## **MIDDLE YEARS**

Career Component Self and Work

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Middle Years	CURRICI	JLAR CONNECTIONS – Grade 5
Self and Work	Physical E	ducation/Health Education
<ul> <li>adolescent issues (chores, workload)</li> </ul>	K.3.5.B.4	Identify available community supports that promote safety and community health.
<ul> <li>connections (role models, mentors, volunteerism)</li> </ul>	K.4.5.A.1	Identify how one's self-concept and feelings are affected b others.
<ul> <li>matching interests to aptitudes</li> </ul>		
<ul> <li>career exploration</li> </ul>	-	or Life/Work Designs (Level Two*)
		y 1: Build and maintain a positive self-image.
	•	quisition: Acquiring Knowledge
	1.2.1	Discover how behaviours and attitudes influence the feelings and behaviours of others.
	1.2.2	Discover how behaviours and attitudes affect school and family situations.
	1.2.3	Understand how the environment influences attitudes and behaviours.
	1.2.4	Understand the concepts of values and beliefs, and explor their influence on self-image.
	1.2.5	Discover the importance of developing a realistic and positive self-image, and the consequences of developing a erroneous one.
	1.2.6	Discover how a realistic and positive self-image contribute to self-fulfillment, both personally and professionally.
	Stage II, Ap	plication: Experiencing Acquired Knowledge
	1.2.7	Describe one's self-image.
	1.2.8	Adopt behaviours that reflect a positive attitude about self.
	Competenc	y 3: Change and grow throughout one's life.
	Stage I, Acc	quisition: Acquiring Knowledge
	3.2.1	Explore how feelings are influenced by significant experiences.
	3.2.2	Understand the concept of stress and its impact on menta and physical well-being.
	3.2.3	Explore effective communication skills to use in stressful situations (assertiveness, conflict resolution, problem solving, etc.).
	3.2.4	Discover changes that occur in the physical, psychologica social, and emotional development of an individual.
	3.2.5	Understand how physiological and psychological changes impact on life and work.
	3.2.6	Explore the importance of work, family, and leisure activitie to mental, emotional, physical, and economic well-being.
	Stage II, Ap	plication: Experiencing Acquired Knowledge
	3.2.7	Identify what causes stress on one's own mental and physical being.
	3.2.8	Demonstrate effective communication skills in stressful situations (assertiveness, conflict resolution, problem solving, etc.).
	3.2.9	Identify one's own physical, psychological, social, and emotional changes.
		in the <i>Blueprint for Life/Work Designs</i> is roughly equivalent to rs (Grades 5–8).

Middle Years	CURRIC	CULAR CONNECTIONS – Grade 5 (continued)
Self and Work	Blueprint	for Life/Work Designs (Level Two continued)
<ul> <li>adolescent issues (chores,</li> </ul>	Competer	ncy 4: Participate in lifelong learning supportive of life/work goals.
workload)	Stage I, A	cquisition: Acquiring Knowledge
<ul> <li>connections (role models, mentors,</li> </ul>	4.2.1	Explore lifelong learning strategies.
volunteerism)	4.2.2	Explore subject area strengths as well as areas to improve.
<ul><li>matching interests to aptitudes</li><li>career exploration</li></ul>	4.2.3	Explore strategies for improving academic skills and knowledge.
	4.2.4	Understand how personal skills and attitudes influence life and work-related successes.
	4.2.5	Understand the relationship between personal beliefs, attitudes, and skills, and life and work choices.
	4.2.6	Explore the importance of both the academic and practical skills in the workplace.
	4.2.7	Explore the skills, knowledge, and attitudes needed in specific work sectors.
	4.2.8	Explore the skills, knowledge, and attitudes best suited to adapt to changing work role requirements.
	4.2.9	Understand how current academic performance may have an impact on the selection of high school programs/ courses.
	4.2.10	Understand how current academic performance may have an impact on work.
	Competer	ncy 5: Locate and effectively use life/work information.
	Stage I, A	cquisition: Acquiring Knowledge
	5.2.1	Discover differences between work, jobs, occupations, and careers.
	5.2.2	Discover how occupations, work roles, and work alternatives (e.g., self-employment, contracting, multi- tracking) can be classified.
	5.2.3	Explore economic/work sectors.
	5.2.4	Explore school and community information resources on work roles and work alternatives.
	5.2.5	Discover how skills, knowledge, and attitudes can be transferable from one work role to another.
	5.2.6	Explore various work settings and work roles in the community.
	5.2.7	Explore various working conditions (e.g., inside/outside, hazardous).
	Stage II, A	Application: Experiencing Acquired Knowledge
	5.2.8	Use school and community settings and resources to learn about work roles and work alternatives.
	5.2.9	Demonstrate how one's interests, knowledge, skills, beliefs, and attitudes are transferable to various work roles.
	5.2.10	Identify working conditions for oneself.

Competen	for Life/Work Designs (Level Two continued)
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- · · ·	cy 8: Make life/work-enhancing decisions.
Stage I, Ac	cquisition: Acquiring Knowledge
8.2.1	Understand how personal beliefs and attitudes affect decision making.
8.2.2	Understand how career development is a continuous process with a series of choices.
8.2.3	Explore possible outcomes of decisions.
8.2.4	Explore school courses related to personal, educational, and work interests.
8.2.5	Understand how the expectations of others affect career building.
8.2.6	Explore ways in which decisions about education and work relate to other major life decisions.
8.2.7	Explore advantages and disadvantages of various secondary and post-secondary programs for the attainment of career goals.
8.2.8	Explore the requirements for secondary and post-secondary programs.
8.2.9	Understand how uncertainties about the future may lead to creative or alternative choices.
Stage II, A	pplication: Experiencing Acquired Knowledge
8.2.10	Demonstrate how one's beliefs and attitudes influence one's decision-making process.
8.2.11	Demonstrate how one's series of choices reflect one's career path.
8.2.12	Compare advantages and disadvantages of various secondary and post-secondary programs for the attainment of career goals.
8.2.13	Make decisions and take responsibility for them.
8.2.14	Develop creative or alternative choices reflective of the changing world of work.
	cy 10: Understand the changing nature of life/work roles.
-	cquisition: Acquiring Knowledge
	Identify non-traditional life/work scenarios.
10.2.2	Investigate advantages and challenges of entering non- traditional work.
10.2.3	Explore the advantages of experiencing personal interests, even if they are most often considered non-traditional to one's gender.
10.2.4	Understand the concepts of stereotypes, biases, and discriminatory behaviours.
	<ul> <li>8.2.3</li> <li>8.2.4</li> <li>8.2.5</li> <li>8.2.6</li> <li>8.2.7</li> <li>8.2.8</li> <li>8.2.9</li> <li>Stage II, A</li> <li>8.2.10</li> <li>8.2.11</li> <li>8.2.12</li> <li>8.2.13</li> <li>8.2.14</li> <li>Competen Stage I, Ac 10.2.1</li> <li>10.2.2</li> <li>10.2.3</li> </ul>

