Career Development Elementary

Curriculum Guide 2017

Newfoundland
Labrador

Education and Early Childhood Development

Department of Education Mission Statement

The Department of Education and Early Childhood Development will improve provincial early childhood learning and the K-12 education system to further opportunities for the people of Newfoundland and Labrador

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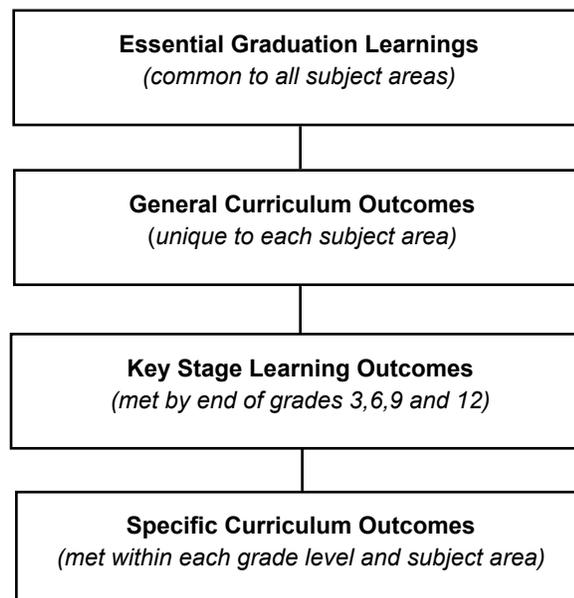# Newfoundland and Labrador Curriculum

Introduction

There are multiple factors that impact education: technological developments, increased emphasis on accountability, and globalization. These factors point to the need to consider carefully the education students receive.

The Newfoundland and Labrador Department of Education and Early Childhood Development believes that curriculum design with the following characteristics will help teachers address the needs of students served by the provincially prescribed curriculum:

- Curriculum guides must clearly articulate what students are expected to know and be able to do by the time they graduate from high school.
- There must be purposeful assessment of students' performance in relation to the curriculum outcomes.

Outcomes Based Education

The K-12 curriculum in Newfoundland and Labrador is organized by outcomes and is based on *The Atlantic Canada Framework for Essential Graduation Learning in Schools* (1997). This framework consists of Essential Graduation Learnings (EGLs), General Curriculum Outcomes (GCOs), Key Stage Curriculum Outcomes (KSCOs) and Specific Curriculum Outcomes (SCOs).

Essential Graduation Learnings
(common to all subject areas)

General Curriculum Outcomes
(unique to each subject area)

Key Stage Learning Outcomes
(met by end of grades 3,6,9 and 12)

Specific Curriculum Outcomes
(met within each grade level and subject area)

Essential Graduation Learnings

EGLs provide vision for the development of a coherent and relevant curriculum. They are statements that offer students clear goals and a powerful rationale for education. The EGLs are delineated by general, key stage, and specific curriculum outcomes.

EGLs describe the knowledge, skills, and attitudes expected of all students who graduate from high school. Achievement of the EGLs will prepare students to continue to learn throughout their lives. EGLs describe expectations, not in terms of individual subject areas, but in terms of knowledge, skills, and attitudes developed throughout the K-12 curriculum. They confirm that students need to make connections and develop abilities across subject areas if they are to be ready to meet the shifting and ongoing demands of life, work, and study.
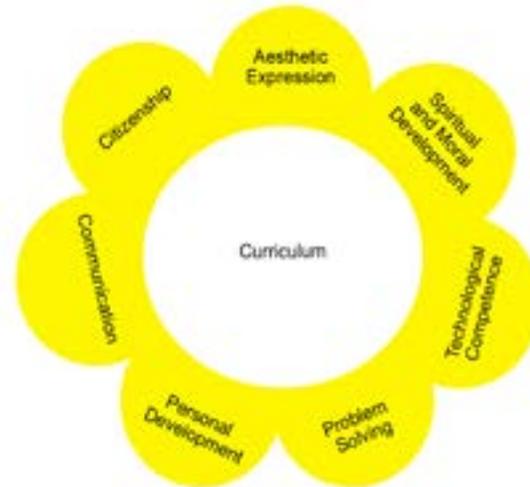
Aesthetic Expression – Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

Citizenship – Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.

Communication – Graduates will be able to use the listening, viewing, speaking, reading and writing modes of language(s), and mathematical and scientific concepts and symbols, to think, learn and communicate effectively.

Problem Solving – Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, and mathematical and scientific concepts.

Personal Development – Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.

Spiritual and Moral Development – Graduates will demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.

Technological Competence – Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

Curriculum Outcomes

Curriculum outcomes are statements that articulate what students are expected to know and be able to do in each program area in terms of knowledge, skills, and attitudes.

Curriculum outcomes may be subdivided into General Curriculum Outcomes, Key Stage Curriculum Outcomes, and Specific Curriculum Outcomes.

General Curriculum Outcomes (GCOs)

Each program has a set of GCOs which describe what knowledge, skills, and attitudes students are expected to demonstrate as a result of their cumulative learning experiences within a subject area. GCOs serve as conceptual organizers or frameworks which guide study within a program area. Often, GCOs are further delineated into KSCOs.

Key Stage Curriculum Outcomes (KSCOs)

Key Stage Curriculum Outcomes (KSCOs) summarize what is expected of students at each of the four key stages of grades three, six, nine, and twelve.

Specific Curriculum Outcomes (SCOs)

SCOs set out what students are expected to know and be able to do as a result of their learning experiences in a course, at a specific grade level. In some program areas, SCOs are further articulated into delineations. *It is expected that all SCOs will be addressed during the course of study covered by the curriculum guide.*

EGLs to Curriculum Guides
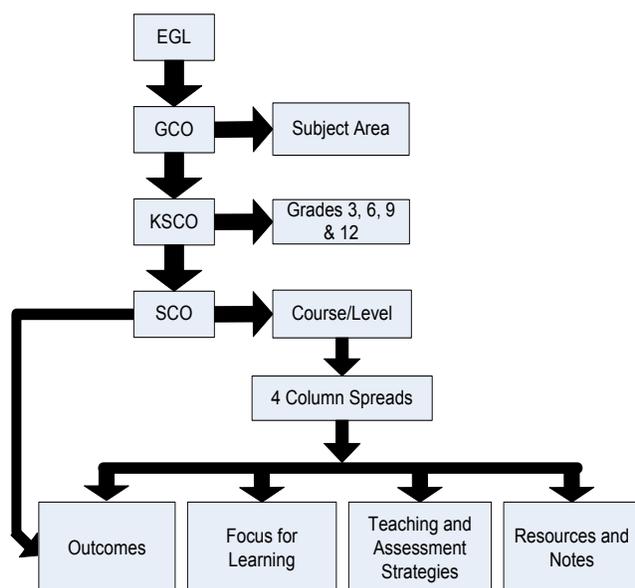
Context for Teaching and Learning

Teachers are responsible to help students achieve outcomes. This responsibility is a constant in a changing world. As programs change over time so does educational context. Several factors make up the educational context in Newfoundland and Labrador today: inclusive education, support for gradual release of responsibility teaching model, focus on literacy and learning skills in all programs, and support for education for sustainable development.

Inclusive Education

Valuing Equity and Diversity

Effective inclusive schools have the following characteristics: supportive environment, positive relationships, feelings of competence, and opportunities to participate. (The Centre for Inclusive Education, 2009)

All students need to see their lives and experiences reflected in their school community. It is important that the curriculum reflect the experiences and values of all genders and that learning resources include and reflect the interests, achievements, and perspectives of all students. An inclusive classroom values the varied experiences and abilities as well as social and ethno-cultural backgrounds of all students while creating opportunities for community building. Inclusive policies and practices promote mutual respect, positive interdependencies, and diverse perspectives. Learning resources should include a range of materials that allow students to consider many viewpoints and to celebrate the diverse aspects of the school community.
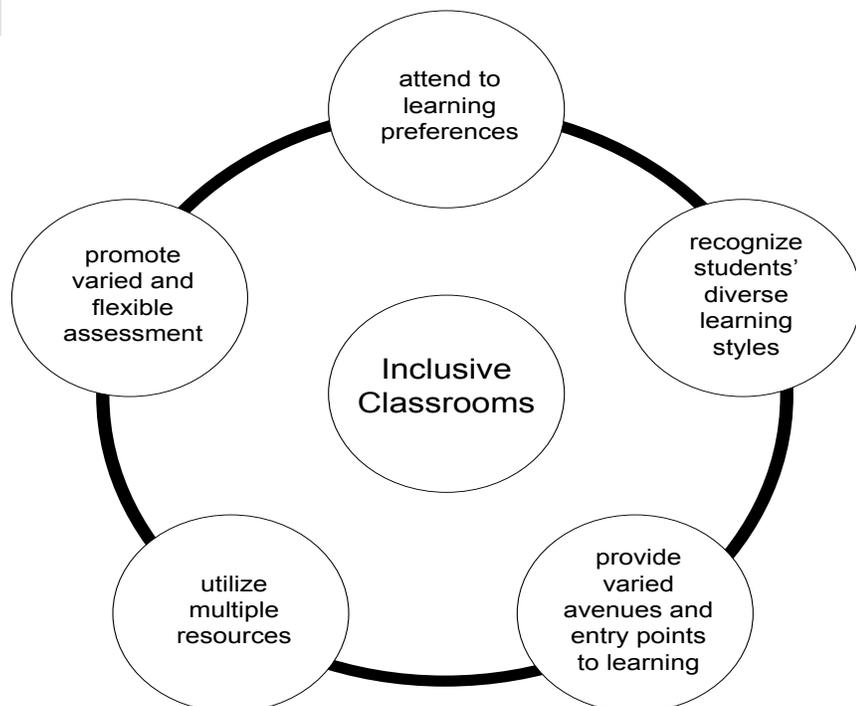
Differentiated Instruction

Differentiated instruction is a teaching philosophy based on the premise that teachers should adapt instruction to student differences. Rather than marching students through the curriculum lockstep, teachers should modify 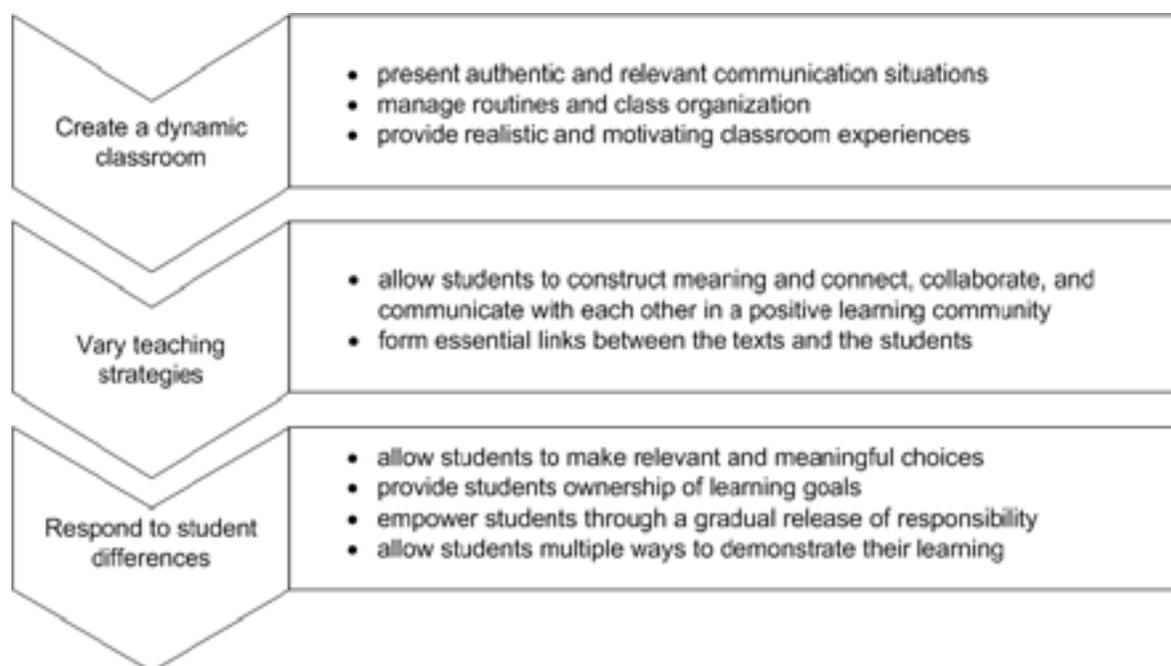their instruction to meet students' varying readiness levels, learning preferences, and interests. Therefore, the teacher proactively plans a variety of ways to 'get it' and express learning. (Carol Ann Tomlinson, 2008)

Curriculum is designed and implemented to provide learning opportunities for all students according to abilities, needs, and interests. Teachers must be aware of and responsive to the diverse range of learners in their classes. Differentiated instruction is a useful tool in addressing this diversity.

Differentiated instruction responds to different readiness levels, abilities, and learning profiles of students. It involves actively planning so that the process by which content is delivered, the way the resource is used, and the products students create are in response to the teacher's knowledge of whom he or she is interacting with. Learning environments should be flexible to accommodate various learning preferences of the students. Teachers continually make decisions about selecting teaching strategies and structuring learning activities that provide all students with a safe and supportive place to learn and succeed.

Planning for Differentiation

Create a dynamic classroom
- present authentic and relevant communication situations
- manage routines and class organization
- provide realistic and motivating classroom experiences

Vary teaching strategies
- allow students to construct meaning and connect, collaborate, and communicate with each other in a positive learning community
- form essential links between the texts and the students

Respond to student differences
- allow students to make relevant and meaningful choices
- provide students ownership of learning goals
- empower students through a gradual release of responsibility
- allow students multiple ways to demonstrate their learning

Differentiating the Content

Differentiating content requires teachers to pre-assess students to identify those who require prerequisite instruction, as well as those who have already mastered the concept and may therefore apply strategies learned to new situations. Another way to differentiate content is to permit students to adjust the pace at which they progress through the material. Some students may require additional time while others will move through at an increased pace and thus create opportunities for enrichment or more indepth consideration of a topic of particular interest.

Teachers should consider the following examples of differentiating content:

- Meet with small groups to reteach an idea or skill or to extend the thinking or skills.
- Present ideas through auditory, visual, and tactile means.
- Use reading materials such as novels, websites, and other reference materials at varying reading levels.

Differentiating the Process

Differentiating the process involves varying learning activities or strategies to provide appropriate methods for students to explore and make sense of concepts. A teacher might assign all students the same product (e.g., presenting to peers) but the process students use to create the presentation may differ. Some students could work in groups while others meet with the teacher individually. The same assessment criteria can be used for all students.

Teachers should consider flexible grouping of students such as whole class, small group, or individual instruction. Students can be grouped according to their learning styles, readiness levels, interest areas, and/or the requirements of the content or activity presented. Groups should be formed for specific purposes and be flexible in composition and short-term in duration.

