
Personal Planning K to 7

Draft Learning Outcomes



Province of British Columbia
Ministry of Education

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Personal Planning Overview

The K to 12 Curriculum

The Personal Planning K to 7 and Career and Personal Planning 8 to 12 curricula provide students with exposure to personal development and career readiness. Over the 13 years of the curriculum, emphasis increasingly shifts from personal planning to career planning. In Personal Planning K to 7, the Learning for Living curriculum has been incorporated into the broader Personal Planning curriculum. In Grades 8 to 12, the Learning for Living curriculum has been focused and is reflected in the Personal Development and Planning Process components.

Career and Personal Planning 8 to 12

The Career and Personal Planning 8 to 12 (CAPP) curriculum focuses on preparing students to make and implement plans in order to meet their personal, education, and career goals. It also prepares students to effectively meet the challenges of a changing workplace.

Personal Planning K to 7

The Personal Planning K to 7 curriculum builds on the strengths of Learning for Living and now includes sections on the Planning Process and Career Development.

Personal Planning forms the foundation for Career and Personal Planning 8 to 12. Its purpose is to enable students to nurture thoughtfulness and develop personal meaning, work responsibly and respectfully with others, and continue to learn as they create and respond to complex change. The emphasis of Personal Planning is to prepare students to confidently plan for and make decisions for everyday life.

It is intended that the K to 7 curriculum will be an integral part of the elementary school program.

Personal Planning K to 7 consists of three interrelated components: Planning Process, Career Development, and Personal Development.

Planning Process

In the planning process, students develop and work toward realizing personal, education, and career goals. The learning outcomes for the planning process have been developed using three curriculum organizers.

- **Collecting Information**
To develop students' abilities to gather and record information needed to make and carry out education, career, and personal plans.
- **Making Plans and Decisions**
To develop students' abilities to systematically plan and make decisions.
- **Implementing and Monitoring**
To have students put plans into effect, monitor progress, and make refinements as necessary.

Career Development

Career development is an ongoing process through which students integrate experiences from their personal, family, school, work, and community life in order to facilitate career and life choices. Through career development, students develop an open attitude toward a variety of careers and types of work; understand the relationship between work and leisure, work

and the family, and work and one's personal interests and abilities; understand the role of technology in the workplace and in daily life; understand the relationship between work and learning; understand changes taking place in the economy, society, and job market; reflect on the importance of lifelong learning; and prepare for multiple roles throughout their lives.

The learning outcomes for career development have been developed using three curriculum organizers:

- **Career Awareness**
To develop students' understanding and appreciation of personal characteristics and how these relate to potential careers.
- **Career Exploration**
To enable students to take advantage of community resources to relate learning and skills to career/life roles in a changing world.
- **Career Preparation**
To develop students' understanding of the academic, teamwork, and personal management skills needed to succeed in the workplace.

Personal Development

Personal development is designed to help students acquire the knowledge, attitudes, and skills needed to lead healthy and productive lives. Through personal development students will:

- strive to reach their personal potential
- develop a sense of self and well-being and an appreciation and respect for themselves as unique persons of worth
- develop an understanding of their roles, responsibilities, and rights within relationships
- come to recognize and respect diversity among people

The learning outcomes for personal development have been developed under six curriculum organizers:

- **Healthy Living**
To encourage students to value and adopt a balanced, healthy lifestyle.
- **Mental Well-Being**
To develop in students an appropriate sense of personal worth, potential, and autonomy.
- **Family Life**
To develop in students an understanding of the role of the family and a capacity for responsible decision-making in sexual behaviour.
- **Child Abuse Prevention**
To develop in students the capacity to prevent, assess, and resolve abusive situations.
- **Substance Abuse Prevention**
To develop in students the ability to make responsible decisions regarding substance uses and abuse as they pursue a healthy lifestyle.
- **Safety**
To develop in students the ability to apply principles of safety to all aspects of their life.

