
IOP OCCUPATIONAL COMPONENT 16–26–36

A. PROGRAM RATIONALE AND PHILOSOPHY

RATIONALE

In recognition that the needs of both the individual and society may best be served through school experiences designed to meet student needs and abilities, the *Secondary Education in Alberta* policy statement, June 1985, directs that a program be developed for students who have experienced difficulty learning. This program, beginning in Grade 8, is known as the Integrated Occupational Program (IOP) and articulates with a similar program in the senior high school. The policy states that:

... the goals of secondary schools are to assist students to ... become aware of the expectations, and be prepared for the opportunities of the workplace—expectations that will be faced as employees or employers; expectations that will be faced as entrepreneurs or volunteers ... (p. 13)

The policy also states the value of community partnerships in the educational process:

Opportunities must be provided to involve the community in secondary education programs and to recognize and support learning experiences which take place outside of schools. (p. 8)

In addition, the policy statement directs that:

The Certificate of Achievement will be awarded to those students who, because of

their abilities and needs, have taken the Integrated Occupational Program. The Certificate will recognize their achievement in that program. (p. 23)

The Integrated Occupational Program is designed to enable students to:

- become responsible members of society
- develop entry-level vocational abilities
- recognize the need for lifelong learning.

The Occupational Component of the Integrated Occupational Program helps students to develop essential concepts, skills and attitudes within the context of eight occupational clusters.

In Grades 8 and 9, IOP students develop AWARENESS of the eight occupational clusters addressed in the senior high occupational component of the program through their participation in IOP Practical Arts courses: Business Education, Personal and Public Services, Technical/Occupational.

Level 16 students EXPLORE potential career opportunities within the eight occupational clusters. Level 26 students narrow their career focus and select an ORIENTATION in two or more related occupational courses. Level 36 students narrow their career focus even further, and develop skills in PREPARATION for their transition to either the world of work or to other educational/training institutions.

PHILOSOPHY

The need to develop programs for exceptional students is based on a fundamental belief about children, as expressed in the government's *Secondary Education in Alberta* policy statement, June 1985, that there should be: ". . . a respect for the unique nature and worth of each individual." (p. 7)

The Integrated Occupational Program rests on a number of additional beliefs and assumptions about the way children learn, the overall potential of these children and their learning needs in relation to societal demands. These beliefs and assumptions have a tremendous impact on program goals, design and implementation.

There are patterns and predictability to children's learning. However, each student's learning preference and pace is unique, reflecting past experiences. The Integrated Occupational Program is designed to address these differences. Though seen as "exceptional" in their learning needs, these children nonetheless fall within the normal range of learning potential; thus, every effort must be made to offer experiences that provide equitable opportunities to participate in all aspects of life. Inherent in the Integrated Occupational Program is an overriding commitment to prepare students for meaningful participation in our democratic society.

The Integrated Occupational Program Occupational Component 16-26-36 is designed to provide opportunities for students to have practical and appropriate learning experiences within the school, home and the community in the context of clusters of occupations. The occupational courses focus primarily on the needs of students and seek to build on their strengths and interests. Also, the occupational courses help students construct their own bridges as they make the transition from junior high school to senior high school and then to the workplace.

Throughout the Occupational Component, teachers are encouraged to assess the needs of each student and to complement and supplement the curriculum with additional materials that best meet their needs.

Three key occupational component concepts emerge from the above.

- Students develop generic skills in one or more occupational clusters that will enable them to make educated decisions concerning the roles they wish to play in the workplace and in the community.
- Students develop work skills that will enable them to gain entry-level employment in one or more of the occupational families.
- Students develop generic skills and work skills achieved through courses of study that integrate:
 - the learning of essential concepts, skills and attitudes across the curriculum
 - the school and the community as partners in the educational process.

In addition, the occupational courses should enable each student to experience success through learning; to develop a positive self-concept; to develop saleable life skills; and to make the transition from student to work, to contributing member of society.

The eight occupational clusters and related senior high occupational courses that comprise the Occupational Component of the Integrated Occupational Program are:

<u>Occupational Clusters</u>	<u>Occupational Courses</u>
1. Agribusiness	Agricultural Mechanics Agricultural Production Horticultural Services
2. Business and Office Operations	Business Services Office Services
3. Construction and Fabrication	Building Services Construction Services
4. Creative Arts	Crafts and Arts Technical Arts
5. Natural Resources	Natural Resource Services
6. Personal and Public Services	Child and Health Care Services Esthetology Fashion and Fabric Services Hair Care
7. Tourism and Hospitality	Commercial Food Preparation Food Services Maintenance and Hospitality Services
8. Transportation	Automotive Services Service Station Services Warehouse Services

B. GENERAL LEARNER EXPECTATIONS

The Occupational Component 16–26–36 of the Integrated Occupational Program strives to use the learning facilities of the school and the learning opportunities in the community to achieve the goals of *enabling students to*:

- show initiative
- accept constructive criticism
- seek assistance
- follow instructions
- enhance self-esteem
- think critically and creatively
- communicate effectively with peers and others
- develop improved social skills
- perform safe use and safe behaviour practices in the home, at school and in the workplace
- develop entry-level work skills
- understand the opportunities available to entrepreneurs
- provide opportunities to gain awareness of career opportunities from among the clusters of occupations and IOP occupational courses available in local high schools
- develop organizational skills including good work habits and time and task management
- develop an interest and a desire to pursue further education and training.

In addition, each of the 16–26–36 courses comprising the IOP Occupational Component incorporates the goal of reinforcing concepts, skills and attitudes learned across the curriculum.

Specific Learner Expectations

Specific learner expectations (learning objectives) have been identified for each of the occupational courses in the Statement of Content, which follows.

