
KNOWLEDGE AND EMPLOYABILITY WORKPLACE READINESS GRADES 8 AND 9

Knowledge and Employability junior high school occupational programs of study focus on the *exploration* stage of student understanding and progress. The junior high school occupational component consists of nine strands, each with specific units. Learning begins at the students' level of understanding and ability. Students progress through the levels in each area of study and unit, as appropriate, as they demonstrate increased proficiency and capabilities. Areas of study and related units may be combined to form a course or courses during each year of the students' involvement in the Knowledge and Employability occupational component. The interests and abilities of students, and school and community resources, determine the selected units and areas of study. The provision of activities and practical applications assist students in everyday tasks and in gaining entry-level employability skills.

Strand: Workplace Readiness

Unit A: Personal and Workplace Safety

Unit B: Employment Exploration

Unit C: Acquiring a Job

Unit D: Keeping a Job

Knowledge and Employability junior high occupational courses are designed to develop academic and basic/employability competencies through an applied and meaningful context.

Academic competencies are to be enhanced through each area of study and include:

- literacy
- numeracy
- technology.

Basic/employability competencies are to be developed within each area of study and include:

- work skills
- organizational skills
- workplace performance
- positive workplace attitudes.

Occupational competencies are the combination of knowledge, skills and work effort needed to perform a task. These competencies relate to the unit of study and include:

- career awareness
- applied academic skills
- safety
- knowledge (concepts and skills)
- workplace performance.

The Knowledge and Employability occupational component emphasizes the interrelationships among, and the connections to, other school subjects, the home, the workplace and the community. Integrated thematic units, projects and community partnerships link other school subjects and career development within the occupational component courses and units of study to promote cross-curricular, workplace and community connections. Teachers are encouraged to pursue various opportunities through community partnerships; e.g., the use of speakers, mentors and business sites for work-study or job shadowing.

Students develop and expand their career portfolios as they progress through Knowledge and Employability courses. Career portfolios include evidence that demonstrates student competencies and abilities; e.g., workplace assessments, photographs of products made in occupational component units and acknowledgement/recognition from community members.

UNIT A: PERSONAL AND WORKPLACE SAFETY

Safety is emphasized and incorporated throughout the Knowledge and Employability occupational component. The safe use of equipment and materials, and general home, community and workplace safety, are integral to the courses. Each course includes outcomes on basic safety rules and guidelines that are to be emphasized and applied when students are handling and using all tools, equipment, materials and supplies. Students will also assess safety procedures in school, at home and in the workplace and will add samples, photographs and other evidence of their progress to their career portfolios.

The compilation of safety outcomes in this unit has been provided for the convenience of teachers. These outcomes support teachers in delivering health and safety information to students to prepare them for successful entry into a workplace. The outcomes also support teachers in planning for the delivery of safety instruction and for the inclusion and reinforcement of safety throughout all activities in the Knowledge and Employability occupational component.

General Outcomes

Students will:

- develop academic competencies to enhance knowledge and skills when working with personal and workplace safety
- develop basic/employability competencies through individual effort and interpersonal interaction while completing a variety of projects/activities
- develop occupational competencies through the combination of knowledge, skills and work effort needed to perform tasks related to safety.

ACADEMIC COMPETENCIES

General Outcomes	Specific Outcomes
Students will reinforce the development of literacy and numeracy skills related to occupational contexts.	<i>Students will:</i> <ul style="list-style-type: none">• demonstrate effective oral and written communication skills• demonstrate an understanding of basic occupational terminology• use appropriate nonverbal communication skills• listen effectively• read and interpret appropriate directions, ingredients, graphs, charts, manuals and/or bulletins• read numbers up to four digits• add, subtract, multiply and divide, using fractions, decimals and whole numbers, and apply basic computations to complete a task• identify metric and imperial units of measurement• count and make change for money up to \$100• estimate the supplies, materials and equipment required for a task• enhance literacy and numeracy skills through basic computer operations.

