

**Manitoba Education and Advanced Learning**  
**Grade 11 Career Development: Life/Work Building (half-credit course)**

(Current as of September 2014)

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

The Manitoba Curriculum Framework of Outcomes and Foundation for Implementation document which was developed for the full-credit course can be used as a reference for the half-credit course. It is posted on our website at <[www.edu.gov.mb.ca/k12/cur/cardev/gr11\\_found/index.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr11_found/index.html)>.

<b>Full-Credit Course</b>	<b>Half-Credit Course</b>
<p><b>Unit 1: Personal Management</b></p> <p><b>GLO A: Build and maintain a positive self-image.</b></p> <ul style="list-style-type: none"> <li>▪ 1.A.1 Evaluate the impact of self-image on self and others.</li> <li>▪ 1.A.2 Identify own interests, skills, work values, learning styles, and work preferences.</li> <li>▪ 1.A.3 Determine behaviours and attitudes conducive to reaching personal, social, and educational goals.</li> </ul> <p><b>GLO B: Interact positively and effectively with others.</b></p> <ul style="list-style-type: none"> <li>▪ 1.B.1 Illustrate how we show respect for the feelings and values of others.</li> <li>▪ 1.B.2 Understand and apply appropriate skills, knowledge, and attitudes when responding to positive and negative criticism.</li> <li>▪ 1.B.3 Demonstrate personal management skills such as time management, problem solving, stress management, and life/work balance.</li> <li>▪ 1.B.4 Demonstrate openness to the diversity (of lifestyles, abilities, etc.) in the world.</li> <li>▪ 1.B.5 Identify various communication skills, and adopt those that are culturally appropriate.</li> <li>▪ 1.B.6 Explore all possible sources of financial aid for post-secondary education and training using personal management skills. (Include grants, bursaries, bank loans, band sponsorship, government financial assistance, other loans, work options, scholarships, and family assistance.)</li> </ul> <p><b>GLO C: Change and grow throughout life.</b></p> <ul style="list-style-type: none"> <li>▪ 1.C.1 Examine own communication skills and adopt those that are culturally appropriate.</li> <li>▪ 1.C.2 Determine own work, family, and leisure activities, and recognize their impact on mental, emotional, physical, and economic well-being.</li> <li>▪ 1.C.3 Explore and identify stressful behaviour, potential causes, and coping strategies.</li> </ul>	<p><b>Unit 1: Personal Management</b></p> <p><b>GLO A: Build and maintain a positive self-image.</b></p> <ul style="list-style-type: none"> <li>▪ 1.A.1 Identify own interests, skills, work values, learning styles, and work preferences.</li> <li>▪ 1.A.2 Determine behaviours and attitudes conducive to reaching personal, social, and educational goals.</li> </ul> <p><b>GLO B: Interact positively and effectively with others.</b></p> <ul style="list-style-type: none"> <li>▪ 1.B.1 Illustrate how we show respect for the feelings and values of others.</li> <li>▪ 1.B.2 Understand and apply appropriate skills, knowledge, and attitudes when responding to positive and negative criticism.</li> <li>▪ 1.B.3 Demonstrate personal management skills such as time management, problem solving, stress management, and life/work balance.</li> <li>▪ 1.B.4 Demonstrate openness to the diversity (of lifestyles, abilities, etc.) in the world.</li> <li>▪ 1.B.5. Identify various communication skills, and adopt those that are culturally appropriate.</li> </ul>

## **Unit 2: Career Exploration**

### **GLO D: Locate and effectively use life/work information.**

- 2.D.1 Identify various sources that provide occupational information about the many different occupations that exist. (Include Internet, networking, and local community resources.)
- 2.D.2 Use career information resources to learn about the realities of occupational ladders within work clusters.
- 2.D.3 Match own current skills, interests, and work preferences to the realities and requirements of various work roles.
- 2.D.4 Examine how individuals in various work roles serve as sources of information, role models, and/or mentors.
- 2.D.5 Compare and discuss the occupational differences of being self-employed and working for someone.

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

- 2.E.1 Analyze how local and global trends have an impact on work and learning opportunities.
- 2.E.2 Determine the importance of work in our lives.

### **GLO F: Maintain balanced life and work roles.**

- 2.F.1 Determine how volunteering and extracurricular activities can be a way to explore occupational opportunities.
- 2.F.2 Examine work, lifestyle, and leisure scenarios that reflect the changes in life stages.