C. STATEMENT OF CONTENT

PROGRAM FRAMEWORK

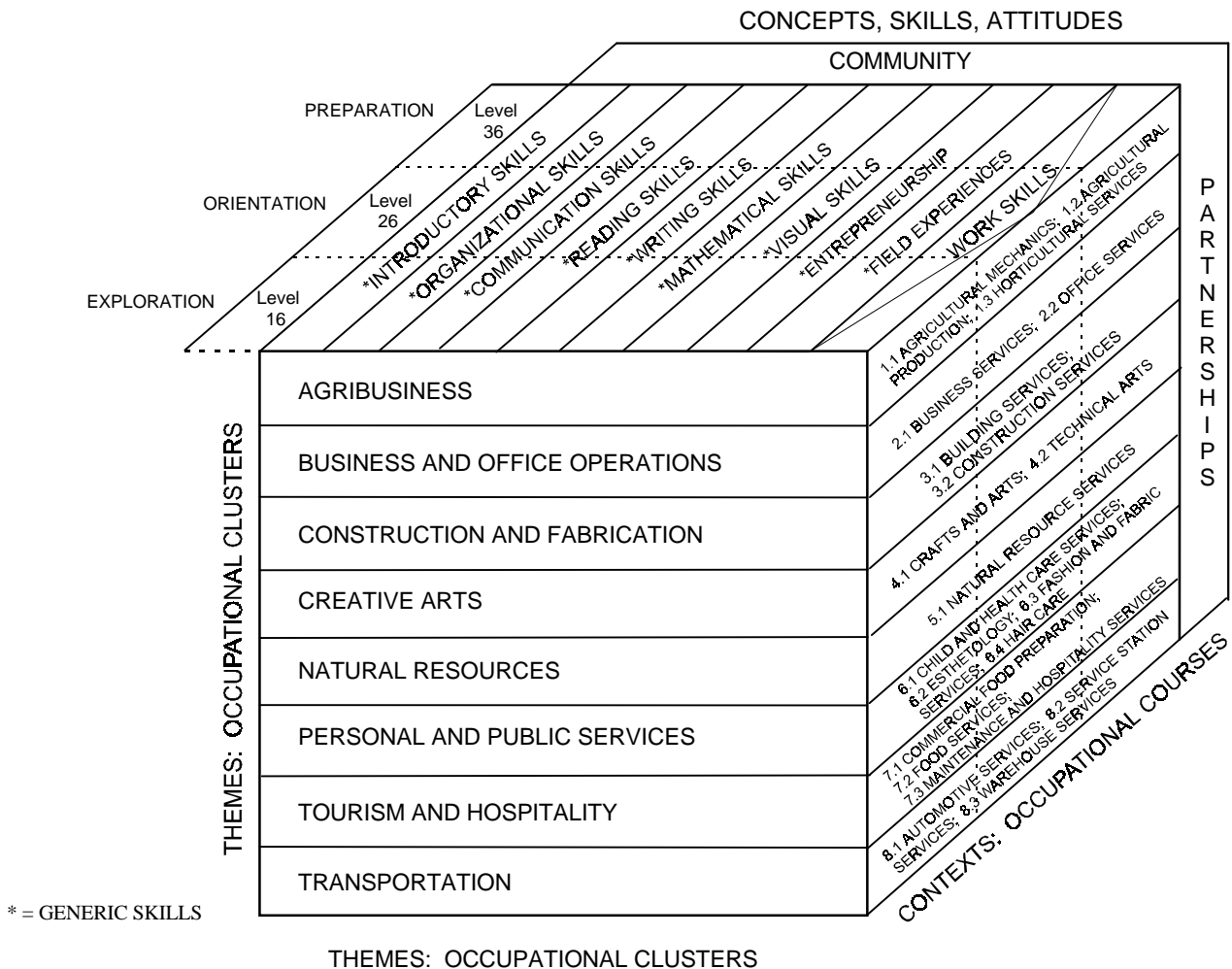
The Occupational Component of the Integrated Occupational Program is a three-year program. It consists of twenty series of courses arranged in eight occupational clusters. Each course series is available at the 16-, 26- and 36-level.

The framework for the IOP Occupational Component 16–26–36 is illustrated in the model below. It shows an integration of program

dimensions that encourages a “holistic” approach to instruction and learning. Four dimensions provide a basis for program planning and are represented on the cube as:

- concepts, skills, attitudes
- contexts
- community partnerships
- themes.

INTEGRATED OCCUPATIONAL PROGRAM OCCUPATIONAL COMPONENT



PROGRAM CONTENT

Twenty series, at three levels, comprise the IOP Occupational Component 16–26–36.

The content of these courses consists of:

- **Generic and Required Work Skills.** The concepts, skills and attitudes that comprise this component of each course are outlined in the Specific Learner Expectations section and in the following 16-, 26- and 36-level documents:
 - *Integrated Occupational Component Program of Studies/Curriculum Guide*
 - *Integrated Occupational Component Teacher Resource Manual.*
- **Elective Work Skills.** The concepts, skills and attitudes that comprise this component of each course are outlined in the corresponding program of studies/curriculum guide available for the 16-, 26- and 36-level occupational courses.

The twenty series of occupational courses provide the vehicle by which the generic and work skills are taught and learned. The elective work skills and related learning activities are addressed in the student workbook available for each occupational course at the 16-, 26- and 36-level.

CREDIT ALLOCATION

Each IOP student is required to earn the following minimum number of credits in occupational courses:

- 16-Level 10 credits
- 26-Level 20 credits
- 36-Level 10 credits

At the 16-level, occupational courses may be offered for 3 or 5 credits. At the 26-level and 36-level, each occupational course is offered for 10 credits.

Students taking a complete program of studies from within the Integrated Occupational Program will have the opportunity to select from among the occupational courses available in each high school.

Certificate of Achievement

In order to qualify for a Certificate of Achievement, a student is required to take a minimum of 27 credits in specified core courses and 40 credits in occupational courses throughout the senior high program. An additional 13 credits, for a total of 80 credits, are required to complete the Certificate of Achievement. Some or all of these unspecified credits may be obtained through completion of additional IOP courses.

COMMUNITY PARTNERSHIPS

Community partnerships are a required component of each IOP occupational course. Community partnerships include in-school visits, demonstrations, talks, etc., given by community members; and teacher/student observations, job shadowing, work study and work experience activities within the community.

CURRICULAR INTEGRATION

Teachers have traditionally tended to integrate concepts, skills and attitudes from other subject areas into their teaching specialty; however, this tendency has generally been incidental rather than by curricular and instructional design. In contrast, the Integrated Occupational Program is designed specifically to integrate related concepts, skills and attitudes across the curriculum. In addition, teachers in the program are encouraged to adopt integrated planning and teaching strategies.

The matrix on the following pages provides an overview of the IOP Occupational Component, at each level.

INTEGRATED OCCUPATIONAL PROGRAM OCCUPATIONAL COMPONENT OVERVIEW

	Level 16	Level 26	Level 36
Developmental Concept	Exploration	Orientation	Preparation
Primary Experiential Objective	To explore, reason, experiment and discover skills related to families of occupations.	To explore, experiment and practise skills related to one or more occupational areas.	To practise and develop entry-level skills in one or more occupational areas.
Suggested Instructional Orientation (a) School (b) Community Partnership★	80% 20%	70% 30%	60% 40%
Credits Per Course	(3 or 5 credits) 75–125 hours	(10 credits) 250 hours	(10 credits) 250 hours
Minimum Requirement	4×3-credit courses, or 2×5-credit courses	Two-course sequences	One-course sequence
Evaluation	Attitude, Achievement, Competency	Attitude, Achievement, Increased Competency	Attitude, Achievement, Entry-level Competency
<u>AGRIBUSINESS</u> 1. Agricultural Mechanics 2. Agricultural Production 3. Horticultural Services	1. Exploration of terms, tools and techniques of basic carpentry, metalwork and welding. 2. Exploration of terms, tools and techniques related to land and soil products. 3. Exploration of terms, tools and techniques of lawn and garden care.	1. Orientation to arc welding, blueprint reading, small engine maintenance and painting. 2. Orientation to further land usage and animal production. 3. Orientation to skill development in horticulture and basic floriculture.	1. Preparation for employment and skill development in basic concrete work, electricity, forge work and soldering. 2. Preparation for entry-level jobs. Further development of land/soil products; an increased emphasis on animal production. 3. Preparation for employment in greenhouse care, gardening and floriculture.
<u>BUSINESS AND OFFICE OPERATIONS</u> 1. Business Services 2. Office Services	1. Exploration of terms, tools and techniques related to jobs in sales, service and courier work. 2. Exploration of terms, tools and techniques related to office work and consumer awareness.	1. Orientation to retailing, cashier duties, keyboarding and telephone techniques. 2. Orientation to common office operations including keyboarding, filing, duplicating, mail handling and telephone techniques.	1. Preparation for employment, development of entry-level job skills in business services and sales. 2. Preparation for entry-level employment and further development of consumer awareness.
<u>CONSTRUCTION AND FABRICATION</u> 1. Building Services 2. Construction Services	1. Exploration of terms, tools and techniques related to subtrade work including tool use and care, woodwork and fasteners. 2. Exploration of terms, tools and techniques related to general piping, blueprint reading and tool use and care.	1. Orientation to framing, roofing, scaffold use and flooring. 2. Orientation to option areas including heating, gasfitting, electrical, welding and insulation services.	1. Preparation for helper roles or apprenticeship articulation. Additional skill options include painting, concrete work, bricklaying and glasswork. 2. Preparation for helper roles or apprenticeship articulation in one of the trade areas.