BASIC/EMPLOYABILITY COMPETENCIES

General Outcomes	Specific Outcomes
<p>Students will develop work skills related to the completion of general and specific work tasks.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • follow safety procedures when working with tools, equipment and materials • work safely in school laboratories, shops and classrooms, and at off-campus work sites, with a variety of tools, equipment and materials • use correct measurement and layout procedures in the planning and completion of a task • demonstrate proficiency in the handling of tools, equipment and materials in a variety of activities • use machinery safely and proficiently to accomplish a specific task • demonstrate proper maintenance procedures for tools, equipment and machinery • demonstrate appropriate clean-up and sanitation of the work environment.
<p>Students will develop organizational skills to enhance their ability to complete work tasks.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • plan and prepare effectively to ensure the completion of tasks or activities • demonstrate critical thinking before making decisions • demonstrate creative thinking to complete a task • make decisions regarding selected aspects of a project or task • solve problems associated with the completion of a task • demonstrate the ability to design and draw plans for a project • make accurate estimations and calculations as necessary for the completion of tasks.
<p>Students will demonstrate workplace performance by using knowledge to apply work and organizational skills.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • follow instructions to complete all tasks • clarify task requirements to ensure completion • demonstrate attention to detail to accurately complete tasks • work independently and as members of a team • use initiative wisely when completing tasks and working with others • meet the standards set for task completion • demonstrate dependability by arriving on time and completing tasks on schedule • minimize waste when using various materials to complete a task • demonstrate a willingness to learn.
<p>Students will develop positive workplace attitudes to enhance their knowledge and skills.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate safety consciousness in the work environment • demonstrate self-discipline • demonstrate integrity while working with others • demonstrate adaptability while working on a task • demonstrate perseverance to ensure task completion • demonstrate cooperation, selflessness and concern for others while working as members of a team • demonstrate responsibility by meeting deadlines and completing tasks

General Outcomes	Specific Outcomes
	<ul style="list-style-type: none">• demonstrate enthusiasm and a willingness to try when attempting a task• demonstrate their commitment to improvement by accepting advice and constructive criticism• demonstrate a regard for the environment by following proper procedures for the clean-up and disposal of materials.

OCCUPATIONAL COMPETENCIES

General Outcomes	Specific Outcomes	
	Level 1	Level 2
<p>Students will understand the employability characteristics of a successful worker.</p>	<p>Career Awareness</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • develop appropriate safety attitudes while working with tools, equipment, materials and supplies at home, in school and in the workplace • identify the personal knowledge, skills and attitudes required in selected occupations • identify common safety issues for a variety of work sites. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify and describe potential career paths related to workplace safety; e.g., consult with the Workers' Compensation Board (WCB), Occupational Health and Safety (OHS), safety and health care professionals • identify national, provincial and local health- and safety-related agencies, departments and organizations • research agencies for duties and responsibilities; e.g., WCB, OHS • add samples, photographs and other evidence of safety competence to their career portfolios.
<p>Students will relate academic skills to occupational requirements.</p>	<p>Applied Academic Skills</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • define safety terms; e.g., hazard, accident, incident, injury, unsafe act, unsafe condition • read and interpret manuals and text information related to health and safety. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • explain and use terms related to health and safety; e.g., hazard, risk, accident, injury • communicate information accurately in an accident report or in an accident and first-aid record book.
<p>Students will understand the function and safe application of tools, equipment and materials.</p>	<p>Safety</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • recognize that accidents and injuries are caused by a variety of circumstances (e.g., human error and/or equipment malfunction) and can be prevented • recognize safety hazards in school, in the home or in a workplace. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • describe the potential consequences of hazards left unaddressed • identify safety regulations as outlined in the school policy • identify basic in-school emergency procedures; e.g., fire drill, school lock down.

