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# ***SENIOR YEARS***

*Career Component  
Self and Work*

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## CAREER COMPONENT

### Senior Years

### CURRICULAR CONNECTIONS – Grade 9

#### Self and Work

- youth issues—*The Employment Standards Code*
- resumé writing/portfolio writing
- application forms/cover letters
- connections (mentorships, volunteerism)
- time management
- entrepreneurship
- matching aptitudes and interest to career choices

#### Physical Education/Health Education

- K.3.S1.B.4 Demonstrate the ability to access valid health information and health-promoting products and services available in the community.
- K.4.S1.A.1 Examine personal strengths, values, and strategies for achieving individual success and a positive self-image.
- K.4.S1.A.2b Determine the skills for employability.

#### Social Studies

- 9-KC-013 Describe their responsibilities and rights as citizens of Canada and the world.
- 9-KI-016 Describe factors that shape personal, regional, and national identities.

#### Blueprint for Life/Work Designs (Level Three)\*

*Competency 1: Build and maintain a positive self-image.*

Stage I, Acquisition: Acquiring Knowledge

- 1.3.1 Understand how individual characteristics such as interests, skills, values, beliefs, and attitudes contribute in achieving personal, social, educational, and professional goals.
- 1.3.2 Understand the importance of giving and receiving feedback.
- 1.3.3 Understand the importance of allies (e.g., relationships, mentors) and external assets (e.g., finances, goods) in the fulfillment of life/work scenarios.

Stage II, Application: Experiencing Acquired Knowledge

- 1.3.4 Identify the behaviours and attitudes that mirror one's self-image.
- 1.3.5 Identify one's personal characteristics such as interests, skills, values, beliefs, and attitudes.
- 1.3.6 Identify one's allies and external assets.
- 1.3.7 Demonstrate giving and receiving feedback.
- 1.3.8 Adopt behaviours and attitudes that project a positive self-image.
- 1.3.9 Adopt behaviours and attitudes conducive to reaching one's personal, social, educational, and professional goals.

*Competency 3: Change and grow throughout one's life.*

Stage I, Acquisition: Acquiring Knowledge

- 3.3.1 Describe how change and personal growth affect physical and mental health.
- 3.3.2 Explore how mental and physical health impact on life/work decisions.
- 3.3.3 Explore stress management strategies.

Stage II, Application: Experiencing Acquired Knowledge

- 3.3.4 Demonstrate behaviours and attitudes that maintain physical and mental health.
- 3.3.5 Apply stress management strategies.

\*Level Three in the *Blueprint for Life/Work Designs* is roughly equivalent to Senior Years (Grades 9–12).

**CAREER COMPONENT**

**Senior Years CURRICULAR CONNECTIONS – Grade 9 (continued)**

**Self and Work**

- youth issues—*The Employment Standards Code*
- resumé writing/portfolio writing
- application forms/cover letters
- connections (mentorships, volunteerism)
- time management
- entrepreneurship
- matching aptitudes and interest to career choices

**Blueprint for Life/Work Designs (Level Three continued)**

*Competency 4: Participate in lifelong learning supportive of life/work goals.*

Stage I, Acquisition: Acquiring Knowledge

- 4.3.1 Understand how academic and work skills, knowledge, and attitudes contribute to achieving personal goals.
- 4.3.2 Understand how skills, knowledge, and attitudes acquired in academic and technical/practical programs may contribute to achieving personal and professional goals.
- 4.3.3 Understand how lifelong learning enhances the ability to achieve goals.
- 4.3.4 Understand how education relates to the selection of post-secondary programs, workplace training, and/or entry into work.
- 4.3.5 Understand how a set of skills, knowledge, and attitudes can fulfill the requirements of a variety of work roles and work environments.
- 4.3.6 Understand why lifelong learning is required in the workplace.
- 4.3.7 Explore various work role requirements.

Stage II, Application: Experiencing Acquired Knowledge

- 4.3.8 Demonstrate lifelong learning behaviours and attitudes that contribute to achieving personal and professional goals.
- 4.3.9 Demonstrate how one’s education relates to various options regarding post-secondary programs, workplace training, and/or entry into work.

*Competency 5: Locate and effectively use life/work information.*

Stage I, Acquisition: Acquiring Knowledge

- 5.3.1 Explore the educational and training requirements of various work roles.
- 5.3.2 Discover how key personnel in selected work roles could become ideal information resources and/or role models.
- 5.3.3 Explore how trends and work opportunities in various economic/work sectors impact the nature and structure of work roles.
- 5.3.4 Explore how employment and workplace trends impact education and training scenarios.
- 5.3.5 Understand how a variety of factors (e.g., supply and demand for workers, demographic changes, environmental conditions, geographic location) impact work opportunities.
- 5.3.6 Understand how labour market information (profiles, statistics, etc.) should be used when making life and work decisions.
- 5.3.7 Explore a variety of work alternatives (e.g., full employment, multi-tracking, contracting, consulting, entrepreneurship).

Stage II, Application: Experiencing Acquired Knowledge

- 5.3.8 Use career information resources such as career monographs, occupation classification systems, labour market information, mass media, computer, and Internet-based career information delivery systems to educate oneself to the realities and requirements of various work roles.
- 5.3.9 Consult key personnel in selected work roles as information resources, role models, and/or mentors.

## CAREER COMPONENT

### Senior Years

### CURRICULAR CONNECTIONS – Grade 9 *(continued)*

#### Self and Work

- youth issues—*The Employment Standards Code*
- resumé writing/portfolio writing
- application forms/cover letters
- connections (mentorships, volunteerism)
- time management
- entrepreneurship
- matching aptitudes and interest to career choices

#### Blueprint for Life/Work Designs (Level Three continued)

*Competency 8: Make life/work-enhancing decisions.*

Stage I, Acquisition: Acquiring Knowledge

- |       |  |
|-------|--|
| 8.3.1 | Understand the importance of developing a range of scenarios supportive of one's preferred future.                                 |
| 8.3.2 | Investigate the requirements needed to qualify for desired post-secondary education/training.                                      |
| 8.3.3 | Investigate costs (living and school-related) associated with post-secondary education and training.                               |
| 8.3.4 | Investigate strategies for securing financial assistance related to post-secondary education and training.                         |
| 8.3.5 | Explore high school courses in terms of skills, knowledge, and attitudes required for entry-level work or advanced training.       |
| 8.3.6 | Understand the steps required for transition (school to post-secondary education/training programs or work).                       |
| 8.3.7 | Understand how personal values may influence one's choices and actions.  |
| 8.3.8 | Explore how being positive about the future and its uncertainties may lead to creative and interesting possibilities/alternatives. |