#### Middle Years CURRICULAR CONNECTIONS – Grade 5 (continued) Blueprint for Life/Work Designs (Level Two continued) Self and Work Stage II, Application: Experiencing Acquired Knowledge · adolescent issues (chores, workload) 10.2.5 Experience personal interests, even if they are most often considered non-traditional to one's gender. · connections (role models, mentors, volunteerism) 10.2.6 Identify stereotypes, biases, and discriminatory behaviours that may limit opportunities for women and men in certain · matching interests to aptitudes work roles. · career exploration Competency 11: Understand, engage in, and manage one's own life/work building process. Stage I, Acquisition: Acquiring Knowledge 11.2.1 Explore the concept every decision is a life/work decision. 11.2.2 Understand the concept of life/work building. 11.2.3 Understand the difference between career planning and life/work building. 11.2.4 Understand the importance of developing flexible and adaptable short-term action plans within the life/work building process. 11.2.5 Understand the concept of a preferred future as part of the life/work building process. 11.2.6 Understand the concept and importance of a life/work portfolio. Stage II, Application: Experiencing Acquired Knowledge 11.2.7 Define one's preferred future. 11.2.8 Develop short-term action plans in step with one's preferred future. 11.2.9 Create and maintain one's life/work portfolio.

#### **Middle Years**

Self and Work	Physical Ed	lucation/Health Education
<ul> <li>adolescent issues (chores,</li> </ul>	K.3.6.B.4	Describe ways to seek help related to different types of
workload)		accidents and/or dangerous situations.
connections (role models, mentors,		
volunteerism)	Blueprint fo	or Life/Work Designs (Level Two)
<ul> <li>matching interests to aptitudes</li> </ul>		
career exploration	Competency	/ 1: Build and maintain a positive self-image.
	Stage I, Acq	uisition: Acquiring Knowledge
	1.2.1	Discover how behaviours and attitudes influence the feelings and behaviours of others.
	1.2.2	Discover how behaviours and attitudes affect school and family situations.
	1.2.3	Understand how the environment influences attitudes and behaviours.
	1.2.4	Understand the concepts of values and beliefs, and explore their influence on self-image.
	1.2.5	Discover the importance of developing a realistic and positive self-image, and the consequences of developing an erroneous one.
	1.2.6	Discover how a realistic and positive self-image contributes to self-fulfillment, both personally and professionally.
	Stage II, App	plication: Experiencing Acquired Knowledge
	1.2.7	Describe one's self-image.
	1.2.8	Adopt behaviours that reflect a positive attitude about self.
	Competency	/ 3: Change and grow throughout one's life.
		uisition: Acquiring Knowledge
	3.2.1	Explore how feelings are influenced by significant experiences.
	3.2.2	Understand the concept of stress and its impact on mental and physical well-being.
	3.2.3	Explore effective communication skills to use in stressful situations (assertiveness, conflict resolution, problem solving, etc.).
	3.2.4	Discover changes that occur in the physical, psychological, social, and emotional development of an individual.
	3.2.5	Understand how physiological and psychological changes have an impact on life and work.
	3.2.6	Explore the importance of work, family, and leisure activities to mental, emotional, physical, and economic well-being.
	Stage II, App	blication: Experiencing Acquired Knowledge
	3.2.7	Identify what causes stress on one's own mental and physical being.
	3.2.8	Demonstrate effective communication skills in stressful situations (assertiveness, conflict resolution, problem solving, etc.).
	3.2.9	Identify one's own physical, psychological, social, and emotional changes.

Middle Years	CURRICU	ILAR CONNECTIONS – Grade 6 (continued)
Self and Work <ul> <li>adolescent issues (chores, workload)</li> </ul>	Competency	or Life/Work Designs (Level Two continued) / 4: Participate in lifelong learning supportive of life/work goals. uisition: Acquiring Knowledge
<ul> <li>connections (role models, mentors,</li> </ul>	4.2.1	Explore lifelong learning strategies.
volunteerism)	4.2.1	Explore subject area strengths as well as areas to improve.
<ul> <li>matching interests to aptitudes</li> <li>career exploration</li> </ul>	4.2.2	Explore subject area strengths as well as areas to improve. Explore strategies for improving academic skills and knowledge.
	4.2.4	Understand how personal skills and attitudes influence life and work-related successes.
	4.2.5	Understand the relationship between personal beliefs, attitudes, and skills, and life and work choices.
	4.2.6	Explore the importance of both the academic and practical skills in the workplace.
	4.2.7	Explore the skills, knowledge, and attitudes needed in specific work sectors.
	4.2.8	Explore the skills, knowledge, and attitudes best suited to adapt to changing work role requirements.
	4.2.9	Understand how current academic performance may have an impact on the selection of high school programs/ courses.
	4.2.10	Understand how current academic performance may have an impact on work.
	Stage II, App	blication: Experiencing Acquired Knowledge
	4.2.11	Demonstrate lifelong learning strategies.
	4.2.12	Apply strategies for improving academic skills and knowledge.
	4.2.13	Demonstrate personal skills and attitudes conducive to life and work successes.
	4.2.14	Compare how one's own role as a student is similar to that of a worker's role.
		5: Locate and effectively use life/work information.
	• • •	uisition: Acquiring Knowledge
	5.2.1	Discover differences between work, jobs, occupations, and careers.
	5.2.2	Discover how occupations, work roles, and work alternatives (e.g., self-employment, contracting, multi- tracking) can be classified.
	5.2.3	Explore economic/work sectors.
	5.2.4	Explore school and community information resources on work roles and work alternatives.
	5.2.5	Discover how skills, knowledge, and attitudes can be transferable from one work role to another.
	5.2.6	Explore various work settings and work roles in the community.
	5.2.7	Explore various working conditions (e.g., inside/outside, hazardous).

CURRIC	CULAR CONNECTIONS – Grade 6 (continued)
Blueprint	for Life/Work Designs (Level Two continued)
Stage II, A	pplication: Experiencing Acquired Knowledge
5.2.8	Use school and community settings and resources to learn about work roles and work alternatives.
5.2.9	Demonstrate how one's interests, knowledge, skills, beliefs, and attitudes are transferable to various work roles.
5.2.10	Identify working conditions for oneself.
Competen	cy 8: Make life/work-enhancing decisions.
Stage I, Ad	cquisition: Acquiring Knowledge
8.2.1	Understand how personal beliefs and attitudes affect decision making.
8.2.2	Understand how career development is a continuous process with a series of choices.
8.2.3	Explore possible outcomes of decisions.
8.2.4	Explore school courses related to personal, educational, and work interests.
8.2.5	Understand how the expectations of others affect career building.
8.2.6	Explore ways in which decisions about education and work relate to other major life decisions.
8.2.7	Explore advantages and disadvantages of various secondary and post-secondary programs for the attainment of career goals.
8.2.8	Explore the requirements for secondary and post-secondary programs.
8.2.9	Understand how uncertainties about the future may lead to creative or alternative choices.
Stage II, A	pplication: Experiencing Acquired Knowledge
8.2.10	Demonstrate how one's beliefs and attitudes influence one's decision-making process.
8.2.11	Demonstrate how one's series of choices reflect one's career path.
8.2.12	Compare advantages and disadvantages of various secondary and post-secondary programs for the attainment of career goals.
8.2.13	Make decisions and take responsibility for them.
8.2.14	Develop creative or alternative choices reflective of the changing world of work.
	Blueprint Stage II, A 5.2.8 5.2.9 5.2.10 Competen Stage I, Ad 8.2.1 8.2.2 8.2.3 8.2.4 8.2.5 8.2.6 8.2.7 8.2.8 8.2.7 8.2.8 8.2.9 Stage II, A 8.2.10 8.2.11 8.2.12 8.2.13