General Outcomes	Specific Outcomes	
	Level 1	Level 2
<p>Students will understand concepts and skills.</p>	<p>Knowledge (Concepts and Skills)</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify health and safety information sources related to personal safety • define worker and employer • identify the health and safety responsibilities of employers and supervisors in the workplace • identify the rights of the worker and identify workers' responsibilities to themselves and others in the workplace • identify the regulations of the <i>Occupational Health and Safety Act</i> • identify common hazards found in the workplace • identify the four main types of hazards; i.e., chemical, physical, biological, ergonomic • describe workplace practices designed to prevent the four main types of hazards • explain the progressive steps in a prevention strategy; i.e., hazard, exposure, injury • explain what information must appear on a Workplace Hazardous Materials Information System (WHMIS) label. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • describe the three phases of dealing with a hazard; i.e., identification, evaluation and control • demonstrate understanding of WHMIS • explain the basic purpose of WHMIS legislation • identify the four components of WHMIS • explain WHMIS information and what each symbol means • recognize and explain Hazardous Household Products Symbols (HHPS) • explain the similarities and differences between WHMIS symbols and HHPS • explain the terms and importance of WHMIS and HHPS • describe how WHMIS is applied in the workplace • identify ways workers can receive information about chemical hazards • identify the direct and indirect personal costs of injuries.
<p>Students will apply concepts and skills in practical situations.</p>	<p>Workplace Performance</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate and apply basic safety habits, skills, attitudes and knowledge when planning, preparing, completing and/or evaluating activities at home, in school or in the workplace • wear safe clothing and personal protective devices as required • recognize WHMIS symbols and HHPS. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate a proactive personal commitment toward the improvement of health and safety • demonstrate basic health and safety practices; e.g., burn prevention, use of personal protective equipment (PPE), back care • recognize WHMIS symbols and HHPS • take steps to remove hazards where and when appropriate.

UNIT B: EMPLOYMENT EXPLORATION

Students will complete a variety of employment exploration projects and activities to develop competencies when researching jobs, identifying their own strengths and gaining knowledge about post-secondary learning and graduation. Students will also assess their personal performance and the quality of their work and add samples, photographs and other evidence of their progress to their career portfolios.

General Outcomes

Students will:

- develop academic competencies to enhance knowledge and skills when exploring employment/ careers
- develop basic/employability competencies through individual effort and interpersonal interaction while completing a variety of projects/activities
- develop occupational competencies through the combination of knowledge, skills and work effort needed to perform tasks related to employment exploration.

ACADEMIC COMPETENCIES

General Outcomes	Specific Outcomes
Students will reinforce the development of literacy and numeracy skills related to occupational contexts.	<i>Students will:</i> <ul style="list-style-type: none">• demonstrate effective oral and written communication skills• demonstrate an understanding of basic occupational terminology• use appropriate nonverbal communication skills• listen effectively• read and interpret appropriate directions, ingredients, graphs, charts, manuals and/or bulletins• read numbers up to four digits• add, subtract, multiply and divide, using fractions, decimals and whole numbers, and apply basic computations to complete a task• identify metric and imperial units of measurement• count and make change for money up to \$100• estimate the supplies, materials and equipment required for a task• enhance literacy and numeracy skills through basic computer operations.

BASIC/EMPLOYABILITY COMPETENCIES

General Outcomes	Specific Outcomes
<p>Students will develop work skills related to the completion of general and specific work tasks.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • follow safety procedures when working with tools, equipment and materials • work safely in school laboratories, shops and classrooms, and at off-campus work sites, with a variety of tools, equipment and materials • use correct measurement and layout procedures in the planning and completion of a task • demonstrate proficiency in the handling of tools, equipment and materials in a variety of activities • use machinery safely and proficiently to accomplish a specific task • demonstrate proper maintenance procedures for tools, equipment and machinery • demonstrate appropriate clean-up and sanitation of the work environment.
<p>Students will develop organizational skills to enhance their ability to complete work tasks.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • plan and prepare effectively to ensure the completion of tasks or activities • demonstrate critical thinking before making decisions • demonstrate creative thinking to complete a task • make decisions regarding selected aspects of a project or task • solve problems associated with the completion of a task • demonstrate the ability to design and draw plans for a project • make accurate estimations and calculations as necessary for the completion of tasks.
<p>Students will demonstrate workplace performance by using knowledge to apply work and organizational skills.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • follow instructions to complete all tasks • clarify task requirements to ensure completion • demonstrate attention to detail to accurately complete tasks • work independently and as members of a team • use initiative wisely when completing tasks and working with others • meet the standards set for task completion • demonstrate dependability by arriving on time and completing tasks on schedule • minimize waste when using various materials to complete a task • demonstrate a willingness to learn.
<p>Students will develop positive workplace attitudes to enhance their knowledge and skills.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate safety consciousness in the work environment • demonstrate self-discipline • demonstrate integrity while working with others • demonstrate adaptability while working on a task • demonstrate perseverance to ensure task completion • demonstrate cooperation, selflessness and concern for others while working as members of a team

