
MIDDLE YEARS

*Career Component
Self and Work*

CAREER COMPONENT

Middle Years

CURRICULAR CONNECTIONS – Grade 5

Self and Work

- adolescent issues (chores, workload)
- connections (role models, mentors, volunteerism)
- matching interests to aptitudes
- career exploration

Physical Education/Health Education

- K.3.5.B.4 Identify available community supports that promote safety and community health.
- K.4.5.A.1 Identify how one's self-concept and feelings are affected by others.

Blueprint for Life/Work Designs (Level Two*)

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

Stage I, Acquisition: 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, Application: 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.

Stage I, Acquisition: 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 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, Application: 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.

*Level Two in the *Blueprint for Life/Work Designs* is roughly equivalent to Middle Years (Grades 5–8).

CAREER COMPONENT

Middle Years

CURRICULAR CONNECTIONS – Grade 5 *(continued)*

Self and Work

- adolescent issues (chores, workload)
- connections (role models, mentors, volunteerism)
- matching interests to aptitudes
- career exploration

Blueprint for Life/Work Designs (Level Two continued)

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

Stage I, Acquisition: Acquiring Knowledge

- | | |
|--------|--|
| 4.2.1 | Explore lifelong learning strategies. |
| 4.2.2 | Explore subject area strengths as well as areas to improve. |
| 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. |

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

Stage I, Acquisition: 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, Application: Experiencing Acquired Knowledge

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|--------|--|
| 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. |

CAREER COMPONENT

Middle Years

CURRICULAR CONNECTIONS – Grade 5 *(continued)*

Self and Work

- adolescent issues (chores, workload)
- connections (role models, mentors, volunteerism)
- matching interests to aptitudes
- career exploration

Blueprint for Life/Work Designs (Level Two continued)

Competency 8: Make life/work-enhancing decisions.

Stage I, Acquisition: 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, Application: Experiencing Acquired Knowledge

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|--------|---|
| 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. |

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

Stage I, Acquisition: Acquiring Knowledge

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|--------|--|
| 10.2.1 | 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. |

CAREER COMPONENT

Middle Years

CURRICULAR CONNECTIONS – Grade 5 *(continued)*

Self and Work

- adolescent issues (chores, workload)
- connections (role models, mentors, volunteerism)
- matching interests to aptitudes
- career exploration

Blueprint for Life/Work Designs (Level Two continued)

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.

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.

CAREER COMPONENT

Middle Years

CURRICULAR CONNECTIONS – Grade 6

Self and Work

- adolescent issues (chores, workload)
- connections (role models, mentors, volunteerism)
- matching interests to aptitudes
- career exploration

Physical Education/Health Education

- K.3.6.B.4 Describe ways to seek help related to different types of accidents and/or dangerous situations.

Blueprint for Life/Work Designs (Level Two)

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

Stage I, Acquisition: 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, Application: 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.

Stage I, Acquisition: 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, Application: 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.

CAREER COMPONENT

Middle Years

CURRICULAR CONNECTIONS – Grade 6 *(continued)*

Self and Work

- adolescent issues (chores, workload)
- connections (role models, mentors, volunteerism)
- matching interests to aptitudes
- career exploration

Blueprint for Life/Work Designs (Level Two continued)

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

Stage I, Acquisition: Acquiring Knowledge

- | | |
|--|--|
| 4.2.1 | Explore lifelong learning strategies. |
| 4.2.2 | Explore subject area strengths as well as areas to improve. |
| 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. |
| Stage II, Application: 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. |

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

Stage I, Acquisition: 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). |

CAREER COMPONENT

Middle Years

CURRICULAR CONNECTIONS – Grade 6 *(continued)*

Self and Work

- adolescent issues (chores, workload)
- connections (role models, mentors, volunteerism)
- matching interests to aptitudes
- career exploration

Blueprint for Life/Work Designs (Level Two continued)

Stage II, Application: Experiencing Acquired Knowledge

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| 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. |

Competency 8: Make life/work-enhancing decisions.