Middle Years	CURRIC	CULAR CONNECTIONS – Grade 6 (continued)
Self and Work	Blueprint	for Life/Work Designs (Level Two continued)
<ul> <li>adolescent issues (chores,</li> </ul>	Competen	ncy 10: Understand the changing nature of life/work roles.
workload)	Stage I, Ad	cquisition: Acquiring Knowledge
connections (role models, mentors,	10.2.1	Identify non-traditional life/work scenarios.
<ul><li>volunteerism)</li><li>matching interests to aptitudes</li></ul>	10.2.2	Investigate advantages and challenges of entering non- traditional work.
career exploration	10.2.3	Explore the advantages of experiencing personal interests, even if they are most often considered non-traditional to one's gender.
	10.2.4	Understand the concepts of stereotypes, biases, and discriminatory behaviours.
	Stage II, A	pplication: Experiencing Acquired Knowledge
	10.2.5	Experience personal interests, even if they are most often considered non-traditional to one's gender.
	10.2.6	Identify stereotypes, biases, and discriminatory behaviours that may limit opportunities for women and men in certain work roles.
	Competen	ncy 11: Understand, engage in, and manage one's own life/work building process.
	Stage I, Ad	cquisition: Acquiring Knowledge
	11.2.1	Explore the concept every decision is a life/work decision.
	11.2.2	Understand the concept of life/work building.
	11.2.3	Understand the difference between career planning and life/work building.
	11.2.4	Understand the importance of developing flexible and adaptable short-term action plans within the life/work building process.
	11.2.5	Understand the concept of a preferred future as part of the life/work building process.
	11.2.6	Understand the concept and importance of a life/work portfolio.
	Stage II, A	pplication: Experiencing Acquired Knowledge
	11.2.7	Define one's preferred future.
	11.2.8	Develop short-term action plans in step with one's preferred future.
	11.2.9	Create and maintain one's life/work portfolio.

Middle Years	CURRICI	JLAR CONNECTIONS – Grade 7
Self and Work	Physical E	ducation/Health Education
adolescent issues (chores, workload)	K.3.7.B.4	Describe ways to seek help related to different types of accidents and/or dangerous situations.
connections (role models, mentors, volunteerism)	K.4.7.A.2b	Describe the mental skills necessary to enhance performance, readiness, and satisfaction.
matching interests to aptitudes		
career exploration	Social Stud	
	7-KC-002	Describe the impact of various factors on quality of life in Canada and elsewhere in the world.
	7-VC-003	Be willing to contribute to their groups and communities.
	7-VE-017	Be willing to consider the consequences of their consumer choices.
	-	or Life/Work Designs (Level Two)
		y 1: Build and maintain a positive self-image.
		plication: Experiencing Acquired Knowledge
	1.2.7	Describe one's self-image.
	1.2.8	Adopt behaviours that reflect a positive attitude about self.
	-	ersonalization: Integrating Acquired and Applied Knowledge
	1.2.9	Evaluate the impact of one's self-image on self and others.
	5tage IV, Ac 1.2.10	tualization: Striving Towards Full Potential
	1.2.10	Transform behaviours and attitudes in order to improve one's self-image and in turn contribute positively to one's life and work.
	Competenc	y 3: Change and grow throughout one's life.
	Stage II, Ap	plication: Experiencing Acquired Knowledge
	3.2.7	Identify what causes stress on one's own mental and physical being.
	3.2.8	Demonstrate effective communication skills in stressful situations (assertiveness, conflict resolution, problem solving, etc.).
	3.2.9	Identify one's own physical, psychological, social, and emotional changes.
	Stage III, Pe	ersonalization: Integrating Acquired and Applied Knowledge
	3.2.10	Re-examine one's communication skills and adopt those that are truly effective in stressful situations.
	3.2.11	Examine one's work, family, and leisure activities and acknowledge their impact on one's mental, emotional, physical, and economic well-being.
	Stage IV, Ac	tualization: Striving Towards Full Potential
	3.2.12	Improve on communication skill used in stressful situations.
	3.2.13	Engage in further work, family, and leisure activities that contribute to one's mental, emotional, physical, and economic well-being.

Middle Years	CURRIC	ULAR CONNECTIONS – Grade 7 (continued)
Self and Work	Blueprint	for Life/Work Designs (Level Two continued)
<ul> <li>adolescent issues (chores,</li> </ul>	Competen	cy 4: Participate in lifelong learning supportive of life/work goals
workload)	Stage II, A	pplication: Experiencing Acquired Knowledge
connections (role models, mentors,	4.2.11	Demonstrate lifelong learning strategies.
<ul><li>volunteerism)</li><li>matching interests to aptitudes</li></ul>	4.2.12	Apply strategies for improving academic skills and knowledge.
career exploration	4.2.13	Demonstrate personal skills and attitudes conducive to life and work successes.
	4.2.14	Compare how one's own role as a student is similar to that of a worker's role.
	Stage III, F	Personalization: Integrating Acquired and Applied Knowledge
	4.2.15	Evaluate one's strategies for improving academic skills and knowledge and adopt those that contribute best to the learning process.
	4.2.16	Evaluate the impact of one's personal skills and attitudes to one's life/work successes.
	Stage IV, A	Actualization: Striving Towards Full Potential
	4.2.17	Improve and engage in lifelong learning strategies supportive of one's life/work scenarios.
	Competen	cy 5: Locate and effectively use life/work information.
	Stage II, A	pplication: Experiencing Acquired Knowledge
	5.2.8	Use school and community settings and resources to learn about work roles and work alternatives.
	5.2.9	Demonstrate how one's interests, knowledge, skills, beliefs, and attitudes are transferable to various work roles.
	5.2.10	Identify working conditions for oneself.
	Stage III, I	Personalization: Integrating Acquired and Applied Knowledge
	5.2.11	Assess life/work information and determine its pertinence for oneself.
	Stage IV, A	Actualization: Striving Towards Full Potential
	5.2.12	Improve one's strategies for locating, understanding, and using life/work information.
	Competen	cy 8: Make life/work-enhancing decisions.
	Stage II, A	pplication: Experiencing Acquired Knowledge
	8.2.10	Demonstrate how one's beliefs and attitudes influence one's decision-making process.
	8.2.11	Demonstrate how one's series of choices reflect one's career path.
	8.2.12	Compare advantages and disadvantages of various secondary and post-secondary programs for the attainment of career goals.
	8.2.13	Make decisions and take responsibility for them.
	8.2.14	Develop creative or alternative choices reflective of the changing world of work.