General Outcomes	Specific Outcomes
	<ul style="list-style-type: none">• demonstrate responsibility by meeting deadlines and completing tasks• demonstrate enthusiasm and a willingness to try when attempting a task• demonstrate their commitment to improvement by accepting advice and constructive criticism• demonstrate a regard for the environment by following proper procedures for the clean-up and disposal of materials.

OCCUPATIONAL COMPETENCIES

General Outcomes	Specific Outcomes	
	Level 1	Level 2
<p>Students will understand the employability characteristics of a successful worker.</p>	<p>Career Awareness</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify their personal interests and abilities • relate their personal interests and abilities to career plans • explore and demonstrate the personal qualities that are needed in the workplace • acknowledge their personal qualities and determine a match to specific occupations • use the Alberta Learning Information Service (ALIS) Web site to identify a broad range of options for present and future learning, employment and community involvement opportunities • identify various occupations within different industries • identify the personal knowledge, skills and attitudes required in selected occupations • identify different occupations that require different education; e.g., <ul style="list-style-type: none"> – on-the-job training – college or trade school – university. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • determine the transferable skills, knowledge and attitudes that can fulfil the requirements of a variety of work roles and environments • evaluate the impact of their personal skills and attitudes on their life and work successes • explore specific employment opportunities in terms of working conditions and benefits • investigate careers in various occupations; e.g., <ul style="list-style-type: none"> – types of jobs – job locations – training required – salary expectations • investigate career-planning and job-search services available through various organizations • add samples, photographs and other evidence of competence to their career portfolios.
<p>Students will relate academic skills to occupational requirements.</p>	<p>Applied Academic Skills</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify and use terms related to careers and occupations • read and interpret information about careers and employment • identify and use different career search resources; e.g., newspaper, Internet. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate effective information-gathering strategies • demonstrate the ability to organize selected career information effectively, using word-processing software • research details on options available in senior high school; e.g., apprenticeship, green certificate, Registered Apprenticeship Program (RAP).

General Outcomes	Specific Outcomes	
	Level 1	Level 2
<p>Students will understand the function and safe application of tools, equipment and materials.</p>	<p>Safety</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • recognize the importance of safety in the workplace • recognize safety concerns within different work environments • identify potential concerns with Internet research. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate an understanding of how to maintain safety in the workplace • recognize employee rights and responsibilities • recognize various safety organizations and their roles in the workplace.
<p>Students will understand concepts and skills.</p>	<p>Knowledge (Concepts and Skills)</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • compare the role of a student to that of a worker • explore how work affects an individual's personal life • explore the types of jobs held by family members, school personnel and community members • explore the products and services of local employers • understand how various organizations operate and make money • discover how interests, knowledge, skills and attitudes are related to work roles • explore various working conditions; e.g., inside/outside • explore a variety of working alternatives; e.g., contract, full- or part-time work • explore a variety of pay options; e.g., salary, commission • understand how self-employment differs from working for others • describe various forms of self-employment and the advantages and disadvantages of each 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • recognize how academic and practical skills are transferable to a variety of work alternatives • recognize the differences between a job and a career • recognize the job search as a process • recognize the different occupations within different industries • understand the importance of planning and preparing for their life and work paths • recognize the value of short- and long-term career plans • define and describe lifelong learning • recognize the value of lifelong learning • understand how current academic performance may impact the selection of senior high school courses and employment options • explore the importance of both academic and practical skills in the workplace • identify and describe an occupational classification system; e.g., National Occupational Classification (NOC)