Stage II, Application: Experiencing Acquired Knowledge

- |        |  |
|--------|--|
| 8.3.9  | Demonstrate responsibility for making educational and work choices.  |
| 8.3.10 | Develop a range of scenarios supportive of one's preferred future.   |
| 8.3.11 | Plan strategies for covering costs (living and school-related) associated with post-secondary education/training scenario and apply for needed assistance. |
| 8.3.12 | Plan and complete the steps required for transition (school to post-secondary education/training programs or work).  |
| 8.3.13 | Develop creative or alternative choices reflective of the changing world of work.  |

*Competency 10: Understand the changing nature of life/work roles.*

Stage I, Acquisition: Acquiring Knowledge

- |        |   |
|--------|---|
| 10.3.1 | Examine factors that have influenced the changing career patterns or paths of women and men.            |
| 10.3.2 | Examine gender stereotyping and bias in educational programs and work settings.                         |
| 10.3.3 | Identify attitudes, behaviours, and skills that contribute to eliminating gender bias and stereotyping. |
| 10.3.4 | Investigate advantages and challenges of adopting non-traditional work roles.                           |

Stage II, Application: Experiencing Acquired Knowledge

- |        |  |
|--------|--|
| 10.3.5 | Demonstrate attitudes, behaviours, and skills that contribute to eliminating gender bias and stereotyping. |
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## CAREER COMPONENT

### Senior Years

### CURRICULAR CONNECTIONS – Grade 9 *(continued)*

#### Self and Work

- youth issues—*The Employment Standards Code*
- resumé writing/portfolio writing
- application forms/cover letters
- connections (mentorships, volunteerism)
- time management
- entrepreneurship
- matching aptitudes and interest to career choices

#### Blueprint for Life/Work Designs (Level Three continued)

*Competency 11: Understand, engage in, and manage one's own life/work building process.*

##### Stage I, Acquisition: Acquiring Knowledge

- 11.3.1 Understand the concept of *work dynamic* and its relation to life/work building.
- 11.3.2 Understand how risk taking and positive attitudes towards self and work (flexibility, openness, positive uncertainty, etc.) are important to the life/work building process.
- 11.3.3 Understand how information on self and on the work dynamic is important to the life/work building process.
- 11.3.4 Explore the notion of *life/work scenario* building as an integral component of the life/work building process.
- 11.3.5 Understand the importance of pursuing one's short-term action plans.

##### Stage II, Application: Experiencing Acquired Knowledge

- 11.3.6 Demonstrate risk taking and positive attitudes toward self and work (flexibility, openness, positive uncertainty, etc.).
- 11.3.7 Update one's portfolio using newly acquired information about self and the work dynamic.
- 11.3.8 Build life/work scenarios in step with one's preferred future.
- 11.3.9 Develop and pursue short-term action plans in light of one's desired life/work scenarios.
- 11.3.10 Experience different roles through work experience, volunteering, social events, et cetera.

## CAREER COMPONENT

### Senior Years

### CURRICULAR CONNECTIONS – Grade 10

#### Self and Work

- youth issues—*The Employment Standards Code*
- resumé writing/portfolio writing
- application forms/cover letters
- connections (mentorships, volunteerism)
- time management
- entrepreneurship
- matching aptitudes and interest to career choices

#### Blueprint for Life/Work Designs (Level Three)

*Competency 1: Build and maintain a positive self-image.*

Stage I, Acquisition: Acquiring Knowledge

- |       |  |
|-------|--|
| 1.3.1 | Understand how individual characteristics such as interests, skills, values, beliefs, and attitudes contribute in achieving personal, social, educational, and professional goals. |
| 1.3.2 | Understand the importance of giving and receiving feedback.  |
| 1.3.3 | Understand the importance of allies (e.g., relationships, mentors) and external assets (e.g., finances, goods) in the fulfillment of life/work scenarios.                          |

Stage II, Application: Experiencing Acquired Knowledge

- |       |   |
|-------|---|
| 1.3.4 | Identify the behaviours and attitudes that mirror one's self-image.   |
| 1.3.5 | Identify one's personal characteristics such as interests, skills, values, beliefs, and attitudes.                |
| 1.3.6 | Identify one's allies and external assets.  |
| 1.3.7 | Demonstrate giving and receiving feedback.  |
| 1.3.8 | Adopt behaviours and attitudes that project a positive self-image.  |
| 1.3.9 | Adopt behaviours and attitudes conducive to reaching one's personal, social, educational, and professional goals. |

*Competency 3: Change and grow throughout one's life.*

Stage I, Acquisition: Acquiring Knowledge

- |       |  |
|-------|--|
| 3.3.1 | Describe how change and personal growth affect physical and mental health. |
| 3.3.2 | Explore how mental and physical health impact on life/work decisions.      |
| 3.3.3 | Explore stress management strategies.                                      |

Stage II, Application: Experiencing Acquired Knowledge

- |       |  |
|-------|--|
| 3.3.4 | Demonstrate behaviours and attitudes that maintain physical and mental health. |
| 3.3.5 | Apply stress management strategies.  |

## CAREER COMPONENT

### Senior Years

### CURRICULAR CONNECTIONS – Grade 10 (continued)

#### Self and Work

- youth issues—*The Employment Standards Code*
- resumé writing/portfolio writing
- application forms/cover letters
- connections (mentorships, volunteerism)
- time management
- entrepreneurship
- matching aptitudes and interest to career choices

#### Blueprint for Life/Work Designs (Level Three continued)

*Competency 4: Participate in lifelong learning supportive of life/work goals.*

Stage I, Acquisition: Acquiring Knowledge

- |       |  |
|-------|--|
| 4.3.1 | Understand how academic and work skills, knowledge, and attitudes contribute to achieving personal goals.  |
| 4.3.2 | Understand how skills, knowledge, and attitudes acquired in academic and technical/practical programs may contribute to achieving personal and professional goals. |
| 4.3.3 | Understand how lifelong learning enhances the ability to achieve goals.  |
| 4.3.4 | Understand how education relates to the selection of post-secondary programs, workplace training, and/or entry into work.  |
| 4.3.5 | Understand how a set of skills, knowledge, and attitudes can fulfill the requirements of a variety of work roles and work environments.                            |
| 4.3.6 | Understand why lifelong learning is required in the workplace.   |
| 4.3.7 | Explore various work role requirements.  |