Implementation Support

The Ministry of Education will support the implementation of the Personal Planning curriculum in the following ways:

- The Integrated Resource Package (IRP) for Personal Planning will be available in April 1995. The IRP will provide teachers with the learning outcomes prescribed for each grade level, suggested instructional and assessment strategies, details of recommended learning resources, and methods of evaluation.
- Throughout the spring, the Ministry will support regional forums and district school-based workshops on the Personal Planning

curriculum. These workshops will help teachers and districts commence implementation of the new curriculum in September 1995. Summer institutes are being planned for July and August 1995 to permit school district personnel to continue developing their implementation plans.

- Full implementation is expected in 1996/97.
- In addition, the Ministry will continue to work with our education partners to support the implementation process in a variety of ways within available resources.

Learning Outcomes

Planning Process

Collecting Information

To develop students' abilities to gather and record information needed to make and carry out education, career, and personal plans. It is expected that students will:

K to 1	Grades 2 to 3	Grade 4
<ul style="list-style-type: none">• identify personal attributes, skills, and strengths	<ul style="list-style-type: none">• identify and record personal attributes, skills, and strengths	<ul style="list-style-type: none">• identify and categorize personal attributes, skills, interests, and strengths
<ul style="list-style-type: none">• demonstrate a willingness to celebrate personal attributes, achievements, and successes	<ul style="list-style-type: none">• demonstrate an appreciation for personal achievements and successes• demonstrate a willingness to pursue personal interests	<ul style="list-style-type: none">• demonstrate an appreciation for personal achievements and successes• plan their use of time to their personal interests
<ul style="list-style-type: none">• identify people and organizations in school and the community that support students	<ul style="list-style-type: none">• distinguish among people and organizations in school and the community that support students	<ul style="list-style-type: none">• relate support services available in the school and community to possible personal needs
<ul style="list-style-type: none">• describe possible future situations	<ul style="list-style-type: none">• express hopes and expectations for the future	<ul style="list-style-type: none">• identify factors that can affect their personal futures

Grade 5	Grade 6	Grade 7
<ul style="list-style-type: none"> • compile a comprehensive inventory of personal attributes, skills, interests, strengths, achievements, and successes 	<ul style="list-style-type: none"> • modify and extend their records of personal attributes, skills, interests, strengths, achievements, and successes 	<ul style="list-style-type: none"> • revise their record of personal attributes, skills, interests, strengths, achievements, and successes
<ul style="list-style-type: none"> • relate their activities to personal interests 	<ul style="list-style-type: none"> • identify and draw conclusions from changes in personal attributes, skills, interests, and strengths 	<ul style="list-style-type: none"> • identify and draw conclusions from changes in attributes, skills, interests, and strengths
<ul style="list-style-type: none"> • explain the concept of a personal support network in terms that are personally relevant 	<ul style="list-style-type: none"> • explain the functions of a personal support network 	<ul style="list-style-type: none"> • devise a strategy for expanding their personal support network to further education, career, and personal goals
<ul style="list-style-type: none"> • analyze factors that can affect their personal futures 	<ul style="list-style-type: none"> • identify the differing types of information that might enable them to make decisions about their education, career, and personal futures 	<ul style="list-style-type: none"> • compile information that will enable them to make decisions about their education, career, and personal futures

Learning Outcomes

Planning Process

Making Plans and Decisions

To develop students' abilities to plan and make decisions systematically. It is expected that students will:

K to 1	Grades 2 to 3	Grade 4
<ul style="list-style-type: none"> identify what constitutes a problem 	<ul style="list-style-type: none"> identify differing ways of responding to and solving problems 	<ul style="list-style-type: none"> select and use effective problem-solving strategies
<ul style="list-style-type: none"> identify the consequences of their decisions 	<ul style="list-style-type: none"> distinguish between decisions they can make and decisions that are the responsibility of others identify the steps in a decision-making process 	<ul style="list-style-type: none"> point out the possible impact of their decisions on themselves, on others, and on the environment apply a systematic decision-making process
<ul style="list-style-type: none"> give examples of goal setting 	<ul style="list-style-type: none"> demonstrate an appreciation of the importance of goal setting 	<ul style="list-style-type: none"> set short-term goals
<ul style="list-style-type: none"> demonstrate a recognition of the importance of communication 	<ul style="list-style-type: none"> use a variety of ways to consciously communicate 	<ul style="list-style-type: none"> explain the concepts of time management and planning demonstrate a willingness to discuss their short-term goals with others

Grade 5	Grade 6	Grade 7
<ul style="list-style-type: none"> differentiate between insoluble problems, problems they can solve, and problems that require them to seek assistance 	<ul style="list-style-type: none"> predict possible problems associated with particular situations or courses of action 	<ul style="list-style-type: none"> foresee possible problems associated with particular situations or courses of action
<ul style="list-style-type: none"> demonstrate an appreciation of the impact of decisions that they have made practise responsible and systematic decision making 	<ul style="list-style-type: none"> evaluate personal decisions they have made 	<ul style="list-style-type: none"> practise co-operative decision making display responsible decision making in relationships
<ul style="list-style-type: none"> distinguish between short-term and long-term goals 	<ul style="list-style-type: none"> set short-term and long-term goals 	<ul style="list-style-type: none"> demonstrate a commitment to set short-term and long-term goals related to their education, career, and personal plans
<ul style="list-style-type: none"> demonstrate recognition of the connection between planning, time management, and the ability to achieve goals 	<ul style="list-style-type: none"> identify and select time management and planning strategies that are personally relevant 	<ul style="list-style-type: none"> use one or more time management strategies to achieve short-term goals
<ul style="list-style-type: none"> use differing forms of interpersonal communication 	<ul style="list-style-type: none"> integrate the input of others in setting short-term and long-term goals 	<ul style="list-style-type: none"> use positive interpersonal communication skills with others

Learning Outcomes

Planning Process

Implementing and Monitoring

To have students put plans into effect, monitor and evaluate them, and make refinements as necessary. It is expected that students will:

K to 1	Grades 2 to 3	Grade 4
		<ul style="list-style-type: none">attempt to carry out their plans related to their short-term goals
<ul style="list-style-type: none">demonstrate a willingness to review and assess their accomplishments	<ul style="list-style-type: none">identify methods of assessing their accomplishments	<ul style="list-style-type: none">demonstrate an ability to assess their progress in meeting short-term goals
<ul style="list-style-type: none">describe change in the home and school environments	<ul style="list-style-type: none">describe change in the home, school, and community	<ul style="list-style-type: none">relate change to the ability to achieve short-term goals

Grade 5	Grade 6	Grade 7
<ul style="list-style-type: none"> take the steps needed to carry out their plans related to their short-term goals 	<ul style="list-style-type: none"> take the steps needed to carry out their plans related to their short-term and long-term goals 	<ul style="list-style-type: none"> take the steps needed to carry out their plans related to their short-term and long-term goals
<ul style="list-style-type: none"> describe their progress in meeting short-term goals 	<ul style="list-style-type: none"> outline their progress in meeting short-term and long-term goals related to their education, career, and personal plans use services and resources that can help them carry out their plans 	<ul style="list-style-type: none"> evaluate their progress in meeting short-term and long-term goals related to their education, career, and personal plans make proficient use of services and resources that can help them carry out their plans
<ul style="list-style-type: none"> explain how change can affect their ability to achieve short-term goals 	<ul style="list-style-type: none"> predict the impact of change on achieving goals and take this into account in their plans 	<ul style="list-style-type: none"> revise goals in response to change

Learning Outcomes

Personal Development

Healthy Living To encourage students to value and adopt balanced, healthy lifestyles. It is expected that students will:

K to 1	Grades 2 to 3	Grade 4
<ul style="list-style-type: none">demonstrate a willingness to adopt practices that promote a healthy lifestyle	<ul style="list-style-type: none">perform activities that support a healthy lifestyle	<ul style="list-style-type: none">distinguish between practices that support a healthy lifestyle and practices that are contrary to a healthy lifestyle
<ul style="list-style-type: none">demonstrate an awareness of the influence of family on their attitudes and values regarding healthy living	<ul style="list-style-type: none">give examples of the influences of family and media on their attitudes and values regarding healthy living	<ul style="list-style-type: none">point out the influences of family, media, and community on their attitudes and values regarding healthy living
<ul style="list-style-type: none">describe the impact of the environment on health	<ul style="list-style-type: none">identify possible options in healthy and unhealthy situations	<ul style="list-style-type: none">relate environmental responsibility to healthy lifestyle practices

Grade 5	Grade 6	Grade 7
<ul style="list-style-type: none"> • select and apply behaviours that promote a balanced, healthy lifestyle 	<ul style="list-style-type: none"> • select and apply behaviours that promote a balanced, healthy lifestyle 	<ul style="list-style-type: none"> • analyze and evaluate personal attitudes toward a balanced, healthy lifestyle
<ul style="list-style-type: none"> • identify the influences of family, media, community, and peers on their attitudes and values regarding healthy living 	<ul style="list-style-type: none"> • analyze the influences of family, media, community, peers, and society on their attitudes and values regarding healthy living 	<ul style="list-style-type: none"> • evaluate the influences of family, community, and media on their attitudes and values regarding healthy living
<ul style="list-style-type: none"> • identify health-related services and resources to support a healthy lifestyle 	<ul style="list-style-type: none"> • select among health-related services and resources to support a healthy lifestyle 	<ul style="list-style-type: none"> • use information/resources to support a healthy lifestyle

Learning Outcomes

Personal Development

Mental Well-Being

To develop in students an appropriate sense of personal worth, potential, and autonomy. It is expected that students will:

K to 1	Grades 2 to 3	Grade 4
<ul style="list-style-type: none"> identify their positive attributes 	<ul style="list-style-type: none"> describe their positive attributes 	<ul style="list-style-type: none"> demonstrate an acceptance of their value as a unique person
<ul style="list-style-type: none"> demonstrate a readiness to make choices 	<ul style="list-style-type: none"> demonstrate acceptance and responsibility for their choices 	<ul style="list-style-type: none"> demonstrate acceptance and responsibility for their choices
<ul style="list-style-type: none"> identify a range of emotions 	<ul style="list-style-type: none"> demonstrate knowledge of the vocabulary that can be appropriately used to express a range of emotions 	<ul style="list-style-type: none"> explore appropriate strategies for sharing and expressing emotions
<ul style="list-style-type: none"> demonstrate an appreciation of the value of others 	<ul style="list-style-type: none"> demonstrate an appreciation of the value of friendships 	<ul style="list-style-type: none"> demonstrate an appreciation of the value of friendships
<ul style="list-style-type: none"> identify their feelings and those of others 	<ul style="list-style-type: none"> demonstrate an ability to communicate their feelings 	<ul style="list-style-type: none"> practise effective communication skills and demonstrate a concern for the feelings of others
<ul style="list-style-type: none"> identify possible changes in family and school 	<ul style="list-style-type: none"> identify possible changes in family, school, and community 	<ul style="list-style-type: none"> describe the effects of change on family, school, and community
<ul style="list-style-type: none"> identify components of a healthy school and community 	<ul style="list-style-type: none"> demonstrate a willingness to participate in the development of a healthy school and community 	<ul style="list-style-type: none"> demonstrate a willingness to participate in the development of a healthy school and community
<ul style="list-style-type: none"> identify helpers in family, school, and community 	<ul style="list-style-type: none"> identify helpers in family, school, and community 	<ul style="list-style-type: none"> identify sources of information and support for themselves and others