General Outcomes	Specific Outcomes	
<p>Students will apply concepts and skills in practical situations.</p>	<p style="text-align: center;">Level 1</p> <ul style="list-style-type: none"> • understand how academic and work skills, knowledge and attitudes contribute to achieving goals • understand how education relates to the selection of employment options, workplace training or post-secondary programs. 	<p style="text-align: center;">Level 2</p> <ul style="list-style-type: none"> • identify occupational groups in an occupational classification; e.g., NOC, other systems that are of interest to them.
	<p>Workplace Performance</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • explore how the skills, knowledge and attitudes acquired in school can be useful at home, in the workplace and in the community • explore work roles and settings of interest • demonstrate the ability to use a variety of resources to find information about learning, employment and community involvement opportunities. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • consult people in the industry for information resources and role models • participate in the development of a learning plan that outlines possible education and career plans • discuss how education relates to the selection of employment options, workplace training or post-secondary programs.

UNIT C: ACQUIRING A JOB

Students will complete a variety of job acquisition projects and activities to develop competencies in finding jobs, completing applications, writing résumés, participating in interviews and developing portfolios. Students will also assess their personal performance and the quality of their work and add samples, photographs and other evidence of their progress to their career portfolios.

General Outcomes

Students will:

- develop academic competencies to enhance knowledge and skills when applying for a job
- develop basic/employability competencies through individual effort and interpersonal interaction while completing a variety of projects/activities
- develop occupational competencies through the combination of knowledge, skills and work effort needed to perform tasks related to gaining employment.

ACADEMIC COMPETENCIES

General Outcomes	Specific Outcomes
Students will reinforce the development of literacy and numeracy skills related to occupational contexts.	<i>Students will:</i> <ul style="list-style-type: none">• demonstrate effective oral and written communication skills• demonstrate an understanding of basic occupational terminology• use appropriate nonverbal communication skills• listen effectively• read and interpret appropriate directions, ingredients, graphs, charts, manuals and/or bulletins• read numbers up to four digits• add, subtract, multiply and divide, using fractions, decimals and whole numbers, and apply basic computations to complete a task• identify metric and imperial units of measurement• count and make change for money up to \$100• estimate the supplies, materials and equipment required for a task• enhance literacy and numeracy skills through basic computer operations.

BASIC/EMPLOYABILITY COMPETENCIES

General Outcomes	Specific Outcomes
<p>Students will develop work skills related to the completion of general and specific work tasks.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • follow safety procedures when working with tools, equipment and materials • work safely in school laboratories, shops and classrooms, and at off-campus work sites, with a variety of tools, equipment and materials • use correct measurement and layout procedures in the planning and completion of a task • demonstrate proficiency in the handling of tools, equipment and materials in a variety of activities • use machinery safely and proficiently to accomplish a specific task • demonstrate proper maintenance procedures for tools, equipment and machinery • demonstrate appropriate clean-up and sanitation of the work environment.
<p>Students will develop organizational skills to enhance their ability to complete work tasks.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • plan and prepare effectively to ensure the completion of tasks or activities • demonstrate critical thinking before making decisions • demonstrate creative thinking to complete a task • make decisions regarding selected aspects of a project or task • solve problems associated with the completion of a task • demonstrate the ability to design and draw plans for a project • make accurate estimations and calculations as necessary for the completion of tasks.
<p>Students will demonstrate workplace performance by using knowledge to apply work and organizational skills.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • follow instructions to complete all tasks • clarify task requirements to ensure completion • demonstrate attention to detail to accurately complete tasks • work independently and as members of a team • use initiative wisely when completing tasks and working with others • meet the standards set for task completion • demonstrate dependability by arriving on time and completing tasks on schedule • minimize waste when using various materials to complete a task • demonstrate a willingness to learn.
<p>Students will develop positive workplace attitudes to enhance their knowledge and skills.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate safety consciousness in the work environment • demonstrate self-discipline • demonstrate integrity while working with others • demonstrate adaptability while working on a task • demonstrate perseverance to ensure task completion

General Outcomes	Specific Outcomes
	<ul style="list-style-type: none">• demonstrate cooperation, selflessness and concern for others while working as members of a team• demonstrate responsibility by meeting deadlines and completing tasks• demonstrate enthusiasm and a willingness to try when attempting a task• demonstrate their commitment to improvement by accepting advice and constructive criticism• demonstrate a regard for the environment by following proper procedures for the clean-up and disposal of materials.