Stage I, Acquisition: 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, Application: Experiencing Acquired Knowledge

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|--------|---|
| 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. |

CAREER COMPONENT

Middle Years

CURRICULAR CONNECTIONS – Grade 6 *(continued)*

Self and Work

- adolescent issues (chores, workload)
- connections (role models, mentors, volunteerism)
- matching interests to aptitudes
- career exploration

Blueprint for Life/Work Designs (Level Two continued)

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

Stage I, Acquisition: Acquiring Knowledge

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|--------|--|
| 10.2.1 | 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. |

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. |

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

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|--------|--|
| 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. |

CAREER COMPONENT

Middle Years

CURRICULAR CONNECTIONS – Grade 7

Self and Work

- adolescent issues (chores, workload)
- connections (role models, mentors, volunteerism)
- matching interests to aptitudes
- career exploration

Physical Education/Health Education

- K.3.7.B.4 Describe ways to seek help related to different types of accidents and/or dangerous situations.
- K.4.7.A.2b Describe the mental skills necessary to enhance performance, readiness, and satisfaction.

Social Studies

- 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.

Blueprint for Life/Work Designs (Level Two)

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

Stage II, Application: Experiencing Acquired Knowledge

- 1.2.7 Describe one's self-image.
- 1.2.8 Adopt behaviours that reflect a positive attitude about self.
- Stage III, Personalization: Integrating Acquired and Applied Knowledge
- 1.2.9 Evaluate the impact of one's self-image on self and others.

Stage IV, Actualization: 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, Application: 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, Personalization: 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, Actualization: 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.

CAREER COMPONENT

Middle Years

CURRICULAR CONNECTIONS – Grade 7 *(continued)*

Self and Work

- adolescent issues (chores, workload)
- connections (role models, mentors, volunteerism)
- matching interests to aptitudes
- career exploration

Blueprint for Life/Work Designs (Level Two continued)

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

Stage II, Application: 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.

Stage III, 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, Actualization: Striving Towards Full Potential

- 4.2.17 Improve and engage in lifelong learning strategies supportive of one's life/work scenarios.

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

Stage II, 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.

Stage III, Personalization: Integrating Acquired and Applied Knowledge

- 5.2.11 Assess life/work information and determine its pertinence for oneself.

Stage IV, Actualization: Striving Towards Full Potential

- 5.2.12 Improve one's strategies for locating, understanding, and using life/work information.

Competency 8: Make life/work-enhancing decisions.

Stage II, Application: 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.

CAREER COMPONENT

Middle Years

CURRICULAR CONNECTIONS – Grade 7 *(continued)*

Self and Work

- adolescent issues (chores, workload)
- connections (role models, mentors, volunteerism)
- matching interests to aptitudes
- career exploration

Blueprint for Life/Work Designs (Level Two continued)

Competency 8: Make life/work-enhancing decisions.

Stage III, Personalization: Integrating Acquired and Applied Knowledge

8.2.15 Evaluate how one's decisions (about school, family, leisure, work, etc.) have an impact on one's life and affect other decisions.

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 non-discriminatory.

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.

CAREER COMPONENT

Middle Years

CURRICULAR CONNECTIONS – Grade 8

Self and Work

- adolescent issues (chores, workload)
- connections (role models, mentors, volunteerism)
- matching interests to aptitudes
- career exploration

Physical Education/Health Education

- K.3.8.B.4 Demonstrate the ability to access valid health information and health-promoting products and services available in the community.
- K.4.8.A.2b Analyze how factors affect one's planning and setting of goals.

Social Studies

- 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.

CAREER COMPONENT

Middle Years

CURRICULAR CONNECTIONS – Grade 8 *(continued)*

Self and Work

- adolescent issues (chores, workload)
- connections (role models, mentors, volunteerism)
- matching interests to aptitudes
- career exploration

Blueprint for Life/Work Designs (Level Two)

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

Stage II, Application: Experiencing Acquired Knowledge

- 1.2.7 Describe one's self-image.
- 1.2.8 Adopt behaviours that reflect a positive attitude about self.

Stage III, Personalization: Integrating Acquired and Applied Knowledge

- 1.2.9 Evaluate the impact of one's self-image on self and others.

Stage IV, Actualization: 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, Application: 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, Personalization: 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, Actualization: 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.

Stage II, Application: 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.

Stage III, 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.

CAREER COMPONENT

Middle Years

CURRICULAR CONNECTIONS – Grade 8 *(continued)*

Self and Work

- adolescent issues (chores, workload)
- connections (role models, mentors, volunteerism)
- matching interests to aptitudes
- career exploration

Blueprint for Life/Work Designs (Level Two continued)

Stage IV, Actualization: Striving Towards Full Potential

- 4.2.17 Improve and engage in lifelong learning strategies supportive of one's life/work scenarios.