#### Middle Years CURRICULAR CONNECTIONS – Grade 7 (continued) Blueprint for Life/Work Designs (Level Two continued) Self and Work Competency 8: Make life/work-enhancing decisions. · adolescent issues (chores, workload) Stage III, Personalization: Integrating Acquired and Applied Knowledge · connections (role models, mentors, Evaluate how one's decisions (about school, family, leisure, 8.2.15 volunteerism) work, etc.) have an impact on one's life and affect other decisions. matching interests to aptitudes career exploration 8.2.16 Examine creative or alternative scenarios, and evaluate their impact on one's life. 8.2.17 Evaluate the impact of personal decisions on self and on others. Stage IV, Actualization: Striving Towards Full Potential 8.2.18 Engage in decision making respectful of oneself and supportive of one's goals. Competency 10: Understand the changing nature of life/work roles. Stage II, Application: Experiencing Acquired Knowledge 10.2.5 Experience personal interests, even if they are most often considered non-traditional to one's gender. 10.2.6 Identify stereotypes, biases, and discriminatory behaviours that may limit opportunities for women and men in certain work roles. Stage III, Personalization: Integrating Acquired and Applied Knowledge 10.2.7 Acknowledge one's own stereotypes, biases, and discriminatory behaviours that may limit opportunities for oneself or others in certain work roles. Stage IV, Actualization: Striving Towards Full Potential 10.2.8 Develop attitudes and engage in behaviours that are nondiscriminatory. Competency 11: Understand, engage in, and manage one's own life/work building process. Stage II, Application: Experiencing Acquired Knowledge 11.2.7 Define one's preferred future. 11.2.8 Develop short-term action plans in step with one's preferred future. 11.2.9 Create and maintain one's life/work portfolio. Stage III, Personalization: Integrating Acquired and Applied Knowledge 11.2.10 Re-examine and assess one's preferred future using as criteria newly acquired information about self and the world of work. Stage IV, Actualization: Striving Towards Full Potential 11.2.11 Take steps to move toward one's preferred future. 11.2.12 Adjust one's preferred future as experience changes one's knowledge of self.

Middle Years	CURRICU	JLAR CONNECTIONS – Grade 8
Self and Work	Physical Ec	ducation/Health Education
<ul> <li>adolescent issues (chores, workload)</li> </ul>	K.3.8.B.4	Demonstrate the ability to access valid health information and health-promoting products and services available in the community.
<ul> <li>connections (role models, mentors, volunteerism)</li> <li>matching interests to aptitudes</li> </ul>	K.4.8.A.2b	Analyze how factors affect one's planning and setting of goals.
career exploration		
	Social Stud 8-S-100	Collaborate with others to establish and carry out group goals and responsibilities.
	8-S-101	Use a variety of strategies to resolve conflicts peacefully and fairly.
	8-S-102	Make decisions that reflect fairness and equality in their interactions with others.
	8-S-104	Negotiate constructively with others to build consensus and solve problems.
	8-S-105	Recognize bias and discrimination and propose solutions.
	8-S-200	Select information from a variety of oral, visual, material, print, or electronic sources.
	8-S-202	Interpret primary and secondary information sources for research.
	8-S-203	Select and use appropriate tools and technologies to accomplish tasks.
	8-S-301	Consider the context of events, accounts, ideas, and interpretations.
	8-S-302	Draw conclusions based on research and evidence.
	8-S-303	Evaluate personal assumptions based on new information and ideas.
	8-S-304	Distinguish fact from opinion and interpretation.
	8-S-306	Assess the validity of information sources.
	8-S-309	Interpret information and ideas in a variety of media.
	8-S-311	Analyze prejudice, racism, stereotyping, or other forms of bias in the media and other information sources.
	8-S-400	Listen to others to understand their perspectives.
	8-S-401	Use language that is respectful of human diversity.
	8-S-402	Persuasively express differing viewpoints regarding an issue.
	8-S-403	Present information and ideas orally, visually, concretely, or electronically.
	8-S-404	Elicit and clarify questions and ideas in discussions.
	8-S-405	Articulate their beliefs and perspectives on issues.
	8-VI-006	Respect others' ways of life and beliefs.

#### Middle Years

CURRICULAR CONNECTIONS - Grade 8 (continued)

Self and Work	Blueprint fo	r Life/Work Designs (Level Two)
adolescent issues (chores,	Diaopinitio	
workload)	Competency	1: Build and maintain a positive self-image.
<ul> <li>connections (role models, mentors,</li> </ul>		lication: Experiencing Acquired Knowledge
volunteerism)	1.2.7	Describe one's self-image.
<ul> <li>matching interests to aptitudes</li> </ul>	1.2.8	Adopt behaviours that reflect a positive attitude about self.
career exploration		rsonalization: Integrating Acquired and Applied Knowledge
	1.2.9	Evaluate the impact of one's self-image on self and others.
		tualization: Striving Towards Full Potential
	1.2.10	Transform behaviours and attitudes in order to improve one's self-image and in turn contribute positively to one's life and work.
	Competency	3: Change and grow throughout one's life.
	Stage II, App	lication: Experiencing Acquired Knowledge
	3.2.7	Identify what causes stress on one's own mental and physical being.
	3.2.8	Demonstrate effective communication skills in stressful situations (assertiveness, conflict resolution, problem solving, etc.).
	3.2.9	Identify one's own physical, psychological, social, and emotional changes.
	Stage III, Pe	rsonalization: Integrating Acquired and Applied Knowledge
	3.2.10	Re-examine one's communication skills and adopt those that are truly effective in stressful situations.
	3.2.11	Examine one's work, family, and leisure activities and acknowledge their impact on one's mental, emotional, physical, and economic well-being.
	Stage IV, Act	tualization: Striving Towards Full Potential
	3.2.12	Improve on communication skills used in stressful situations.
	3.2.13	Engage in further work, family, and leisure activities that contribute to one's mental, emotional, physical, and economic well-being.
	Competency	4: Participate in lifelong learning supportive of life/workgoals.
		lication: Experiencing Acquired Knowledge
		Demonstrate lifelong learning strategies.
	4.2.12	Apply strategies for improving academic skills and knowledge.
	4.2.13	Demonstrate personal skills and attitudes conducive to life and work successes.
	4.2.14	Compare how one's own role as a student is similar to that of a worker's role.
	Stage III, Pe	rsonalization: Integrating Acquired and Applied Knowledge
	4.2.15	Evaluate one's strategies for improving academic skills and knowledge and adopt those that contribute best to the learning process.
	4.2.16	Evaluate the impact of one's personal skills and attitudes to one's life/work successes.

