

Grade 10 Career and Life Management: Year at a Glance

Overview

Career and Life Management for Grade 10 organizes the year around three general outcomes: personal choices, resource choices, and career and life choices. Students examine the emotional, intellectual, social, spiritual and physical dimensions of health and the way these dimensions interact to shape personal well-being. They study financial decision-making, consumer skills and the management of personal resources in ways that reflect their own values and goals. They also build the skills and processes needed to manage career development as an ongoing, lifelong activity. [See the curriculum: 1, 2, 3, 4, 5.](#)

The year at a glance

Career & Life Management

Unit	General outcomes	Specific outcomes
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General Outcomes	Students will apply an understanding of the emotional/psychological, intellectual, social, spiritual and physical dimensions of health, and the dynamic interplay of these factors, in managing personal well-being.; Students will: make responsible decisions in the use of finances and other resources that reflect personal values and goals and demonstrate commitment to self and others.; Students will: develop and apply processes for managing personal, lifelong career development.	Students will: analyze a variety of strategies to achieve and enhance emotional and spiritual well-being - describe the components of emotional/spiritual well-being - explain how feelings affect moods and behaviours - examine personal... (see the curriculum); Students will: demonstrate and apply effective communication, conflict resolution and team-building skills - examine methods of communication, barriers to communication and strategies to enhance communication - describe the stages of... (see the curriculum); Students will: examine aspects of healthy sexuality and responsible sexual behaviour - explain the ongoing responsibility for being sexually healthy - ***examine a range of behaviours and choices regarding sexual... (see the curriculum); Students will: examine various attitudes, values and behaviours for developing meaningful interpersonal relationships - explain our need for relationships - identify positive elements of relationships; i.e., trust, integrity, respect,... (see the curriculum); Students will: evaluate resources and support systems for each dimension of health and well-being for self and others - examine support systems for assessing and maintaining health and well-being - identify support systems and resources... (see the curriculum); Students will: analyze the dimensions of health and their interrelatedness, the impact of the determinants of health, and the dynamic nature of balance in life - describe the combination of factors that contribute to personal well-being... (see the curriculum); Students will: develop and assess personal strategies to enhance creative thinking skills - explain the thinking process - analyze the effect of positive attitude on thinking - apply creative thinking strategies - describe how learning... (see the curriculum); Students will: evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health - appreciate the value of positive attitudes about self when making choices... (see the curriculum); Students will: determine practices
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and behaviours that contribute to optimal physical well-being - describe how individuals have control over physical and other dimensions of well-being - analyze safety/risk-taking behaviours, nutritious... (see the curriculum); Students will: examine the relationship between commitment and intimacy in all its levels - identify expectations and commitments in various relationships - examine a range of behaviours for handling sexual involvement... (see the curriculum); Students will: apply a variety of strategies for lifelong learning - identify characteristics of effective learners - apply skills for learning, studying and being assessed - practise skills and strategies for managing time and dealing... (see the curriculum); Students will: investigate how science, technology and media affect wellness - examine the benefits and limitations of these sources of developments and discoveries - explain the media role and influence over personal emotional/spiritual... (see the curriculum); Students will: develop approaches/tactics for creative problem solving and decision making - describe the existence of self and the importance of self-confidence - assess own well-being and own ability to cope with challenges and... (see the curriculum); Students will: develop and assess strategies for anticipating, identifying, managing and embracing change - recognize that change and stress are inevitable in life - develop strategies for managing stress; and investigate the benefits... (see the curriculum); Students will: demonstrate knowledge of and a commitment to achieving personal financial goals - identify the benefits of proactive personal financial planning - develop the skills for calculating net worth and other indicators of the... (see the curriculum); Students will: examine various types of investments and the practical and ethical issues of investing - describe the continuum of saving and investing, various common investments and the pyramid of risk - explain why investments... (see the curriculum); Students will: examine sources of lifestyle aspirations, and relate these to personal resources - describe how