Stage II, Application: Experiencing Acquired Knowledge

- |       |   |
|-------|---|
| 4.3.8 | Demonstrate lifelong learning behaviours and attitudes that contribute to achieving personal and professional goals.                      |
| 4.3.9 | Demonstrate how one's education relates to various options regarding post-secondary programs, workplace training, and/or entry into work. |

*Competency 5: Locate and effectively use life/work information.*

Stage I, Acquisition: Acquiring Knowledge

- |       |  |
|-------|--|
| 5.3.1 | Explore the educational and training requirements of various work roles.   |
| 5.3.2 | Discover how key personnel in selected work roles could become ideal information resources and/or role models.   |
| 5.3.3 | Explore how trends and work opportunities in various economic/work sectors impact the nature and structure of work roles.  |
| 5.3.4 | Explore how employment and workplace trends impact education and training scenarios.   |
| 5.3.5 | Understand how a variety of factors (e.g., supply and demand for workers, demographic changes, environmental conditions, geographic location) impact work opportunities. |
| 5.3.6 | Understand how labour market information (profiles, statistics, etc.) should be used when making life and work decisions.  |
| 5.3.7 | Explore a variety of work alternatives (e.g., full employment, multi-tracking, contracting, consulting, entrepreneurship).   |

Stage II, Application: Experiencing Acquired Knowledge

- |       |  |
|-------|--|
| 5.3.8 | Use career information resources such as career monographs, occupation classification systems, labour market information, mass media, computer, and Internet-based career information delivery systems to educate oneself to the realities and requirements of various work roles. |
| 5.3.9 | Consult key personnel in selected work roles as information resources, role models, and/or mentors.  |

## CAREER COMPONENT

### Senior Years

### CURRICULAR CONNECTIONS – Grade 10 *(continued)*

#### Self and Work

- youth issues—*The Employment Standards Code*
- resumé writing/portfolio writing
- application forms/cover letters
- connections (mentorships, volunteerism)
- time management
- entrepreneurship
- matching aptitudes and interest to career choices

#### Blueprint for Life/Work Designs (Level Three continued)

*Competency 8: Make life/work-enhancing decisions.*

Stage I, Acquisition: Acquiring Knowledge

- |       |  |
|-------|--|
| 8.3.1 | Understand the importance of developing a range of scenarios supportive of one's preferred future.                                 |
| 8.3.2 | Investigate the requirements needed to qualify for desired post-secondary education/training.                                      |
| 8.3.3 | Investigate costs (living and school-related) associated with post-secondary education and training.                               |
| 8.3.4 | Investigate strategies for securing financial assistance related to post-secondary education and training.                         |
| 8.3.5 | Explore high school courses in terms of skills, knowledge, and attitudes required for entry-level work or advanced training.       |
| 8.3.6 | Understand the steps required for transition (school to post-secondary education/training programs or work).                       |
| 8.3.7 | Understand how personal values may influence one's choices and actions.  |
| 8.3.8 | Explore how being positive about the future and its uncertainties may lead to creative and interesting possibilities/alternatives. |

Stage II, Application: Experiencing Acquired Knowledge

- |        |  |
|--------|--|
| 8.3.9  | Demonstrate responsibility for making educational and work choices.  |
| 8.3.10 | Develop a range of scenarios supportive of one's preferred future.   |
| 8.3.11 | Plan strategies for covering costs (living and school-related) associated with post-secondary education/training scenario and apply for needed assistance. |
| 8.3.12 | Plan and complete the steps required for transition (school to post-secondary education/training programs or work).  |
| 8.3.13 | Develop creative or alternative choices reflective of the changing world of work.  |

*Competency 10: Understand the changing nature of life/work roles.*

Stage I, Acquisition: Acquiring Knowledge

- |        |   |
|--------|---|
| 10.3.1 | Examine factors that have influenced the changing career patterns or paths of women and men.            |
| 10.3.2 | Examine gender stereotyping and bias in educational programs and work settings.                         |
| 10.3.3 | Identify attitudes, behaviours, and skills that contribute to eliminating gender bias and stereotyping. |
| 10.3.4 | Investigate advantages and challenges of adopting non-traditional work roles.                           |

Stage II, Application: Experiencing Acquired Knowledge

- |        |  |
|--------|--|
| 10.3.5 | Demonstrate attitudes, behaviours, and skills that contribute to eliminating gender bias and stereotyping. |
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**CAREER COMPONENT**

**Senior Years**

**CURRICULAR CONNECTIONS – Grade 10 (continued)**

**Self and Work**

- youth issues—*The Employment Standards Code*
- resumé writing/portfolio writing
- application forms/cover letters
- connections (mentorships, volunteerism)
- time management
- entrepreneurship
- matching aptitudes and interest to career choices

**Blueprint for Life/Work Designs (Level Three continued)**

*Competency 11: Understand, engage in, and manage one’s own life/work building process.*

Stage I, Acquisition: Acquiring Knowledge

- 11.3.1 Understand the concept of work dynamic and its relation to life/work building.
- 11.3.2 Understand how risk taking and positive attitudes towards self and work (flexibility, openness, positive uncertainty, etc.) are important to the life/work building process.
- 11.3.3 Understand how information on self and on the work dynamic is important to the life/work building process.
- 11.3.4 Explore the notion of life/work scenario building as an integral component of the life/work building process.
- 11.3.5 Understand the importance of pursuing one’s short-term action plans.

Stage II, Application: Experiencing Acquired Knowledge

- 11.3.6 Demonstrate risk taking and positive attitudes toward self and work (flexibility, openness, positive uncertainty, etc.).
- 11.3.7 Update one’s portfolio using newly acquired information about self and the work dynamic.
- 11.3.8 Build life/work scenarios in step with one’s preferred future.
- 11.3.9 Develop and pursue short-term action plans in light of one’s desired life/work scenarios.
- 11.3.10 Experience different roles through work experience, volunteering, social events, et cetera.