<ul> <li>Blueprint for Life/Work Designs (Level Two continued)</li> <li>Stage IV, Actualization: Striving Towards Full Potential</li> <li>1.2.17 Improve and engage in lifelong learning strategies supportive of one's life/work scenarios.</li> <li>Competency 5: Locate and effectively use life/work information.</li> <li>Stage II, Application: Experiencing Acquired Knowledge</li> <li>5.2.8 Use school and community settings and resources to leabout work roles and work alternatives.</li> <li>5.2.9 Demonstrate how one's interests, knowledge, skills, be and attitudes are transferable to various work roles.</li> <li>5.2.10 Identify working conditions for oneself.</li> <li>Stage III, Personalization: Integrating Acquired and Applied Knowledg</li> <li>5.2.11 Assess life/work information and determine its pertinen for oneself.</li> <li>Stage IV, Actualization: Striving Towards Full Potential</li> <li>5.2.12 Improve one's strategies for locating, understanding, ar using life/work information.</li> <li>Competency 8: Make life/work-enhancing decisions.</li> <li>Stage II, Application: Experiencing Acquired Knowledge</li> <li>3.2.10 Demonstrate how one's beliefs and attitudes influence decision-making process.</li> <li>3.2.11 Demonstrate how one's series of choices reflect one's career path.</li> </ul>
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decision-making process. B.2.11 Demonstrate how one's series of choices reflect one's
3.2.12 Compare advantages and disadvantages of various secondary and post-secondary programs for the attainr of career goals.
3.2.13 Make decisions and take responsibility for them.
3.2.14 Develop creative or alternative choices reflective of the changing world of work.
Stage III, Personalization: Integrating Acquired and Applied Knowledg
8.2.15 Evaluate how one's decisions (about school, family, leis work, etc.) have an impact on one's life, and affect othe decisions.
3.2.16 Examine creative or alternative scenarios, and evaluate their impact on one's life.
B.2.17 Evaluate the impact of personal decisions on self and o others.
Stage IV, Actualization: Striving Towards Full Potential
Engage in decision making respectful of oneself and supportive of one's goals.
3.2 3.2 3.2 Sta

#### Middle Years CURRICULAR CONNECTIONS – Grade 8 (continued) Blueprint for Life/Work Designs (Level Two continued) Self and Work Competency 10: Understand the changing nature of life/work roles. · adolescent issues (chores, workload) Stage II, Application: Experiencing Acquired Knowledge · connections (role models, mentors, 10.2.5 Experience personal interests, even if they are most often volunteerism) considered non-traditional to one's gender. matching interests to aptitudes 10.2.6 Identify stereotypes, biases, and discriminatory behaviours career exploration that may limit opportunities for women and men in certain work roles. Stage III, Personalization: Integrating Acquired and Applied Knowledge 10.2.7 Acknowledge one's own stereotypes, biases, and discriminatory behaviours that may limit opportunities for oneself or others in certain work roles. Stage IV, Actualization: Striving Towards Full Potential 10.2.8 Develop attitudes and engage in behaviours that are nondiscriminatory. Competency 11: Understand, engage in, and manage one's own life/work building process. Stage II, Application: Experiencing Acquired Knowledge 11.2.7 Define one's preferred future. 11.2.8 Develop short-term action plans in step with one's preferred future. 11.2.9 Create and maintain one's life/work portfolio. Stage III, Personalization: Integrating Acquired and Applied Knowledge 11.2.10 Re-examine and assess one's preferred future using as criteria newly acquired information about self and the world of work. Stage IV, Actualization: Striving Towards Full Potential 11.2.11 Take steps to move toward one's preferred future. 11.2.12 Adjust one's preferred future as experience changes one's knowledge of self.

## **MIDDLE YEARS**

Career Component Social Skills for Working

#### **Middle Years**

Social Skills for Working       Social Studies         • conflict resolution/mediation/ respect       5-S-100       Collaborate with others to establish and car goals and responsibilities.         • summer jobs/babysitting (introduction to workplace attitudes, expectations, responsibilities)       5-S-101       Use a variety of strategies to resolve conflic and fairly.         • diversity (exceptional learning needs/multiple intelligences/ individuality/culture) in the workplace       5-S-102       Make decisions that reflect fairness and equinteractions with others.         5-S-105       Recognize bias and discrimination and prop 5-S-400       Listen to others to understand their perspect 5-S-400         5-S-402       Support their ideas and opinions with inform observations.         5-S-403       Present information and ideas orally, visual electronically.         5-S-404       Elicit and clarify questions and ideas in disc 5-S-405         6-S-405       Articulate their beliefs and perspectives on <b>Blueprint for Life/Work Designs (Level Two)</b> Competency 2: Interact positively and effectively with others.         2.2.1       Explore the concepts of dependability and rothers.         2.2.2       Explore interpersonal and group communic.         2.2.3       Explore interpersonal and group communic.         2.2.4       Explore helping skills (such a management, problem solving, stress manawork balance, etc.).         2.2.5       Explore helping skills such as	ets peacefully uality in their consensus and pose solutions. etives. iversity. nation or
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tutoring, and guiding.	
	oblem solving,
Stage II, Application: Experiencing Acquired Knowledge	
2.2.6 Demonstrate respect for the feelings and be	liefs of others.
2.2.7 Demonstrate tolerance and flexibility in integroup situations.	personal and
2.2.8 Demonstrate skills, knowledge, and attitude to criticism.	s in responding
2.2.9 Demonstrate effective social and group mer knowledge, and attitudes.	nbership skills,
2.2.10 Demonstrate openness to the diversity of culture lifestyles, and mental and physical abilities.	
2.2.11 Demonstrate helping skills such as problem tutoring, and guiding.	
2.2.12 Demonstrate dependability and honesty tow	
2.2.13 Demonstrate personal management skills (s management, problem solving, stress mana work balance, etc.).	solving,