★ The percentage figures given for the community partnership component are recommended minimal guidelines. Schools that do not have extensive on-site facilities would use community work sites to a much higher degree.

	Level 16	Level 26	Level 36
Developmental Concept	Exploration	Orientation	Preparation
<u>CREATIVE ARTS</u> 1. Crafts and Arts 2. Technical Arts	1. Exploration of terms, tools, materials and techniques of craft and art work. 2. Exploration of terms, tools, materials and techniques of graphic arts, media arts, photography and related arts.	1. Orientation to skill development in specific crafts and arts. 2. Orientation to skill development in one or more technical or related arts areas.	1. Preparation for entry-level employment and/or entrepreneurial activity in creative arts/cottage crafts industry. 2. Preparation for entry-level employment and/or entrepreneurial activity in one of the technical or related arts.
<u>NATURAL RESOURCES</u> 1. Natural Resource Services	1. Exploration of terms, tools and techniques used by workers in three natural resource industries: a. Oil and Gas b. Forestry c. Mining.	1. Orientation to specific knowledge and skills related to one or more of three natural resource industries: a. Oil and Gas b. Forestry c. Mining.	1. Preparation for employment in one or more of the natural resource industries: a. Oil and Gas b. Forestry c. Mining.
<u>PERSONAL AND PUBLIC SERVICES</u> 1. Child and Health Care Services 2. Esthetology 3. Fashion and Fabric Services 4. Hair Care	1. Exploration of services provided to children, the aged and the infirm. 2. Exploration of terms, tools and grooming services used on face, feet and head. 3. Exploration of garment care and cleaning, and the fashion merchandising fields. 4. Exploration of terms, tools and treatments related to natural hair and wig care.	1. Orientation to principle of child care, baby-sitting, child safety, care of adults, home duties and basic nutrition. 2. Orientation to facial shapes and care, eyebrow arching, false lash application, manicure and pedicure. 3. Orientation to fashion and fabrics. Basic skill development in repair and cleaning of clothes. 4. Orientation to basic setting and styling, cutting, hair analyses and hair goods.	1. Preparation for day-care employment, residential aide or nursing assistant. 2. Preparation for employment. Increased skill development and sales training. 3. Preparation for employment in fashion sales or laundry/cleaning operations. 4. Preparation for entry-level employment as beautician's assistant, wig dresser or articulation with Alberta apprenticeship.
<u>TOURISM AND HOSPITALITY</u> 1. Commercial Food Preparation 2. Food Services 3. Maintenance and Hospitality Services	1. Exploration of terms, tools and techniques of commercial food production. 2. Exploration of terms, tools and techniques of serving food and beverages. 3. Exploration of terms, tools and techniques of building maintenance and hotel/motel support services.	1. Orientation to basic methods of food preparation, breakfast cookery and correct operations behaviour. 2. Orientation to skill development, inside work, guest relations, sales and service. 3. Orientation to carpet and upholstery care, floor care and special area maintenance.	1. Preparation for entry-level employment. Prepare meats, vegetables, desserts and garnishes. 2. Preparation for entry-level employment as waiter/waitress, bus person, in food service establishments. 3. Preparation for entry-level employment as maintenance worker, security guard, houseman/chambermaid, bell-hop or desk clerk.
<u>TRANSPORTATION</u> 1. Automotive Services 2. Service Station Services 3. Warehouse Services	1. Exploration of terms, tools and techniques of automotive care and maintenance. 2. Exploration of terms, tools and techniques used in service station operations. 3. Exploration of terms, tools and techniques of warehousing, stock-keeping and inventory management.	1. Orientation to engines and engine systems, tool and equipment care, replacement and mechanical services. 2. Orientation to sales and service, hoisting, lifting, wheels and tires, basic safety inspection. 3. Orientation to lifting, carrying, packing, boxing, wrapping, record keeping and receiving.	1. Preparation for entry-level employment as automotive helper or articulation with Alberta apprenticeship. 2. Preparation for entry-level employment as service station attendant and/or automotive helper. 3. Preparation for entry-level employment as warehouse worker, stock-keeper, assistant shipper or receiver.

REQUIRED AND ELECTIVE COMPONENTS

The learner expectations identified in this document are the generic and required components of all of the Level 16, 26 and 36 occupational courses. Learner expectations specific to the development of elective work skills within each course are identified in the program of studies/curriculum guide for each level of the program.

Both the generic and the work skills learner expectations are designed to accommodate individual student differences through the identification of learning activities in each occupational course. These activities provide the teachers and students with the flexibility to select, adapt and further develop course content to meet local needs, interests and resources.

The teacher is expected to make an assessment of each student's abilities upon entering an occupational course and to develop a teaching plan that provides each student with sufficient time to develop awareness and to experience success at each step of the course.

In this context, teachers are advised to individualize their expectations of student performance, and use the elective component of each course to provide remedial or enrichment activities to individual students by assessing their ongoing performance. The elective component of the occupational courses permits teachers to:

- extend or expand upon topics, thus embedding additional concepts, skills and attitudes considered appropriate to student interest and need
- enrich the program by introducing new concepts and activities considered relevant to the student and the local community
- remediate or reinforce skills from the required component that appear to be weak.

The instructional time for the practical arts should be apportioned:

- 80% Required
- 20% Elective.

SPECIFIC LEARNER EXPECTATIONS

A list of specific learner expectations for each of the generic components of the IOP occupational courses follows. Please note that the learner expectations comprise the required component of each IOP occupational course.

INTRODUCTORY SKILLS

This strand reinforces and updates students' awareness of job and career opportunities in Alberta. The job search process is introduced and applied. Concepts, skills and attitudes related to human relations, sanitation and safety in the workplace, and similarly introduced and developed, enable students to identify career opportunities and attain jobs.

This strand includes the concepts, attitudes and skills listed below. The skills component for each level/course is addressed through the five elements shown.