Teachers should consider the following examples of differentiating the process:

- Offer hands-on activities for students.
- Provide activities and resources that encourage students to further explore a topic of particular interest.
- Use activities in which all learners work with the same learning outcomes but proceed with different levels of support, challenge, or complexity.

Differentiating the Product

Differentiating the product involves varying the complexity and type of product that students create to demonstrate learning outcomes. Teachers provide a variety of opportunities for students to demonstrate and show evidence of what they have learned.

Teachers should give students options to demonstrate their learning (e.g., create an online presentation, write a letter, or develop a mural). This will lead to an increase in student engagement.

Differentiating the Learning Environment

The learning environment includes the physical and the affective tone or atmosphere in which teaching and learning take place, and can include the noise level in the room, whether student activities are static or mobile, or how the room is furnished and arranged. Classrooms may include tables of different shapes and sizes, space for quiet individual work, and areas for collaboration.

Teachers can divide the classroom into sections, create learning centres, or have students work both independently and in groups. The structure should allow students to move from whole group, to small group, pairs, and individual learning experiences and support a variety of ways to engage in learning. Teachers should be sensitive and alert to ways in which the classroom environment supports their ability to interact with students.

Teachers should consider the following examples of differentiating the learning environment:

- Develop routines that allow students to seek help when teachers are with other students and cannot provide immediate attention.
- Ensure there are places in the room for students to work quietly and without distraction, as well as places that invite student collaboration.
- Establish clear guidelines for independent work that match individual needs.
- Provide materials that reflect diversity of student background, interests, and abilities.

The physical learning environment must be structured in such a way that all students can gain access to information and develop confidence and competence.

Meeting the Needs of Students with Exceptionalities

All students have individual learning needs. Some students, however, have exceptionalities (defined by the Department of Education and Early Childhood Development) which impact their learning. The majority of students with exceptionalities access the prescribed curriculum. For details of these exceptionalities see www.gov.nl.ca/edu/k12/studentsupportservices/exceptionalities.html

Supports for these students may include

1. Accommodations
2. Modified Prescribed Courses
3. Alternate Courses
4. Alternate Programs
5. Alternate Curriculum

For further information, see Service Delivery Model for Students with Exceptionalities at www.cdli.ca/sdm/

Classroom teachers should collaborate with instructional resource teachers to select and develop strategies which target specific learning needs.

Meeting the Needs of Students who are Highly Able
(includes gifted and talented)

Some students begin a course or topic with a vast amount of prior experience and knowledge. They may know a large portion of the material before it is presented to the class or be capable of processing it at a rate much faster than their classmates. All students are expected to move forward from their starting point. Many elements of differentiated instruction are useful in addressing the needs of students who are highly able.

Teachers may

- assign independent study to increase depth of exploration in an area of particular interest;
- compact curriculum to allow for an increased rate of content coverage commensurate with a student's ability or degree of prior knowledge;
- group students with similar abilities to provide the opportunity for students to work with their intellectual peers and elevate discussion and thinking, or delve deeper into a particular topic; and
- tier instruction to pursue a topic to a greater depth or to make connections between various spheres of knowledge.

Highly able students require the opportunity for authentic investigation to become familiar with the tools and practices of the field of study. Authentic audiences and tasks are vital for these learners. Some highly able learners may be identified as gifted and talented in a particular domain. These students may also require supports through the Service Delivery Model for Students with Exceptionalities.

Gradual Release of Responsibility

Teachers must determine when students can work independently and when they require assistance. In an effective learning environment, teachers choose their instructional activities to model and scaffold composition, comprehension, and metacognition that is just beyond the students' independence level. In the gradual release of responsibility approach, students move from a high level of teacher support to independent work. If necessary, the teacher increases the level of support when students need assistance. The goal is to empower students with their own learning strategies, and to know how, when, and why to apply them to support their individual growth. Guided practice supports student independence. As a student demonstrates success, the teacher should gradually decrease his or her support.

Gradual Release of Responsibility Model
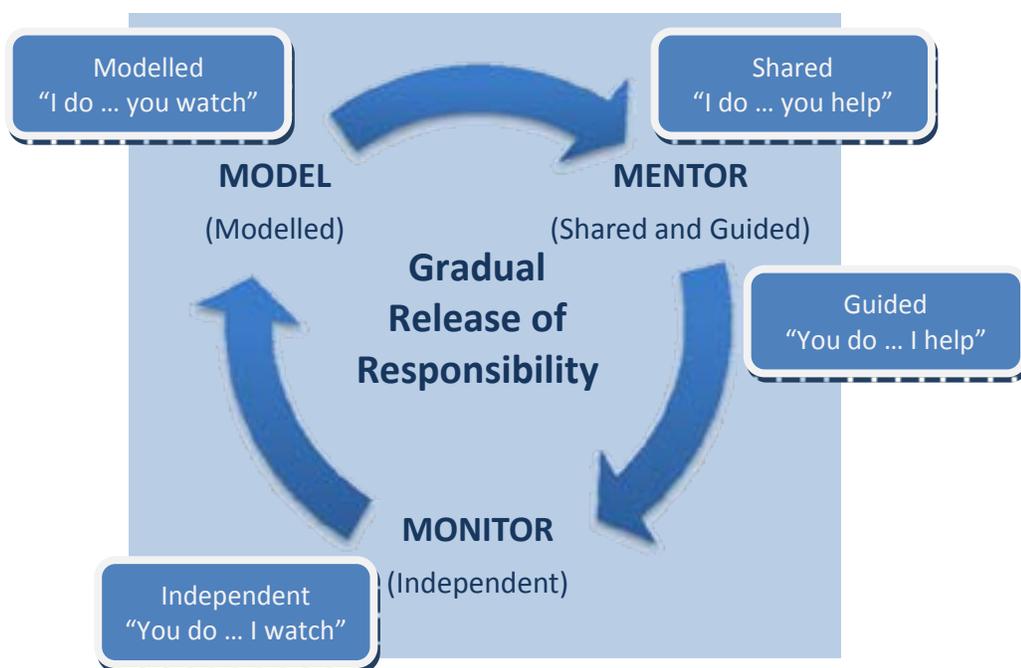
Literacy

"Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society". To be successful, students require a set of interrelated skills, strategies and knowledge in multiple literacies that facilitate their ability to participate fully in a variety of roles and contexts in their lives, in order to explore and interpret the world and communicate meaning. (The Plurality of Literacy and its Implications for Policies and Programmes, 2004, p.13)

Literacy is

- a process of receiving information and making meaning from it; and
- the ability to identify, understand, interpret, communicate, compute, and create text, images, and sounds.

Literacy development is a lifelong learning enterprise beginning at birth that involves many complex concepts and understandings. It is not limited to the ability to read and write; no longer are we exposed only to printed text. It includes the capacity to learn to communicate, read, write, think, explore, and solve problems. Individuals use literacy skills in paper, digital, and live interactions to engage in a variety of activities:

- Analyze critically and solve problems.
- Comprehend and communicate meaning.
- Create a variety of texts.
- Make connections both personally and inter-textually.
- Participate in the socio-cultural world of the community.
- Read and view for enjoyment.
- Respond personally.

These expectations are identified in curriculum documents for specific subject areas as well as in supporting documents, such as *Cross-Curricular Reading Tools* (CAMET).

With modelling, support, and practice, students' thinking and understandings are deepened as they work with engaging content and participate in focused conversations.

Reading in the Content Areas

The focus for reading in the content areas is on teaching strategies for understanding content. Teaching strategies for reading comprehension benefits all students as they develop transferable skills that apply across curriculum areas.

When interacting with different texts, students must read words, view and interpret text features, and navigate through information presented in a variety of ways including, but not limited to

Advertisements	Movies	Poems
Blogs	Music videos	Songs
Books	Online databases	Speeches
Documentaries	Plays	Video games
Magazine articles	Podcasts	Websites

Students should be able to interact with and comprehend different texts at different levels.

There are three levels of text comprehension:

- Independent level – Students are able to read, view, and understand texts without assistance.
- Instructional level – Students are able to read, view, and understand most texts but need assistance to fully comprehend some texts.
- Frustration level – Students are not able to read or view with understanding (i.e., texts may be beyond their current reading level).

Teachers will encounter students working at all reading levels in their classrooms and will need to differentiate instruction to meet their needs. For example, print texts may be presented in audio form, physical movement may be associated with synthesizing new information with prior knowledge, or graphic organizers may be created to present large amounts of print text in a visual manner.

When interacting with information that is unfamiliar to students, it is important for teachers to monitor how effectively students are using strategies to read and view texts:

- Analyze and think critically about information.
- Determine importance to prioritize information.
- Engage in questioning before, during, and after an activity related to a task, text, or problem.
- Make inferences about what is meant but not said.
- Make predictions.
- Synthesize information to create new meaning.
- Visualize ideas and concepts.

Learning Skills for Generation Next

Generation Next is the group of students who have not known a world without personal computers, cell phones, and the Internet. They were born into this technology. They are digital natives.

Students need content and skills to be successful. Education helps students learn content and develop skills needed to be successful in school and in all learning contexts and situations. Effective learning environments and curricula challenge learners to develop and apply key skills within the content areas and across interdisciplinary themes.

Learning Skills for Generation Next encompasses three broad areas:

- Learning and Innovation Skills enhance a person's ability to learn, create new ideas, problem solve, and collaborate.
- Life and Career Skills address leadership, and interpersonal and affective domains.
- Literacy Skills develop reading, writing, and numeracy, and enhance the use of information and communication technology.

The diagram below illustrates the relationship between these areas. A 21st century curriculum employs methods that integrate innovative and research-driven teaching strategies, modern learning technologies, and relevant resources and contexts.
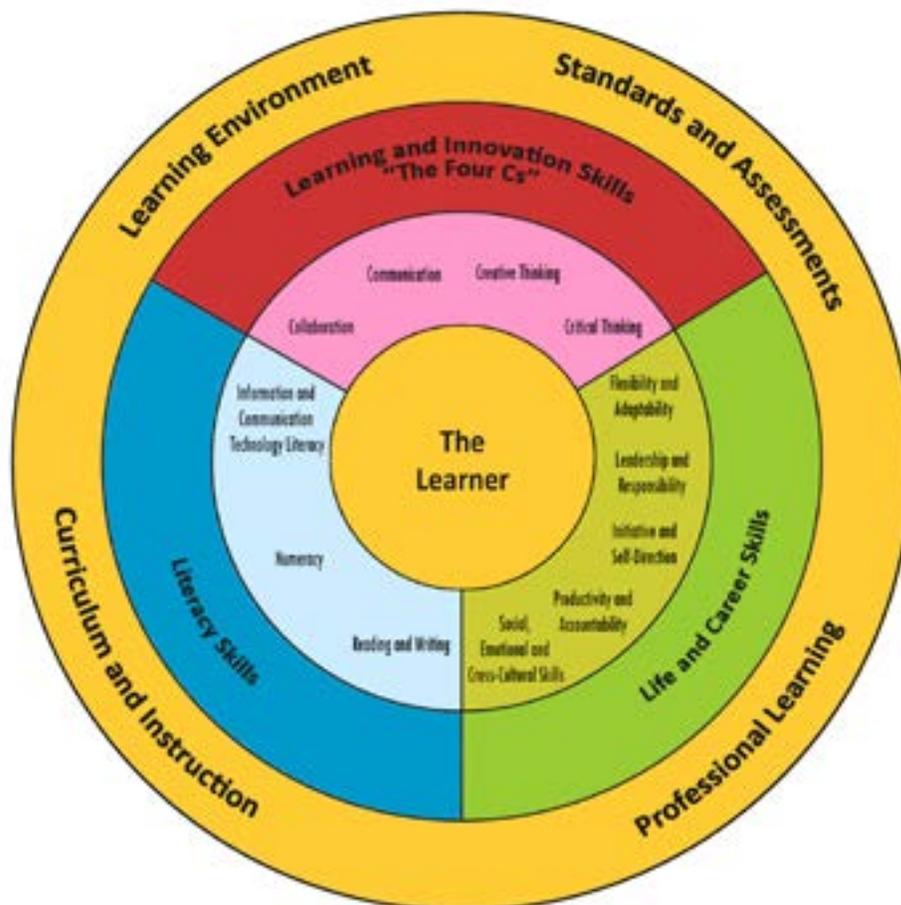
Support for students to develop these abilities and skills is important across curriculum areas and should be integrated into teaching, learning, and assessment strategies. Opportunities for integration of these skills and abilities should be planned with engaging and experiential activities that support the gradual release of responsibility model. For example, lessons in a variety of content areas can be infused with learning skills for Generation Next by using open-ended questioning, role plays, inquiry approaches, self-directed learning, student role rotation, and Internet-based technologies.

All programs have a shared responsibility in developing students' capabilities within all three skill areas.

Education for Sustainable Development

Sustainable development is comprised of three integrally connected areas: economy, society, and environment.

3-Nested-Dependencies Model

ENVIRONMENT

SOCIETY

ECONOMY

Based on Bob Doppelt, *The Power of Sustainable Thinking*; Peter Senge et al., *The Necessary Revolution*
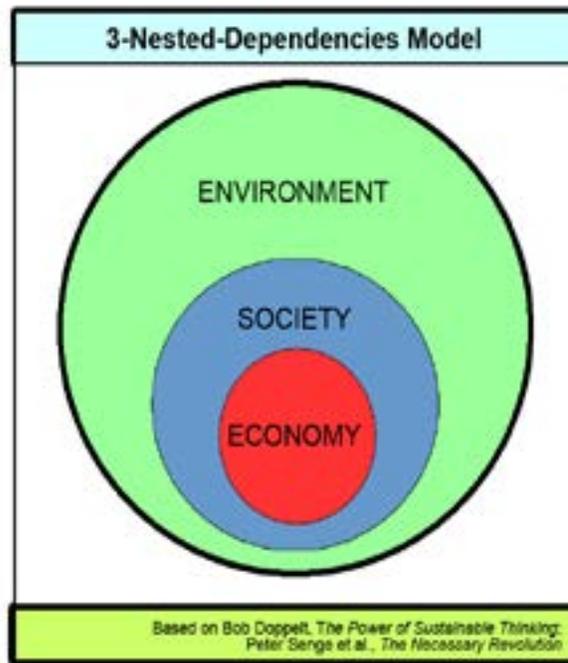
As conceived by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) the overall goal of Education for Sustainable Development (ESD) is to integrate the knowledge, skills, values, and perspectives of sustainable development into all aspects of education and learning. Changes in human behaviour should create a more sustainable future that supports environmental integrity and economic viability, resulting in a just society for all generations.

ESD involves teaching *for* rather than teaching *about* sustainable development. In this way students develop the skills, attitudes, and perspectives to meet their present needs without compromising the ability of future generations to meet their needs.