#### **Middle Years**

#### CURRICULAR CONNECTIONS – Grade 5 (continued)

Social Skills for Working	Blueprint for	Life/Work Designs (Level Two continued)		
conflict resolution/mediation/ respect				
<ul> <li>summer jobs/babysitting (introduction to workplace attitudes,</li> </ul>	Competency	6: Understand the relationship between work and society/economy.		
expectations, responsibilities)	Stage I, Acqui	isition: Acquiring Knowledge		
<ul> <li>diversity (exceptional learning needs/multiple intelligences/</li> </ul>	6.2.1	Understand how organizations operate (e.g., how money is made, overhead costs, profit).		
individuality/culture) in the	6.2.2	Explore the importance of work to a community.		
workplace	6.2.3	Understand the relationships among work, community, and the economy.		
	6.2.4	Explore the economic contributions workers make to a community.		
	6.2.5	Understand how the community, the economy, and technological advances have an impact on work and work roles.		
	Stage II, Appli	cation: Experiencing Acquired Knowledge		
	6.2.6	Demonstrate how work actually has an impact on one's community.		
	Competency 7: Secure/create and maintain work.			
		isition: Acquiring Knowledge		
	7.2.1	Explore personal qualities (e.g., dependability, punctuality, getting along with others) that are needed to get and keep work.		
	7.2.2	Understand how academic and practical skills are transferable in a variety of work alternatives.		
	7.2.3	Understand the language describing employment and other work opportunities and conditions.		
	7.2.4	Explore work search tools and skills required to find/create and maintain work (job application forms, resumés, portfolios, job interviewing, proposals, cover letters, etc.).		
	Stage II, Appli	cation: Experiencing Acquired Knowledge		
	7.2.5	Demonstrate personal qualities (e.g., dependability, punctuality, getting along with others) that are needed to get and keep work.		
	7.2.6	Demonstrate the ability to complete application forms.		
	7.2.7	Develop work search tools required to find and maintain work (e.g., resumé, portfolio, proposals, cover letters).		
	7.2.8	Identify one's transferable academic and practical skills and experience a new task by using them.		

#### **Middle Years**

Social Skills for Working	Social Stud	ies
conflict resolution/mediation/ respect	6-S-101	Use a variety of strategies to resolve conflicts peacefully and
<ul> <li>summer jobs/babysitting</li> </ul>		fairly.
(introduction to workplace attitudes, expectations, responsibilities)	6-S-102	Make decisions that reflect fairness and equality in their interactions with others.
<ul> <li>diversity (exceptional learning needs/multiple intelligences/</li> </ul>	6-S-104	Negotiate constructively with others to build consensus and solve problems.
individuality/culture) in the	6-S-105	Recognize bias and discrimination and propose solutions.
workplace	6-S-200	Select information from a variety of oral, visual, material, print, or electronic sources.
	6-S-301	Evaluate the advantages and disadvantages of solutions to a problem.
	6-S-303	Evaluate personal assumptions based on new information and ideas.
	6-S-304	Distinguish fact from opinion and interpretation.
	6-S-306	Assess the validity of information sources.
	6-S-308	Compare diverse perspectives in a variety of information sources.
	6-S-400	Listen to others to understand their perspectives.
	6-S-401	Use language that is respectful of human diversity.
	6-S-402	Persuasively express differing viewpoints regarding an issue.
	6-S-404	Elicit and clarify questions and ideas in discussions.
	6-S-405	Articulate their beliefs and perspectives on issues.
	6-VP-016	Respect authority when it is consistent with democratic ideals.
	6-VP-017	Be willing to support solutions to address inequities.
	Blueprint fo	or Life/Work Designs (Level Two)
	Competency	2: Interact positively and effectively with others.
	Stage I, Acq	uisition: Acquiring Knowledge
	2.2.1	Explore the concept of diversity as it relates to respect, tolerance, flexibility, and openness towards others.
	2.2.2	Explore the concepts of dependability and honesty towards others.
	2.2.3	Explore interpersonal and group communication skills.
	2.2.4	Explore personal management skills (such as time management, problem solving, stress management, life-work balance, etc.).
	2.2.5	Explore helping skills such as facilitating, problem solving, tutoring, and guiding.
	Stage II. Apr	blication: Experiencing Acquired Knowledge
	2.2.6	Demonstrate respect for the feelings and beliefs of others.
	2.2.7	Demonstrate tolerance and flexibility in interpersonal and group situations.
	2.2.8	Demonstrate skills, knowledge, and attitudes in responding to criticism.
	2.2.9	Demonstrate effective social and group membership skills, knowledge, and attitudes.
		(continued)

Middle Years	CURRICULAR CONNECTIONS – Grade 6 (continued)			
Social Skills for Working	Stage II, A	pplication: Experiencing Acquired Knowledge (continued)		
<ul> <li>conflict resolution/mediation/ respect</li> <li>summer jobs/babysitting</li> </ul>	2.2.10	Demonstrate openness to the diversity of cultures, lifestyles, and mental and physical abilities.		
(introduction to workplace attitudes, expectations, responsibilities)	2.2.11	Demonstrate helping skills such as problem solving, tutoring, and guiding.		
<ul> <li>diversity (exceptional learning</li> </ul>	2.2.12	Demonstrate dependability and honesty towards others.		
needs/multiple intelligences/ individuality/culture) in the workplace	2.2.13	Demonstrate personal management skills (such as time management, problem solving, stress management, life-work balance, etc.).		
	Competer	ncy 6: Understand the relationship between work and society/economy.		
	Stage I, A	cquisition: Acquiring Knowledge		
	6.2.1	Understand how organizations operate (e.g., how money is made, overhead costs, profit).		
	6.2.2	Explore the importance of work to a community.		
	6.2.3	Understand the relationships among work, community, and the economy.		
	6.2.4	Explore the economic contributions workers make to a community.		
	6.2.5	Understand how the community, the economy, and technological advances impact work and work roles.		
	Stage II, A	pplication: Experiencing Acquired Knowledge		
	6.2.6	Demonstrate how work actually has an impact on one's community.		
	Competer	ncy 7: Secure/create and maintain work.		
	Stage I, A	cquisition: Acquiring Knowledge		
	7.2.1	Explore personal qualities (e.g., dependability, punctuality, getting along with others) that are needed to get and keep work.		
	7.2.2	Understand how academic and practical skills are transferable in a variety of work alternatives.		
	7.2.3	Understand the language describing employment and other work opportunities and conditions.		
	7.2.4	Explore work search tools and skills required to find/create and maintain work (job application forms, resumés, portfolios, job interviewing, proposals, cover letters, etc.).		
	Stage II, Application: Experiencing Acquired Knowledge			
	7.2.5	Demonstrate personal qualities (e.g., dependability, punctuality, getting along with others) that are needed to get and keep work.		
	7.2.6	Demonstrate the ability to complete application forms.		
	7.2.7	Develop work search tools required to find and maintain work (e.g., resumé, portfolio, proposals, cover letters).		
	7.2.8	Identify one's transferable academic and practical skills and experience a new task by using them.		

