



Career Education Grade 7 Life and Work Plan (LW)				
Outcome	1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
LW7.1 Investigate and demonstrate the personal qualities and abilities needed to seek, obtain, or create work.	<ul style="list-style-type: none"> I can list many work search tools required to secure work (e.g. applications, portfolios, resumes and cover letters). 	<ul style="list-style-type: none"> I can describe the purpose of work search tools required to secure work (e.g. applications, portfolios, resumes and cover letters). 	<ul style="list-style-type: none"> I can demonstrate progress in the use of at least ONE work search tool required to secure work (e.g. applications, portfolios, resumes and cover letters). 	<ul style="list-style-type: none"> I can demonstrate the proper use of least ONE work search tool required to secure work (e.g. applications, portfolios, resumes and cover letters).
	<ul style="list-style-type: none"> With help, I can list a few of the personal qualities required to seek, obtain or create work. 	<ul style="list-style-type: none"> I can list many of the personal qualities required to seek, obtain or create work. 	<ul style="list-style-type: none"> I can demonstrate progress in developing at least ONE personal quality I have identified that is required to seek, obtain or create work. 	<ul style="list-style-type: none"> I can demonstrate progress in developing more than ONE personal quality I have identified that is required to seek, obtain or create work.
Comments				



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LW7.2 Investigate non-traditional work scenarios involving issues such as stereotyping and discrimination to assess the impact on life and work.	<ul style="list-style-type: none"> I can identify a few of the advantages OR challenges of entering non-traditional work, including physical, emotional, spiritual OR mental challenges, using information I have gathered from a few sources (e.g. parents, relatives, community members, newspapers, and digital resources). 	<ul style="list-style-type: none"> I can identify a few of the advantages AND challenges of entering non-traditional work, including physical, emotional, spiritual OR mental challenges, using information I have gathered from a few sources (e.g. parents, relatives, community members, newspapers, and digital resources). 	<ul style="list-style-type: none"> I can explain several advantages AND challenges of entering non-traditional work, including physical, emotional, spiritual AND mental challenges, using information I have gathered from several sources (e.g. parents, relatives, community members, newspapers, and digital resources). 	<ul style="list-style-type: none"> I can compare several advantages and challenges of entering non-traditional work, including physical, emotional, spiritual AND mental challenges, using information I have gathered from a variety of sources (e.g. parents, relatives, community members, newspapers, and digital resources).
	<ul style="list-style-type: none"> With help, I can give examples of stereotypes, bias and discrimination. 	<ul style="list-style-type: none"> I can suggest some effects of stereotypes, bias, and discrimination on opportunities in certain work roles within the Saskatchewan context, using information I have gathered from a few sources (e.g. parents, relatives, community members, newspapers, and digital resources). 	<ul style="list-style-type: none"> I can justify some effects of stereotypes, bias, and discrimination on opportunities in certain work roles within the Saskatchewan context, using information I have gathered from several sources (e.g. parents, relatives, community members, newspapers, and digital resources). 	<ul style="list-style-type: none"> I can compare some effects of stereotypes, bias, and discrimination on opportunities in certain work roles within the Saskatchewan context, using information I have gathered from several sources (e.g. parents, relatives, community members, newspapers, and digital resources).



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