OCCUPATIONAL COMPETENCIES

General Outcomes	Specific Outcomes	
	Level 1	Level 2
<p>Students will understand the employability characteristics of a successful worker.</p>	<p>Career Awareness</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • discover how positive characteristics are the basis of a positive self-image • understand how self-image influences behaviour • identify other sources of employment information; e.g., student employment offices, Internet • demonstrate knowledge and appreciation of their personal characteristics, interests and strengths and how these relate to potential careers. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • discover how personal behaviours and attitudes influence the feelings and behaviours of others • discover the importance of developing a realistic and positive self-image and the consequences of developing an erroneous one • appreciate volunteering as a proactive job search or personal development strategy • explore and demonstrate the skills, knowledge and attitudes that are transferable from one work role to another • evaluate employment opportunities in terms of the working conditions, benefits and other factors that are important to them • explore the services or initiatives that support the transition from senior high school to the workforce or further education/training • add samples, photographs and other evidence of competence to their career portfolios.
<p>Students will relate academic skills to occupational requirements.</p>	<p>Applied Academic Skills</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • recognize language describing employment and other opportunities and conditions • identify different sources of employment information and listings; e.g., newspapers, Internet • explore various work-search tools used to gain employment; e.g., job applications, résumés, portfolios, interviews, cover letters 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • complete a job application form for a job of interest • gather information to complete a generic résumé; e.g., references, employment information • complete an application, cover letter and résumé for a specific employer • create effective résumés and cover letters using word-processing software

General Outcomes	Specific Outcomes	
	Level 1	Level 2
<p>Students will understand the function and safe application of tools, equipment and materials.</p>	<ul style="list-style-type: none"> • maintain and update their résumé and portfolio. <p>Safety</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • recognize the importance of providing accurate information for employment purposes • identify potential hazards in a variety of workplace environments. 	<ul style="list-style-type: none"> • formulate a set of questions to ask a future employer • complete a job interview with an employer, not a peer or teacher • reflect on their interview and share their experience with peers • maintain and update their résumé and portfolio. <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify the potential hazards associated with providing personal information • identify what information they should and should not provide • understand and recognize the importance of the <i>Freedom of Information and Protection of Privacy Act</i> (FOIP).
<p>Students will understand concepts and skills.</p>	<p>Knowledge (Concepts and Skills)</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • recognize the importance of personal appearance and following dress codes • understand the concept of personal characteristics; e.g., interests, dislikes, personal qualities, strengths and weaknesses • identify positive characteristics, skills, interests, personal qualities and strengths, as seen by themselves and others • demonstrate the skills, knowledge and attitudes required to prepare personal marketing documentation; e.g., résumés, applications • demonstrate knowledge of the job application and interview process. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • understand how individual characteristics, e.g., interests, skills, values, beliefs and attitudes, contribute to the achievement of goals • identify the skills they have developed through school subjects and community experiences and explain how these skills are transferable to work and other life roles • identify the components of a job application form • recognize the appropriate elements of a résumé • identify the process of a job interview and the proper conduct required • recognize the importance of being prepared for a job interview

General Outcomes	Specific Outcomes	
<p>Students will apply concepts and skills in practical situations.</p>	<p>Level 1</p>	<p>Level 2</p>
	<p>Workplace Performance</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate the ability to explore, interpret and use information about employment opportunities • demonstrate the ability to find employment opportunities through a variety of sources • demonstrate the ability to complete generic application forms neatly and free of errors • demonstrate knowledge of effective résumé development • demonstrate knowledge of portfolio development and the portfolio process • demonstrate the employability skills, knowledge and attitudes necessary to obtain work. 	<ul style="list-style-type: none"> • identify the components of an effective portfolio • recognize that the Internet can be used to apply for employment as well as find employment opportunities • produce a learning plan that identifies goals for their school career that will help them meet future employment considerations. <p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate the skills, knowledge and attitudes necessary for a successful interview by practising the answering of general interview questions in a mock interview environment • gather evidence and properly organize the elements of a portfolio • experience volunteering as a proactive job-search strategy • demonstrate behaviours and attitudes reflective of a positive self-image • locate and apply for a local employment opportunity • inquire about various job listings to research information about job specifications; e.g., salary, hours.