#### **Middle Years**

Social Skills for Working	Social Stud	lies
<ul> <li>conflict resolution/mediation/ respect</li> <li>summer jobs/babysitting</li> </ul>	7-S-100	Collaborate with others to establish and carry out goals and responsibilities.
(introduction to workplace attitudes, expectations, responsibilities)	7-S-101	Use a variety of strategies to resolve conflicts peacefully and fairly.
<ul> <li>diversity (exceptional learning needs/multiple intelligences/</li> </ul>	7-S-102	Make decisions that reflect fairness and equality in their interactions with others.
individuality/culture) in the workplace	7-S-104	Negotiate constructively with others to build consensus and solve problems.
	7-S-105	Recognize bias and discrimination and propose solutions.
	7-S-301	Evaluate the advantages and disadvantages of solutions to a problem.
	7-S-303	Evaluate personal assumptions based on new information and ideas.
	7-S-304	Distinguish fact from opinion and interpretation.
	7-S-306	Assess the validity of information sources.
	7-S-309	Interpret information and ideas in a variety of media.
	7-S-400	Listen to others to understand their perspectives.
	7-S-401	Use language that is respectful of human diversity.
	7-S-402	Persuasively express differing viewpoints regarding an issue.
	7-S-404	Elicit and clarify questions and ideas in discussions.
	7-S-405	Articulate their beliefs and perspectives on issues.
	7-VC-001	Respect the inherent dignity of all people.
	7-VC-002	Acknowledge that the rights of citizenship involve limitations on personal freedom for the sake of collective quality of life.
	7-VC-003	Be willing to contribute to their groups and communities.
	7-VI-005	Respect others' rights to express their points of view.
	7-VP-013	Demonstrate concern for people who are affected by discrimination, injustice, or abuse of power.
	7-VI-006	Be willing to broaden personal perspectives and experiences beyond the familiar.

#### **Middle Years**

#### CURRICULAR CONNECTIONS – Grade 7 (continued)

Social Skills for Working	Blueprint fo	r Life/Work Designs (Level Two)
conflict resolution/mediation/ respect	-	2: Interact positively and effectively with others.
summer jobs/babysitting		lication: Experiencing Acquired Knowledge
(introduction to workplace attitudes,	2.2.6	Demonstrate respect for the feelings and beliefs of others.
expectations, responsibilities)	2.2.7	Demonstrate tolerance and flexibility in interpersonal and
<ul> <li>diversity (exceptional learning</li> </ul>		group situations.
needs/multiple intelligences/ individuality/culture) in the	2.2.8	Demonstrate skills, knowledge, and attitudes in responding to criticism.
workplace	2.2.9	Demonstrate effective social and group membership skills, knowledge, and attitudes.
	2.2.10	Demonstrate openness to the diversity of cultures, lifestyles, and mental and physical abilities.
	2.2.11	Demonstrate helping skills such as problem solving, tutoring, and guiding.
	2.2.12	Demonstrate dependability and honesty towards others.
	2.2.13	Demonstrate personal management skills (such as time management, problem solving, stress management, life-work balance, etc.).
	Stage III, Per	rsonalization: Integrating Acquired and Applied Knowledge
	2.2.14	Acknowledge and appreciate the similarities and differences among people.
	2.2.15	Re-examine one's respect, tolerance, flexibility, openness, dependability, and honesty towards others and determine at what degree they are influencing the development of positive relationships in one's life.
	2.2.16	Integrate personal management skills such as time management, problem solving, stress management, and life-work balance into one's daily life.
	Stage IV, Act	ualization: Striving Towards Full Potential
	2.2.17	Engage in further learning experiences that help build positive relationships in one's life.
	Competency	6: Understand the relationship between work and society/economy.
	Stage II, App	lication: Experiencing Acquired Knowledge
	6.2.6	Demonstrate how work actually has an impact on one's community.
	Stage III, Per	rsonalization: Integrating Acquired and Applied Knowledge
	6.2.7	Evaluate how one can contribute to the community (e.g., family, school) through work.
	Stage IV, Act	ualization: Striving Towards Full Potential
	6.2.8	Engage in work experiences that contribute to one's community (e.g., family, school).

#### CAREER COMPONENT

#### **Middle Years**

CURRICULAR CONNECTIONS – Grade 7 (continued)

Social Skills for Working	Blueprint fo	r Life/Work Designs (Level Two continued)	
conflict resolution/mediation/ respect			
<ul> <li>summer jobs/babysitting</li> </ul>	Competency	7: Secure/create and maintain work.	
(introduction to workplace attitudes,	Stage II, Application: Experiencing Acquired Knowledge		
expectations, responsibilities)	7.2.5	Demonstrate personal qualities (e.g., dependability,	
diversity (exceptional learning needs/multiple intelligences/		punctuality, getting along with others) that are needed to get and keep work.	
individuality/culture) in the	7.2.6	Demonstrate the ability to complete application forms.	
workplace	7.2.7	Develop work search tools required to find and maintain work (e.g., resumé, portfolio, proposals, cover letters).	
	7.2.8	Identify one's transferable academic and practical skills and experience a new task by using them.	
	Stage III, Personalization: Integrating Acquired and Applied Knowledge		
	7.2.9	Acknowledge one's personal qualities and academic/ practical skills and determine which to build into one's life/work scenarios.	
	Stage IV, Actualization: Striving Towards Full Potential		
	7.2.10	Create and engage in new work experiences (e.g., at home, at school, in the community) that acknowledge one's personal qualities and use one's transferable skills.	

#### **Middle Years**

Social Skills for Working	Social Stu	dies
<ul> <li>conflict resolution/mediation/ respect</li> <li>summer jobs/babysitting</li> </ul>	8-S-100	Collaborate with others to establish and carry out group goals and responsibilities.
(introduction to workplace attitudes, expectations, responsibilities)	8-S-101	Use a variety of strategies to resolve conflicts peacefully and fairly.
<ul> <li>diversity (exceptional learning needs/multiple intelligences/</li> </ul>	8-S-102	Make decisions that reflect fairness and equality in their interactions with others.
individuality/culture) in the workplace	8-S-104	Negotiate constructively with others to build consensus and solve problems.
	8-S-105	Recognize bias and discrimination and propose solutions.
	8-S-201	Organize and record information in a variety of formats and reference sources appropriately.
	8-S-203	Select and use appropriate tools and technologies to accomplish tasks.
	8-S-301	Consider the context of events, accounts, ideas, and interpretations.
	8-S-302	Draw conclusions based on research and evidence.
	8-S-303	Evaluate personal assumptions based on new information and ideas.
	8-S-304	Distinguish fact from opinion and interpretation.
	8-S-306	Assess the validity of information sources.
	8-S-308	Compare diverse perspectives in the media and other information sources.
	8-S-309	Interpret information and ideas in a variety of media.
	8-S-311	Analyze prejudice, racism, stereotyping, or other forms of bias in the media and other information sources.
	8-S-400	Listen to others to understand their perspectives.
	8-S-401	Use language that is respectful of human diversity.
	8-S-402	Persuasively express differing viewpoints regarding an issue.
	8-S-403	Present information and ideas orally, visually, concretely, or electronically.
	8-S-404	Elicit and clarify questions and ideas in discussions.
	8-S-405	Articulate their beliefs and perspectives on issues.
		Respect others' ways of life and beliefs.

