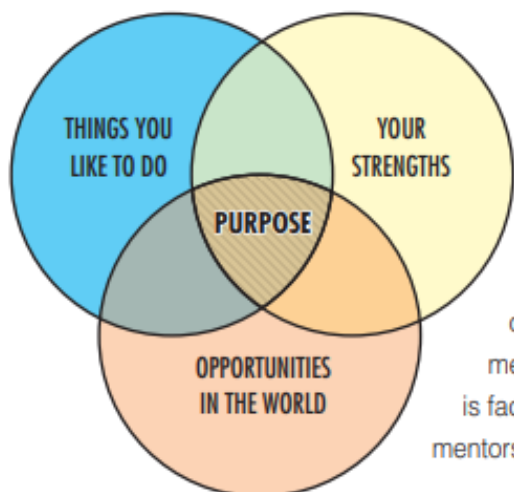


Career-Life Connections 12

Welcome to *Career-Life Connections 12*, a course to assist you in transitioning to your first year after earning your high school diploma. The focus of this course is to have you begin researching and reflecting on different pathways that you could take after you graduate, to help you prepare for employment and ensure that you have a balanced lifestyle.



Sense of purpose

Career-Life Education and Career-Life Connections are designed to assist students in reflecting on where their personal interests and strengths overlap with emerging career-life opportunities in the world. Sense of purpose can occur where these three qualities overlap, offering possible career-life directions that are both personally meaningful and viable. This type of purposeful career-life development is facilitated by the learning standards of CLE and CLC and ongoing mentorship opportunities throughout the secondary years.

This course involves assignments that will ultimately lead you towards a Capstone project, presented on a date established by the teacher in consultation with the student. Each of the assignments is designed to have you reflect on your plans for next year and give you some support in preparing. All assignments will be handed in via email or dropped off at the Learning Centre.

Written Assignments:

1. Who am I Assignment – 10%
2. Sense of Purpose and Mentoring and Networking Assignment – 10%
3. Budgeting Assignment – 10%
4. Career Explorations Assignment – 10%
5. Balanced Lifestyle Assignment – 10%

Capstone Presentation – 50%

The capstone is an opportunity for students to showcase their strengths, passions, and learning journey to a relevant audience. As a celebration of their learning journey, students are encouraged to share successes both in school and out of school, including their contributions and aspirations, and their possible postgraduation plans. The capstone can take many different forms, depending on student needs and interests. Each student will work on an individualized capstone, which will lead to a 15+ minute presentation based on an agreed upon schedule with the teacher.

Big Ideas

Career-life development includes ongoing cycles of exploring, planning, reflecting, adapting, and deciding.

Career-life decisions influence and are influenced by internal and external factors, including local and global trends.

Engaging in networks and reciprocal relationships can guide and broaden career-life awareness and options.

A sense of purpose and career-life balance support well-being.

Lifelong learning and active citizenship foster career-life opportunities for people and communities.

Evaluation

Assignments

Assignments will be introduced one at a time. Once your assignment is completed submit for assessment. A new assignment will be given out after the previous one has been marked and feedback given. Please submit assignments via email or you can drop them off in person. They will be marked on a grading rubric and a final percentage will be reported on the report card upon completion of the Capstone.

Capstone

Your presentation date: _____.

Work Experience

30+ hours requirement met

Teacher Name: Wally Sawchuk

Email: wsawchuk@sd43.bc.ca

**Capstone Presentation Assessment Road Map
50% of Career Life Connections 12 Final Assessment**

Proficiency Scale			
Emerging	Developing	Proficient	Extending
The student shares their experience as a component of their capstone showcase.	Student replied to interviewer to confirm interview time.	Student arrived on time to the interview.	The student demonstrates that they have reflected on their personal journey.
No evidence is provided.	The student shares their experience describing personal learning & growth.	The student connects personal learning and growth to school and life.	The student shares a challenge they faced and how they overcame it.
The student must re-due their capstone	Some evidence is provided. (1 piece)	Understands the significance of self - reflection.	Student describes how their plans align with who they are and who they hope to be in the world as a young person.
		Explains their future after graduation.	Creativity illustrated in the presentation of information during the interview.
		Good evidence is provided. (2 or more pieces)	Excellent evidence is provided. (3 or more pieces)

***Begin by looking at the Developing criteria. Once you have met all those requirements, move to the Proficient and ensure that they are all included in your capstone as well. If you meet all the Developing, Proficient and Extending Criteria, your final assessment would be "Extending".**

***in order to meet each level of the scale, all learning outcomes must be met for that column.**