Within ESD, the knowledge component spans an understanding of the interconnectedness of our political, economic, environmental, and social worlds, to the role of science and technology in the development of societies and their impact on the environment. The skills necessary include being able to assess bias, analyze consequences of choices, ask questions, and solve problems. ESD values and perspectives include an appreciation for the interdependence of all life forms, the importance of individual responsibility and action, an understanding of global issues as well as local issues in a global context. Students need to be aware that every issue has a history, and that many global issues are linked.

Assessment and Evaluation

Assessment

Assessment is the process of gathering information on student learning.

How learning is assessed and evaluated and how results are communicated send clear messages to students and others about what is valued.

Assessment instruments are used to gather information for evaluation. Information gathered through assessment helps teachers determine students' strengths and needs, and guides future instruction.

Teachers are encouraged to be flexible in assessing student learning and to seek diverse ways students might demonstrate what they know and are able to do.

Evaluation involves the weighing of the assessment information against a standard in order to make a judgement about student achievement.

Assessment can be used for different purposes:

1. Assessment *for* learning guides and informs instruction.
2. Assessment *as* learning focuses on what students are doing well, what they are struggling with, where the areas of challenge are, and what to do next.
3. Assessment *of* learning makes judgements about student performance in relation to curriculum outcomes.

1. Assessment for Learning

Assessment *for* learning involves frequent, interactive assessments designed to make student learning visible. This enables teachers to identify learning needs and adjust teaching accordingly. Assessment *for* learning is not about a score or mark; it is an ongoing process of teaching and learning:

- Pre-assessments provide teachers with information about what students already know and can do.
- Self-assessments allow students to set goals for their own learning.
- Assessment *for* learning provides descriptive and specific feedback to students and parents regarding the next stage of learning.
- Data collected during the learning process from a range of tools enables teachers to learn as much as possible about what a student knows and is able to do.

2. Assessment as Learning

Assessment *as* learning involves students' reflecting on their learning and monitoring their own progress. It focuses on the role of the student in developing metacognition and enhances engagement in their own learning. Students can

- analyze their learning in relation to learning outcomes,
- assess themselves and understand how to improve performance,
- consider how they can continue to improve their learning, and
- use information gathered to make adaptations to their learning processes and to develop new understandings.

3. Assessment of Learning

Assessment *of* learning involves strategies designed to confirm what students know in terms of curriculum outcomes. It also assists teachers in determining student proficiency and future learning needs. Assessment *of* learning occurs at the end of a learning experience and contributes directly to reported results. Traditionally, teachers relied on this type of assessment to make judgements about student performance by measuring learning after the fact and then reporting it to others. Used in conjunction with the other assessment processes previously outlined, assessment *of* learning is strengthened. Teachers can

- confirm what students know and can do;
- report evidence to parents/guardians, and other stakeholders, of student achievement in relation to learning outcomes; and
- report on student learning accurately and fairly using evidence obtained from a variety of contexts and sources.

Involving Students in the Assessment Process

Students should know what they are expected to learn as outlined in the specific curriculum outcomes of a course as well as the criteria that will be used to determine the quality of their achievement. This information allows students to make informed choices about the most effective ways to demonstrate what they know and are able to do.

It is important that students participate actively in assessment by co-creating criteria and standards which can be used to make judgements about their own learning. Students may benefit from examining various scoring criteria, rubrics, and student exemplars.

Students are more likely to perceive learning as its own reward when they have opportunities to assess their own progress. Rather than asking teachers, "What do you want?", students should be asking themselves questions:

- What have I learned?
- What can I do now that I couldn't do before?
- What do I need to learn next?

Assessment must provide opportunities for students to reflect on their own progress, evaluate their learning, and set goals for future learning.

Assessment Tools

In planning assessment, teachers should use a broad range of tools to give students multiple opportunities to demonstrate their knowledge, skills, and attitudes. The different levels of achievement or performance may be expressed as written or oral comments, ratings, categorizations, letters, numbers, or as some combination of these forms.

The grade level and the activity being assessed will inform the types of assessment tools teachers will choose:

Anecdotal Records	Photographic Documentation
Audio/Video Clips	Podcasts
Case Studies	Portfolios
Checklists	Presentations
Conferences	Projects
Debates	Questions
Demonstrations	Quizzes
Exemplars	Role Plays
Graphic Organizers	Rubrics
Journals	Self-assessments
Literacy Profiles	Tests
Observations	Wikis

Assessment Guidelines

Assessments should measure what they intend to measure. It is important that students know the purpose, type, and potential marking scheme of an assessment. The following guidelines should be considered:

- Collect evidence of student learning through a variety of methods; do not rely solely on tests and paper and pencil activities.
- Develop a rationale for using a particular assessment of learning at a specific point in time.
- Provide descriptive and individualized feedback to students.
- Provide students with the opportunity to demonstrate the extent and depth of their learning.
- Set clear targets for student success using learning outcomes and assessment criteria.
- Share assessment criteria with students so that they know the expectations.

Evaluation

Evaluation is the process of analyzing, reflecting upon, and summarizing assessment information, and making judgements or decisions based on the information gathered. Evaluation is conducted within the context of the outcomes, which should be clearly understood by learners before teaching and evaluation take place. Students must understand the basis on which they will be evaluated and what teachers expect of them.

During evaluation, the teacher interprets the assessment information, makes judgements about student progress, and makes decisions about student learning programs.

Section Two: Curriculum Design

Career Development

The elementary module for career development is designed to complement the existing career development programming at the intermediate and senior high levels. This module is an introduction to basic and important career development concepts. It is hoped that exposure to these primary concepts throughout the key stage years will enhance student knowledge of this area and improve their choices and decisions around their own career development.

Career development is a lifelong process. At the elementary level, students are already making choices that will impact their future. It is important to expose students to these key career concepts early in their school careers. Having students reflect on their learning, choices, and who they are as individuals, students and learners will impact their social, emotional, academic, and career growth and development throughout school.

The K-12 curriculum is designed to be exploratory in nature at the elementary and intermediate levels with a culmination of knowledge and confidence by senior high. At the end of the career development curriculum, students should have a more solid understanding of themselves, their place in the world, the skills they possess and the knowledge to advance their career development journey. It is cross-curricular in nature allowing students an opportunity to make connections between school and the world of work in multiple subject areas.

The K-12 Career Development curriculum is designed to assist students in developing competencies that will enhance their career development journey. Students will develop life-work competencies in personal management, learning and work exploration and life/work building. Students will acquire knowledge and skills that will assist them in developing confidence and in making choices such that their career development can be by design rather than by default.

All students are exposed to careers and career development concepts on a daily basis. There are always teachable moments and learning opportunities for students to expand their thinking and to try new things. In the age of 21st century learning, providing students with hands-on, contextually relevant activities and materials will allow them meaningful learning opportunities.

Career development activities are meant to be exploratory and experiential in nature. Educators should provide students with opportunities to use technology, multi-modal learning strategies and multiple ways of representing. The goal is to encourage and support individualized learning and representing. This makes the career development learning process more personally meaningful and relevant.

Curriculum Outcomes Framework

Career Education curriculum in Newfoundland and Labrador is defined in terms of eight general curriculum outcomes (GCOs). These eight general curriculum outcomes articulate what students are expected to know and be able to do upon completion of study in career education. They provide a concise description of the student as a career-literate and capable citizen. They are divided among three strands:

- Personal Management
- Career Exploration/Learning and Work
- Career Preparation: Life and Work Building

Key Stage Curriculum Outcomes (KSCOs) expand the intent of the GCOs and summarize what is expected of students during each of the four key stages.

KSCO are organized according to each of the eight GCOs for the Newfoundland and Labrador Career Education curriculum.

Strand	General Curriculum Outcomes	Key Stage Curriculum Outcomes
Personal Management	1. *Self Awareness and Positive Interactions*: Students will be expected to enhance their knowledge of strategies for building and maintaining a positive self-image and understand its influence on building positive relationships in one's life and work.	• Understand the concepts of behaviours, attitudes, values and beliefs, and explore their influence on self-image and the impact on future life/work roles. • Evaluate the impact of one's self-image on self and others. • Explore the concept of diversity as it relates to respect, tolerance, flexibility and openness towards others. • Understand that one can transform behaviours and attitudes in order to improve one's self-image and in turn build positive relationships with others and contribute positively to one's life and work.
	2. *Change:* Students will be expected to learn to respond to change and growth in their life/work.	• Discover changes that occur in the physical, psychological, social and emotional development of an individual. • Understand how physiological and psychological changes impact life and work.

Strand	General Curriculum Outcomes	Key Stage Curriculum Outcomes
Career Exploration/Learning and Work	3. *Life-long Learning:* Students will be expected to link learning to one's career building process.	• Understand how current academic performance may impact the selection of high school programs/courses and work. • Demonstrate personal skills and attitudes conducive to life and work success. • Explore the skills, knowledge and attitudes that are needed in specific work sectors and are best suited to adapt to changing work role requirements.
	4. *Relationship of Work to Society and the Economy:* Students will be expected to enhance their understanding of the influence of societal and economical needs on the nature and structure of work.	• Assess life/work information and determine its pertinence for oneself. • Explore the importance of employability skills development.
	5. *Life/Work Information:* Students will be expected to learn to effectively locate, evaluate, interpret and use life/work information.	• Evaluate how one can contribute to the community (e.g., family, school) through work.
Career Preparation: Life and Work Building	6. *Life/Work Roles:* Students will be expected to link lifestyles, life roles and life stages to life/work building while understanding and overcoming stereotypes/ bias in life and work.	• Demonstrate the links between one's work roles, family roles and community roles. • Identify stereotypes, biases and discriminatory behaviours that may limit opportunities for women and men in certain work roles.
	7. *Decision Making:* Students will be expected to engage in life/work decision making.	• Develop problem solving and age-appropriate decision making skills. • Recognize the need to make decisions and take responsibility for them. • Evaluate how one's decisions (about school, family, leisure, work, etc.) impact one's life and affect other decisions.
	8. *Independent Management of Life/Work Building Process:* Students will be expected to recognize and take charge of their own life/ work building process.	• Understand the concept and importance of a life work portfolio. • Define one's preferred future and take steps to move towards it. • Assess long term goals towards attainment of future views of themselves

Course Overview

For students, the Elementary career development module has as its focus improved self-knowledge, decision making, change, the world of work and their place in it.

This module is the first exposure students have to formal career development education. It is intended to broaden their perspective, expose them to key, developmentally appropriate concepts and engage them in experiential learning and career building opportunities.

At an early age, students intuitively infer and hold beliefs relative to career development based on their personal experiences and exposure to the world of work. They acquire basic career development knowledge from their parents and family members. This early exposure can create bias and limitations. This module will challenge and extend current beliefs and knowledge. It will also provide the basis for personal skill development.

This course employs multi-modal, interactive and hands-on approaches to learning. There are multiple activities and learning opportunities for educators to select from based on the needs of their student population and demographic. All activities are designed to be cross-curricular and can meet curriculum outcomes in multiple subject areas at the Elementary level.

There are three units in this module. These include:
- All about me
- Me in the world of work
- Me and my community

Suggested Yearly Plan

The cross-curricular nature of this module will allow the material to be covered within other subject areas as topics overlap. The preferred sequence is to follow the unit structure outlined in the guide. It is encouraged that the module begin in the late fall and continue through the winter and ending close to the second reporting period.

September	October	November	December	January	February	March	April	May	June

All about me — Me in the world of work — Me and my community
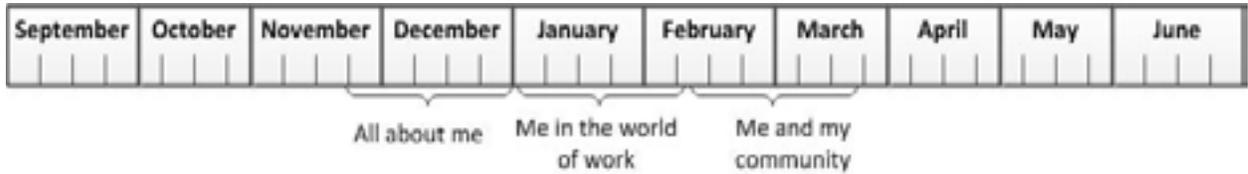
How to Use the Four Column Curriculum Layout

Outcomes

Column one contains specific curriculum outcomes (SCO) and accompanying delineations where appropriate. The delineations provide specificity in relation to key ideas.

Outcomes are numbered in ascending order

Delineations are indented and numbered as a subset of the originating SCO.

All outcomes are related to general curriculum outcomes.

Focus for Learning

Column two is intended to assist teachers with instructional planning. It also provides context and elaboration of the ideas identified in the first column.
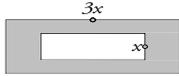
This may include:

- references to prior knowledge
- clarity in terms of scope
- depth of treatment
- common misconceptions
- cautionary notes
- what teachers need to know to scaffold and challenge student's learning

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SPECIFIC CURRICULUM OUTCOMES

GCO 1: Represent algebraic expressions in multple ways

Outcomes	Focus for Learning
Students will be expected to	
1.0 *model, record and explain the operations of multiplication and division of polynomial expressions (limited to polynomials of degree less than or equal to 2) by monomials, concretely, pictorially and symbolically.* [GCO 1]	From previous work with number operations, students should be aware that division is the inverse of multiplication. This can be extended to divide polynomials by monomials. The study of division should begin with division of a monomial by a monomial, progress to a polynomial by a scalar, and then to division of a polynomial by any monomial.
1.2 model division of a given polynomial expression by a given monomial concretely or pictorially and record the process symbolically.	Division of a polynomial by a monomial can be visualized using area models with algebra tiles. The most commonly used symbolic method of dividing a polynomial by a monomial at this level is to divide each term of the polynomial by the monomial, and then use the exponent laws to simplify. This method can also be easily modelled using tiles, where students use the sharing model for division.
1.3 apply a personal strategy for multiplication and division of a given polynomial expression	Because there are a variety of methods available to multiply or divide a polynomial by a monomial, students should be given the opportunity to apply their own personal strategies. They should be encouraged to use algebra tiles, area models, rules of exponents, the distributive property and repeated addition, or a combination of any of these methods, to multiply or divide polynomials. Regardless of the method used, students should be encouraged to record their work symbolically. Understanding the different approaches helps students develop flexible thinking.

Sample Performance Indicator

Write an expression for the missing dimensions of each rectangle and determine the area of the walkway in the following problem:

- The inside rectangle in the diagram below is a flower garden. The shaded area is a concrete walkway around it. The area of the flower garden is given by the expression $2x^2 + 4x$ and the area of the large rectangle, including the walkway and the flower garden, is $3x^2 + 6x$.

$3x$

x


Sample Performance Indicator(s)

This provides a summative, higher order activity, where the response would serve as a data source to help teachers assess the degree to which the student has achieved the outcome.