## CAREER COMPONENT

### Senior Years

### CURRICULAR CONNECTIONS – Grade 11

#### Self and Work

- youth issues—*The Employment Standards Code*
- resumé writing/portfolio writing
- application forms/cover letters
- connections (mentorships, volunteerism)
- time management
- entrepreneurship
- matching aptitudes and interest to career choices

#### Blueprint for Life/Work Designs (Level Three)

*Competency 1: Build and maintain a positive self-image.*

Stage II, Application: Experiencing Acquired Knowledge

1.3.4 Identify the behaviours and attitudes that mirror one's self-image.

1.3.5 Identify one's personal characteristics such as interests, skills, values, beliefs, and attitudes.

1.3.6 Identify one's allies and external assets.

1.3.7 Demonstrate giving and receiving feedback.

1.3.8 Adopt behaviours and attitudes that project a positive self-image.

1.3.9 Adopt behaviours and attitudes conducive to reaching one's personal, social, educational, and professional goals.

Stage III, Personalization: Integrating Acquired and Applied Knowledge

1.3.10 Assess one's personal characteristics and capitalize on those that contribute positively to the achievement of one's personal, educational, social, and professional goals.

Stage IV, Actualization: Striving Towards Full Potential

1.3.11 Improve one's self-image in order to contribute positively to one's life and work.

*Competency 3: Change and grow throughout one's life.*

Stage II, Application: Experiencing Acquired Knowledge

3.3.4 Demonstrate behaviours and attitudes that maintain physical and mental health.

3.3.5 Apply stress management strategies.

Stage III, Personalization: Integrating Acquired and Applied Knowledge

3.3.6 Examine one's mental and physical health and evaluate its impact on life/work decisions.

3.3.7 Acknowledge the positive outcomes of applying management strategies to one's life and work.

Stage IV, Actualization: Striving Towards Full Potential

3.3.8 Adopt habits and engage in experiences that maintain or improve one's mental and physical health.

3.3.9 Improve one's life and work management strategies.

## CAREER COMPONENT

### Senior Years

### CURRICULAR CONNECTIONS – Grade 11 *(continued)*

#### Self and Work

- youth issues—*The Employment Standards Code*
- resumé writing/portfolio writing
- application forms/cover letters
- connections (mentorships, volunteerism)
- time management
- entrepreneurship
- matching aptitudes and interest to career choices

#### Blueprint for Life/Work Designs (Level Three continued)

*Competency 4: Participate in lifelong learning supportive of life/work goals.*

Stage II, Application: Experiencing Acquired Knowledge

4.3.8 Demonstrate lifelong learning behaviours and attitudes that contribute to achieving personal and professional goals.

4.3.9 Demonstrate how one's education relates to various options regarding post-secondary programs, workplace training, and/or entry into work.

Stage III, Personalization: Integrating Acquired and Applied Knowledge

4.3.10 Determine the value of continued learning for oneself.

4.3.11 Determine one's transferable skills, knowledge, and attitudes that can fulfill the requirements of a variety of work roles and work environments.

Stage IV, Actualization: Striving Towards Full Potential

4.3.12 Engage in a continuous learning process supportive of one's life/work goals.

*Competency 5: Locate and effectively use life/work information.*

Stage II, Application: Experiencing Acquired Knowledge

5.3.8 Use career information resources such as career monographs, occupation classification systems, labour market information, mass media, computer, and Internet-based career information delivery systems to educate oneself to the realities and requirements of various work roles.

5.3.9 Consult key personnel in selected work roles as information resources, role models, and/or mentors.

Stage III, Personalization: Integrating Acquired and Applied Knowledge

5.3.10 Determine, according to one's preferences, the advantages and disadvantages of various work alternatives (e.g., full employment, multi-tracking, contracting, consulting, entrepreneurship).

5.3.11 Assess life/work information and evaluate its impact on one's life/work decisions.

Stage IV, Actualization: Striving Towards Full Potential

5.3.12 Improve one's strategies to locate, interpret, evaluate, and use life/work information.

## CAREER COMPONENT

### Senior Years

### CURRICULAR CONNECTIONS – Grade 11 *(continued)*

#### Self and Work

- youth issues—*The Employment Standards Code*
- resumé writing/portfolio writing
- application forms/cover letters
- connections (mentorships, volunteerism)
- time management
- entrepreneurship
- matching aptitudes and interest to career choices

#### Blueprint for Life/Work Designs (Level Three continued)

*Competency 8: Make life/work-enhancing decisions.*

Stage II, Application: Experiencing Acquired Knowledge

- |        |  |
|--------|--|
| 8.3.9  | Demonstrate responsibility for making educational and work choices.  |
| 8.3.10 | Develop a range of scenarios supportive of one's preferred future.   |
| 8.3.11 | Plan strategies for covering costs (living and school-related) associated with post-secondary education/training scenario and apply for needed assistance. |
| 8.3.12 | Plan and complete the steps required for transition (school to post-secondary education/training programs or work).  |
| 8.3.13 | Develop creative or alternative choices reflective of the changing world of work.  |

Stage III, Personalization: Integrating Acquired and Applied Knowledge

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|--------|--|
| 8.3.14 | Evaluate educational and work choices in terms of one's personal goals, values, and financial means.                                   |
| 8.3.15 | Examine scenarios and alternatives in given decision-making situations and determine if they are supportive of one's values and goals. |

Stage IV, Actualization: Striving Towards Full Potential

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|--------|--|
| 8.3.16 | Create and engage in life/work scenarios supportive of one's values and goals. |
| 8.3.17 | 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

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|--------|--|
| 10.3.5 | Demonstrate attitudes, behaviours, and skills that contribute to eliminating gender bias and stereotyping. |
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Stage III, Personalization: Integrating Acquired and Applied Knowledge

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|--------|---|
| 10.3.6 | Determine one's desire to contribute to eliminating gender bias and stereotyping. |
| 10.3.7 | Examine the possibility of adopting non-traditional work roles.                   |
| 10.3.8 | Consider fulfilling work roles regardless of gender bias and stereotyping.        |

Stage IV, Actualization: Striving Towards Full Potential

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|--------|---|
| 10.3.9 | Create and engage in fulfilling life/work scenarios regardless of gender bias and stereotyping. |
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**CAREER COMPONENT**

**Senior Years**

**CURRICULAR CONNECTIONS – Grade 11 (continued)**

**Self and Work**

- youth issues—*The Employment Standards Code*
- resumé writing/portfolio writing
- application forms/cover letters
- connections (mentorships, volunteerism)
- time management
- entrepreneurship
- matching aptitudes and interest to career choices

**Blueprint for Life/Work Designs (Level Three continued)**

*Competency 11: Understand, engage in, and manage one’s own life/work building process.*

Stage II, Application: Experiencing Acquired Knowledge

- 11.3.6 Demonstrate risk taking and positive attitudes toward self and work (flexibility, openness, positive uncertainty, etc.).
- 11.3.7 Update one’s portfolio using newly acquired information about self and the work dynamic.
- 11.3.8 Build life/work scenarios in step with one’s preferred future.
- 11.3.9 Develop and pursue short-term action plans in light of one’s desired life/work scenarios.
- 11.3.10 Experience different roles through work experience, volunteering, social events, et cetera.