Specific Learner Expectations

<u>Level 16</u>	<u>Level 26</u>	<u>Level 36</u>
Concepts <i>The student will:</i> <ul style="list-style-type: none">• understand the difference between a job and a career• understand the purpose of categorizing occupations into clusters• recognize job search as a process• identify appropriate workplace behaviour• identify areas of personal interest and strength• recognize basic health and safety practices.	Concepts <i>The student will:</i> <ul style="list-style-type: none">• develop increased understanding of:<ul style="list-style-type: none">– career ladders– continuing education– lifelong learning• understand the job search process• recognize appropriate workplace behaviour• recognize areas for personal growth• understand occupation-related health and safety practices.	Concepts <i>The student will:</i> <ul style="list-style-type: none">• recognize job/career opportunities:<ul style="list-style-type: none">– career ladders– continuing education/training– transferability of concepts, skills and attitudes• devise appropriate job search strategies• demonstrate appropriate workplace behaviour• relate areas for personal growth to career plan• demonstrate occupation-related health and safety practices• identify the role of unions and associations.
Attitudes <i>The student will:</i> <ul style="list-style-type: none">• recognize the need to make a commitment to enhancing personal growth in social, emotional, physical, intellectual and skill areas• begin to appreciate the value of continuing education as a part of the lifelong learning process• appreciate the need for appropriate occupational health and safety practices.	Attitudes <i>The student will:</i> <ul style="list-style-type: none">• appreciate the value of developing a positive, realistic self-image and good human relations skills• display a commitment to enhancing personal growth in social, emotional, physical, intellectual and skill areas• appreciate the value of continuing education as a part of the lifelong learning process• appreciate the value of learning how to follow accepted occupational health and safety practices.	Attitudes <i>The student will:</i> <ul style="list-style-type: none">• appreciate the importance of positive, realistic self-image and good human relations skills• appreciate the need for continuing education/training as a part of the lifelong learning process• follow accepted occupational health and safety practices• display a positive attitude toward self and the development of improved career awareness, job search, human relations, safety and sanitation skills:

Level 16

Level 26

Level 36

Attitudes (continued)

- work independently, as well as effectively, with others in group situations
- demonstrate/share that which has been learned in group discussions, activities and independent studies
- practise strategies for resolving interpersonal conflict
- communicate personal successes/difficulties relative to tasks that are undertaken
- demonstrate an attitude of interest/curiosity, taking risks and displaying perseverance in problem situations.

Skills

The student will:

A. Career Awareness

1. recognize the nature of the occupational cluster
2. identify a variety of occupations in the career cluster
3. identify concepts, skills and attitudes required in occupational cluster
4. recognize potential career ladders
5. identify personal interests.

B. Job Search

1. recognize the language of the occupational cluster
2. recognize job opportunities
3. identify the job search as a process
4. identify personal career goals
5. identify job requirements:
 - physical
 - emotional
 - time
 - tools
6. identify personal abilities.

Skills

The student will:

A. Career Awareness

1. identify the scope of local business/industry
2. select occupation from career cluster
3. describe entry-level requirements
4. identify wages and working conditions
5. explore personal job interests.

B. Job Search

1. define business-/industry-related terms
2. locate job opportunities
3. list the sequence of tasks in the job search strategy
4. match personal interests to job requirements
5. introduce self to local business/industry operations
6. obtain job application forms
7. recognize the purpose of networking

Skills

The student will:

A. Career Awareness

1. identify related businesses/industries
2. identify personal knowledge and skills
3. identify available jobs/careers in interest areas
4. identify opportunities for further education/training.

B. Job Search

1. review business-/industry-related terms
2. write letters of application
3. prepare a résumé
4. complete application forms
5. identify and contact references
6. practise networking
7. practise job interview techniques
8. apply for a job
9. identify related unions and associations.

Level 16

Skills (continued)

C. Human Relations

1. recognize the meaning of “human relations”
2. identify strategies to enhance peer relationships
3. identify strategies to enhance relationships with others.

D. Sanitation and Environmental Awareness

1. describe “hygiene” and “sanitation”
2. describe “personal hygiene” and “public hygiene”
3. identify related health and sanitation standards
4. maintain sanitary work area.

E. Safety

1. describe “safety”
2. practise fire safety
3. recognize need for safety in the work area.

Level 26

Skills (continued)

8. compare wages and working conditions with other related jobs.

C. Human Relations

1. describe “human relations”, “personality” and “traits”
2. identify traits in related occupations
3. recognize appropriate workplace behaviour
4. demonstrate the ability to relate to others
5. demonstrate ability to accept praise/criticism
6. identify areas of personal strength/growth
7. recognize appropriate strategies to enhance personal growth
8. identify causes of conflict/cooperation.

D. Sanitation and Environmental Awareness

1. identify industry-related sanitation practices
2. demonstrate personal hygiene
3. describe health and welfare regulations
4. demonstrate public hygiene.

E. Safety

1. demonstrate safe practices
2. demonstrate safe use of tools and equipment
3. demonstrate safe use of supplies
4. identify unsafe work practices
5. participate in first aid training.

Level 36

Skills (continued)

C. Human Relations

1. identify positive traits in self and others
2. demonstrate good interpersonal relationships
3. demonstrate personal growth in human relationships
4. demonstrate ability to deal constructively with conflict
5. demonstrate self-esteem-building strategies
6. identify personnel in local businesses/industries
7. establish contacts with local businesses/industries
8. demonstrate appropriate workplace behaviour
9. demonstrate appropriate dress for the workplace.

D. Sanitation and Environmental Awareness

1. practise personal hygiene
2. demonstrate ability to perform public hygiene practices
3. demonstrate sanitary work behaviour
4. recognize how infections and diseases are controlled in local businesses/industries
5. describe occupation-related health and safety regulations.

E. Safety

1. demonstrate entry-level safety ability
2. use tools, equipment and supplies according to manufacturer’s instructions.

ORGANIZATIONAL SKILLS

This strand introduces students to concepts and practices related to ethics, organization, time and task management and standards. The concepts, skills and related attitudes will enable students to make decisions, solve increasingly complex problems and attain standards appropriate to the workplace.

This strand includes the concepts, attitudes and skills listed below. The skills component for each level/course is addressed through the five elements shown.

Specific Learner Expectations

<u>Level 16</u>	<u>Level 26</u>	<u>Level 36</u>
Concepts <i>The student will:</i> <ul style="list-style-type: none">• identify the relationship between ethics and behaviour• recognize the basic principles of time and task management• recognize the importance of task analysis, problem-solving and decision-making skills• identify the occupational standards that help to regulate and control production.	Concepts <i>The student will:</i> <ul style="list-style-type: none">• develop an increased understanding of how ethics regulate behaviour• understand how tolerance and understanding of other cultural phenomena can affect relations and productivity in the workplace• recognize the importance of organization, planning, problem-solving and decision-making skills for task performance and productivity• understand how occupational standards help to regulate and control production.	Concepts <i>The student will:</i> <ul style="list-style-type: none">• explain how ethics regulate behaviour• give examples of how tolerance and understanding of other cultural phenomena can affect human relations and productivity in the workplace• describe the importance of organizing, planning, problem solving and decision making to task performance and productivity• illustrate how occupational standards help to regulate and control production.
Attitudes <i>The student will:</i> <ul style="list-style-type: none">• begin to develop an appreciation for time and task management• display tolerance and understanding toward others• begin to appreciate the value of performance and production standards• display a willingness to use simple problem-solving and decision-making strategies.	Attitudes <i>The student will:</i> <ul style="list-style-type: none">• continue to develop an appreciation for time and task management• display tolerance and understanding toward other cultures• appreciate the value of standards of performance and production• display a willingness to use problem-solving and decision-making skills.	Attitudes <i>The student will:</i> <ul style="list-style-type: none">• appreciate the importance of time and task management• display tolerance and understanding toward other cultures• appreciate the value of using standards to evaluate performance and production• appreciate the uses of problem-solving and decision-making skills