Grade 5	Grade 6	Grade 7
<ul style="list-style-type: none"> examine ways in which they are self-reliant 	<ul style="list-style-type: none"> articulate a realistic self-concept that takes into account personal attributes 	<ul style="list-style-type: none"> explore options for self-improvement
<ul style="list-style-type: none"> demonstrate acceptance and responsibility for their choices 	<ul style="list-style-type: none"> demonstrate acceptance and responsibility for their choices 	<ul style="list-style-type: none"> demonstrate acceptance and responsibility for their choices
<ul style="list-style-type: none"> use appropriate strategies to share and express emotions 	<ul style="list-style-type: none"> refine their strategies for sharing and expressing emotions 	<ul style="list-style-type: none"> refine their strategies for sharing and expressing emotions
<ul style="list-style-type: none"> demonstrate an appreciation of the value of friendships 	<ul style="list-style-type: none"> demonstrate an appreciation of the value of friendships 	<ul style="list-style-type: none"> acknowledge an acceptance of the responsibility that accompanies friendships and other relationships in school and community
<ul style="list-style-type: none"> describe the dynamics of friendships and other relationships in school and community 	<ul style="list-style-type: none"> give examples of positive interpersonal skills 	
<ul style="list-style-type: none"> evaluate the effects of change on family, school, and community 	<ul style="list-style-type: none"> analyze the impact of personal and societal changes 	
<ul style="list-style-type: none"> demonstrate a commitment to participate in the development of a healthy school and community 	<ul style="list-style-type: none"> relate the relationship between personal health to a healthy school and community 	<ul style="list-style-type: none"> devise personal plans that consider personal, school, and community well-being
<ul style="list-style-type: none"> select, access, and evaluate sources of information and support for themselves and others 	<ul style="list-style-type: none"> select, use, and evaluate sources of information and support for themselves and others 	<ul style="list-style-type: none"> select, use, and evaluate sources of information and support for themselves and others

Family Life

To develop students' understanding of the role of the family and a capacity for responsible decision making in their sexual behaviour. It is expected that students will:

K to 1	Grades 2 to 3	Grade 4
<ul style="list-style-type: none"> identify the variety of family forms identify the roles and responsibilities of family members 	<ul style="list-style-type: none"> describe the variety of roles and responsibilities in the family 	<ul style="list-style-type: none"> identify one's own roles and responsibilities in the family and the community
<ul style="list-style-type: none"> demonstrate an appreciation of nurturing and safety provided by family membership 	<ul style="list-style-type: none"> demonstrate an appreciation of thoughtful, caring behaviours describe the potential impact of changes on family structure and functions (roles) (e.g., birth, death, physical separation, divorce, marriage) 	<ul style="list-style-type: none"> use thoughtful, caring behaviours
<ul style="list-style-type: none"> state the physical characteristics of males and females demonstrate recognition that living things reproduce 	<ul style="list-style-type: none"> use appropriate vocabulary for reproductive systems 	<ul style="list-style-type: none"> describe how living things reproduce

Grade 5	Grade 6	Grade 7
<ul style="list-style-type: none"> describe the evolving roles and responsibilities of family members 	<ul style="list-style-type: none"> analyze family forms in various cultures 	<ul style="list-style-type: none"> identify stereotypic views of roles and responsibilities in the family, community, and workplace
<ul style="list-style-type: none"> describe the family's role in developing moral and behavioural standards use thoughtful, caring behaviours 	<ul style="list-style-type: none"> identify stereotyping behaviours 	<ul style="list-style-type: none"> assess the impact of stereotyping on the development of healthy relationships
<ul style="list-style-type: none"> describe human reproduction 	<ul style="list-style-type: none"> relate changes in puberty to human reproduction 	<ul style="list-style-type: none"> describe biological processes of human reproduction
<ul style="list-style-type: none"> identify the physical, emotional, and social changes associated with puberty 	<ul style="list-style-type: none"> describe the physical, emotional, and social changes associated with puberty 	<ul style="list-style-type: none"> identify the health implications and risks of sexual decision making assess the impact of peer, media, and social trends on sexual behaviour