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

Stage II, 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.

Stage III, Personalization: Integrating Acquired and Applied Knowledge

- 5.2.11 Assess life/work information and determine its pertinence for oneself.

Stage IV, Actualization: Striving Towards Full Potential

- 5.2.12 Improve one's strategies for locating, understanding, and using life/work information.

Competency 8: Make life/work-enhancing decisions.

Stage II, Application: 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.

Stage III, Personalization: Integrating Acquired and Applied Knowledge

- 8.2.15 Evaluate how one's decisions (about school, family, leisure, work, etc.) have an impact on one's life, and affect other decisions.
- 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.

CAREER COMPONENT

Middle Years

CURRICULAR CONNECTIONS – Grade 8 *(continued)*

Self and Work

- adolescent issues (chores, workload)
- connections (role models, mentors, volunteerism)
- matching interests to aptitudes
- career exploration

Blueprint for Life/Work Designs (Level Two continued)

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 non-discriminatory.

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

CAREER COMPONENT

Middle Years

CURRICULAR CONNECTIONS – Grade 5

Social Skills for Working

- conflict resolution/mediation/ respect
- summer jobs/babysitting (introduction to workplace attitudes, expectations, responsibilities)
- diversity (exceptional learning needs/multiple intelligences/ individuality/culture) in the workplace

Social Studies

- | | |
|---------|--|
| 5-S-100 | Collaborate with others to establish and carry out group goals and responsibilities. |
| 5-S-101 | Use a variety of strategies to resolve conflicts peacefully and fairly. |
| 5-S-102 | Make decisions that reflect fairness and equality in their interactions with others. |
| 5-S-104 | Negotiate constructively with others to build consensus and solve problems. |
| 5-S-105 | Recognize bias and discrimination and propose solutions. |
| 5-S-400 | Listen to others to understand their perspectives. |
| 5-S-401 | Use language that is respectful of human diversity. |
| 5-S-402 | Support their ideas and opinions with information or observations. |
| 5-S-403 | Present information and ideas orally, visually, concretely, or electronically. |
| 5-S-404 | Elicit and clarify questions and ideas in discussions. |
| 5-S-405 | Articulate their beliefs and perspectives on issues. |

Blueprint for Life/Work Designs (Level Two)

Competency 2: Interact positively and effectively with others.

Stage I, Acquisition: 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, Application: 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. |
| 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.). |

CAREER COMPONENT

Middle Years

CURRICULAR CONNECTIONS – Grade 5 *(continued)*

Social Skills for Working

- conflict resolution/mediation/ respect
- summer jobs/babysitting (introduction to workplace attitudes, expectations, responsibilities)
- diversity (exceptional learning needs/multiple intelligences/ individuality/culture) in the workplace

Blueprint for Life/Work Designs (Level Two continued)

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

Stage I, Acquisition: 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 have an impact on work and work roles.

Stage II, Application: Experiencing Acquired Knowledge

- 6.2.6 Demonstrate how work actually has an impact on one's community.

Competency 7: Secure/create and maintain work.

Stage I, Acquisition: 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.

CAREER COMPONENT

Middle Years

CURRICULAR CONNECTIONS – Grade 6

Social Skills for Working

- conflict resolution/mediation/ respect
- summer jobs/babysitting (introduction to workplace attitudes, expectations, responsibilities)
- diversity (exceptional learning needs/multiple intelligences/ individuality/culture) in the workplace

Social Studies

- | | |
|----------|--|
| 6-S-101 | Use a variety of strategies to resolve conflicts peacefully and fairly. |
| 6-S-102 | Make decisions that reflect fairness and equality in their interactions with others. |
| 6-S-104 | Negotiate constructively with others to build consensus and solve problems. |
| 6-S-105 | Recognize bias and discrimination and propose solutions. |
| 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 for Life/Work Designs (Level Two)

Competency 2: Interact positively and effectively with others.