Stage III, Personalization: Integrating Acquired and Applied Knowledge

- 11.3.11 Refine one’s self-perception (based on life/work experiences) and evaluate its impact on one’s decisions or choices.
- 11.3.12 Revisit one’s preferred future to determine whether or not it is necessary to modify and/or create new life/work scenarios and adjust one’s short-term action plans.

Stage IV, Actualization: Striving Towards Full Potential

- 11.3.13 Engage in a life/work building process that truly reflects self.

## CAREER COMPONENT

### Senior Years

### CURRICULAR CONNECTIONS – Grade 12

#### Self and Work

- youth issues—*The Employment Standards Code*
- resumé writing/portfolio writing
- application forms/cover letters
- connections (mentorships, volunteerism)
- time management
- entrepreneurship
- matching aptitudes and interest to career choices

#### Blueprint for Life/Work Designs (Level Three)

*Competency 1: Build and maintain a positive self-image.*

Stage II, Application: Experiencing Acquired Knowledge

1.3.4 Identify the behaviours and attitudes that mirror one's self-image.

1.3.5 Identify one's personal characteristics such as interests, skills, values, beliefs, and attitudes.

1.3.6 Identify one's allies and external assets.

1.3.7 Demonstrate giving and receiving feedback.

1.3.8 Adopt behaviours and attitudes that project a positive self-image.

1.3.9 Adopt behaviours and attitudes conducive to reaching one's personal, social, educational, and professional goals.

Stage III, Personalization: Integrating Acquired and Applied Knowledge

1.3.10 Assess one's personal characteristics and capitalize on those that contribute positively to the achievement of one's personal, educational, social, and professional goals.

Stage IV, Actualization: Striving Towards Full Potential

1.3.11 Improve one's self-image in order to contribute positively to one's life and work.

*Competency 3: Change and grow throughout one's life.*

Stage II, Application: Experiencing Acquired Knowledge

3.3.4 Demonstrate behaviours and attitudes that maintain physical and mental health.

3.3.5 Apply stress management strategies.

Stage III, Personalization: Integrating Acquired and Applied Knowledge

3.3.6 Examine one's mental and physical health and evaluate its impact on life/work decisions.

3.3.7 Acknowledge the positive outcomes of applying management strategies to one's life and work.

Stage IV, Actualization: Striving Towards Full Potential

3.3.8 Adopt habits and engage in experiences that maintain or improve one's mental and physical health.

3.3.9 Improve one's life and work management strategies.

## CAREER COMPONENT

### Senior Years

### CURRICULAR CONNECTIONS – Grade 12 *(continued)*

#### Self and Work

- youth issues—*The Employment Standards Code*
- resumé writing/portfolio writing
- application forms/cover letters
- connections (mentorships, volunteerism)
- time management
- entrepreneurship
- matching aptitudes and interest to career choices

#### Blueprint for Life/Work Designs (Level Three continued)

*Competency 4: Participate in lifelong learning supportive of life/work goals.*

Stage II, Application: Experiencing Acquired Knowledge

- 4.3.8 Demonstrate lifelong learning behaviours and attitudes that contribute to achieving personal and professional goals.
- 4.3.9 Demonstrate how one's education relates to various options regarding post-secondary programs, workplace training, and/or entry into work.

Stage III, Personalization: Integrating Acquired and Applied Knowledge

- 4.3.10 Determine the value of continued learning for oneself.
- 4.3.11 Determine one's transferable skills, knowledge, and attitudes that can fulfill the requirements of a variety of work roles and work environments.

Stage IV, Actualization: Striving Towards Full Potential

- 4.3.12 Engage in a continuous learning process supportive of one's life/work goals.

*Competency 5: Locate and effectively use life/work information.*

Stage II, Application: Experiencing Acquired Knowledge

- 5.3.8 Use career information resources such as career monographs, occupation classification systems, labour market information, mass media, computer, and Internet-based career information delivery systems to educate oneself to the realities and requirements of various work roles.
- 5.3.9 Consult key personnel in selected work roles as information resources, role models, and/or mentors.
- Stage III, Personalization: Integrating Acquired and Applied Knowledge
- 5.3.10 Determine, according to one's preferences, the advantages and disadvantages of various work alternatives (e.g., full employment, multi-tracking, contracting, consulting, entrepreneurship).
- 5.3.11 Assess life/work information and evaluate its impact on one's life/work decisions.

Stage IV, Actualization: Striving Towards Full Potential

- 5.3.12 Improve one's strategies to locate, interpret, evaluate, and use life/work information.

## CAREER COMPONENT

### Senior Years

### CURRICULAR CONNECTIONS – Grade 12 *(continued)*

#### Self and Work

- youth issues—*The Employment Standards Code*
- resumé writing/portfolio writing
- application forms/cover letters
- connections (mentorships, volunteerism)
- time management
- entrepreneurship
- matching aptitudes and interest to career choices

#### Blueprint for Life/Work Designs (Level Three continued)

*Competency 8: Make life/work-enhancing decisions.*

Stage II, Application: Experiencing Acquired Knowledge

- |        |  |
|--------|--|
| 8.3.9  | Demonstrate responsibility for making educational and work choices.  |
| 8.3.10 | Develop a range of scenarios supportive of one's preferred future.   |
| 8.3.11 | Plan strategies for covering costs (living and school-related) associated with post-secondary education/training scenario and apply for needed assistance. |
| 8.3.12 | Plan and complete the steps required for transition (school to post-secondary education/training programs or work).  |
| 8.3.13 | Develop creative or alternative choices reflective of the changing world of work.  |

Stage III, Personalization: Integrating Acquired and Applied Knowledge

- |        |  |
|--------|--|
| 8.3.14 | Evaluate educational and work choices in terms of one's personal goals, values, and financial means.                                   |
| 8.3.15 | Examine scenarios and alternatives in given decision-making situations and determine if they are supportive of one's values and goals. |

Stage IV, Actualization: Striving Towards Full Potential

- |        |  |
|--------|--|
| 8.3.16 | Create and engage in life/work scenarios supportive of one's values and goals. |
| 8.3.17 | 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