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

- 2.G.1 Examine the opportunities and challenges of participating in a non-traditional employment role.

## **Unit 3: Learning and Planning**

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

- 3.H.1 Evaluate strategies for improving academic skills and knowledge, and adopt those that contribute best to the lifelong learning process.
- 3.H.2 Evaluate the significance of the High Five Plus One career development principles to life/work successes.
- 3.H.3 Review high school graduation requirements.

## **Unit 2: Career Exploration**

### **GLO C: Understand the relationship between work and society/economy.**

- 2.C.1 Determine the importance of work in our lives.

### **GLO D: Maintain and balance life and work roles.**

- 2.D.1 Determine how volunteering and extracurricular activities can be a way to explore occupational opportunities.

## **Unit 3: Learning and Planning**

### **GLO E: Participate in lifelong learning supportive of life/work goals.**

- 3.E.1 Evaluate strategies for improving academic skills and knowledge, and adopt those that contribute best to the lifelong learning process.
- 3.E.2 Review high school graduation requirements.

**GLO I: Make life/work enhancing decisions.**

- 3.I.1 Evaluate how decisions about school, family, leisure, and work affect other decisions and have an impact on one’s life.
- 3.I.2 Complete the steps required to plan for a transition from school to postsecondary education/training or work. (Include a budget.)
- 3.I.3 Examine alternative life/work scenarios, and evaluate their impact on life.

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

- 3.J.1 Develop and pursue plans in light of own ideal life/work scenarios.
- 3.J.2 Plan ways to experience different roles through work experience, volunteering, social events, and so on.
- 3.J.3 Review the purpose and content of a Career Portfolio.

**Unit 4: Job Seeking and Job Maintenance****GLO K: Secure/create and maintain work.**

- 4.K.1 Identify and evaluate personal qualities needed to acquire and maintain work.
- 4.K.2 Demonstrate Employability 2000+ skills and knowledge necessary to acquire and maintain work.
- 4.K.3 Identify and assess own essential skills.
- 4.K.4 Explore skills and knowledge that are transferable from one occupation to another.
- 4.K.5 Demonstrate an understanding of workplace safety and health regulations. (Include rights, responsibilities, and hazard recognition and control.)
- 4.K.6 Recognize and discuss labour legislation and standards for Manitoba employees.
- 4.K.7 Describe the development and purpose of labour unions.
- 4.K.8 Identify and use work-search strategies required to seek work.
- 4.K.9 Identify and use work-search strategies to obtain and maintain work.
- 4.K.10 Recognize that work opportunities often require flexibility and adaptability.

**Unit 5: Career and Community Experiences****GLO L: Locate and effectively use life/work information.**

- 5.L.1 Analyze education plans to match suitable occupations with career goals.
- 5.L.2 Research and discuss career and community experience expectations and responsibilities.
- 5.L.3 Identify, using community resources and networking, a potential employer with whom to conduct a placement interview.

**Unit 4: Job Seeking and Job Maintenance****GLO F: Secure/create and maintain work.**

- 4.F.1 Identify and assess own essential skills.
- 4.F.2 Explore skills and knowledge that are transferable from one occupation to another.
- 4.F.3 Demonstrate an understanding of workplace safety and health regulations. (Include rights, responsibilities, and hazard recognition and control.)
- 4.F.4 Identify and use work-search strategies required to seek work.
- 4.F.5 Identify and use work-search strategies to obtain and maintain work.

**Unit 5: Career and Community Experiences****GLO G: Locate and effectively use life/work information.**

- 5.G.1. Analyze education plans to match suitable occupations with career goals.
- 5.G.2. Research and discuss career and community experience expectations and responsibilities.
- 5.G.3. Identify, using community resources and networking, a potential employer with whom to conduct a placement interview.
- 5.G.4. Compare and discuss the occupational differences of being self-employed and working for someone.

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

- 5.M.1 Evaluate different occupations through career and community experiences, and determine how such experiences have an impact on own life/work decisions.
- 5.M.2 Explain how learning about self and the work site is important to the life/work building process.
- 5.M.3 Reflect on and revise own strategies to locate, interpret, evaluate, and use life/work information.

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

- 5.H.1 Evaluate different occupations through career and community experiences, and determine how such experiences have an impact on own life/work decisions.
- 5.H.2 Explain how learning about self and the work site is important to the life/work building process.
- 5.H.3 Reflect on and revise own strategies to locate, interpret, evaluate, and use life/work information.