UNIT D: KEEPING A JOB

Students will complete a variety of projects and activities to develop competencies in maintaining employment. Students will also assess their personal performance and the quality of their work and add samples, photographs and other evidence of their progress to their career portfolios.

General Outcomes

Students will:

- develop academic competencies to enhance knowledge and skills to maintain employment
- develop basic/employability competencies through individual effort and interpersonal interaction while completing a variety of projects/activities
- develop occupational competencies through the combination of knowledge, skills and work effort needed to keep a job.

ACADEMIC COMPETENCIES

General Outcomes	Specific Outcomes
Students will reinforce the development of literacy and numeracy skills related to occupational contexts.	<i>Students will:</i> <ul style="list-style-type: none">• demonstrate effective oral and written communication skills• demonstrate an understanding of basic occupational terminology• use appropriate nonverbal communication skills• listen effectively• read and interpret appropriate directions, ingredients, graphs, charts, manuals and/or bulletins• read numbers up to four digits• add, subtract, multiply and divide, using fractions, decimals and whole numbers, and apply basic computations to complete a task• identify metric and imperial units of measurement• count and make change for money up to \$100• estimate the supplies, materials and equipment required for a task• enhance literacy and numeracy skills through basic computer operations.

BASIC/EMPLOYABILITY COMPETENCIES

General Outcomes	Specific Outcomes
<p>Students will develop work skills related to the completion of general and specific work tasks.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • follow safety procedures when working with tools, equipment and materials • work safely in school laboratories, shops and classrooms, and at off-campus work sites, with a variety of tools, equipment and materials • use correct measurement and layout procedures in the planning and completion of a task • demonstrate proficiency in the handling of tools, equipment and materials in a variety of activities • use machinery safely and proficiently to accomplish a specific task • demonstrate proper maintenance procedures for tools, equipment and machinery • demonstrate appropriate clean-up and sanitation of the work environment.
<p>Students will develop organizational skills to enhance their ability to complete work tasks.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • plan and prepare effectively to ensure the completion of tasks or activities • demonstrate critical thinking before making decisions • demonstrate creative thinking to complete a task • make decisions regarding selected aspects of a project or task • solve problems associated with the completion of a task • demonstrate the ability to design and draw plans for a project • make accurate estimations and calculations as necessary for the completion of tasks.
<p>Students will demonstrate workplace performance by using knowledge to apply work and organizational skills.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • follow instructions to complete all tasks • clarify task requirements to ensure completion • demonstrate attention to detail to accurately complete tasks • work independently and as members of a team • use initiative wisely when completing tasks and working with others • meet the standards set for task completion • demonstrate dependability by arriving on time and completing tasks on schedule • minimize waste when using various materials to complete a task • demonstrate a willingness to learn.
<p>Students will develop positive workplace attitudes to enhance their knowledge and skills.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate safety consciousness in the work environment • demonstrate self-discipline • demonstrate integrity while working with others • demonstrate adaptability while working on a task • demonstrate perseverance to ensure task completion • demonstrate cooperation, selflessness and concern for others while working as members of a team

General Outcomes	Specific Outcomes
	<ul style="list-style-type: none">• demonstrate responsibility by meeting deadlines and completing tasks• demonstrate enthusiasm and a willingness to try when attempting a task• demonstrate their commitment to improvement by accepting advice and constructive criticism• demonstrate a regard for the environment by following proper procedures for the clean-up and disposal of materials.