Level 16

Level 26

Level 36

Attitudes (continued)

- display a positive attitude toward self and the development of organizational skills:
 - work independently, as well as effectively, with others in group situations
 - demonstrate/share that which has been learned in group discussions, activities and independent studies
 - practise strategies for resolving interpersonal conflict
 - communicate personal successes/difficulties relative to tasks that are undertaken
 - demonstrate an attitude of interest/curiosity, taking risks and displaying perseverance in problem situations.

Skills

The student will:

A. Work Ethics

1. identify “ethical behaviour”
2. recognize relationship between ethics and human relations
3. demonstrate willingness to participate
4. demonstrate punctuality and reliability.

B. Planning and Organizing

1. describe “planning” and “organizing”
2. identify components and component sequence of a task.

Skills

The student will:

A. Work Ethics

1. recognize ethics of related occupations
2. demonstrate willingness to practise ethical behaviour
3. recognize the meaning of work
4. demonstrate awareness of the needs of others
5. demonstrate tolerance and understanding of other cultures
6. demonstrate pride in self
7. accept advice.

B. Planning and Organizing

1. develop a basic task plan
2. implement a basic task plan
3. evaluate the outcome of task plan implementation
4. recognize the meaning of “feedback”.

Skills

The student will:

A. Work Ethics

1. describe work ethics of related occupations
2. demonstrate ethical behaviour
3. demonstrate willingness to work
4. demonstrate dependability
5. demonstrate concern for others
6. demonstrate pride in work
7. follow instructions.

B. Planning and Organizing

1. develop a complex task plan
2. follow task plan
3. implement a complex task plan.

<u>Level 16</u>	<u>Level 26</u>	<u>Level 36</u>
Skills (continued)	Skills (continued)	Skills (continued)
C. Time Management	C. Time Management	C. Time Management
<ol style="list-style-type: none"> 1. describe “time management” 2. demonstrate dependability. 	<ol style="list-style-type: none"> 1. identify time–task relationship 2. demonstrate effective time management. 	<ol style="list-style-type: none"> 1. demonstrate time–task skills 2. meet task deadlines.
D. Task Management	D. Task Management	D. Task Management
<ol style="list-style-type: none"> 1. describe “task management” 2. demonstrate willingness to learn 3. demonstrate interest in the occupational area. 	<ol style="list-style-type: none"> 1. demonstrate perseverance 2. prepare tools and supplies required for the task 3. practise positive work habits 4. describe the practice of service in the service industries. 	<ol style="list-style-type: none"> 1. work to specifications 2. use equipment, tools and supplies correctly 3. use correct supplies 4. conserve supplies 5. clean work area when task is completed 6. demonstrate service.
E. Work Standards	E. Work Standards	E. Work Standards
<ol style="list-style-type: none"> 1. describe “work standards” 2. identify work standards used in related occupations 3. appreciate need for control and quality checks. 	<ol style="list-style-type: none"> 1. describe work standards used in related occupations 2. demonstrate acceptable work standards 3. describe the relationship among work standards, service and profit. 	<ol style="list-style-type: none"> 1. work to specified standards 2. demonstrate initiative.

COMMUNICATION

This strand reinforces previously developed communication skills, further develops them, and enables students to communicate effectively with others, both directly and indirectly, in the workplace.

This strand includes the concepts, attitudes and skills listed below.

Specific Learner Expectations

<u>Level 16</u>	<u>Level 26</u>	<u>Level 36</u>
Concepts	Concepts	Concepts
<i>The student will:</i>	<i>The student will:</i>	<i>The student will:</i>
<ul style="list-style-type: none"> • develop an understanding of the different forms of communication: <ul style="list-style-type: none"> – verbal – non-verbal – symbolic 	<ul style="list-style-type: none"> • develop a further understanding of forms and styles of communication: <ul style="list-style-type: none"> – verbal – non-verbal – symbolic 	<ul style="list-style-type: none"> • distinguish among forms of communication: <ul style="list-style-type: none"> – verbal – non-verbal – symbolic

Level 16

Concepts (continued)

- recognize good and poor communication techniques
- understand the importance of verbal and non-verbal communication.

Attitudes

The student will:

- begin to appreciate how the diversity of the forms of communication impact on performance and productivity
- recognize the need to use appropriate forms and styles of communication in the workplace
- appreciate the importance of asking and answering questions and following instructions
- appreciate how the form of communication can impact on human relationships.

Level 26

Concepts (continued)

- recognize the effect of good and poor communications on interpersonal relations, performance and productivity
- understand the need for clarity and conciseness in workplace communications.

Attitudes

The student will:

- appreciate how the diversity of the forms and styles of communication impact on performance and productivity
- recognize the need to use appropriate forms and styles of communication in the workplace
- develop responsible attitudes toward asking and answering questions and following directions
- appreciate how the form and style of communication can create positive and negative perceptions between the message sender and the message receiver.

Level 36

Concepts (continued)

- give examples of how good and poor communications affect interpersonal relations, performance and productivity
- explain why clarity and conciseness are required in workplace communications.

Attitudes

The student will:

- appreciate how different forms of communication impact on performance and productivity
- practise appropriate forms of communication in the workplace
- display a responsible attitude toward asking and answering questions and following directions
- appreciate how communication can create positive and negative perceptions between the message sender and the message receiver
- display a positive attitude toward self and the development of improved communication skills:
 - work independently, as well as effectively with others in group situations
 - demonstrate/share that which has been learned in group discussions, activities and independent studies
 - practise strategies for resolving interpersonal conflict
 - communicate personal successes/difficulties relative to tasks that are undertaken
 - demonstrate an attitude of interest/curiosity, taking risks and displaying perseverance in problem situations.

Level 16

Skills

The student will:

1. describe “communication”
2. identify forms of communication
3. recognize the relationship between verbal and non-verbal communication
4. follow verbal instructions
5. ask questions
6. recognize occupation-related communication techniques.

Level 26

Skills

The student will:

1. recognize appropriate/inappropriate forms of verbal communication
2. recognize appropriate/inappropriate forms of non-verbal behaviour
3. communicate effectively with peers, teachers and others
4. record telephone information correctly.

Level 36

Skills

The student will:

1. identify types of communication in local businesses/industries
2. demonstrate ability to communicate effectively
3. demonstrate effective interview strategies
4. use the telephone correctly.

READING

This strand reinforces concepts, reading skills and attitudes developed in other courses, and enables students to develop further their reading abilities in occupational contexts as well as access and use necessary resources.