- |        |  |
|--------|--|
| 10.3.5 | Demonstrate attitudes, behaviours, and skills that contribute to eliminating gender bias and stereotyping. |
|--------|--|

Stage III, Personalization: Integrating Acquired and Applied Knowledge

- |        |   |
|--------|---|
| 10.3.6 | Determine one's desire to contribute to eliminating gender bias and stereotyping. |
| 10.3.7 | Examine the possibility of adopting non-traditional work roles.                   |
| 10.3.8 | Consider fulfilling work roles regardless of gender bias and stereotyping.        |

Stage IV, Actualization: Striving Towards Full Potential

- |        |   |
|--------|---|
| 10.3.9 | Create and engage in fulfilling life/work scenarios regardless of gender bias and stereotyping. |
|--------|---|

**CAREER COMPONENT**

**Senior Years**

**CURRICULAR CONNECTIONS – Grade 12 (continued)**

**Self and Work**

- youth issues—*The Employment Standards Code*
- resumé writing/portfolio writing
- application forms/cover letters
- connections (mentorships, volunteerism)
- time management
- entrepreneurship
- matching aptitudes and interest to career choices

**Blueprint for Life/Work Designs (Level Three continued)**

*Competency 11: Understand, engage in, and manage one’s own life/work building process.*

Stage II, Application: Experiencing Acquired Knowledge

- 11.3.6 Demonstrate risk taking and positive attitudes toward self and work (flexibility, openness, positive uncertainty, etc.).
- 11.3.7 Update one’s portfolio using newly acquired information about self and the work dynamic.
- 11.3.8 Build life/work scenarios in step with one’s preferred future.
- 11.3.9 Develop and pursue short-term action plans in light of one’s desired life/work scenarios.
- 11.3.10 Experience different roles through work experience, volunteering, social events, etc.

Stage III, Personalization: Integrating Acquired and Applied Knowledge

- 11.3.11 Refine one’s self-perception (based on life/work experiences) and evaluate its impact on one’s decisions or choices.
- 11.3.12 Revisit one’s preferred future to determine whether or not it is necessary to modify and/or create new life/work scenarios and adjust one’s short-term action plans.

Stage IV, Actualization: Striving Towards Full Potential

- 11.3.13 Engage in a life/work building process that truly reflects self.

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# ***SENIOR YEARS***

*Career Component  
Social Skills for Working*

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## CAREER COMPONENT

### Senior Years

### CURRICULAR CONNECTIONS – Grade 9

#### **Social Skills for Working**

- conflict resolution/mediation/respect
- interview skills
- job shadowing
- balancing work and school
- workplace attitudes/expectations/responsibilities
- diversity (exceptional learning needs/ multiple intelligences/ individuality/culture) in the workplace

#### **Blueprint for Life/Work Designs (Level Three)**

*Competency 2: Interact positively and effectively with others.*

Stage I, Acquisition: Acquiring Knowledge

- |       |  |
|-------|--|
| 2.3.1 | Discover the skills, knowledge, and attitudes needed to work effectively with and for others.  |
| 2.3.2 | Explore helping skills such as problem solving, tutoring, and guiding.   |
| 2.3.3 | Examine appropriate employee-employer interactions and client-contractor interactions in specific situations.  |
| 2.3.4 | Explore personal management skills such as time management, problem solving, personal financial management, stress management, life-work balance, et cetera. |

Stage II, Application: Experiencing Acquired Knowledge

- |       |  |
|-------|--|
| 2.3.5 | Demonstrate behaviours and attitudes required for working with and for others.   |
| 2.3.6 | Demonstrate personal management skills such as time management, problem solving, personal finances, stress management, life/work balance, et cetera. |
| 2.3.7 | Express feelings, reactions, and ideas in an appropriate manner.   |
| 2.3.8 | Demonstrate helping skills such as problem solving, tutoring, and guiding.   |

*Competency 6: Understand the relationship between work and society/economy.*

Stage I, Acquisition: Acquiring Knowledge

- |       |  |
|-------|--|
| 6.3.1 | Explore the effect of work on people's lifestyles.   |
| 6.3.2 | Understand how society's needs and functions affect supply of goods and services.  |
| 6.3.3 | Explore how trends (such as social, demographic, technological, occupational, and industrial trends) can positively and negatively affect work and learning opportunities. |
| 6.3.4 | Understand the concept of global economy and explore how it affects individuals, communities, the provinces or territories, as well as the country itself.                 |

Stage II, Application: Experiencing Acquired Knowledge

- |       |  |
|-------|--|
| 6.3.5 | Demonstrate how one's community is affected by society's needs and functions, as well as by the global economy.  |
| 6.3.6 | Demonstrate how work and learning in one's community are affected by certain trends (such as social, demographic, technological, occupational, and industrial trends). |

**CAREER COMPONENT**

**Senior Years**

**CURRICULAR CONNECTIONS – Grade 9 (continued)**

**Social Skills for Working**

- conflict resolution/mediation/respect
- interview skills
- job shadowing
- balancing work and school
- workplace attitudes/expectations/responsibilities
- diversity (exceptional learning needs/ multiple intelligences/ individuality/culture) in the workplace

**Blueprint for Life/Work Designs (Level Three continued)**

*Competency 7: Secure/create and maintain work.*

Stage I, Acquisition: Acquiring Knowledge

- 7.3.1 Explore skills, knowledge, and attitudes required to locate, interpret, and use information about work opportunities.
- 7.3.2 Explore skills, knowledge, and attitudes that are transferable from one work role to another.
- 7.3.3 Explore work search tools and skills required to seek, obtain/create, and maintain work (job application forms, resumés, portfolios, job interviewing, proposals, cover letters, etc.).
- 7.3.4 Explore specific work opportunities in terms of working conditions, benefits, et cetera.
- 7.3.5 Explore employability or workability skills, knowledge, and attitudes necessary to obtain and maintain work (e.g., adaptability skills, information about the organization, risk-taking attitude).
- 7.3.6 Explore services or initiatives that support the transition from high school to work or further education/training.
- 7.3.7 Understand that work opportunities often require flexibility and adaptability (e.g., relocating, learning new skills).
- 7.3.8 Explore volunteering as a proactive job search and personal development strategy.

Stage II, Application: Experiencing Acquired Knowledge

- 7.3.9 Demonstrate the skills, knowledge, and attitudes in preparing personal marketing documentation (e.g., resumés, proposals, portfolios, cover letters).
- 7.3.10 Demonstrate the skills, knowledge, and attitudes necessary for a successful work interview.
- 7.3.11 Demonstrate employability skills, knowledge, and attitudes necessary to obtain and maintain work.
- 7.3.12 Experience volunteering as a proactive job search or personal development strategy.