personal values, goals and lifestyle choices must be integrated into a financial plan - define and assess the components of a... (see the curriculum); Students will: identify and analyze a variety of types of insurance - identify insurable risk factors - analyze consumer strategies for obtaining appropriate insurance; e.g., automobile, tenant, health, travel, home/condominium,... (see the curriculum); Students will: develop strategies to overcome potential resource challenges - examine ways to adapt financial plans and spending in response to both planned and unexpected changes in life; i.e., by envisioning possible futures, by... (see the curriculum); Students will: develop strategies to be informed consumers - explain the power and importance of sustainable development - describe the influences on personal consumer choices - develop marketplace skills - explain the rights and... (see the curriculum); Students will: evaluate the services and costs of various types of financial institutions - identify types of financial institutions - describe types of accounts and their uses - develop basic banking skills, including electronic fund... (see the curriculum); Students will: determine the varied implications and challenges of independent/interdependent living - develop a personal budget - assess strategies for finding a place to live - develop strategies for finding a suitable roommate and... (see the curriculum); Students will: compare needs, wants and consequences, with consideration of self, others and society - explain how to make thoughtful choices and decisions, using financial plans as tools - examine the negative impact of gambling,... (see the curriculum); Students will: identify personal resources, and explain how they could be of value to self and others - describe the combination of resources, time, physical energy, emotional energy and sensitivity, current knowledge and information and... (see the curriculum); Students will: evaluate the advantages and disadvantages of credit - describe the need for credit, the forms of credit and the procedures for

obtaining credit - generate strategies for using credit wisely - examine the costs of using... (see the curriculum); Students will: update and expand a personal profile related to potential career choices - assess personal assets, such as interests, competencies, including skills, abilities, aptitudes and talents, personality traits, limitations and... (see the curriculum); Students will: determine the skills, attitudes and behaviours necessary for retaining a job - analyze workplace protocol - assess strategies for meeting employer expectations to succeed at a job - examine the issues and strategies for... (see the curriculum); Students will: design a plan for turning life goals and aspirations into reality - consider aspects of enterprise and innovation as possibilities - examine various entrepreneurs and their success - generate a list of ways to deal with... (see the curriculum); Students will: determine skills, attitudes and behaviours necessary to getting a position - identify job search strategies for volunteer and paid positions - describe personal marketing strategies to find employment - develop guidelines... (see the curriculum); Students will: develop strategies to deal with the transition from senior high school to post-secondary education/training and/or the world of work - describe the types and amount of work that can be done now - assess existing... (see the curriculum); Students will: examine the components of effective career development as a lifelong process - describe the career planning process and principles - relate present daily living skills and experiences to career aspirations - explain the... (see the curriculum); Students will: analyze variations in employment and the implications in the life career process - analyze the value of work in one's life - assess the changing nature of the workplace and the ramifications of unemployment,... (see the curriculum); Students will: investigate the range of learning opportunities in post-secondary programs, on-the-job training and apprenticeship training programs - develop a network of information about a wide range of possibilities - assess the range...

(see the curriculum); Students will:
investigate employer and employee
ethics, rights and responsibilities -
examine the responsibilities and
rights of employers - investigate
issues and regulations regarding
health and safety on the job -
examine the... (see the curriculum);
Students will: develop a quality
career portfolio - describe various
sources of personal career
aspirations - assess a wide range of
career possibilities - build a personal
occupational profile, including
information gathered while... (see
the curriculum); Students will:
examine the relationship among
career planning, career decisions
and lifestyles - explain how decision
making, goal setting and planning
are ongoing, integrated actions -
demonstrate the use of a decision-
making process as... (see the
curriculum)

Across the year

- Work on emotional and spiritual well-being and on communication, conflict resolution and relationship skills supports the personal profile students build for career planning, since self-understanding underpins both healthy relationships and career decisions. [See the curriculum: 1, 2, 3, 4.](#)
- Financial planning skills, including budgeting, banking and credit, connect to the independent living and consumer decisions covered under resource choices and to the transition planning students do under career and life choices. [See the curriculum: 1, 2, 3, 4, 5, 6.](#)
- Decision-making and creative problem-solving strategies introduced in personal choices reappear in resource planning and in the career decision-making process, carrying one process across different areas of a student's life. [See the curriculum: 1, 2, 3, 4.](#)
- The stress-management and change-management strategies from personal choices apply directly to the transitions students plan for the move from high school to post-secondary education or work. [See the curriculum: 1, 2, 3.](#)
- Consumer awareness and ethical decision-making run through the resource choices outcomes on investing and insurance, and again through the employer and employee rights and responsibilities studied under career choices. [See the curriculum: 1, 2, 3.](#)