Performance indicators are typically presented as a task, which may include an introduction to establish a context. They would be assigned at the end of the teaching period allocated for the outcome.

Performance indicators would be assigned when students have attained a level of competence, with suggestions for teaching and assessment identified in column three.

GCO 1: Represent algebraic expressions in multple ways

Sample Teaching and Assessment Strategies

Teachers may use the following activities and/or strategies aligned with the corresponding assessment tasks:

Modeling division using the sharing model provides a good transition to the symbolic representation. For example, $\frac{3x+12}{3} = \frac{3x}{3} + \frac{12}{3}$. To model this, students start with a collection of three x-tiles and 12 unit tiles and divide them into three groups.
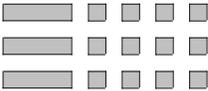
For this example, $x + 4$ tiles will be a part of each group, so the quotient is $x + 4$.

Activation

Students may

• Model division of a polynomial by a monomial by creating a rectangle using four x^2-tiles and eight x-tiles, where $4x$ is one of the dimensions.

Teachers may

• Ask students what the other dimension is and connect this to the symbolic representation.

Connection

Students may

• Model division of polynomials and determine the quotient

  (i) $(6x^2 + 12x - 3) \div 3$

  (ii) $(4x^2 - 12x) \div 4x$

Consolidation

Students may

• Draw a rectangle with an area of $36a^2 + 12a$ and determine as many different dimensions as possible.

Teachers may

• Discuss why there are so many different possible dimensions.

Extension

Students may

• Determine the area of one face of a cube whose surface area is represented by the polynomial $24s^2$.
• Determine the length of an edge of the cube.

GRADE 9 MATHEMATICS CURRICULUM GUIDE (INTERIM) 2010

Resources and Notes

Authorized

• *Math Makes Sense 9*
• Lesson 5.5: Multiplying a Dividing a Polynomial by Constant
• Lesson 5.6: Multiplying a Dividing a Polynomial by Monomial
• ProGuide: pp. 35-42, 43-
• CD-ROM: Master 5.23, 5
• See It Videos and Animations:
• Multiplying and Dividing Polynomial by a Constar Dividing
• Multiplying and Dividing Polynomial by a Monomi Dividing
• SB: pp. 241-248, 249-25
• PB: pp. 206-213, 214-21

Resources Notes

Column four references supplementary information and possible resources for use by teachers.

Suggestions for Teaching and Assessment

This column contains specific sample tasks, activities , and strategies that enable students to meet the goals of the SCOs and be successful with performance indicators. Instructional activities are recognized as possible sources of data for assessment purposes. Frequently, appropriate techniques and instruments for assessment purposes are recommended.

Suggestions for instruction and assessment are organized sequentially:

• Activation - suggestions that may be used to activate prior learning and establish a context for the instruction;
• Connection - linking new information and experiences to existing knowledge inside or outside the curriculum area; and
• Consolidation - synthesizing and making new understandings.
• Extension - suggestions that go beyond the scope of the outcome.

These suggestions provide opportunities for differentiated learning and assessment.

Section Three:
Specific Curriculum Outcomes

Unit 1: All About Me

Focus

This unit introduces students to the concept of self. The outcomes and activities are structured to begin an exploration of personality traits and diversity. The uniqueness of self is used to develop an acceptance of others. It addresses elements of a positive self-image, how it affects choices and how choices lead to change.

This will be the student's first view of career development concepts, but character development is already a significant part of the grade 6 curriculum and blending this material into other subjects is integral in student learning and understanding.

Suggested Timeline

As an introductory unit this material will encompass approximately 7 hours of the allotted 20 hours for this module

Topic 1 - Positive Self-Image

(5-6 hours)

Topic 2 - Choice and Change

(1-2 hours)

Outcomes
Framework

Personal Management
GCO 1: Self Awareness and Positive Interactions - Students will be expected to enhance their knowledge of strategies for building and maintaining a positive self-image and understand its influence on building positive relationships in one's life and work.
GCO 2: Change - Students will be expected to learn to respond to change and growth in their life/work.
Career Preparation: Life/Work Building
GCO 7: Decision Making - Students will be expected to engage in life/work decision-making.

Topic 1: Positive Self-Image **GCO 1, 7**	**Topic 2:** Choice and Change **GCO 1, 2, 7**

Topic 1	**Topic 2**
1.0 identify the personality traits that make them unique.	7.0 identify educational changes they could experience in the coming years.
2.0 demonstrate acceptance for the uniqueness of others.	8.0 recognize the connection between choice and change.
3.0 define positive self-image.	9.0 engage in the goal-setting process.
4.0 identify what influences self-image	
5.0 identify why a positive self-image is important.	
6.0 explain how self-image affects choices.	

Positive Self-Image

Outcomes	Focus for Learning
Students will be expected to	
1.0 identify the personality traits that make them unique [GCO 1 KSCO 1]	This outcome could be introduced with a brainstorming activity that helps students identify what a personality trait is. Examples of personality traits provided by the teacher could serve as a guide and an icebreaker. From this, a student-generated list of personality traits should be created. These lists should be posted or kept so that students may amend them as the year progresses. Students may have been introduced to this concept in English language arts, health, religious education and social studies in an "all about me activity". See Appendix A for cross-curricular links.
	Although the term has been used since the primary grades, a discussion of what unique means may be helpful. An anchor chart or graffiti wall would be beneficial as a constant reference to the list of traits. This can form the basis of a speaking and listening activity when taught in conjunction with SCO 2.0. List development should be comprehensive so that all students can identify a series of traits that are unique to them. Emphasize personal, physical, and social categories for clarity. Some commonality is expected but a discussion of how they express a trait can be used to ensure uniqueness.
2.0 demonstrate acceptance for the uniqueness of others [GCO 1 KSCO 3]	Acceptance and respect for others are strongly linked. Working with students to establish a respectful classroom is an ongoing process. Teachers must focus, within a variety of activities in all subject areas, on students not only listening to others but also recognizing the importance of what they are saying. Respectful listening techniques should be developed here. These include but are not limited to
	• facing the speaker,
	• offering affirmation,
	• listening attentively, and
	• respecting their opinion.
	A secondary message for this outcome is that it is okay to be different. Highlight for students that everyone is different, linking to the previous outcome.
	This outcome could be further developed through a variety of integration activities in other subjects (see Appendix A) with a focus on respectful listening and group work.
	Sample Performance Indicator
	Share your opinions on your uniqueness in a paired activity where you share your traits with a partner who then shares that description, respectfully, with the whole group.

Positive Self-Image

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Use the Daily Physical Activity word cube with traits in the slots. A template for creating one of these cubes is found in Appendix Students could group themselves based on the trait that is rolled.
- Introduce a talking circle with a "talking stick" to make sure students are tolerant enough to listen to the opinions of others. Also introduce the concept of positive feedback. These link with the English Language Arts and Religious Education curriculum.

Students may

- Create a Wordle™ or Tagxedo using the brainstorming results of personality traits.
- Participate in a discussion demonstrating respectful listening.

Connection

Students may

- Present their Wordle™ or inukshuk/totem to the class and receive positive feedback from their peers.

Consolidation

Students may

- Create a personality Inukshuk/totem by writing their personality traits on four to five "stones" (This can be a cross-curricular activity for Art involving a variety of different activities.)
- Self-assess on their demonstration of respectful listening skills during discussions. This could involve a rubric to further develop the concept of respectful listening skills.

Extension

Students may

- Build a stone bridge of many colours with the traits written on each "stone", to show diversity and interconnectedness and how all build the community together.

Resources and Notes

Authorized

- Appendix A - Cross Curricular Matrix

Suggested

Resource Links: www.k12pl. nl.ca/curr/k-6/cd/links/unit-1.html

- Wordle is an online interactive word collage
- Tagxedo online word cloud with shapes
- Personality Traits Example
- Lead in to the outcome related to acceptance
- Inukshuk Writing Activity
- What is an Inukshuk?
- Respectful Listening Anchor Chart
- Totem Pole Example
- Activity - Peeling Lemons
- Activity - Warm up/activation
- Introducing debate in the classroom
- Debate Games & Activities Guide
- How to make a talking stick

Positive Self-Image

Outcomes	Focus for Learning
Students will be expected to	
3.0 define positive self-image [GCO 1 KSCO 1&2]	Self image could be introduced as the sum of a person's attitudes, values, beliefs and behaviours. An example of an individual with a positive self image would be someone who displays a positive attitude, has strong values, makes well reasoned choices, establishes healthy relationships, and is confident and secure in their decision making.
	Teachers should link to prior learning from the personality traits activities in SCO 1.0. Divide these traits into three categories, physical, social and emotional. Discuss with students how these traits, from all three categories, can link to positive self-image.
	Positive self-image is a consistent theme throughout the early grades and this will not be the first time students are introduced to this idea. Specific ties exist to the health curriculum, Safe and Caring Schools, Healthy Students Healthy Schools and a variety of other initiatives in these grades.
	Teachers should emphasize within their instruction that self-image is constantly evolving.
4.0 identify what influences self-image [GCO 1 KSCO 1&2]	People, activities, and society help students develop a positive self-image. Teachers should focus on people as influencers and, more specifically, as role models.
	The most immediate influence on students' self-image has been their families. In the elementary grades, the influence of others in their physical and virtual world may have begun to take a more important role. Examples of these influences may include teachers, coaches, classmates, older students, and television and video game characters. Students need to be aware of these influences and helped to identify positive role models for their lives.
	Good role models should display certain identifiable traits of positive self-image. It is also necessary for students to consider how these traits have been developed. Activities in which students reflect on what may have influenced the creation of these traits are vital. Elementary health outcomes address this topic as well (see Appendix A).
	Sample Performance Indicator
	Create or use a supplied silhouette of a possible role model. Fill the outline with four traits that contribute to a positive self-image. In each case, identify what may have influenced these traits (see Appendix B1). For example, the trait could be being helpful and the influence could be feeling good about myself for helping others.

Positive Self-Image

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Share a variety of pictures of individuals who display different stages of physical, social and emotional well being. Ask students to examine each to determine the depiction of positive self-image they may or may not exhibit. This has cross-curricular links with health.
- Ask the question, "What makes a role model?." Make connections to the three realms of character traits: physical, social and emotional. Use a chart so that students can give suggestions under each of the realms.

Students may

- Develop a concept web of positive self-image characteristics.
- Create a list of general things/people that are influencers. A master list (Wordle®) can be created within the whole class. They should be prepared to defend choices.

Connection

Students may

- Engage in a snowball activity – Ball up a signed blank piece of paper and throw it to a classmate. The classmate should write a positive trait or comment about the signatory. This should be continued three or four times. At the end of the activity, the ball should be returned to the original student.
- Use the web of the positive self-image characteristics from outcome 3.0, and match these traits with their influencers list.

Consolidation

Students may

- Create an acrostic poem using the letters of the name of a role model. It should encompass the traits that make them a good role model.

Resources and Notes

Authorized

- Appendix A - Cross Curricular Matrix
- Appendix B1 - Silhouette Black Line Master

Suggested

Resource Links: www.k12pl. nl.ca/curr/k-6/cd/links/unit-1.html

- Faces and expression samples
- Personality traits examples
- Online personality traits checklist
- Self Esteem Art Projects
- Positive Character Traits
- Wordle online interactive word collage
- Tagxedo online word cloud creator with shapes
- Influences of self-image
- Qualities of a good role model
- Sample pictures for collages
- Acrostic poem generator

Positive Self-Image

Outcomes

Students will be expected to

5.0   identify why a positive self-
       image is important
       [GCO 1 KSCO 1, 2 & 4]

Focus for Learning

Students should recognize that a positive self image will enable them to be resilient during life changes that may occur or decisions they may have to face. Resilience, the ability to positively cope with stress and adversity, is the key to success in the career development process.

Introducing this concept by having students create a list of stressors and adversity they have to deal with will make this "real". The elements of that definition can then be used as direct methods of dealing with the stressors and adversity. This discussion can be linked to the definition of positive self-image and the research they may have undertaken in SCO 4.0.

This sort of activity has inherent risks associated with it and teachers will need to be sensitive to their classroom dynamic. Students may be unwilling or too willing to share experiences with the class.

Sample Performance Indicator

Research a person in your community (or elsewhere) who has overcome adversity as a result of having a positive self-image. Present the research in a format of your choice (e.g., written, pictorial, audio). An example would be a person with a disability who has overcome obstacles.

Positive Self-Image

Sample Teaching and Assessment Strategies	**Resources and Notes**

Sample Teaching and Assessment Strategies

Activation

Students may
- Discuss in small groups some of the things in life which may occur unexpectedly.

Connection

Students may
- Engage in a role play activity and take on the role of someone who is confident, happy, a positive thinker, or has good self-esteem. The scenario would involve a situation where these traits would be helpful (e.g., standing up to a bully, peer pressure, public speaking).

Consolidation

Students may
- Write a newspaper article about an experience where having a positive self-image helped someone overcome an adversity.
- Create a comic strip about overcoming stress and adversity. See web resources for printable comic strips.

Extension

Students may
- Write the skit or short story to be used in the role play above.

Resources and Notes

Suggested

Resource Links: www.k12pl. nl.ca/curr/k-6/cd/links/unit-1.html
- Self-image information
- Online comic strip creation
- Printable comic strip resources
- Lessons on self-image
- Dove self-esteem project
- Kid president

Positive Self-Image

Outcomes	Focus for Learning
Students will be expected to	
6.0 explain how self-image affects choices [GCO 1 KSCO 2, GCO 7 KSCO 2]	A class discussion around decisions that can/cannot be made at this age could be used as a lead in to this outcome. Examples of the simple decisions students make everyday can then be compared to more complex decisions they are not yet prepared to make. Links to their ever-evolving self-image can be made at this point. The more positive self-image will allow students to make better choices and live with the consequences.
	Teachers need to be careful of making value judgments of student choices at this point.
	Students may have prior knowledge about decision-making from religious education, health and school-based character development programs such as DARE or Focus on Bullying (See Appendix A.)
	Sample Performance Indicator
	Describe one choice you have made which was influenced by your self-image. Record this as a journal activity or discuss with a shoulder partner.

Positive Self-Image

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Introduce case studies presenting different scenarios and a decision point for each. Each decision point should lead to a variety of results. The scenarios can also come from the students' own experiences and the discussion could revolve around the different results that could occur depending upon the decision made. Clear distinctions should be made between those decisions that result from a person having a positive self-image and those who do not.

Connection

Students may

- Create a balloonist who is attempting to fly. On her basket is a series of bad choices (ballast) weighing her down, while above her is a series of good choices (balloons) that will help her fly. Identify the good choice that can then eliminate the "ballast". Once all the ballast is replaced by balloons the activity is complete. An interactive white board of cut outs provided by the teacher can be used for this activity.