#### CURRICULAR CONNECTIONS - Grade 8 (continued) Middle Years Blueprint for Life/Work Designs (Level Two) Social Skills for Working Competency 2: Interact positively and effectively with others. · conflict resolution/mediation/ respect Stage II, Application: Experiencing Acquired Knowledge summer jobs/babysitting (introduction to workplace attitudes, 2.2.6 Demonstrate respect for the feelings and beliefs of others. expectations, responsibilities) 2.2.7 Demonstrate tolerance and flexibility in interpersonal and diversity (exceptional learning group situations. needs/multiple intelligences/ 2.2.8 Demonstrate skills, knowledge, and attitudes in responding individuality/culture) in the to criticism. workplace 2.2.9 Demonstrate effective social and group membership skills, knowledge, and attitudes. 2.2.10 Demonstrate openness to the diversity of cultures, lifestyles, and mental and physical abilities. 2.2.11 Demonstrate helping skills such as problem solving, tutoring, and guiding. 2.2.12 Demonstrate dependability and honesty towards others. 2.2.13 Demonstrate personal management skills (such as time management, problem solving, stress management, lifework balance, etc.). Stage III, Personalization: Integrating Acquired and Applied Knowledge 2.2.14 Acknowledge and appreciate the similarities and differences among people. 2.2.15 Re-examine one's respect, tolerance, flexibility, openness, dependability, and honesty towards others and determine at what degree they are influencing the development of positive relationships in one's life. 2.2.16 Integrate personal management skills such as time management, problem solving, stress management, and life-work balance into one's daily life. Stage IV, Actualization: Striving Towards Full Potential 2.2.17 Engage in further learning experiences that help build positive relationships in one's life. Competency 6: Understand the relationship between work and society/economy. Stage II, Application: Experiencing Acquired Knowledge Demonstrate how work actually has an impact on one's 6.2.6 community. Stage III, Personalization: Integrating Acquired and Applied Knowledge 6.2.7 Evaluate how one can contribute to the community (e.g., family, school) through work. Stage IV, Actualization: Striving Towards Full Potential 6.2.8 Engage in work experiences that contribute to one's community (e.g., family, school).

#### **Middle Years**

CURRICULAR CONNECTIONS – Grade 8 (continued)

Social Skills for Working	Blueprint fo	or Life/Work Designs (Level Two continued)		
<ul> <li>conflict resolution/mediation/ respect</li> </ul>				
<ul> <li>summer jobs/babysitting</li> </ul>	Competency	7: Secure/create and maintain work.		
(introduction to workplace attitudes,	Stage II, Ap	Stage II, Application: Experiencing Acquired Knowledge		
expectations, responsibilities)	7.2.5	Demonstrate personal qualities (e.g., dependability,		
<ul> <li>diversity (exceptional learning needs/multiple intelligences/</li> </ul>		punctuality, getting along with others) that are needed to get and keep work.		
individuality/culture) in the	7.2.6	Demonstrate the ability to complete application forms.		
workplace	7.2.7	Develop work search tools required to find and maintain work (e.g., resumé, portfolio, proposals, cover letters).		
	7.2.8	Identify one's transferable academic and practical skills and experience a new task by using them.		
	Stage III, Personalization: Integrating Acquired and Applied Knowledge			
	7.2.9	Acknowledge one's personal qualities and academic/practical skills and determine which to build into one's life/work scenarios.		
	Stage IV, Actualization: Striving Towards Full Potential			
	7.2.10	Create and engage in new work experiences (e.g., at home, at school, in the community) that acknowledge one's personal qualities and use one's transferable skills.		

# **MIDDLE YEARS**

Career Components Safe Workplaces

#### Middle Years

#### **CURRICULAR CONNECTIONS – Grade 5**

#### Safe Workplaces

- youth issues—part-time work/babysitting safety
- · bullying in the workplace

There are no specific learning outcomes in other curricular areas for this topic.

#### CAREER COMPONENT

#### **Middle Years**

Safe Workplaces	Social Stud	lies
<ul> <li>youth issues—part-time work/babysitting safety</li> </ul>	6-S-102	Make decisions that reflect fairness and equality in their interactions with others.
<ul> <li>bullying in the workplace</li> </ul>	6-S-105	Recognize bias and discrimination and propose solutions.
	6-S-303	Evaluate personal assumptions based on new information and ideas.
	6-S-304	Distinguish fact from opinion and interpretation.
	6-S-306	Assess the validity of information sources.
	6-S-400	Listen to others to understand their perspectives.
	6-S-401	Use language that is respectful of human diversity.
	6-S-402	Persuasively express differing viewpoints regarding an issue.
	6-S-404	Elicit and clarify questions and ideas in discussions.
	6-S-405	Articulate their beliefs and perspectives on issues.
	6-VP-016	Respect authority when it is consistent with democratic ideals.
	6-VP-017	Be willing to support solutions to address inequities.

Mid	dle	Years

#### **CURRICULAR CONNECTIONS – Grade 7**

Safe Workplaces	Social Stud	lies
<ul> <li>youth issues—part-time work/babysitting safety</li> </ul>	7-S-104	Negotiate constructively with others to build consensus and solve problems.
<ul> <li>bullying in the workplace</li> </ul>	7-S-105	Recognize bias and discrimination and propose solutions.
	7-S-301	Evaluate the advantages and disadvantages of solutions to a problem.
	7-S-303	Evaluate personal assumptions based on new information and ideas.
	7-S-400	Listen to others to understand their perspectives.
	7-S-401	Use language that is respectful of human diversity.
	7-S-402	Persuasively express differing viewpoints regarding an issue.
	7-VC-001	Respect the inherent dignity of all people.
	7-VC-002	Acknowledge that the rights of citizenship involve limitations on personal freedom for the sake of collective quality of life.
	7-VI-005	Respect others' rights to express their points of view.
	7-VP-013	Demonstrate concern for people who are affected by discrimination, injustice, or abuse of power.
	7-VI-006	Be willing to broaden personal perspectives and experiences beyond the familiar.

Middle Years	CURRICULAR CONNECTIONS – Grade 8 Social Studies	
Safe Workplaces		
<ul> <li>youth issues—part-time work/babysitting safety</li> </ul>	8-S-101	Use a variety of strategies to resolve conflicts peacefully and fairly.
• bullying in the workplace	8-S-102	Make decisions that reflect fairness and equality in their interactions with others.
	8-S-104	Negotiate constructively with others to build consensus and solve problems.
	8-S-105	Recognize bias and discrimination and propose solutions.
	8-S-301	Consider the context of events, accounts, ideas, and interpretations.
	8-S-302	Draw conclusions based on research and evidence.
	8-S-303	Evaluate personal assumptions based on new information and ideas.
	8-S-304	Distinguish fact from opinion and interpretation.
	8-S-306	Assess the validity of information sources.
	8-S-400	Listen to others to understand their perspectives.
	8-S-401	Use language that is respectful of human diversity.
	8-S-402	Persuasively express differing viewpoints regarding an issue.
	8-S-404	Elicit and clarify questions and ideas in discussions.
	8-S-405	Articulate their beliefs and perspectives on issues.
	8-VI-006	Respect others' ways of life and beliefs.