




SCOPE & SEQUENCE









GR. 9 – HEALTH



Student Task








GRADE 9: Health**THEME III: Life Careers****TASK: Job Shadow and Career Report****PRODUCTIVITY TOOL: Word Processor****TIMELINE: 1-2 Weeks****DIFFICULTY: ~ ~ ~ Project**

As part of the “Take Your Kids to Work” Program, students will job shadow one of their parents or another adult for a day. Prior to the job shadowing day, the student will have created a bulleted list of twenty thought-provoking interview questions. The list of questions should include the following:

-  job title
-  duties
-  salary and benefits
-  required training
-  likes and dislikes
-  use of technology
-  on-the-job training (if any)
-  other pertinent questions

Controversial issues (such as salary) have to be addressed in such a way as to protect the privacy of the individual (i.e. range of salary for this career, rather than actual salary). Questions should be organized in such a way as to facilitate the interview process.

Following their day on the job, the students will write an article outlining highlights from the career and the work day. In three-column format, the article will include the following:

-  narrow .5” margins
-  a WordArt title that spans the three columns
-  a section break so the formatting can be changed to three-column format
-  a byline
-  a sidebar highlighting a quote from the article to draw the reader’s attention
-  an appropriate and well-placed graphic
-  an end-of-document marker (magazine style)

Students should be aware that page layout and design principles affect visual impact.



ICT Outcomes

The learner will:

- C1** 3.6 communicate in a persuasive and engaging manner, through appropriate forms, such as speeches, letters, reports and multimedia presentations, applying information technologies for content, audience and purpose
- C6** 3.1 articulate clearly a plan of action to use technology to solve a problem
- C7** 3.2 make connections among related, organized data, and assemble various pieces into a modified message
- F1** 3.1 demonstrate an understanding that information can be transmitted through a variety of media
- 3.3 apply terminology appropriate to the technology being used at this division level
- 3.4 demonstrate an understanding that digital technology follows a logical order of operations
- F2** 3.1 describe the impact of communication technologies on past, present and future workplaces, lifestyles and the environment
- 3.2 identify potential technology-related career paths
- F3** 3.1 use time and resources on the network wisely
- 3.2 explain the issues involved in balancing the right to access information with the right to personal privacy
- F4** 3.1 identify aspects of style in a presentation
- 3.3 identify specific techniques used by the media to elicit particular responses from an audience
- P1** 3.1 design a document, using style sheets and with attention to page layout, that incorporates advanced word processing techniques, including headers, footers, margins, columns, table of contents, bibliography and index
- P4** 3.3 emphasize information, using placement and color





Curriculum Outcomes

GRADE 9: Health

THEME III: Life Careers

TASK: Job Shadow and Career Report

A. Career Awareness and Preparation

1. Job classifications
2. Occupation and Education/Training Requirements
3. Career Fields and Occupational Options

B. Career Planning

3. Personal exploration