## CAREER COMPONENT

### Senior Years

### CURRICULAR CONNECTIONS – Grade 10

#### Social Skills for Working

- conflict resolution/mediation/respect
- interview skills
- job shadowing
- balancing work and school
- workplace attitudes/expectations/responsibilities
- diversity (exceptional learning needs/ multiple intelligences/ individuality/culture) in the workplace

#### Blueprint for Life/Work Designs (Level Three)

*Competency 2: Interact positively and effectively with others.*

Stage I, Acquisition: Acquiring Knowledge

- |       |  |
|-------|--|
| 2.3.1 | Discover the skills, knowledge, and attitudes needed to work effectively with and for others.  |
| 2.3.2 | Explore helping skills such as problem solving, tutoring, and guiding.   |
| 2.3.3 | Examine appropriate employee-employer interactions and client-contractor interactions in specific situations.  |
| 2.3.4 | Explore personal management skills such as time management, problem solving, personal financial management, stress management, life-work balance, et cetera. |

Stage II, Application: Experiencing Acquired Knowledge

- |       |  |
|-------|--|
| 2.3.5 | Demonstrate behaviours and attitudes required for working with and for others.   |
| 2.3.6 | Demonstrate personal management skills such as time management, problem solving, personal finances, stress management, life/work balance, et cetera. |
| 2.3.7 | Express feelings, reactions, and ideas in an appropriate manner.   |
| 2.3.8 | Demonstrate helping skills such as problem solving, tutoring, and guiding.   |

*Competency 6: Understand the relationship between work and society/economy.*

Stage I, Acquisition: Acquiring Knowledge

- |       |  |
|-------|--|
| 6.3.1 | Explore the effect of work on people's lifestyles.   |
| 6.3.2 | Understand how society's needs and functions affect supply of goods and services.  |
| 6.3.3 | Explore how trends (such as social, demographic, technological, occupational, and industrial trends) can positively and negatively affect work and learning opportunities. |
| 6.3.4 | Understand the concept of global economy and explore how it affects individuals, communities, the provinces or territories, as well as the country itself.                 |

Stage II, Application: Experiencing Acquired Knowledge

- |       |   |
|-------|---|
| 6.3.5 | Demonstrate how one's community is affected by society's needs and functions, as well as by the global economy.   |
| 6.3.6 | Demonstrate how work and learning in one's community is affected by certain trends (such as social, demographic, technological, occupational, and industrial trends). |

**CAREER COMPONENT**

**Senior Years**

**CURRICULAR CONNECTIONS – Grade 10 (continued)**

**Social Skills for Working**

- conflict resolution/mediation/respect
- interview skills
- job shadowing
- balancing work and school
- workplace attitudes/expectations/responsibilities
- diversity (exceptional learning needs/ multiple intelligences/ individuality/culture) in the workplace

**Blueprint for Life/Work Designs (Level Three continued)**

*Competency 7: Secure/create and maintain work.*

Stage I, Acquisition: Acquiring Knowledge

- 7.3.1 Explore skills, knowledge, and attitudes required to locate, interpret, and use information about work opportunities.
- 7.3.2 Explore skills, knowledge, and attitudes that are transferable from one work role to another.
- 7.3.3 Explore work search tools and skills required to seek, obtain/create, and maintain work (job application forms, resumés, portfolios, job interviewing, proposals, cover letters, etc.).
- 7.3.4 Explore specific work opportunities in terms of working conditions, benefits, et cetera.
- 7.3.5 Explore employability or workability skills, knowledge, and attitudes necessary to obtain and maintain work (e.g., adaptability skills, information about the organization, risk-taking attitude).
- 7.3.6 Explore services or initiatives that support the transition from high school to work or further education/training.
- 7.3.7 Understand that work opportunities often require flexibility and adaptability (e.g., relocating, learning new skills).
- 7.3.8 Explore volunteering as a proactive job search and personal development strategy.

Stage II, Application: Experiencing Acquired Knowledge

- 7.3.9 Demonstrate the skills, knowledge, and attitudes in preparing personal marketing documentation (e.g., resumés, proposals, portfolios, cover letters).
- 7.3.10 Demonstrate the skills, knowledge, and attitudes necessary for a successful work interview.
- 7.3.11 Demonstrate employability skills, knowledge, and attitudes necessary to obtain and maintain work.
- 7.3.12 Experience volunteering as a proactive job search or personal development strategy.

## CAREER COMPONENT

### Senior Years

### CURRICULAR CONNECTIONS – Grade 11

#### Social Skills for Working

- conflict resolution/mediation/respect
- interview skills
- job shadowing
- balancing work and school
- workplace attitudes/expectations/responsibilities
- diversity (exceptional learning needs/ multiple intelligences/ individuality/culture) in the workplace

#### Blueprint for Life/Work Designs (Level Three)

*Competency 2: Interact positively and effectively with others.*

Stage II, Application: Experiencing Acquired Knowledge

2.3.5 Demonstrate behaviours and attitudes required for working with and for others.

2.3.6 Demonstrate personal management skills such as time management, problem solving, personal finances, stress management, life/work balance, et cetera.

2.3.7 Express feelings, reactions, and ideas in an appropriate manner.

2.3.8 Demonstrate helping skills such as problem solving, tutoring, and guiding.

Stage III, Personalization: Integrating Acquired and Applied Knowledge

2.3.9 Determine the helping skills one feels comfortable with and wishes to contribute in relationships with others.

2.3.10 Acknowledge the positive effects of expressing one's feelings, reactions, and ideas.

2.3.11 Integrate personal management skills such as time management, problem solving, stress management, and life/work balance to one's life and work.

Stage IV, Actualization: Striving Towards Full Potential

2.3.12 Engage in further learning experiences that help build positive relationships in one's life and work.

*Competency 6: Understand the relationship between work and society/economy.*

Stage II, Application: Experiencing Acquired Knowledge

6.3.5 Demonstrate how one's community is affected by society's needs and functions, as well as by the global economy.

6.3.6 Demonstrate how work and learning in one's community are affected by certain trends (such as social, demographic, technological, occupational, and industrial trends).

Stage III, Personalization: Integrating Acquired and Applied Knowledge

6.3.7 Evaluate the impact of society's needs and functions, and that of the global economy on self.

6.3.8 Evaluate the impact of social, demographic, technological, occupational, and industrial trends on work and learning opportunities for oneself.