This strand includes the concepts, attitudes and skills listed below.

Specific Learner Expectations

Level 16

Concepts

The student will:

- recognize the importance of being able to read effectively
- identify examples of occupation-related literature
- give examples of resource centres where occupation-related literature may be located.

Attitudes

The student will:

- appreciate how the ability to read can impact on the job search process

Level 26

Concepts

The student will:

- recognize the importance of being able to read effectively
- recognize the diversity of occupation-related literature
- understand how to locate and access occupation-related literature.

Attitudes

The student will:

- appreciate how the ability to read can impact on the job search and job attainment process and on career advancement opportunities

Level 36

Concepts

The student will:

- understand the importance of being able to read and interpret literature effectively
- recognize the diversity of occupation-related literature
- understand how to locate and access occupation-related literature.

Attitudes

The student will:

- appreciate how the ability to read and interpret information can impact on the job search and job attainment process and on career advancement opportunities

Level 16

Attitudes (continued)

- become increasingly aware of how one's lifestyle can be affected by the ability to read
- appreciate that reading ability can be improved through reading practice.

Skills

The student will:

1. identify resource centres
2. recognize the variety of resources
3. follow written instructions
4. locate references.

Level 26

Attitudes (continued)

- appreciate how one's lifestyle can be affected by the ability to read
- appreciate that reading ability can be improved through reading practice.

Skills

The student will:

1. use related occupational terms
2. identify occupation-related literature
3. obtain access to resources in community resource centres
4. interpret and follow written instructions.

Level 36

Attitudes (continued)

- appreciate how one's lifestyle can be affected by the ability to read and interpret literature
- appreciate that reading and interpretive ability can be improved through reading practice
- display a positive attitude toward self and the development of improved reading abilities:
 - work independently, as well as effectively with others in group situations
 - demonstrate/share that which has been learned in group discussions, activities and independent studies
 - practise strategies for resolving interpersonal conflict
 - communicate personal successes/difficulties relative to tasks that are undertaken
 - demonstrate an attitude of interest/curiosity, taking risks and displaying perseverance in problem situations.

Skills

The student will:

1. read and interpret occupation-related literature
2. read related health and safety documents
3. read terms of employment documents
4. use resource centres
5. follow written instructions specific to occupational area
6. deal with conflicting instructions.

WRITING

This strand reinforces concepts, writing skills and attitudes developed in other courses and enables students to develop further their abilities to write letters and complete a variety of workplace-related forms.

This strand includes the concepts, attitudes and skills listed below.

Specific Learner Expectations

<u>Level 16</u>	<u>Level 26</u>	<u>Level 36</u>
<p>Concepts</p> <p><i>The student will:</i></p> <ul style="list-style-type: none">• recognize the importance of being able to write legibly• recognize that writing ability is improved through practice• understand the writing process:<ul style="list-style-type: none">– establish the context– focus on the writing task– compose and write a draft– edit and proofread– share the written work.	<p>Concepts</p> <p><i>The student will:</i></p> <ul style="list-style-type: none">• recognize the importance of being able to write legibly• recognize that writing ability is improved through practice• understand the acceptable forms and styles of writing:<ul style="list-style-type: none">– sentences– letters of inquiry– letters of thanks– application forms.	<p>Concepts</p> <p><i>The student will:</i></p> <ul style="list-style-type: none">• explain the importance of being able to write legibly• understand that writing ability is improved through practice• use acceptable forms and styles of writing:<ul style="list-style-type: none">– sentences/paragraphs; e.g., letters of inquiry/thanks– point form; e.g., résumés, bills, work orders.
<p>Attitudes</p> <p><i>The student will:</i></p> <ul style="list-style-type: none">• appreciate how the ability to write legibly can impact on the job search process• develop a responsible attitude to writing• conform to appropriate styles of writing.	<p>Attitudes</p> <p><i>The student will:</i></p> <ul style="list-style-type: none">• appreciate how the ability to write legibly can affect the job search process and career development opportunities• develop a responsible attitude to writing:<ul style="list-style-type: none">– use complete sentences and paragraphs where appropriate– write legible work orders, bills, receipts and reports– take inventory.	<p>Attitudes</p> <p><i>The student will:</i></p> <ul style="list-style-type: none">• identify how the ability to write legibly can impact on the job search process and on career development opportunities• demonstrate a responsible attitude to writing:<ul style="list-style-type: none">– use complete sentences and paragraphs where appropriate– write legible work orders, bills, receipts and reports– take inventory• display a positive attitude toward self and the development of improved writing skills:<ul style="list-style-type: none">– work independently and effectively with others in group situations– demonstrate/share that which has been learned in group discussions, activities and independent studies

Level 16

Level 26

Level 36

Attitudes (continued)

- practise strategies for resolving interpersonal conflict
- communicate personal successes/difficulties relative to tasks that are undertaken
- demonstrate an attitude of interest/curiosity, taking risks and displaying perseverance in problem situations.

Skills

The student will:

1. recognize the need for basic writing skills
2. write complete sentences
3. complete application for a social insurance number (SIN).

Skills

The student will:

1. describe uses of writing skills in related occupations
2. write in complete sentences and paragraphs
3. write a letter of inquiry
4. write a letter of thanks
5. complete a job application form.

Skills

The student will:

1. write in related paragraphs
2. write a résumé
3. write a job description
4. submit job application forms.

MATHEMATICS

This strand reinforces the concepts, mathematical skills and attitudes developed in other courses and enables students to use these abilities in occupational contexts.

This strand includes the concepts, attitudes and skills listed below.

Specific Learner Expectations

Level 16

Level 26

Level 36

Concepts

The student will:

- develop an understanding of the use of mathematics as applied in occupational contexts
- recognize the need for increasing computational competence in both daily life and occupation-related activities

Concepts

The student will:

- develop a further understanding of the use of mathematics as applied in occupational contexts
- understand the need for increasing computational competence in both daily life and occupation-related activities

Concepts

The student will:

- describe the use of mathematics in related occupational contexts
- describe why increasing computational competence is needed in both daily life and occupation-related activities

Level 16

Concepts (continued)

- identify technology that has influenced the nature of the computational process and procedures commonly used in the workplace.

Attitudes

The student will:

- value the importance of computational competence and problem-solving skills in most occupations
- appreciate the need for effective management of finances, inventory and other quantifiable materials
- appreciate the reasons why different systems of measurement are used in the workplace; e.g., imperial, metric.★

Level 26

Concepts (continued)

- recognize that technology, in the form of computers and computerized systems, has influenced the nature of the computational process and procedures commonly used in the workplace.

Attitudes

The student will:

- appreciate the importance of computational competence and problem-solving skills in most occupations
- develop a sense of responsibility toward management of finances, inventory and other quantifiable materials
- appreciate the need to use different systems of measurement; e.g., imperial/U.S., metric.★

Level 36

Concepts (continued)

- recognize that technology, in the form of computers and computerized systems, continues to influence the nature of the computational process and procedures commonly used in the workplace.