Learning Outcomes

Personal Development

Child Abuse Prevention

To develop in students the capacity to assess, prevent, and resolve abusive situations.
It is expected that students will:

K to 1	Grades 2 to 3	Grade 4
<ul style="list-style-type: none">demonstrate an appreciation that feelings are valid	<ul style="list-style-type: none">identify feelings, and act on them in a socially acceptable manner	<ul style="list-style-type: none">describe one's own feelings, and act on them in a socially acceptable manner
<ul style="list-style-type: none">identify an unsafe situation and apply safety rules to prevent child abuse	<ul style="list-style-type: none">use avoidance and assertiveness skills in potentially dangerous situations	<ul style="list-style-type: none">identify problem-solving strategies to protect themselves and others from exploitation
<ul style="list-style-type: none">know how to access resources (such as the Child Help Line, 9-1-1, trusted adult) in dangerous and unsafe situations	<ul style="list-style-type: none">identify key persons for support to prevent abuse	<ul style="list-style-type: none">identify ways of accessing support to prevent abusive situations

Grade 5	Grade 6	Grade 7
<ul style="list-style-type: none"> • identify and recognize feelings, and act on them in a socially acceptable manner 	<ul style="list-style-type: none"> • identify and recognize feelings, and act on them in a socially acceptable manner • distinguish between supportive and unsupportive relationships 	<ul style="list-style-type: none"> • identify and recognize feelings, and act on them in a socially acceptable manner • describe indicators of healthy and abusive relationships
<ul style="list-style-type: none"> • apply safety guidelines in potentially dangerous situations • identify strategies used in sample scenarios of exploitative situations 	<ul style="list-style-type: none"> • consistently apply safety guidelines in potentially dangerous situations • give examples of specific strategies to protect themselves or others in exploitative situations 	<ul style="list-style-type: none"> • make proficient use of safety guidelines in potentially dangerous situations • devise strategies to protect themselves or others in exploitative situations
<ul style="list-style-type: none"> • identify resources and services for help in abusive situations 	<ul style="list-style-type: none"> • describe how to access resources and services for help in abusive situations 	<ul style="list-style-type: none"> • identify resources and services for help in specific examples of abusive situations

Learning Outcomes

Personal Development

Substance Abuse Prevention

To develop in students the ability to make responsible decisions regarding substance use as they develop a healthy lifestyle. It is expected that students will:

K to 1	Grades 2 to 3	Grade 4
<ul style="list-style-type: none"> identify effects of substance use and misuse 	<ul style="list-style-type: none"> describe potential dangers that exist in misusing or abusing substances 	<ul style="list-style-type: none"> identify consequences of inappropriate use of foods or other substances
<ul style="list-style-type: none"> identify safe and unsafe substances 	<ul style="list-style-type: none"> give examples of substances that are commonly misused/abused 	<ul style="list-style-type: none"> discriminate among safe and unsafe substances identify factors that contribute to use and misuse of substances
<ul style="list-style-type: none"> demonstrate ways of refusing unknown substances 	<ul style="list-style-type: none"> use assertiveness skills with regard to substance abuse 	<ul style="list-style-type: none"> practise responding to peer pressure regarding inappropriate use of substances
<ul style="list-style-type: none"> give examples of ways of avoiding substance use/abuse 	<ul style="list-style-type: none"> give examples of strategies for preventing or avoiding substance use/abuse 	<ul style="list-style-type: none"> identify strategies for preventing or avoiding substance use/abuse in sample situations