- Engage in a three-column activity. In the middle column brainstorm to make a list of common decisions made during the day. These should remain very general where possible (e.g., getting out of bed, eating breakfast, getting ready for school, going to school, attending school, hanging out with friends). One of the remaining columns will contain the decisions made by a person with a positive self-image, with the final column containing the decisions of the person with a non-positive self-image. Upon completion of this activity, discuss the fact that generally a positive self-image will result in better choices.

Consolidation

Students may

- Discuss different music shows (e.g., American Idol, The Voice). Then answer the question Why would someone choose to go on The Voice as opposed to American Idol? This could lead to a discussion of confidence, self-image, etc. Do a comparison of an American Idol winner versus The Voice winner (or any musical idol) identifying some decisions they may have made that helped them get where they are.

Resources and Notes

Authorized

- Appendix A - Cross Curricular Matrix

Suggested

Resource Links: www.k12pl. nl.ca/curr/k-6/cd/links/unit-1.html

- H.U.G.-Hello-Update -Goodbye and self-esteem quilt
- 50 creative writing topics for kids (self-esteem)
- Self-Esteem and Choices
- Resources for Self-Esteem

Choice and Change

Outcomes

Students will be expected to

7.0 identify educational changes they could experience in the coming years
[GCO 2 KSCO 1]

Focus for Learning

This discussion should focus on the variety of educational changes students will experience, specifically the transitions they will make between elementary, intermediate, senior high, post-secondary and the world of work. Teachers should introduce this by focusing students on the educational changes they have experienced thus far in their academic careers, and then extrapolating for those to come.

This could also provide an opportunity for integration with the health curriculum by looking at changes as physical, social and emotional (see Appendix A).

This concept could be introduced by using a timeline activity, where students indicate changes they have undergone at various ages from the past to the present and those that will occur in the future. Use specific examples from students in this activity so they can see the changes taking place in their own lives.

Significant discussion about change will have taken place before this outcome. Students should have a good grounding in what change is, but taking it from the abstract to the specific could be a challenge for some.

Sample Performance Indicator

In your portfolio or journal, answer the question, "What could change in your life between now and the age of 18?" Reflect on how these changes may impact future choices.

Choice and Change

Sample Teaching and Assessment Strategies	Resources and Notes

Sample Teaching and Assessment Strategies

Activation

Students may
- Discuss the purpose of a time capsule. Students could also look for examples of time capsules in their own community.

Connection

Teachers may
- Invite the guidance counsellor to the class to speak on physical, emotional, and academic changes.

Students may
- Bring in photos from previous grades and prepare captions for the photos indicating the changes that have taken place. This can also be organized as a timeline.
- Compare what was learned today with what was learned in previous grades. Examples could include reading levels, math skills, science knowledge, etc.
- Create a timeline and indicate changes at various stages from the past to the present. See resource links for sample timeline activity.

Consolidation

Students may
- Answer the following questions in a self-addressed letter:
  - What will I be doing in six years?
  - How will I have changed in that time?
  - Where will I live?

  It is suggested that this note be stored in a location that will be accessible for the career development module in grade 9.
- Play The Game of Life©. This provides students with an opportunity to experience real life decision-making opportunities. Students are presented with challenges and changes to which they must adapt. This game is available online or students can be encouraged to bring in the board game if available.

Resources and Notes

Authorized

- Appendix A - Cross Curricular Matrix

Suggested

Resource Links: www.k12pl. nl.ca/curr/k-6/cd/links/unit-1.html
- St. John's time capsule opened in Saskatoon
- Overview of life changes
- TimeLine Activity

Choice and Change

Outcomes	**Focus for Learning**
Students will be expected to	
8.0 recognize the connection between choice and change [GCO 1 KSCO 1&2, GCO 2 KSCO 1, GCO 7 KSCO 1]	The main concept to present to students in this outcome is that change is inevitable. Certain changes can be controlled; certain changes cannot. It is important at this point that teachers make the connection between choices and change. The message for students is that you can change things by choice or have to make choices because of change. Teachers should focus on this statement. Discuss with students what it means overall and what it could mean in their lives.
	This outcome fits well with all of the outcomes that deal with positive self-image, as it is through a positive self-image that change is embraced.
	Change in other contexts has been presented in a variety of subjects at this level. Examples of change are available to integrate this outcome across the curriculum and to use as a basis for activities to make the connection between choice and change (See Appendix A).
	Sample Performance Indicator
	Develop a poster with the title "Change Happens". On this poster give examples of a choice leading to a change and a change leading to a choice.

Choice and Change

Sample Teaching and Assessment Strategies

Activation

Students may

- Revisit the three-column activity from SCO 6.0. Identify the choices needed to move the answers in the non-positive column to the positive column. This could be used as an example of making change happen.

Connection

Students may

- Create a photo-biography that can also have a link to technology integration, religious education and English language arts. This is a mini-biography of themselves in pictures (could be them and their family). The biography could then highlight the changes that take place and the choices that lead to them or resulted from them. This activity could also be accomplished using written text, drawings, or video.
- Listen to the poem *The Road Not Taken* by Robert Frost. Discuss the poem, paying particular attention to choices and consequences. See resource links for poetry reading.
- Complete a reverse musical chairs activity (a seat on the bus). This activity encourages adaptation to change. See resource links for sample activity.

Consolidation

Students may

- Develop a cheer, song, rap, etc. around a common saying about dealing with change. Examples of slogans include but are not limited to
  - roll with it,
  - deal with it,
  - change is inevitable, and
  - don't worry about what you cannot control.
- Engage in the Mountain Climber Activity. From a back pack of potential choices (teacher- or class-generated) that a mountain climber might have to make, read a choice aloud and discuss what would be the better choice and the consequences of that choice (e.g., spend $50.00 on new sneakers or $75.00 on hiking boots; you're at 5000 feet and it starts to snow. Do you move forward, stay where you are or turn back?).

Resources and Notes

Authorized

- Appendix A - Cross Curricular Matrix

Suggested

Resource Links: www.k12pl. nl.ca/curr/k-6/cd/links/unit-1.html

- Biography
- Description of resilience
- A seat on the bus activity
- "The Road Not Taken" by Robert Frost - recording

Choice and Change

Outcomes	Focus for Learning
Students will be expected to 9.0 engage in the goal-setting process [GCO 7 KSCO 3, GCO 8 KSCO 1]	Many students set a New Year's resolution every year. This can serve as an introduction to this activity. Make the link between resolutions and goals. Setting a goal is the first stage of any goal-based activity. The next stage is to ensure that the goal is attainable. Students need to understand what realistic goals are. They should also set some of these for themselves and try to attain them. Students should also reflect on changes or refinements necessary for making their goals more achievable. Refinements can be made at the point of the decision, but it is more likely that these will take place later in the process. This outcome can be taught pervasively throughout the module rather than a stand-alone activity. Goals are pervasive throughout the curriculum and many opportunities for cross-curricular activities are available. Students will have prior knowledge of goals but little of goal refinement (see Appendix A). **Sample Performance Indicator** Make a poster titled "How you build a goal!", showing the goal-setting process. Personalize it by filling out the various steps with your own examples in setting, refining and achieving goals.

Choice and Change

Sample Teaching and Assessment Strategies

Activation

Teachers may

- In a three column chart using the headings short-term, long-term and realistic, write a sample set of goals for students. For instance, short-term could be to pass in homework on time, long-term could be to get a better report card at the end of the year. The realistic column would just be a simple yes or no (i.e., Can this goal be attained by the student?).

Students may

- Make a short and long-term to do list in an agenda. The goals should be realistic and could be either school- or home-based.

Connection

Students may

- Establish some short term goals (within the next week or so) and then report on achievement of the goals. The report will be reflective of what was done to achieve the goal or what should have been done to achieve the goal. Extend this by taking a second chance to set the goal and then use evidence from the achievement report to make sure it happens this time.

Consolidation

Students may

- Complete the Think Big Work Hard goal-setting sheet for some activity that is forthcoming in the school year (See Appendix B6).
- Write a letter outlining personal achievements and accomplishments ten years in the future.

Resources and Notes

Authorized

- Appendix A - Cross Curricular Matrix
- Appendix B6 - Think Big Work Hard Goal Setting

Suggested

Resource Links: www.k12pl.nl.ca/curr/k-6/cd/links/unit-1.html

- Goal setting for students
- Overcoming obstacles to become famous
- Get busy living

Section Three:
Specific Curriculum Outcomes

Unit 2: Me in the World of Work

Focus

The purpose of this unit is to provide students with an introduction to the world of work. Students will be familiar with work from discussions and informal learning, but developing understanding of what the world of work entails is an important step in the career development process. This unit builds on the focus of personality and self-image from the previous unit and makes links to future choices dealing with jobs and occupations.

Suggested Timeline

This material will encompass approximately 8 hours of the allotted 20 hours for this module

Topic 1 - Change

(1-2 hours)

Topic 2 - What is Career Development?

(3-4 hours)

Topic 3 - The World of Work

(2-3 hours)

Topic 4 - Success

(2-3 hours)

Outcomes Framework

Personal Management
GCO 1: Self-Awareness and Positive Interactions - Students will be expected to enhance their knowledge of strategies for building and maintaining a positive self-image and understand its influence on building positive relationships in one's life and work.
GCO 2: Change - Students will be expected to learn to respond to change and growth in their life/work.
Career Exploration/Learning and Work Exploration
GCO 3: Life-long Learning - Students will be expected to link learning to one's career building process.
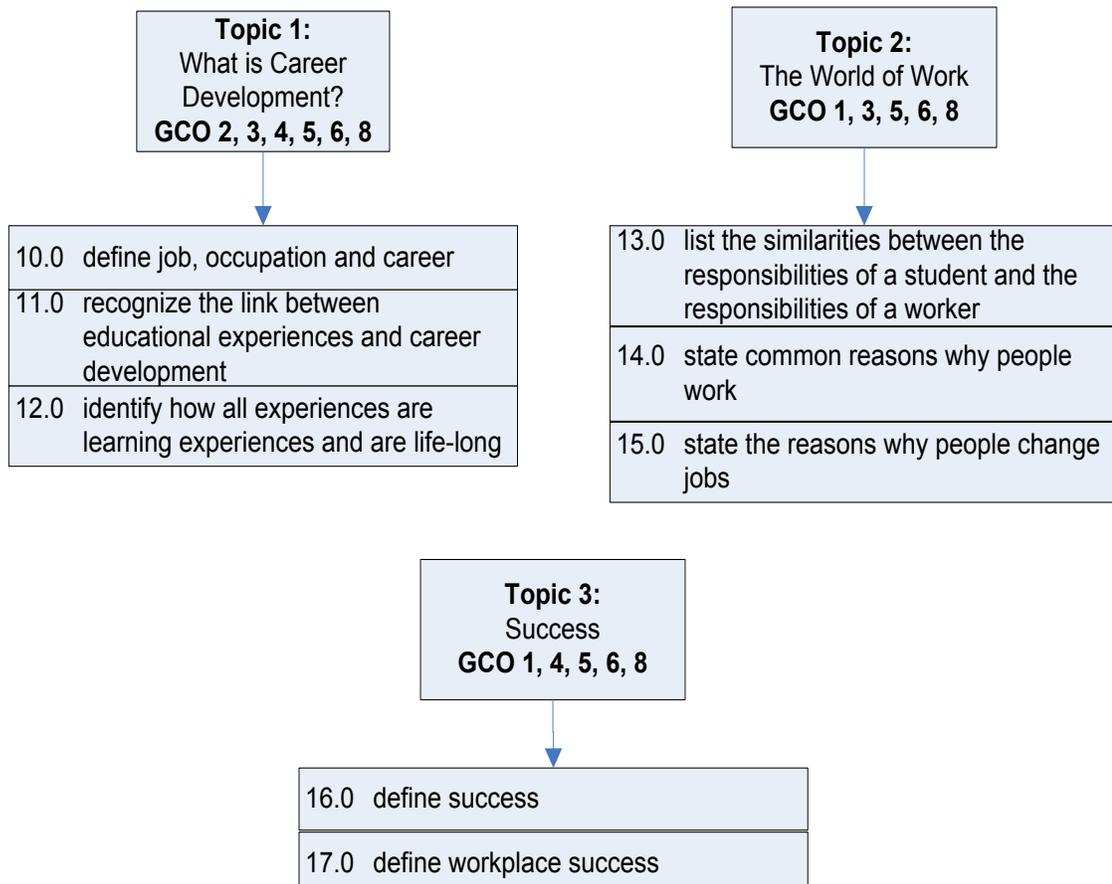GCO 4: Relationship of Work to Society and the Economy - Students will be expected to enhance their understanding of the influence of societal and economical needs on the nature and structure of work.
GCO 5: Life/Work Information - Students will be expected to learn to effectively locate, evaluate, interpret and use life/work information.
Career Preparation: Life/Work Building
GCO 6: Life/Work Roles - Students will be expected to link lifestyles, life roles and life stages to life/work building while understanding and overcoming stereotypes/bias in life and work.
GCO 8: Independent Management of Life/Work Building Process - Students will be expected to recognize and take charge of their own life/ work building process.

Topic 1: What is Career Development? **GCO 2, 3, 4, 5, 6, 8**	**Topic 2:** The World of Work **GCO 1, 3, 5, 6, 8**

10.0 define job, occupation and career
11.0 recognize the link between educational experiences and career development
12.0 identify how all experiences are learning experiences and are life-long

13.0 list the similarities between the responsibilities of a student and the responsibilities of a worker
14.0 state common reasons why people work
15.0 state the reasons why people change jobs

Topic 3: Success **GCO 1, 4, 5, 6, 8**

16.0 define success
17.0 define workplace success

What is Career Development?

Outcomes

Students will be expected to

10.0 define job, occupation and career
[GCO 3 KSCO 3]

Focus for Learning

The terms job, occupation, and career form the basis of discussions on career development. Teachers should engage students in discussions around these terms, highlighting real-life examples that students could easily relate to from personal experiences. For our purposes:

- A **job** refers to the specific position in which a person is employed (e.g., Grade 6 teacher at Tricon Elementary);
- An **occupation** is a wide category of jobs that have similar characteristics, such as types of skills or work responsibilities. A person can work at his or her occupation for different employers. (e.g., teacher); and
- A **career** is the body of work—all jobs and occupations—and life experiences that a person experiences during his or her lifetime.

Teachers may refer to MyBlueprint online career software for further clarification

Students may have misconceptions around these three terms. The encompassing term of career will be new to them, as they may have knowledge of the industrial age concept of career, which is only the work experiences before retirement.

Sample Performance Indicator

Complete a series of sentences starting with the words " A job is…" , "An occupation is…" and " A career is …"

What is Career Development?