OCCUPATIONAL COMPETENCIES

General Outcomes	Specific Outcomes	
	Level 1	Level 2
<p>Students will understand the employability characteristics of a successful worker.</p>	<p>Career Awareness</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify the behaviours and attitudes that contribute to positive and effective interactions with others in interpersonal and group settings • examine appropriate employee–employer and client–contractor interactions in specific situations • explore the skills, knowledge and attitudes that are transferable from one work role to another. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • adopt the behaviours and attitudes that contribute to positive and effective interactions with others in interpersonal and group settings • understand how academic and practical skills are transferable to a variety of work alternatives • assess, give and receive feedback on appropriate employee–employer and client–contractor interactions in specific situations • identify work roles that match their personal strengths and skills developed through academic courses, practical courses and work experience • add samples, photographs and other evidence of competence to their career portfolios.
<p>Students will relate academic skills to occupational requirements.</p>	<p>Applied Academic Skills</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • use appropriate conversational skills • use appropriate nonverbal communication skills • demonstrate the ability to work with people who are different from themselves • identify basic money management skills. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify the need for organizational skills in the workplace • identify the stages in a simple problem-solving process; e.g., <ul style="list-style-type: none"> – identify the problem – formulate a plan – recognize alternative courses of action – establish desirable outcomes – identify criteria for evaluating outcomes • identify the financial implications of their personal, educational and career plans.

General Outcomes	Specific Outcomes	
	Level 1	Level 2
<p>Students will understand the function and safe application of tools, equipment and materials.</p>	<p>Safety</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify the safety procedures of specific workplace environments • recognize the need for specific safety equipment and dress • identify safety codes and signs/symbols. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • explain emergency procedures and contacts • practise safety consciousness • identify potential hazards and various unsafe working environments.
<p>Students will understand concepts and skills.</p>	<p>Knowledge (Concepts and Skills)</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • describe the roles of employers and employees • explain the concept of assertive behaviour • understand the importance of personal qualities in keeping a job; e.g., dependability, promptness, getting along with others • identify their personal strengths and limitations • recognize the importance of motivation, initiative and responsibility • identify the implications of flexible, innovative and creative behaviours • recognize the meaning and importance of self-esteem, self-praise and criticism • recognize the importance of personal appearance and following dress codes • identify and describe examples of ethical and unethical behaviour in a selected work area. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • become aware of their personal limitations • identify their personal goals • recognize areas for personal growth • recognize the importance of following directions • identify the components of a task • identify the importance of time management • understand the importance of working with people who are different from themselves; e.g., race, age, gender, disabilities • identify and describe professional behaviour appropriate to a selected work area; i.e., use appropriate language; wear appropriate dress; show respect and courtesy for clients and coworkers; respond appropriately to praise, complaints and criticism; focus on the task at hand without distraction; demonstrate safe and healthy work practices and clean-up procedures; use appropriate tools; follow directions and manufacturer instructions • explain the difference between intrinsic and extrinsic rewards.

General Outcomes	Specific Outcomes	
<p>Students will apply concepts and skills in practical situations.</p>	Level 1	Level 2
	<p>Workplace Performance</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate the skills and attitudes needed to be successful in the workplace; e.g., show respect for others, display courtesy, listen effectively, attend regularly • show initiative and demonstrate enthusiasm when planning for and delivering client services • ask questions and seek help when needed • follow simple instructions • demonstrate dependability by arriving on time and completing work on schedule • maintain a well-groomed appearance • relate well to peers and adults • recognize the rights of others • exhibit pride in their personal achievements • demonstrate appropriate attitudes and skills through a job shadowing experience. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate personal qualities that are needed to keep a job; e.g., dependability, promptness, getting along with others • demonstrate the ability to take responsibility for their actions • demonstrate appropriate employee–employer and client–contractor interactions in specific situations • demonstrate the effective use of personal management tools; e.g., agendas • apply a simple decision-making/problem-solving process to a task • demonstrate personal management skills, such as time management, problem solving, stress management, life/work balance • demonstrate appropriate attitudes and skills through a job shadowing experience • demonstrate the ability to accept constructive criticism.