training programs.</li> <li>▪ 2.C.7 Explore potential opportunities in the areas of entrepreneurship and self-employment.</li> <li>▪ 2.C.8 Investigate how and why personal skills and interests should be matched in various occupations.</li> </ul> <p><b>GLO D: Understand the relationship between work and society/economy.</b></p> <ul style="list-style-type: none"> <li>▪ 2.D.1 Explore the products and services of local employers and related occupations.</li> <li>▪ 2.D.2 Explore the impact of work on personal, social, economic, and environmental problems.</li> <li>▪ 2.D.3 Identify the factors that affect the availability of career opportunities.</li> <li>▪ 2.D.4 Decide how work can satisfy personal needs.</li> <li>▪ 2.D.5 Determine the value of work for self.</li> </ul> <p><b>GLO E: Maintain balanced life and work roles.</b></p> <ul style="list-style-type: none"> <li>▪ 2.E.1 Recognize how family and team members depend on one another, work together, and share responsibilities.</li> <li>▪ 2.E.2 Discuss the changing interrelationship of life and work roles in the past, present, and future.</li> </ul> <p><b>GLO F: Understand the changing nature of life/work roles.</b></p> <ul style="list-style-type: none"> <li>▪ 2.F.1 Identify and discuss factors changing the career patterns of men and women.</li> <li>▪ 2.F.2 Identify stereotypes, biases and discriminatory behaviours that may limit opportunities for people in certain work roles.</li> <li>▪ 2.F.3 Identify and investigate advantages and challenges of entering non-traditional work.</li> </ul>

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<p><b>Unit 3: Learning and Planning</b></p> <p><b>GLO H: Participate in lifelong learning supportive of life/work goals.</b></p> <ul style="list-style-type: none"> <li>▪ 3.H.1 Discover the importance of preparing for life and work paths.</li> <li>▪ 3.H.2 Determine what the requirements are for graduation.</li> <li>▪ 3.H.3 Explore alternative ways of earning credits for graduation.</li> <li>▪ 3.H.4 Identify exams and other evaluation criteria for a high school diploma.</li> <li>▪ 3.H.5 Explore subject area strengths as well as areas to improve.</li> <li>▪ 3.H.6 Explore the relationship of ability, attitude, and effort with achievement.</li> <li>▪ 3.H.7 Study and evaluate effective learning styles for school achievement.</li> <li>▪ 3.H.8 Identify and demonstrate what the essential skills are and demonstrate them in a classroom setting.</li> <li>▪ 3.H.9 Generalize how academic and practical skills are transferable in a variety of work alternatives.</li> <li>▪ 3.H.10 Match present transferable skills to sector-related skills.</li> </ul> <p><b>GLO I: Make life/work enhancing decisions.</b></p> <ul style="list-style-type: none"> <li>▪ 3.I.1 Identify what might interfere with attaining goals.</li> <li>▪ 3.I.2 Demonstrate use of a decision-making process.</li> <li>▪ 3.I.3 Recognize how choices are made.</li> <li>▪ 3.I.4 Make decisions and take responsibility for them.</li> </ul> <p><b>GLO J: Understand, engage in, and manage own life/work building process.</b></p> <ul style="list-style-type: none"> <li>▪ 3.J.1 Explore the concept of goal setting as a source of inspiration and motivation in life and work.</li> <li>▪ 3.J.2 Review the “High Five Plus One.”</li> <li>▪ 3.J.3 Develop an education plan for high school graduation.</li> <li>▪ 3.J.4 Identify and plan volunteer work and leisure activities that relate to occupational interests.</li> <li>▪ 3.J.5 Review Annual Education Plan and identify need for prerequisite courses and graduation requirements.</li> <li>▪ 3.J.6 Initiate or update a career development portfolio.</li> </ul>	<p><b>Unit 3: Learning and Planning</b></p> <p><b>GLO G: Participate in lifelong learning supportive of life/work goals.</b></p> <ul style="list-style-type: none"> <li>▪ 3.G.1 Discover the importance of preparing for life and work paths.</li> <li>▪ 3.G.2 Determine what the requirements are for graduation.</li> <li>▪ 3.G.3 Explore alternative ways of earning credits for graduation.</li> <li>▪ 3.G.4 Identify exams and other evaluation criteria for a high school diploma.</li> <li>▪ 3.G.5 Explore subject area strengths as well as areas to improve.</li> <li>▪ 3.G.6 Explore the relationship of ability, attitude, and effort with achievement.</li> <li>▪ 3.G.7 Study and evaluate effective learning styles for school achievement.</li> <li>▪ 3.G.8 Identify and demonstrate what the essential skills are and demonstrate them in a classroom setting.</li> <li>▪ 3.G.9 Generalize how academic and practical skills are transferable in a variety of work alternatives.</li> <li>▪ 3.G.10 Match present transferable skills to sector-related skills.</li> </ul>

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<p><b>Unit 4: Job Seeking and Job Maintenance</b></p> <p><b>GLO K: Secure/create and maintain work.</b></p> <ul style="list-style-type: none"> <li>▪ 4.K.1 Explore personal qualities that are needed to obtain and retain work.</li> <li>▪ 4.K.2 Discover how co-operation among workers can help accomplish a task.</li> <li>▪ 4.K.3 Recognize the importance of being able to work with people who are different from self.</li> <li>▪ 4.K.4 Re-examine own life or work experience and determine abilities and attitudes that have an impact on the outcomes.</li> <li>▪ 4.K.5 Interpret the language describing employment and other work opportunities and conditions.</li> <li>▪ 4.K.6 Find job opportunities both advertised and hidden.</li> <li>▪ 4.K.7 Determine the purpose of and compose résumés and cover letters.</li> <li>▪ 4.K.8 Demonstrate the ability to complete a job application form.</li> <li>▪ 4.K.9 Effectively participate in a job interview process.</li> <li>▪ 4.K.10 Research the significance of workplace safety and health regulations.</li> <li>▪ 4.K.11 Identify and discuss the basic employment legislation.</li> <li>▪ 4.K.12 Summarize the contribution of Manitoba labour unions.</li> </ul> <p><b>Unit 5: Career and Community Experiences</b></p> <p><b>GLO L: Understand, engage in, and manage one’s own life/work building process.</b></p> <ul style="list-style-type: none"> <li>▪ 5.L.1 Determine suitable community experiences to explore occupational goals.</li> <li>▪ 5.L.2 Revise and complete Annual Education Plan.</li> </ul> <p><b>GLO M: Locate and effectively use life/work information.</b></p> <ul style="list-style-type: none"> <li>▪ 5.M.1 Discuss and describe short-term job placement expectations and responsibilities.</li> <li>▪ 5.M.2 Describe and assess attitudes, skills, and procedures observed at work placement.</li> </ul>	