Sample Teaching and Assessment Strategies	Resources and Notes
Activation Students may • Participate in the inside-outside circle activity. Arrange students in two concentric circles. Those inside the inside circle have cards with job, occupation or career on them. Move when the music starts playing, each circle in opposite directions. Once the music stops turn towards the closest neighbour on the inside circle. Give an example to match the card of the closest student in the inside circle. Repeat and switch positions until all have participated equally. **Connection** Teachers may • Create anchor charts with the three definitions and leave them displayed for future reference in the class. Possible changes or extensions to the definitions can be added over time. **Consolidation** Teachers may • Create an online game (Kahoot©, Jeoprady©) using the definitions. Students may • Play twenty questions. Everyone has a card on their back showing either a job, an occupation or a career. Ask questions to which there are only yes or no responses and from the answers determine what category they are in. • Make a foldable with three doors. One is job, one is occupation and one is career. Behind each of the doors write the definitions and list examples.	**Authorized** • MyBlueprint **Suggested** Resource Links: www.k12pl.nl.ca/curr/k-6/cd/links/unit-2.html • Job Occupation and Careers • Kahoot©

What is Career Development?

Outcomes	Focus for Learning
Students will be expected to	
11.0 recognize the link between educational experiences and career development [GCO 3 KSCO 1, GCO 4 KSCO 2]	Educational experiences promote skills development. Yet, few students will link experience to developing skills. Students need to realize that the more education they acquire the more skills they will be able to develop. As a result of learning, they will have control of their career development. Otherwise they are just leaving it to chance. In career development research, skills enhance career development by supporting a career by design rather than by default.
	Teachers should start from an actual job advertisement, and from this outline the skills that are required to apply.
	Emphasize with students that, in the world of work, the more skills you have the more in demand you are in and the more likely you are to be employed.
	Sample Performance Indicator
	Develop a timeline of your learning life to date. Concentrate on your first years, from Kindergarten to present day and outline the skills you have acquired since you started school.
12.0 identify how all experiences are learning experiences and are life-long [GCO 3 KSCO 1 & 2, GCO 4 KSCO 2]	Outcome 11.0 makes the link between educational experiences and skills development. Most students will not connect things experienced outside of school with "learning".
	Use examples from co-curricular and extra-curricular activities students may be involved in. From these activities, break down the skills that are acquired, concentrating on those that can be applied beyond the activity in question. Continue the discussion by focusing on activities that students may continue to do well into their adult years. The skills development will still be taking place. Use this as a way of introducing the concept of life-long learning. Teachers should also refer to the educational timelines that may have been created in unit 1.
	Students may not be familiar with the concept of life-long learning. They often perceive learning ending and work beginning. To dispel this, teachers could use examples from their own experiences, professional (e.g, in-service, upgrading) and personal (e.g., becoming a parent, balancing a budget).
	Sample Performance Indicator
	Develop a timeline of your whole learning life. Concentrate on the next few years, from present day to the start of your work life and outline all of the skills you may acquire in the future.

What is Career Development?

Sample Teaching and Assessment Strategies

Activation

Teachers may
- Brainstorm with students what they do outside of school or the school day (weekends, summer holidays, etc.). Record this in a classroom list or a graffiti wall for reference in future activities.

Students may
- Discuss why education is important.
- Define formal and informal learning and how each relate to school. Using the activities list formulated in the class, identify whether each activity involves formal or informal learning.

Connection

Students may
- Match occupations to various mathematics skills (see Appendix B2).
- Identify one activity you are involved in outside of school and itemize the skills learned in that activity. Develop this as a concept web. Review the skills from the outside school activity and indicate which ones may be important in the world of work.

Consolidation

Students may
- Write school subjects on poster paper and place around the room. Write occupations related to each subject (Core Subject Graffiti Wall). Pick a favourite subject from those researched and create a poster that represents occupations of most interest.
- Interview an adult (parent/relative/etc.) about the activities they are involved in and how they continue to learn and develop new skills. This can be presented as a mini-bio to the class.

Resources and Notes

Authorized

- Appendix A - Cross Curricular Matrix
- Appendix B2- Math Match BLM
- MyBlueprint

Suggested

Resource Links: www.k12pl.nl.ca/curr/k-6/cd/links/unit-2.html
- Employment and Social Development Canada -
- Life-long learning backgrounder
- Life-long learning
- Life-long learning and Occupational Change

The World of Work

Outcomes

Students will be expected to

13.0 list the similarities between the responsibilities of a student and the responsibilities of a worker [GCO 3 KSCO 1-3, GCO 6 KSCO 1]

Focus for Learning

Learning and school are part of the career development process. Students seeing themselves as workers is an important part of understanding this process.

As an introduction, students could be assigned to different groups tasked with developing two lists: workers' responsibilities and students' responsibilities. The two lists can then be compared to find similarities. For the worker, these responsibilities are often referred to as transferable or essential skills.

Students should see the commonalities between their roles and the roles of a worker:

- being on time for class - time management
- recording in an agenda - responsibility/organization
- working in a group - team work
- respect for others - respectful workplaces
- completing independent projects - reliability at the workplace
- being honest with classmates - trustworthiness at work

To further enhance outcomes 11.0 and 12.0, teachers should clarify which of these roles would also involve skills development. This has cross curricular applicability with mathematics and English language arts (see Appendix A).

Sample Performance Indicator

Create a poster illustrating the similarities between a worker's responsibilities and a student's responsibilities.

The World of Work

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Assign students to small groups. Have several groups identify the role/responsibilities of a student while other groups do the role/responsibilities of a worker. Once the groups have completed their discussion, create two lists on chart paper on the board. Find the common characteristics among the two and list them illustrating the connection between students and workers. Alternatively a Venn Diagram could be used to organize the results. Each of the individual circles could contain the list of student and worker roles respectively, with the common roles placed in the intersection.

Connection

Students may

- Create a job description of a student which outlines the roles and responsibilities. See Appendix B for a blackline master.

Consolidation

Students may

- Create a Jeopardy game that demonstrates the similarities between the responsibilities of a student and the responsibilities of a worker. The question answers should always be either "What is a student?" or "What is a worker?".
- Create a survey for students and staff in their school that asks what the roles of workers and students are, and how they have commonalities. This could be a cross-curricular activity with english language arts and mathematics (see Appendix A).
- Create a student versus worker poster. On the poster, the drawings of each should be surrounded by individual responsibilities, and the space in between should contain the common responsibilities.

Extension

Students may

- Play Family Feud®.The top seven answers to what is common between students and workers can be compiled using the results of student brainstorming and surveys of staff and other classes. Results should be hidden. In small teams, students guess what they are.

Resources and Notes

Authorized

- Appendix A - Cross Curricular Matrix
- Appendix B3 - Student Job Description BLM
- MyBlueprint

Suggested

Resource Links: www.k12pl. nl.ca/curr/k-6/cd/links/unit-2.html

- Can they do it in the real world

The World of Work

Outcomes

Students will be expected to

14.0 state common reasons why people work
[GCO 5 KSCO 1, GCO 6 KSCO 1, GCO 8 KSCO 3]

Focus for Learning

At this point, students may understand that work can be either paid or unpaid/volunteer. The main goal of this outcome is for students to reflcet on what motivates people to work.

To introduce this outcome, start with a brainstorming session. Ask the question "Why do people work?", This could be done as a graffiti wall activity.

Some expected answers may be

- money,
- identity,
- contribution to your community,
- family responsibilities,
- exploring and making a difference,
- support your interests,
- challenges,
- planning for the future, and
- social interactions.

After perusing the wall students should then be able to share reasons why they would work. They should also realize that more than one reason may be involved. This has cross curricular applicability with English language arts (see Appendix A).

Sample Performance indicator

Write a journal entry outlining reasons why you want a job or would want to work.

The World of Work

Sample Teaching and Assessment Strategies	Resources and Notes

Activation
 	
Teachers may
• In a discussion with students create a classroom anchor chart of the reasons why people work. This can be done as a whole class or small group activity. As an extension, a comparison to the list provided could occur with a discussion of why or there were or were not differences.
 	
Students may
• In a small group, and working from the anchor chart choose what would be their main reason for working and explain why they chose it. This can be shared during a class discussion.
 	
Connection
 	
Teachers may
• Invite parents to come and speak about their work, with a focus on the reasons why they are working.
 	
Consolidation
 	
Students may
• Interview someone at home on why people work. Some expected answers may be
  • money,
  • identity,
  • contribution to your community,
  • family responsibilities,
  • exploring and support your interests,
  • challenges, and
  • planning on making a difference for the future.
 	
• Engage in a talking circle about reasons why people work.
	Suggested
	
	Resource Links: www.k12pl. nl.ca/curr/k-6/cd/links/unit-2.html
	• Youtube video on Why people work
	• Australian Career Information Site
	• Answers.com

The World of Work

Outcomes

Students will be expected to

15.0 state the reasons why people change jobs [GCO 2 KSCO 1 & 2, GCO 4 KSCO 1, GCO 5, KSCO 1, GCO 6 KSCO 2, GCO 8 KSCO 3]

Focus for Learning

Students should have a good understanding of what jobs are from previous activities.

Link this to the common concept of doing "odd jobs", chores or tasks that the students may do. Personal experiences from older siblings and the different summer jobs they may have had will help with clarifying this topic.

Within career development there is a distinction between jobs and occupations. There is no suggestion that occupational change is as frequent as job change. Changes within an occupation are commonplace and would constitute a job change. When a teacher changes from grade 4 to grade 5, for examples, that is a job change. He/she remains in the same occupation.

Job change is a normal aspect of the career development process. It occurs for a variety of reasons ranging from advancement to seeking a challenge. At this level the reasons may be very one-dimensional. Students may have a limited understanding of the reasons for job change, but this can be built upon within this outcome. This has cross curricular applicability with English language arts and science (see Appendix A).

Teachers will need to be sensitive to their classroom dynamic as job change is a reality within most communities and not always positive in nature.

Sample Performance Indicator

Create a list of the possible reasons people change jobs. Place it in your journal or portfolio.

Sample Teaching and Assessment Strategies

Activation

Teachers may
- Initiate a discussion by presenting the statistic "In their lives people will hold up to 25 jobs. The question of why they change jobs should follow.

Students may
- Compile a short list of jobs and next to each write the reasons why someone may want that job. They could also write next to each job why someone would like to leave the job.

Connection

Students may
- Create a list of jobs they are interested in having and why these particular jobs are appealing.

Consolidation

Students may
- Interview a person in their family or friends who may have changed jobs at some point. The interview should include reasons why the job change took place.
- Engage in the Should I Stay or Should I Go Role Play. Given a work place scenario, students will have to decide if they should stay or go!

  Examples:
  - You just started a new job and don't like your boss but the money is good!
  - You keep missing parties with your friends because you've been asked to work every weekend at a job you love!
  - You may have to give up your favourite activity because you keep getting called in to work extra hours on short notice.

Resources and Notes

Authorized

- Appendix A - Cross Curricular Matrix

Suggested

Resource Links: https://www.k12pl.nl.ca/curr/k-6/cd/links/unit-2.html
- Linked in: Why People Change Jobs?
- Why people change careers?

Success

Outcomes

Students will be expected to

16.0 define success
[GCO 1 KSCO 2, GCO 5
KSCO 1, GCO 6 KSCO 1,
GCO 8 KSCO 2]

17.0 define workplace success
[GCO 1 KSCO 2, GCO 4
KSCO 4, GCO 5 KSCO 1,
GCO 6 KSCO 1, GCO 8
KSCO 2]

Focus for Learning

Examples of success should come from the students' own experiences, whether from within school, co-curricular or extra-curricular activities. Within their journal and from their own work in the module, there are a variety of examples of success. Students may not recognize these examples and will require some teacher direction. The simple fact that they are in their current grade is one indicator of success. Previous activities, such as the timeline and the comparison of responsibilities between workers and students, can provide other examples of success.

Students should create their own personal definition of what success entails. They should also be able to make connections to success both within school and outside of the classroom. In some cases these definitions may change based on whether they are talking about academics or other aspects of their lives. This has cross curricular applicability with speaking and listening within English language arts (see Appendix A).

Sample Performance Indicator

Use the Frayer model to answer the question "How would you define success?" and support your answer with examples.

Workplace success can be defined as seeing evidence of accomplishment (intrinsically and extrinsically) and receiving respect and recognition for your work.

The intent is for students to understand that there is a place for every occupation and whatever occupation you have you can be successful. The concept that all occupations deserve respect is also important.

A concept web can be used to introduce this topic, with workplace success in the center and the web developing out from there.

A direct link to the previous outcome defining success is also possible. Students should have a good understanding of personal success from the previous outcome. Now the focus moves to the world of work.

Sample Performance Indicator

Create a poster/collage answering the question, "What would workplace success look like for you?"

Success

Sample Teaching and Assessment Strategies	Resources and Notes

Sample Teaching and Assessment Strategies

Activation

Students may

- Identify something they feel successful about today or on a daily basis.

Connection

Students may

- Write a journal entry responding to the statement, "success is made of little victories".
- Identify areas where they may be successful and how that success may be recognized.
- Develop a series of "how to" projects (procedural text) dealing with an overriding theme (e.g., taking care of a pet). In each of the projects they will lay out the steps necessary to do the individual job (e.g., washing, feeding, walking etc.) which in turn lead to success in the overriding theme. As an extension, discuss what would happen if one of these jobs was removed. How would the success of the overriding theme be affected: This extension would link to outcomes covered in Unit 3.

Consolidation

Students may

- Extend on the activity of where they see themselves in six years (SCO 6.0) by answering the question how will I be successful in six years.
- Create an acrostic poem using the word success as a base, where each of the letters describe or define some aspect of success.
- From a list of occupations provided by the teacher, write a short paragraph outlining what it would take to be successful in one of the occupations.

Resources and Notes

Suggested

Resource Links:www.k12pl.nl.ca/curr/k-6/cd/links/unit-2.html

- How 9 successful people define success
- Steve Jobs' comment on success
- Answer to the question of what is success
- Essential tips for job success
- Increase your job success
- Tips for job success

Section Three:
Specific Curriculum Outcomes

Unit 3: Me and My Community

Focus

Students have been introduced to the importance of self in career development, the importance of work to career development, and in this unit will be introduced to how occupations relate to their community. Emphasis will be placed on gender roles, community contribution and goal setting, three important aspects of the career development process.

Links to previous units prevail within activities and discussion culminating in an activity that will span the remainder of their school experiences.

Suggested Timeline

This is the final unit in this module and will encompass approximately 6 hours of the allotted 20 hours.

Topic 1 - Understanding Occupations

(2-3 hours)

Topic 2 - Community Contribuiton

(1-2 hours)

Topic 3 - Goals and Decision Making

(2-3 hours)

Outcomes Framework

Personal Management

GCO 1: Self-Awareness and Positive Interactions - Students will be expected to enhance their knowledge of strategies for building and maintaining a positive self-image and understand its influence on building positive relationships in one's life and work.

GCO 2: Change - Students will be expected to learn to respond to change and growth in their life/work.