Stage I, Acquisition: 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, Application: 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)

CAREER COMPONENT

Middle Years

CURRICULAR CONNECTIONS – Grade 6 *(continued)*

Social Skills for Working

- conflict resolution/mediation/ respect
- summer jobs/babysitting
(introduction to workplace attitudes, expectations, responsibilities)
- diversity (exceptional learning needs/multiple intelligences/ individuality/culture) in the workplace

Stage II, Application: Experiencing Acquired Knowledge (continued)

- | | |
|--------|--|
| 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.). |

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

Stage I, Acquisition: 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, Application: Experiencing Acquired Knowledge

- | | |
|-------|---|
| 6.2.6 | Demonstrate how work actually has an impact on one's community. |
|-------|---|

Competency 7: Secure/create and maintain work.

Stage I, Acquisition: 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. |

CAREER COMPONENT

Middle Years

CURRICULAR CONNECTIONS – Grade 7

Social Skills for Working

- conflict resolution/mediation/ respect
- summer jobs/babysitting
(introduction to workplace attitudes, expectations, responsibilities)
- diversity (exceptional learning needs/multiple intelligences/ individuality/culture) in the workplace

Social Studies

- | | |
|----------|--|
| 7-S-100 | Collaborate with others to establish and carry out goals and responsibilities. |
| 7-S-101 | Use a variety of strategies to resolve conflicts peacefully and fairly. |
| 7-S-102 | Make decisions that reflect fairness and equality in their interactions with others. |
| 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. |

CAREER COMPONENT

Middle Years

CURRICULAR CONNECTIONS – Grade 7 (continued)

Social Skills for Working

- conflict resolution/mediation/ respect
- summer jobs/babysitting (introduction to workplace attitudes, expectations, responsibilities)
- diversity (exceptional learning needs/multiple intelligences/ individuality/culture) in the workplace

Blueprint for Life/Work Designs (Level Two)

Competency 2: Interact positively and effectively with others.

Stage II, Application: 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.
- 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, 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

- 6.2.6 Demonstrate how work actually has an impact on one's 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).

CAREER COMPONENT

Middle Years

CURRICULAR CONNECTIONS – Grade 7 *(continued)*

Social Skills for Working

- conflict resolution/mediation/ respect
- summer jobs/babysitting
(introduction to workplace attitudes, expectations, responsibilities)
- diversity (exceptional learning needs/multiple intelligences/ individuality/culture) in the workplace

Blueprint for Life/Work Designs (Level Two continued)

Competency 7: Secure/create and maintain work.

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.

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.

CAREER COMPONENT

Middle Years

CURRICULAR CONNECTIONS – Grade 8

Social Skills for Working

- conflict resolution/mediation/ respect
- summer jobs/babysitting
(introduction to workplace attitudes, expectations, responsibilities)
- diversity (exceptional learning needs/multiple intelligences/ individuality/culture) in the workplace

Social Studies

- | | |
|----------|---|
| 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-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. |
| 8-VI-006 | Respect others' ways of life and beliefs. |

CAREER COMPONENT

Middle Years

CURRICULAR CONNECTIONS – Grade 8 (continued)

Social Skills for Working

- conflict resolution/mediation/ respect
- summer jobs/babysitting (introduction to workplace attitudes, expectations, responsibilities)
- diversity (exceptional learning needs/multiple intelligences/ individuality/culture) in the workplace

Blueprint for Life/Work Designs (Level Two)

Competency 2: Interact positively and effectively with others.

Stage II, Application: 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.
- 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, 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

- 6.2.6 Demonstrate how work actually has an impact on one's 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).

CAREER COMPONENT

Middle Years

CURRICULAR CONNECTIONS – Grade 8 (continued)

Social Skills for Working

- conflict resolution/mediation/ respect
- summer jobs/babysitting (introduction to workplace attitudes, expectations, responsibilities)
- diversity (exceptional learning needs/multiple intelligences/ individuality/culture) in the workplace

Blueprint for Life/Work Designs (Level Two continued)

Competency 7: Secure/create and maintain work.

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.

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

CAREER COMPONENT

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

CURRICULAR CONNECTIONS – Grade 6

Safe Workplaces

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

Social Studies

- 6-S-102 Make decisions that reflect fairness and equality in their interactions with others.
- 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.

CAREER COMPONENT

Middle Years

CURRICULAR CONNECTIONS – Grade 7

Safe Workplaces

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

Social Studies

- 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-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.

CAREER COMPONENT

Middle Years

CURRICULAR CONNECTIONS – Grade 8

Safe Workplaces

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

Social Studies

- 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-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.