Grade 5	Grade 6	Grade 7
<ul style="list-style-type: none"> describe the effects and consequences of substance abuse on self, family, others, and society 	<ul style="list-style-type: none"> categorize physical, mental, and social effects, and consequences of substance abuse on self, family, others, and society 	<ul style="list-style-type: none"> analyze short-term and long-term effects and consequences of substance abuse on self, family, others, and society
<ul style="list-style-type: none"> practise responding to peer pressure on substance use and abuse 	<ul style="list-style-type: none"> describe factors that contribute to use and misuse of substances 	<ul style="list-style-type: none"> differentiate between use and abuse of medicinal and non-medicinal substances
<ul style="list-style-type: none"> describe decision-making processes and problem-solving strategies to prevent substance use/abuse in various settings and relationships 	<ul style="list-style-type: none"> consistently demonstrate responding to peer pressure on substance use and abuse 	<ul style="list-style-type: none"> consistently demonstrate responding to peer pressure on substance use and abuse
	<ul style="list-style-type: none"> design strategies for preventing or avoiding substance use/abuse in sample situations 	<ul style="list-style-type: none"> apply decision-making processes and problem-solving strategies to prevent substance use/abuse in various settings and relationships

Learning Outcomes

Personal Development

Safety

To develop in students the ability to apply principles of safety to all aspects of their lives. It is expected that students will:

K to 1	Grades 2 to 3	Grade 4
<ul style="list-style-type: none">• identify and use basic principles of safety in the home, school, and community environments	<ul style="list-style-type: none">• identify safe and unsafe situations in the home, school, and community environments	<ul style="list-style-type: none">• demonstrate an appreciation of the reasons for school and community safety rules
<ul style="list-style-type: none">• follow rules of behaviour to avoid hurting self and others	<ul style="list-style-type: none">• apply rules that provide for safety of self and others at home, school, and in the community	<ul style="list-style-type: none">• participate in group activities promoting aspects of safety• apply knowledge of safety to the environment
		<ul style="list-style-type: none">• identify practises that provide for the safety of self and others in the community

Grade 5	Grade 6	Grade 7
<ul style="list-style-type: none"> • identify internal and external signals of dangers in familiar situations 	<ul style="list-style-type: none"> • describe internal and external signals of dangers in familiar situations 	<ul style="list-style-type: none"> • describe internal and external signals of dangers in familiar and unfamiliar situations
<ul style="list-style-type: none"> • demonstrate safe behaviour in simulations of unsafe situations • describe solutions to problems with regard to safety of others 	<ul style="list-style-type: none"> • practise assertiveness skills in protecting self and others • use effective problem-solving strategies to respond to peer pressure in unsafe situations 	<ul style="list-style-type: none"> • be aware of the impact of their behaviour on the safety of self and others and consider alternate options
<ul style="list-style-type: none"> • identify emergency procedures in home, school, and the community 	<ul style="list-style-type: none"> • identify basic first aid skills 	<ul style="list-style-type: none"> • describe basic first aid skills

Learning Outcomes

Career Development

Career Awareness

To develop students' understanding and appreciation of personal characteristics and how these relate to potential careers. It is expected that students will:

K to 1	Grades 2 to 3	Grade 4
<ul style="list-style-type: none">describe themselves in terms of interests, abilities, likes, and dislikes	<ul style="list-style-type: none">identify a range of personal interests, strengths, talents, and skills	<ul style="list-style-type: none">classify and rank their interests, strengths, talents, skills, and abilities
<ul style="list-style-type: none">describe how people use their talents and abilities in families, schools, and communities	<ul style="list-style-type: none">describe how people use their talents and abilities in families, schools, and communities	<ul style="list-style-type: none">demonstrate an appreciation of people's differing strengths