Career Exploration/Learning and Work Exploration

GCO 3: Life-long Learning - Students will be expected to link learning to one's career building process.
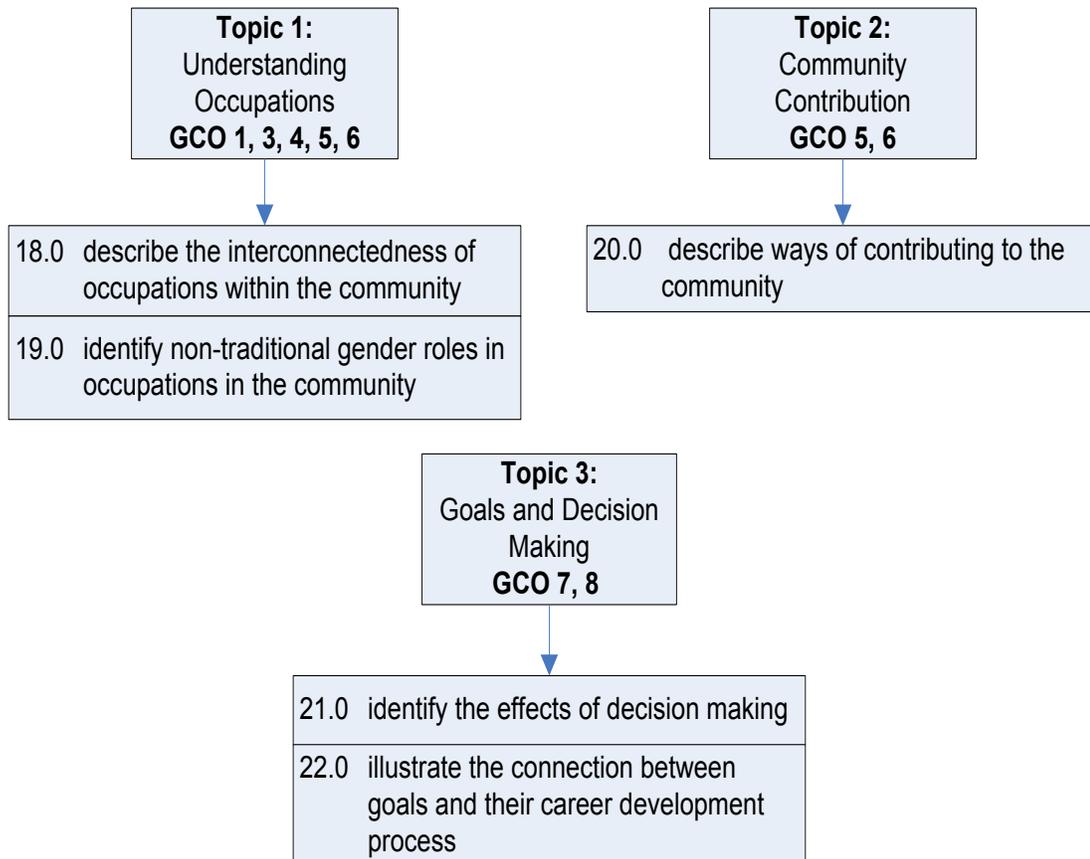
GCO 4: Relationship of Work to Society and the Economy - Students will be expected to enhance their understanding of the influence of societal and economical needs on the nature and structure of work.

GCO 5: Life/Work Information - Students will be expected to learn to effectively locate, evaluate, interpret and use life/work information.

Career Preparation: Life/Work Building

GCO 6: Life/Work Roles - Students will be expected to link lifestyles, life roles and life stages to life/work building while understanding and overcoming stereotypes/bias in life and work.

GCO 8: Independent Management of Life/Work Building Process - Students will be expected to recognize and take charge of their own life/ work building process.

Topic 1: Understanding Occupations **GCO 1, 3, 4, 5, 6**	**Topic 2:** Community Contribution **GCO 5, 6**

18.0 describe the interconnectedness of occupations within the community	20.0 describe ways of contributing to the community
19.0 identify non-traditional gender roles in occupations in the community	

Topic 3: Goals and Decision Making **GCO 7, 8**

21.0 identify the effects of decision making
22.0 illustrate the connection between goals and their career development process

Understanding Occupations

Outcomes

Students will be expected to

18.0 describe the interconnectedness of occupations within the community
[GCO 4 KSCO 1, GCO 5 KSCO 1]

Focus for Learning

This outcome can be introduced by using an example of a body system and how all the systems within the body work together. The analogy then is to a workplace and how one job is connected to or aids another. Examples from the students' own lives would aid in the instruction. A simple example is the school – secretary, administrator, teacher, counsellor, student assistant, custodian, cook, bus driver, volunteer, etc. All of these jobs work together to create a clean, safe, and caring learning environment.

Students should also be given examples that would have applicability to their local area, such as a hospital, a fish plant, or a municipality. This could have cross-curricular applicability with the study of systems in health (see Appendix A).

All of these occupations contribute to the efficient and successful running of the organization and are important parts of the whole. This connects to outcome 17.0 and the premise that all occupations deserve respect and recognition.

Sample Performance Indicator

Create a visual representation (work web) of a workplace in your community.

Understanding Occupations

Sample Teaching and Assessment Strategies	**Resources and Notes**
Activation	**Suggested**
Students may	Resource links: www.k12pl.nl.ca/
• Using the theme "Who are the people in your neighbourhood?", identify occupations in their area that require other occupations in order to complete their activities.	curr/k-6/cd/links/unit-3.html • "Who are the People in Your Neighbourhood?"
Connection	
Students may	
• Choose a business or organization in their area and generate a list of the occupations present. From the list, remove a single occupation and comment on what effect it will have on the running of the organization.	
Consolidation	
Students may	
• Create a comic strip depicting a variety of occupations that work together for a common goal.	
• Engage in the role play activity "Job Assembly Line". Using a sandwich shop as an example, take on the role of one of the workers to demonstrate the interconnectedness of the jobs involved in making a sandwich.	
Extension	
Students may	
• Remove a second occupation from the list created in the connection activity. Are the remaining jobs still interconnected? Explain your answer in a class discussion.	
• Using the Job Assembly Line, consider other businesses and organizations that are interconnected in the making of a sandwich (e.g., shipping, suppliers, farms, etc.) Draw a diagram/flowchart to illustrate these connections.	

Understanding Occupations

Outcomes

Students will be expected to

19.0 identify nontraditional gender roles in occupations in the community
[GCO 1 KSCO 3 & 4, GCO 3 KSCO 3, GCO 6 KSCO 2]

Focus for Learning

This topic is meant to identify and overcome stereotypes. It is important to keep the key message that everyone can access all careers.

Begin by defining traditional and nontraditional with respect to occupations. Keep this in a historical context as society is evolving.

Stereotypes, bias and subsequent discriminatory behaviour exist in the workplace despite legislation to prevent it.

Students may have developed and/or adopted attitudes and beliefs regarding the roles that specific genders should have in the workplace.

They should be aware that no one can be barred from any job on the basis of gender. If someone can meet the criteria and do the job then they should be offered it.

Any discussion of gender must be treated with sensitivity.

This has cross curricular applicability with health, English language arts and Social studies (see Appendix A).

Sample Performance Indicator

Participate in a career day with the theme "Nontraditional Work Role". The presentation in this instance will be done in the same manner as a heritage or science fair project, using a backboard or poster. Dress up to represent these roles and present to your classmates and/or other classes.

Understanding Occupations

Sample Teaching and Assessment Strategies	**Resources and Notes**
Activation	**Suggested**
Teachers may	Resource Links: www.k12pl.nl.ca/curr/k-6/cd/links/unit-3.html
• Create a picture wall. Using a variety of common sources (magazines/catalogues) cut out and create a large picture wall of occupations. Within a class discussion, classify the pictures they have used as either representing traditional or nontraditional work roles.	• Background information for body systems
• Invite guest speakers who are in nontraditional work roles (e.g., male nurses or female skilled trades persons) into the class.	
Students may	
• Link back to the previous outcome dealing with occupations. Taking their occupational list generated in that activity, write which gender would "traditionally" be in the occupations listed.	
Connection	
Students may	
• Create a demand writing piece that would describe why some roles are deemed to be nontraditional. They should answer the question "Why do some people think there are jobs for women and jobs for men?".	
Consolidation	
Students may	
• Engage in a role play where parents and a child are talking about careers. The child has to convince their parents to agree with them about their nontraditional career path. Each of the roles will be placed in a hat and the students will choose from the hat and role play whichever role is presented to them.	
Extension	
Students may	
• Using the picture wall, remove faces/heads from one picture and paste it on another. Comment on how the exchange of heads can represent non-traditional role reversals.	

Community Contribution

Outcomes	**Focus for Learning**

Students will be expected to

20.0 describe ways of contributing to the community [GCO 5, KSCO 1, GCO 6 KSCO 1]

To begin this topic the concept of paid and unpaid (volunteer) work and how they contribute to a community needs to be addressed. The employed person contributes indirectly through taxes and perhaps directly through their employment (e.g., postal worker, nurse). The volunteer contributes their time and effort to making the community better in some way. The concept that people can contribute in both ways is important.

For students, contributing to their community enables them to attain skills, competencies and experiences. Confidence in their ability grows as a result of their continuing involvement in their school/home communities. As well many employers value volunteer experience as highly or higher than paid work experience.

Providing students with opportunities to contribute to their school community will help solidify their understanding of this outcome.

Some examples of this are
- school beautification;
- reading buddies;
- recycling programs, and
- fundraising for different causes (e.g., Shave for the Brave, disaster relief)

This outcome can also be tied into goal setting, with students setting goals for themselves that involve making a community contribution. This has cross curricular applicability with health, social studies, and English language arts (see Appendix A).

Sample Performance Indicator

Identify a community contribution activity you have participated in. Share this with the class in a discussion or journal entry.

Community Contribution

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Discuss with students what volunteer activities they could become involved in, within the school, that will aid or benefit the school as a whole. Examples could include
  - planting flowers,
  - picking up litter,
  - reading buddies with the younger grades, and
  - acting as recess prefects

Students may

- Set a goal to engage in a volunteer activity within your school or your community.

Connection

Students may

- Identify a group or individual in their community whose volunteer work contributes to their community and create an itemized list of that contribution.

Consolidation

Teachers may

- Create a display that is added to with every volunteer activity in which students engage. A discussion of how the display, and perhaps the community, may have changed could be included in this activity.

Students may

- As an aspect of a volunteer activity they may have completed with their class or as an individual, reflect on what impact they have had on their community.

Resources and Notes

Suggested

Resource links: www.k12pl.nl.ca/curr/k-6/cd/links/unit-3.html

- Background information on volunteering
- Background information on recycling

Goals and Decision Making

Outcomes

Students will be expected to

21.0 identify the effects of decision making
[GCO 7 KSCO 1-3]

Focus for Learning

Decision making has been a part of students' lives and education for many years. Students will be familiar with decision making before this outcome but might not have looked at the implications.

This outcome is not intended to review decision-making processes, but rather focus on the effect of decisions.

The key message here is that decisions we make may affect more than ourselves and can have implications in the short- and long-term. To introduce this topic a common decision that grade sixes would make (e.g., how to celebrate their birthday) can be presented. In a class discussion, a flowchart identifying the effects of this decision can be created.

This has cross-curricular opportunities with health (see Appendix A).

Sample Performance Indicator

Create your own flowchart diagram on the effects of a decision you have made.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Demonstrate a silhouette or flow chart activity. Place a silhouette in the middle. Place the decision on the silhouette with double sided arrows coming from the silhouette. Ask students who might be affected by the decision and how (e.g., I am going to play hockey. Mom will have to drive me. Mom and dad will have to buy equipment and pay for it). After this discussion put in some other aspect (e.g., Mom can't drive me so now I need a ride from a friend or I can't play hockey) and discuss the implications.

Connection

Students may

- Use a geoboard to create a connection web showing the effects a decision can have. Each connection of the decision dots shows the many effects of your decisions. The more complex the diagram, the more complex the decision.
- Choose one element contained within the Safe and Caring Schools Policy (e.g., social media, bullying, peer pressure) and develop a t-chart of the positives and negatives of a specific decision.

Consolidation

Students may

- Create a poster reflecting on a decision they have made and how it may have affected others negatively and positively.
- Complete a decision making diagram for one major decision you have made or are going to make. (see Appendix B5).
- Create a decision making wheel. An example is available in Appendix B4 for pattern. Use the wheel to help make decisions within the remainder of this module.

Resources and Notes

Authorized

- Appendix A - Cross Curricular Matrix
- Appendix B4 - Decision Making Wheel
- Appendix B5 - Decision Making Diagram

Suggested

Resource Links: www.k12pl. nl.ca/curr/k-6/cd/links/unit-3.html

- Children's decision making skills

Goals and Decision Making

Outcomes

Students will be expected to

22.0 illustrate the connection between goals and the career development process
[GCO 7 KSCO 3, GCO 8 KSCO 1]

Focus for Learning

The career development process includes the setting and achieving of long term goals. In SCO 9.0, students discussed the goal setting process, but now need to link this process to career development.

Students will have limited experience setting long term goals, and may need help with this process. They also may not recognize that some of the statements they make about their future can actually be long term goals. Simple statements such as "I want to be a ... when I grow up" are actually statements of long term goals.

Emphasis in this outcome is on making the connections between what they set as goals and their career development journey. It is not about what job students will have when they grow up, it is about who they will be.

Students need to be in control of their career development process, and in so doing live their career by design rather than by default.

This has cross curricular applicability with decision making and goal setting in heath (see Appendix A).

Sample Performance Indicator

Create an advertisement of a job or an occupation you would like to apply for ten years from now. The advertisement should outline not only the duties and skills the work may require, but also specific attributes that would make you suitable.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Discuss their own personal career development journey, from their own childhood dreams of careers to where they have arrived.
- Discuss the concept of career by design and career by default. Explain to students that they can influence their own career pathways rather than just accept what happens.

Students may

- Finish the sentence, "When I grow up, I want to be..."

Connection

Students may

- Take the letter to themselves from SCO 9.0 and enhance it by establishing short term goals to support their long term career goal, following the theme of think big and work hard (See Appendix B6).

Consolidation

Students may

- Create a future timeline beginning with their career goals now and ending with where they see themselves at 50 years of age.