Attitudes

The student will:

- respect the fact that computational competence and problem-solving skills are needed in most occupations
- develop an increased sense of responsibility toward management of finances, inventory and other quantifiable materials
- appreciate the challenge involved in using different systems of measurement; e.g., imperial, metric, U.S.★
- display a positive attitude toward self and the development of improved mathematical skills:
 - work independently, as well as effectively with others in group situations
 - demonstrate/share that which has been learned in group discussions, activities and independent studies
 - practise strategies for resolving interpersonal conflict
 - communicate personal successes/difficulties relative to tasks that are undertaken
 - demonstrate an attitude of interest/curiosity, taking risks and displaying perseverance in problem situations.

Level 16

Skills

The student will:

1. read numbers to six digits
2. add, subtract, multiply and divide
3. use whole numbers, fractions and decimals
4. use metric units of measurement
5. use non-metric units of measurement when necessary.

Level 26

Skills

The student will:

1. use SI metric units of measurement
2. use imperial and U.S. units of measurement where necessary★
3. perform basic numeric calculations using whole numbers, fractions and decimals
4. use appropriate strategies to calculate ratio, proportion and per cent
5. count money to \$1,000
6. make change to \$100.

Level 36

Skills

The student will:

1. use metric units of measurement
2. use imperial units of measurement★
3. solve math-word problems
4. apply ratio, proportion and per cent in occupational context
5. calculate hourly, weekly and monthly income
6. calculate costs, sales, commissions, profits
7. calculate commissions
8. handle cash, cheque and credit transactions.

★METRICATION POLICY

It is the policy of Alberta Education that SI units be the principal system of measurement in the curriculum of the schools in the province. In preparing students for transition to the workplace where imperial/U.S. measurements may still be in use, both SI metric and other units of measurement are addressed in the IOP Practical Arts/Occupational Component support documents.

The comparison/teaching of metric units with other units of measurement should be restricted to those that are relevant to student needs as reflected by common usage in course-related workplaces.

VISUALIZING

This strand extends students awareness and knowledge of the importance of signs, symbols and other forms of visual communications enabling them to work within acceptable safety and sanitation standards in the workplace.

This strand includes the concepts, attitudes and skills listed below.

Specific Learner Expectations

<u>Level 16</u>	<u>Level 26</u>	<u>Level 36</u>
Concepts <i>The student will:</i> <ul style="list-style-type: none">• develop an understanding of why signs and symbols are used in business and industry• acquire knowledge of occupation-related signs and symbols• identify signs and symbols that relate to occupational health and safety• explain the purpose of charting and graphing information.	Concepts <i>The student will:</i> <ul style="list-style-type: none">• develop a further understanding of why signs and symbols are used in business and industry• acquire further knowledge of occupation-related signs and symbols• recognize signs and symbols that relate to occupational health and safety• understand the purpose of charting and graphing information.	Concepts <i>The student will:</i> <ul style="list-style-type: none">• relate different signs and symbols to appropriate businesses and industries• recognize signs and symbols that relate to occupational health and safety• distinguish between, and interpret, charts and graphs.
Attitudes <i>The student will:</i> <ul style="list-style-type: none">• appreciate the usefulness of symbols and signs in the workplace• demonstrate awareness of danger and concern for others when using materials displaying a hazardous warning sign• organize information in chart or graphic form.	Attitudes <i>The student will:</i> <ul style="list-style-type: none">• appreciate the usefulness of signs and symbols in business and industry• demonstrate awareness of danger and a concern for others when using materials displaying a hazardous warning sign• appreciate the value of being able to display information in chart or graphic form.	Attitudes <i>The student will:</i> <ul style="list-style-type: none">• appreciate the value of having an international system of signs and symbols• appreciate the value of critical and creative thinking skills in developing and interpreting charts and graphs• display a positive attitude toward self and the ability to visualize:<ul style="list-style-type: none">– work independently, as well as effectively, with others in group situations– demonstrate/share that which has been learned in group discussions, activities and independent studies– practise strategies for resolving interpersonal conflict

Level 16

Level 26

Level 36

Attitudes (continued)

- communicate personal successes/difficulties relative to tasks that are undertaken
- demonstrate an attitude of interest/curiosity, taking risks and displaying perseverance in problem situations.

Skills

The student will:

1. identify signs and symbols common across occupations
2. read charts and graphs
3. show creative potential (E).

Skills

The student will:

1. interpret occupation-related signs and symbols
2. interpret charts and graphs and describe their purpose
3. create/design a visual representation of a project or process (E).

Skills

The student will:

1. respond appropriately to occupation-related signs and symbols
2. construct a chart or graph related to an occupational area
3. create an occupation-related design or product (E).

ENTREPRENEURSHIP

This strand reinforces and extends students awareness and knowledge about entrepreneurship, which will encourage them to develop further their interests and potential to be self-employed and operators of their own business.

This strand includes the concepts, attitudes and skills listed below.

Specific Learner Expectations

Level 16

Level 26

Level 36

Concepts

The student will:

- develop an understanding of how personal interests and skills may be related to entrepreneurial opportunities
- recognize small business operations in the community
- recognize entrepreneurship as a career option.

Concepts

The student will:

- develop an increasing understanding of how personal interests and skills may be related to entrepreneurial opportunities
- recognize common characteristics of small businesses and recognize the advantages and disadvantages of small business ownership

Concepts

The student will:

- outline how personal interests and skills may be related to entrepreneurial opportunities
- identify common characteristics of small businesses and recognize the advantages and disadvantages of small business ownership
- recognize entrepreneurship as both a career option and advancement on a potential career ladder

E = Elective Component

Level 16

Level 26

Level 36

Concepts (continued)

- recognize entrepreneurship as both a career option and advancement on a potential career ladder
- understand the meaning of “enterprise” and “risk taking”.

Concepts (continued)

- understand the meaning of “enterprise” and “risk taking”.

Attitudes

The student will:

- appreciate the role played by entrepreneurs in society
- appreciate the potential for enterprise within occupational clusters.

Attitudes

The student will:

- appreciate the role played by entrepreneurs in society
- develop an attitude toward enterprise that recognizes the importance of organizing, planning and risk taking.

Attitudes

The student will:

- appreciate the present roles played by entrepreneurs in society and predict the future for course-related enterprises
- develop a realistic attitude toward enterprise that recognizes the importance of organizing, planning and risk taking
- display a positive attitude toward self and the development of entrepreneurial awareness:
 - work independently, as well as effectively, with others in group situations
 - demonstrate/share that which has been learned in group discussions, activities and independent studies
 - practise strategies for resolving interpersonal conflict
 - communicate personal successes/difficulties relative to tasks that are undertaken
 - demonstrate an attitude of interest/curiosity, taking risks and displaying perseverance in problem situations.

Skills

The student will:

1. describe “entrepreneurship” and “entrepreneur”

Skills

The student will:

1. identify local entrepreneurs
2. identify traits of entrepreneurs

Skills

The student will:

1. recognize entrepreneurial opportunities

<u>Level 16</u>	<u>Level 26</u>	<u>Level 36</u>
Skills (continued)	Skills (continued)	Skills (continued)
2. identify small businesses in the community 3. recognize entrepreneurship as a potential career path.	3. identify steps necessary to start a small business 4. initiate a small business (E).	2. recognize common characteristics of small businesses 3. identify advantages and disadvantages of being in business 4. recognize costs of operating a business 5. appreciate that not all money earned is profit 6. identify business opportunities related to personal abilities and interest 7. identify abilities required to establish a business 8. develop a business plan and operate a small business (E).