6.3.9 Determine the importance of work for oneself.

**CAREER COMPONENT**

**Senior Years**

**CURRICULAR CONNECTIONS – Grade 11 (continued)**

**Social Skills for Working**

- conflict resolution/mediation/respect
- interview skills
- job shadowing
- balancing work and school
- workplace attitudes/expectations/responsibilities
- diversity (exceptional learning needs/ multiple intelligences/ individuality/culture) in the workplace

**Blueprint for Life/Work Designs (Level Three continued)**

*Competency 7: Secure/create and maintain work.*

Stage II, Application: Experiencing Acquired Knowledge

- 7.3.9 Demonstrate the skills, knowledge, and attitudes in preparing personal marketing documentation (e.g., resumés, proposals, portfolios, cover letters).
- 7.3.10 Demonstrate the skills, knowledge, and attitudes necessary for a successful work interview.
- 7.3.11 Demonstrate employability skills, knowledge, and attitudes necessary to obtain and maintain work.
- 7.3.12 Experience volunteering as a proactive job search or personal development strategy.

Stage III, Personalization: Integrating Acquired and Applied Knowledge

- 7.3.13 Evaluate work opportunities in terms of working conditions, benefits, et cetera, that are important to oneself.
- 7.3.14 Acknowledge one’s personal set of skills, knowledge, and attitudes that contribute to seek, obtain/create, and maintain work.

Stage IV, Actualization: Striving Towards Full Potential

- 7.3.15 Create and engage in work opportunities reflective of one’s personal set of skills, knowledge, and attitudes.
- 7.3.16 Adapt or innovate one’s work search skills and tools.

## CAREER COMPONENT

### Senior Years

### CURRICULAR CONNECTIONS – Grade 12

#### Social Skills for Working

- conflict resolution/mediation/respect
- interview skills
- job shadowing
- balancing work and school
- workplace attitudes/expectations/responsibilities
- diversity (exceptional learning needs/ multiple intelligences/ individuality/culture) in the workplace

#### Blueprint for Life/Work Designs (Level Three)

*Competency 2: Interact positively and effectively with others.*

Stage II, Application: Experiencing Acquired Knowledge

2.3.5 Demonstrate behaviours and attitudes required for working with and for others.

2.3.6 Demonstrate personal management skills such as time management, problem solving, personal finances, stress management, life/work balance, et cetera.

2.3.7 Express feelings, reactions, and ideas in an appropriate manner.

2.3.8 Demonstrate helping skills such as problem solving, tutoring, and guiding.

Stage III, Personalization: Integrating Acquired and Applied Knowledge

2.3.9 Determine the helping skills one feels comfortable with and wishes to contribute in relationships with others.

2.3.10 Acknowledge the positive effects of expressing one's feelings, reactions, and ideas.

2.3.11 Integrate personal management skills such as time management, problem solving, stress management, and life/work balance to one's life and work.

Stage IV, Actualization: Striving Towards Full Potential

2.3.12 Engage in further learning experiences that help build positive relationships in one's life and work.

*Competency 6: Understand the relationship between work and society/economy.*

Stage II, Application: Experiencing Acquired Knowledge

6.3.5 Demonstrate how one's community is affected by society's needs and functions, as well as by the global economy.

6.3.6 Demonstrate how work and learning in one's community are affected by certain trends (such as social, demographic, technological, occupational, and industrial trends).

Stage III, Personalization: Integrating Acquired and Applied Knowledge

6.3.7 Evaluate the impact of society's needs and functions, and that of the global economy on self.

6.3.8 Evaluate the impact of social, demographic, technological, occupational, and industrial trends on work and learning opportunities for oneself.

6.3.9 Determine the importance of work for oneself.

**CAREER COMPONENT**

**Senior Years**

**CURRICULAR CONNECTIONS – Grade 12 (continued)**

**Social Skills for Working**

- conflict resolution/mediation/respect
- interview skills
- job shadowing
- balancing work and school
- workplace attitudes/expectations/responsibilities
- diversity (exceptional learning needs/ multiple intelligences/ individuality/culture) in the workplace

**Blueprint for Life/Work Designs (Level Three continued)**

*Competency 7: Secure/create and maintain work.*

Stage II, Application: Experiencing Acquired Knowledge

- 7.3.9 Demonstrate the skills, knowledge, and attitudes in preparing personal marketing documentation (e.g., resumés, proposals, portfolios, cover letters).
- 7.3.10 Demonstrate the skills, knowledge, and attitudes necessary for a successful work interview.
- 7.3.11 Demonstrate employability skills, knowledge, and attitudes necessary to obtain and maintain work.
- 7.3.12 Experience volunteering as a proactive job search or personal development strategy.

Stage III, Personalization: Integrating Acquired and Applied Knowledge

- 7.3.13 Evaluate work opportunities in terms of working conditions, benefits, et cetera, that are important to oneself.
- 7.3.14 Acknowledge one’s personal set of skills, knowledge, and attitudes that contribute to seek, obtain/create, and maintain work.

Stage IV, Actualization: Striving Towards Full Potential

- 7.3.15 Create and engage in work opportunities reflective of one’s personal set of skills, knowledge, and attitudes.
- 7.3.16 Adapt or innovate one’s work search skills and tools.

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## ***SENIOR YEARS***

*Career Component  
Safe Workplaces*

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**CAREER COMPONENT****Senior Years****CURRICULAR CONNECTIONS – Grade 9****Safe Workplaces**

- youth issues—part-time work
- personal safety—workplace safety and health
- work skills/certification/training/  
on-the-job training
- bullying in the workplace

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

**CAREER COMPONENT****Senior Years****CURRICULAR CONNECTIONS – Grade 10****Safe Workplaces**

- youth issues—part-time work
- personal safety—workplace safety and health
- work skills/certification/training/  
on-the-job training
- bullying in the workplace

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

**CAREER COMPONENT**

**Senior Years**

**CURRICULAR CONNECTIONS – Grade 11**

**Safe Workplaces**

- youth issues—part-time work
- personal safety—workplace safety and health
- work skills/certification/training/ on-the-job training
- bullying in the workplace

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

**CAREER COMPONENT**

**Senior Years**

**CURRICULAR CONNECTIONS – Grade 12**

**Safe Workplaces**

- youth issues—part-time work
- personal safety—workplace safety and health
- work skills/certification/training/ on-the-job training
- bullying in the workplace

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