Grade 5	Grade 6	Grade 7
<ul style="list-style-type: none"> identify and describe changes in personal interests and abilities 	<ul style="list-style-type: none"> point out and analyze changes in personal interests and abilities 	<ul style="list-style-type: none"> create an inventory of current personal attributes, accomplishments, interests, and skills relate the personal inventory to career clusters
<ul style="list-style-type: none"> identify roles in the working world identify a career role model, and describe the personal characteristics, interests, abilities, and lifestyle of that person 	<ul style="list-style-type: none"> compare their own talents and skills with people they admire classify the skills, abilities, interests, and roles that exist in the working world 	<ul style="list-style-type: none"> identify the talents and abilities of positive role models in a variety of occupations/career clusters
<ul style="list-style-type: none"> identify the talents and abilities people use in their roles in families, schools, and communities 	<ul style="list-style-type: none"> identify transferable skills that arise from school, recreational, cultural, sports, and extracurricular activities and interests 	<ul style="list-style-type: none"> classify transferable skills that arise from school, recreational, cultural, sports, and extracurricular activities and interests

Learning Outcomes

Career Development

Career

Exploration

To enable students to take advantage of community resources in order to relate their learning and skills to education, career, and personal roles in a changing world. It is expected that students will:

K to 1	Grades 2 to 3	Grade 4
<ul style="list-style-type: none"> identify a variety of job and volunteer situations in the community, including paid and unpaid work 	<ul style="list-style-type: none"> identify a variety of job and volunteer situations in the community, including paid and unpaid work 	<ul style="list-style-type: none"> identify a variety of job and volunteer situations in the community, including paid and unpaid work
		<ul style="list-style-type: none"> use home, school, and community resources, and evaluate their usefulness in meeting life/work goals
		<ul style="list-style-type: none"> describe and explain how family roles and expectations influence career interests

Grade 5	Grade 6	Grade 7
<ul style="list-style-type: none"> • use home, school, and community resources to meet goals, and reflect on the usefulness of the experience in meeting life/work goals 	<ul style="list-style-type: none"> • use home, school, and community resources to meet goals 	
<ul style="list-style-type: none"> • describe and explain how family, peers, community, and mentors contribute to personal development 	<ul style="list-style-type: none"> • analyze how family, peers, community, and mentors contribute to personal and career plans 	<ul style="list-style-type: none"> • select and use resources to meet personal and career interests
	<ul style="list-style-type: none"> • identify and cluster a range of job, occupational, and career opportunities, including non-traditional roles 	<ul style="list-style-type: none"> • identify possible career opportunities that exist in the local, regional, and global communities

Career Preparation To develop students' understanding of the academic, teamwork, and personal management skills needed to succeed in the workplace. It is expected that the student will:

K to 1	Grades 2 to 3	Grade 4
<ul style="list-style-type: none"> identify and practise effective work habits 	<ul style="list-style-type: none"> identify and apply effective work habits 	<ul style="list-style-type: none"> identify and consistently apply effective work habits
		<ul style="list-style-type: none"> explain the concepts of spending and saving money
<ul style="list-style-type: none"> explain similarities and differences between work and play 	<ul style="list-style-type: none"> distinguish between work and leisure activities 	<ul style="list-style-type: none"> cite reasons for creating a balance between work and leisure activities

Grade 5	Grade 6	Grade 7
<ul style="list-style-type: none"> • identify and practise effective work habits 	<ul style="list-style-type: none"> • practise effective work habits 	<ul style="list-style-type: none"> • perform job-seeking activities
	<ul style="list-style-type: none"> • relate effective work habits and transferable employability skills 	<ul style="list-style-type: none"> • apply personal management skills (e.g., stress and time management)
<ul style="list-style-type: none"> • identify priorities in spending and saving money 	<ul style="list-style-type: none"> • practise budgeting skills 	<ul style="list-style-type: none"> • relate budgeting to short- and long-term goals
<ul style="list-style-type: none"> • suggest reasons for creating a balance between work and leisure activities 	<ul style="list-style-type: none"> • demonstrate recognition of the importance of creating a balance between work and leisure activities 	<ul style="list-style-type: none"> • demonstrate a commitment to creating a balance between work and leisure activities



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