FIELD EXPERIENCES

Field experiences are out-of-classroom learning activities. This strand addresses the development of the concepts, skills and attitudes that will enable students to obtain first-hand knowledge of the marketplace and develop abilities appropriate for entry-level employment.

This strand includes the concepts, attitudes and skills listed below.

Specific Learner Expectations

<u>Level 16</u>	<u>Level 26</u>	<u>Level 36</u>
Concepts	Concepts	Concepts
<i>The student will:</i>	<i>The student will:</i>	<i>The student will:</i>
<ul style="list-style-type: none"> • understand that job and career opportunities are affected by changes in society • acquire knowledge of the potential job and career opportunities in the community • recognize that workers must be flexible and open to new and emerging career opportunities. 	<ul style="list-style-type: none"> • understand the relationship between school and community learning activities • acquire knowledge of potential jobs and careers in the community • recognize factors that may affect job attainment, retention and career advancement. 	<ul style="list-style-type: none"> • describe the relationship between school and community learning activities • distinguish between job and career potentials in community • predict factors that can affect job attainment, retention and career advancement.

E = Elective Component

Level 16

Attitudes

The student will:

- recognize the value of on-the-job learning
- appreciate cooperative learning opportunities provided by community partners
- appreciate the opportunity to provide volunteer services to individuals or agencies in need
- appreciate that continual skill development and refinement are positive actions.

Skills

The student will:

1. participate in field experiences
2. demonstrate satisfactory behaviour during community partnerships.

Level 26

Attitudes

The student will:

- recognize the value of on-the-job learning and training
- demonstrate appreciation for learning job and career opportunities provided by community partners
- develop an attitude of respect and helpfulness that can translate into providing volunteer services to individuals or agencies in need.

Skills

The student will:

1. orient self to the workplace
2. demonstrate appropriate work habits
3. use safe and sanitary practices
4. demonstrate pride in self
5. demonstrate pride in work performance
6. show respect for others
7. respect the property of others.

Level 36

Attitudes

The student will:

- appreciate the value of on-the-job training
- demonstrate appreciation for ongoing learning opportunities provided by community partners
- display an attitude of respect and helpfulness that can translate into providing volunteer services to individuals or agencies in need
- display a positive attitude toward self and the development of concepts, skills and attitudes related to career goals:
 - work independently, as well as effectively, with others in group situations
 - demonstrate/share that which has been learned in group discussions, activities and independent studies
 - practise strategies for resolving interpersonal conflict
 - communicate personal successes/difficulties relative to tasks that are undertaken
 - demonstrate an attitude of interest/curiosity, taking risks and displaying perseverance in problem situations.

Skills

The student will:

1. prepare for employment through community partnership activities
2. demonstrate appropriate work habits
3. demonstrate effective human relations techniques in the workplace
4. practise safety in the workplace
5. demonstrate acceptable verbal and non-verbal communication skills

Level 16

Level 26

Level 36

Skills (continued)

6. practise personal and public hygiene procedures
7. demonstrate entry-level competency in equipment and tools usage
8. use supplies correctly
9. follow good storage practices
10. demonstrate pride in work
11. demonstrate willingness to work
12. demonstrate respect for others
13. follow accepted principles and procedures
14. recognize opportunities for further education/training.

WORK SKILLS

This strand provides opportunities for students to apply concepts, skills and attitudes identified in the previous strands in real-life situations. The integration of community partnership activities will enable students to develop awareness and skills related to two or more of the eight occupational clusters. The work skills component for each occupation/course consists of required and elective components. The required components are outlined below.

The elective work skills component specific to each occupational course is outlined in a series of scope and sequence charts in each of the 16-, 26- and 36-level program of studies/curriculum guide, occupational component. Similar scope and sequence charts are included in the student workbook available for each occupational course.

This strand includes the concepts, attitudes and skills listed below. The skills component for each level/course is addressed through the five elements shown.

Specific Learner Expectations

Level 16

Level 26

Level 36

Concepts

Concepts

Concepts

The student will:

The student will:

The student will:

- develop an understanding of occupation-related:
 - equipment, tools and supplies
 - safe and sanitary practices
 - standards of performance and productivity
- recognize that a sense of pride in performance, task completion and achievement contribute to employability.

- develop an improved understanding of occupation-related:
 - equipment, tools and supplies
 - safe and sanitary practices
 - standards of performance and productivity
- develop a sense of pride in performance, task completion and achievement.

- display an improved understanding of occupation-related:
 - equipment, tools and supplies
 - safe and sanitary practices
 - standards of performance and productivity
- display a sense of pride in performance, task completion and achievement.

Level 16

Attitudes

The student will:

- recognize the value and transferability of occupation-related skills
- develop an attitude of curiosity and openness to new ideas, new techniques and new tasks, being critical and constructive in the identification, selection and application of ongoing task-related strategies
- seek out learning opportunities for skill development and refinement.

Skills

The student will:

- A. Identification
1. identify job scope
 2. identify equipment, tools and supplies.
- B. Equipment, Tools and Supply Usage
1. demonstrate safe use of equipment, tools and supplies
 2. select appropriate materials for the job
 3. use correct methods to produce a product or to provide a service.
- C. Work Standards
1. identify and work to accepted standards.

Level 26

Attitudes

The student will:

- appreciate the value and transferability of occupation-related skills
- develop an attitude of curiosity and openness to new ideas, new techniques and new tasks, being critical and constructive in the identification, selection and application of task-related strategies.

Skills

The student will:

- A. Identification
1. list and describe related jobs
 2. list and describe equipment, tools and supplies.
- B. Equipment, Tools and Supply Usage
1. demonstrate safe use of equipment, tools and supplies.
- C. Work Standards
1. work to accepted standards.

Level 36

Attitudes

The student will:

- appreciate the value and transferability of the generic skills and work skills
- display a positive attitude toward self, career goals and the world of work:
 - work independently, as well as effectively, with others in group situations
 - demonstrate/share that which has been learned in group discussions, activities and independent study
 - practise strategies for resolving interpersonal conflict
 - communicate personal successes/difficulties relative to tasks that are undertaken
 - demonstrate an attitude of interest/curiosity, taking risks and displaying perseverance in problem situations.

Skills

The student will:

- A. Identification
1. select career path
 2. recognize equipment, tools and supplies.
- B. Equipment, Tools and Supply Usage
1. use equipment, tools and supplies correctly.
- C. Work Standards
1. work to accepted standards.

Level 16

Skills (continued)

D. Supply Management

1. manage supplies efficiently.

E. Work Area Management

1. maintain work area in a safe and sanitary condition.

Level 26

Skills (continued)

D. Supply Management

1. manage supplies efficiently.

E. Work Area Management

1. maintain work area in a safe and sanitary condition.

Level 36

Skills (continued)

D. Supply Management

1. manage supplies efficiently.

E. Work Area Management

1. maintain a professional work area.