Resources and Notes

Authorized

- Appendix B6 - Think Big Work Hard Goal Setting

Suggested

Resource Links: www.k12pl. nl.ca/curr/k-6/cd/links/unit-3.html

- Celebrities that overcame many obstacles to reach goals

Appendices

Appendix A - Cross-Curricular Matrix

Career Module Outcome	Cross – Curricular Outcomes			
	Area One	Area Two	Area Three	Area Four
1.0 identify the personality traits that makes them unique	ENGLISH LANGUAGE ARTS 1. Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences. 8. Students will be expected to use writing and other ways of representing to explore, clarify and reflect on their thoughts, feelings, experiences and learning; and to use their imagination.	PHYSICAL EDUCATION In Movement 1. Perform efficient, creative and expressive movement patterns consistent with an active living lifestyle;	ART EDUCATION 2.2.1 Construct personal meaning and communicate it through their artwork	HEALTH Theme: Mental Health Theme: Relationships
2.0 demonstrate a tolerance for the uniqueness of others	ENGLISH LANGUAGE ARTS 1. Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences. 3. Students will be expected to interact with sensitivity and respect, considering the situation, audience and purpose. 5. Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies. 8. Students will be expected to use writing and other ways of representing to explore, clarify and reflect on their thoughts, feelings, experiences and learning; and to use their imagination.	HEALTH Theme: Relationships	SOCIAL STUDIES 1. (6.1.3) Analyze the importance of cross-cultural understanding. 2. (6.6.1) Illustrate an understanding of how cultures from around the world have contributed to the development of Canada's multicultural mosaic.	

| Career Module | Cross – Curricular Outcomes | | | |
Outcome	Area One	Area Two	Area Three	Area Four
3.0 define positive self-image	ENGLISH LANGUAGE ARTS 5. Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.	HEALTH THEME: Mental Health		
4.0 identify what influences their self-image	ENGLISH LANGUAGE ARTS 9. Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes. 10. Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their quality, precision, and effectiveness.	HEALTH Theme: Mental Health Theme: Drug Education		
5.0 identify why a positive self-image is important	ENGLISH LANGUAGE ARTS 1. Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences. 2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically. 8. Students will be expected to use writing and other ways of representing to explore, clarify and reflect on their thoughts, feelings, experiences and learning; and to use their imagination.	SCIENCE Adaption and Natural Selection-Variety of Life Compare the adaptations of closely related animals living in different parts of the world and discuss reasons for any differences (301-15)	SOCIAL STUDIES 6.1.1 Explore the concept of culture and demonstrate an understanding of its role in their lives	RELIGION Students will be expected to examine moral and ethical issues and teachings

Career Module Outcome	Cross – Curricular Outcomes			
	Area One	Area Two	Area Three	Area Four
6.0 explain how self-image affects choices	ENGLISH LANGUAGE ARTS 1. Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences. 2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically. 8. Students will be expected to use writing and other ways of representing to explore, clarify and reflect on their thoughts, feelings, experiences and learning; and to use their imagination.	RELIGION (Grade 5) 1. (5.2) Examine the influence of family, peers, community, religion and media on ethical and moral decision making.		
7.0 identify changes they could experience in the coming years	ENGLISH LANGUAGE ARTS 8. Students will be expected to use writing and other ways of representing to explore, clarify and reflect on their thoughts, feelings, experiences and learning; and to use their imagination.	HEALTH Themes: • Mental Health • Physical Growth and Development • Self Care	SCIENCE (GRADE 5) 301-8: Relate bodily changes, such as acne on the skin and growth of body hair, to growth and development	

Career Module Outcome	Cross – Curricular Outcomes			
	Area One	Area Two	Area Three	Area Four
8.0 recognize the connection between choice and change	ENGLISH LANGUAGE ARTS 3. Students will be expected to interact with sensitivity and respect, considering the situation, audience and purpose. 8. Students will be expected to use writing and other ways of representing to explore, clarify and reflect on their thoughts, feelings, experiences and learning; and to use their imagination.	MUSIC EXPRESSION 1. perform, listen to and create reflecting sensitivity to moods/feelings • tempo • dynamics • articulation • tone colour • notations • interpretation	RELIGION (Grade 5) (5.3) Examine the implications of one's actions on self and others. (5.4) Examine why people must take responsibility for their actions.	
9.0 engage in the goal-setting process	HEALTH – Do It			
10.0 define job, occupation and career	ENGLISH LANGUAGE ARTS 1. Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences. 2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.			
11.0 recognize the link between educational experiences and career development	ENGLISH LANGUAGE ARTS 2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.	SCIENCE 107-11 identify examples of careers in which science and technology play a major role		

Career Module Outcome	Cross – Curricular Outcomes			
	Area One	Area Two	Area Three	Area Four
12.0 identify how all experiences are learning experiences are life-long	ENGLISH LANGUAGE ARTS 6. Students will be expected to respond personally to a range of texts.			
13.0 list the similarities between the responsibilities of a student and the responsibilities of the worker	ENGLISH LANGUAGE ARTS 2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.	MATH Collect, display and analyze data to solve problems.		
14.0 state common reasons why people work	ENGLISH LANGUAGE ARTS 2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically. 8. Students will be expected to use writing and other ways of representing to explore, clarify and reflect on their thoughts, feelings, experiences and learning; and to use their imagination.	ART EDUCATION 3.2.6 Investigate the roles of artists in their community and potential careers available to those trained in the visual arts.	Math 6SP2.1 Design and administer a questionnaire for collecting data to answer a given question, and record the results. 6SP3.1 Determine an appropriate type of graph for displaying a set of collected data, and justify the choice of graph.	
15.0 state the reasons why people change jobs	ENGLISH LANGUAGE ARTS 5. Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.	MATH Collect, display and analyze data to solve problems.	SCIENCE 107-9 compare past and current needs, and describe some ways in which science and technology have changed the way people work, live, and interact with the environment	

Career Module Outcome	Cross – Curricular Outcomes			
	Area One	Area Two	Area Three	Area Four
16.0 define success	ENGLISH LANGUAGE ARTS 1. Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences. 8. Students will be expected to use writing and other ways of representing to explore, clarify and reflect on their thoughts, feelings, experiences and learning; and to use their imagination. 9. Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.	RELIGION 1. (8.2) Discuss what it means to be a just leader.		
17.0 define occupational success	ENGLISH LANGUAGE ARTS 8. Students will be expected to use writing and other ways of representing to explore, clarify and reflect on their thoughts, feelings, experiences and learning; and to use their imagination.			
18.0 describe the interconnectedness of occupations within the community	ENGLISH LANGUAGE ARTS 8. Students will be expected to use writing and other ways of representing to explore, clarify and reflect on their thoughts, feelings, experiences and learning; and to use their imagination.	HEALTH Physical Growth and Development – endocrine system, skeletal, circulatory, nervous system		

Career Module	Cross – Curricular Outcomes			
Outcome	Area One	Area Two	Area Three	Area Four
19.0 identify non-traditional gender roles in occupations in the community	ENGLISH LANGUAGE ARTS 2. Students will be expected to interact with sensitivity and respect, considering the situation, audience and purpose. 8. Students will be expected to use writing and other ways of representing to explore, clarify and reflect on their thoughts, feelings, experiences and learnings and to use their imagination. 9. Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.	SOCIAL STUDIES (Grade 5) 1. Identify similarities and differences of past societies and present day societies 2. Determine the most significant similarities and differences of past societies and present day societies 3. predict how societies might change in the future SOCIAL STUDIES (GRADE 6) 6.4.3 analyse the extent to which sports and games are expressions of culture in a selected region • explore sports and games that reflect the geographic influences of culture • analyse how the sports and games reflect the beliefs and values of the culture	HEALTH (GRADE 4/GRADE 5) Theme: Relationships (become aware of male/female stereotyping; identify ways of eliminating male/female stereotyping)	

Career Module Outcome	Cross – Curricular Outcomes			
	Area One	Area Two	Area Three	Area Four
20.0 describe ways of contributing to the community	HEALTH Environmental Health (Identify projects for neighbourhood improvement)	SCIENCE 108-5 describe how personal actions help conserve natural resources and protect the environment in their region 303-30 identify and explain different factors that could lead to a decrease in electrical energy consumption in the home and at school	SOCIAL STUDIES 6.5.3 take age-appropriate actions to demonstrate an understanding of responsibilities as global citizens • explain the rights and responsibilities of being a global citizen • support a position on a local/national/international issue after considering various perspectives • plan and take age-appropriate actions to address, local, national, international problems or issues	
21.0 identify the effects of decision making	RELIGION THEME: MORALS/ETHICS/VALUES/LIFE ISSUES (5.3) discuss the impact of one's actions on self and others. (5.4) discuss how people make appropriate and inappropriate choices and are responsible for these choices. RELIGION (Grade 5) (5.3) Examine the implications of one's actions on self and others. (5.4) Examine why people must take responsibility for their actions.	ENGLISH LANGUAGE ARTS 8. Students will be expected to use writing and other ways of representing to explore, clarify and reflect on their thoughts, feelings, experiences and learning; and to use their imagination.	SOCIAL STUDIES (Grade 5) 1. Use an inquiry model to create, explore, and resolve significant questions. 2. Make judgements based on appropriate criteria. 3. Identify and describe examples of decision-making.	HEALTH Theme: Drug Education Theme: Relationships (outlines the steps to follow in decision making; explain how decisions can have long term effects)

Career Module	Cross – Curricular Outcomes			
Outcome	Area One	Area Two	Area Three	Area Four
22.0 illustrate the connection between goals and their career development process	ENGLISH LANGUAGE ARTS 10. Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their quality, precision, and effectiveness.			

Appendix B - Black Line Masters
B1 -Silhouette Activity

B2 - Think Big Work Hard Goal Setting

THINK BIG, WORK HARD

Setting Goals

REALISTIC	LONG TERM	SHORT TERM

B3 - Math Matching Exercise

Who doesn't use math??

Many people wonder why they would need math. So many jobs and daily tasks need math skills! The left column lists occupations, and the right column lists how workers in those occupations would use math. Match the occupation to the correct application of math.

Matching

____ Anesthesiologist (Doctor)

____ Personal Trainer

____ Construction Worker

____ Clothing Designer

____ Pilot

____ Entrepreneur

____ Truck Driver

____ Chef

____ Painter

a. Calculates calories needed in relation to body weight

b. Calculates kilometers per litre of fuel

c. Calculates ground speed versus air speed

d. Uses ratios to enlarge or reduce pattern sizes

d. Calculates sales tax

e. Increases or decreases recipe amounts

f. Uses a measuring tape to calculate area of a room to lay flooring.

g. Estimates amount of paint and materials required to complete a room

h. Calculates dosage in relation to patient's body weight

B4 - Student Job Description

Student Job Description for
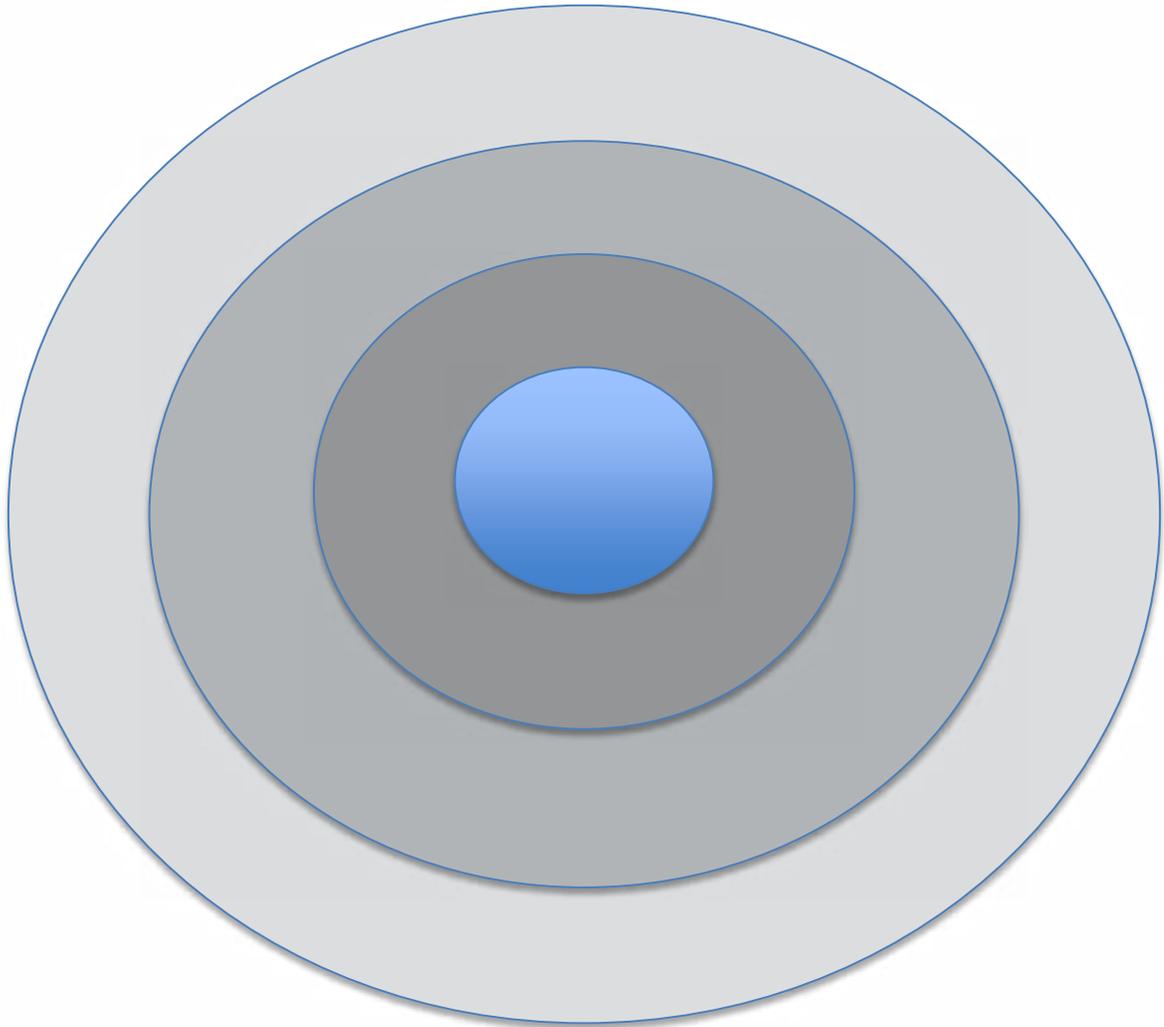
_____

Job Information/Title	
Main Purpose of the Job	
Main Responsibilities	1. 2. 3.
Job Activities	1. 2. 3. 4. 5.

B5 - Decision Making Wheel

Decision Making Wheel

1. Inside the target, write the word decision
2. Inside the second ring, write possible obstacles of the decisions they chose
3. Inside the third ring, write the effects of overcoming obstacles
4. Inside the outside ring, write possible outcomes to their decision

Please note that each layer should be made on construction paper and fastened together with a BRADS pin so the wheel is able turn.

B6 - Decision Making Diagram

Decision-Making Diagram

Name: _____ **Date:** _____

Problem:

Alternative 1:

Pros:	**Cons:**

Alternative 2:

Pros:	**Cons:**

Alternative 3:

Pros:	**Cons:**

Solution:

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