

**Career Ed 9**

Student Info Package

2019-2020

**Welcome to Career Ed 9**

This course is all about YOU - who you are, your strengths, learning, interests and goals! All the course assignments and evaluations are available here. Speak to a teacher, SEA, parent or classmate if you need help. If they can’t help you, they will point you toward someone from the LSS career team that can.

Use the timeline on this page to stay on top of your work. If you miss a fixed flex or run out of time in class it is your responsibility to complete the work on your own time. Remember, the **computer lab in the library is open before and after school, as well as at lunch time.** Our teacher-librarian Ms. Li can assist you with log-ins, passwords and using myBlueprint.

May you learn more about who you are as an individual, a learner and as a member of society while you journey through these tasks.

|  |  |
| --- | --- |
| October 22 | Letter home to Parents |
| November 4 | Assembly – Course Outline and Take Our Kids to Work Assignment |
| November 6 | Take Our Kids to Work Day |
| November 19 | Core Competency Reflection, Written @Fixed Flex |
| November 21 | Take Our Kids to Work Day Assignment, Due to Homeroom Teacher |
| January 10 | Inquiry Question Writing Practice @ Fixed Flex – Personal Interests |
| January 31 | Inquiry Question Writing @ Fixed Flex – Semester 1 Courses |
| February 13 | Course Selection Assembly – Review Career Ed 9 Course & Expectations |
| February 28 | 4 Inquiry Questions and 1 Reflection Complete and Uploaded @ Fixed Flex |
| March 10 | Assembly – Review Course Package |
| April 3 | Writing 1 Core Competency Reflection, Upload to myBlueprint |
| May 1 | Add 4 Semester 2 Inquiry Questions = 8 Questions Written and Uploaded |
| May 29 | Rehearse “About Me”, confirm all assignments completed |
| **June 1 & 2** | **June (Mini Capstone) Conversations** |
| **June 25** | **Career Ed 9 Mark included on Report Card** |



Career Education Department

October 22, 2019

**Re: Career Education 9 Course and Mark**

Dear Student & Parent/Guardian(s),

As part of the new BC curriculum, many courses are now quite different in their delivery, curriculum content and assessment. Your child is enrolled in Career Education 9 this year as part of their grade 9 curriculum requirements and will follow the learning activities as set out in our district career scope and sequence guide. The grade 9 career curriculum is an important building block in your student’s work toward a Mini Capstone Presentation in grade 9, their Capstone Project and Presentation in grade 12 as well as in considering life beyond secondary school.

At LSS and across the province, the Career Education 9 content is embedded in regular classroom activities over all courses and will be supplemented by school wide activities as set up by our career team.

**Overview:**

* Career Ed 9 is a required course, covering approximately 30 hours of curriculum content and learning
* Students will complete coursework, collect artefacts, participate in Take Our Kids to Work Day, write reflections on learning throughout the school year and showcase highlights in a year end interview presentation
* The student’s mark will be shown on their June report card with a final letter grade

**Assessment:**

**Take Our Kids to Work Day:** November 6th, Assignment Due November 13 25%

**Inquiry Questions:** 1 question in each course subject (uploaded to student’s myBlueprint portfolio) 25%

**Reflections:** On core competencies, learning artefacts, passions and interests (uploaded to myBlueprint) 25%

**June Mini Capstone Conversation:** a student-led conference with a school, or district staff member, 25%

to share personal learning, skills, growth, current and future goals.

**Mark your Calendars:**

**Mini Capstone Conversations,** A Celebration of Learning will take place **Monday, June 1st & Tuesday, June 2nd, 2020**

**Career Education at LSS**

Alongside academic courses, Career Education 9-12 curriculum provides an important pathway for a successful transition from secondary school. To prepare for life beyond graduation, LSS students will complete the following:

**Career Education 9**

This course is unique in its delivery. Instead of being held as a separate block in the timetable, the course content is embedded. That means it is **delivered in** **all classes** and **taught by all teachers**. In each grade 9 course, students will write inquiry questions to be used in future work toward their grade 12 Capstone Project. Students are also required to add to their folders or “portfolios” in myBlueprint accounts. At this time, all grade 9 students should have 7 portfolios named: About Me, Core Competencies, My Passions, Take Our Kids to Work Day, Inquiry Questions, Progress & Achievements and After High School Plan. Often during “Fixed Flex” teachers will assign specific activities for students to upload to corresponding portfolios. Students can add to these portfolios *and make new ones*. They can do this on their own time and are highly encouraged to add content from outside of school too. Academics are one aspect of a student’s life but we know there are rich learning and developmental opportunities beyond the classroom. Developing the ability to identify and describe skills and learning through reflection is a key goal in career education. myBlueprint accounts belong to students and they are to take ownership of the content. Portfolios are a place to store these learnings and a chance to celebrate growth!

The course work and the learning organized in portfolios will be shared in a year end Mini Capstone Presentation. This conference is meant to be a conversation where students speak to their interests and development throughout the year. More details of this and other course work will be communicated throughout the year.

**Please note:**  As indicated in the assessment, 25% of a student’s mark is based on the completion of the Take Our Kids to Work Day assignment. All students in Langley School District are expected to participate in the unique chance to experience a day in the life of an employee. Please take time to prepare for this day: secure a workplace location, decide on transportation, encourage/arrange for opportunities for students to actively participate on the day. A letter and form regarding Take Our Kids to Work Day was sent home with students, emailed to families and more hard copies are available in the main office. Forms are due October 25th.

**Senior Career Education**

**Grade 10:** Life Education: Full course + Capstone Project plan

**Grade 11:** No course, but grade assemblies and school events to explore potential interests and opportunities

**Grade 12:** Life Connections: full course and Capstone Project completion and presentation **Capstone Portfolio:** includes a Transition Plan, Capstone Project, Career Passport and Reflections

Your school administrator for Career Education courses and programs is Jordan Howlett. If you have any questions about this curriculum regarding delivery or assessment please do not hesitate to contact the school for further discussion.

Jordan Howlett

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Homeroom: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Take Our Kids to Work Day - November 6, 2019**

**Career Information**

**Ask the person you are with or choose a career on careertrekbc.ca to answer these questions:**

1. What is your job title?

2. What is your job description?

3. What are the duties and/or tasks you perform at your job?

4. What qualifications do you need for this job in the following areas:

|  |
| --- |
| Training? |
| Education? |
| Experience? |
| Skills and attributes (personal qualities)? |

5. What are some of the things you like about this job?

6. What are some of the things you dislike about this job?

7. How do you anticipate this job changing in the next 5 years or so?

8. How do you become promoted in this field?

**Student Reflections:**

9. a) Give three reasons why you would like this job (be specific):

1.

2.

3.

b) Give three reasons why you would not like this job (be specific):

1.

2.

3.

c) Is this job for you? Why or why not?

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10. Explain the value of the TOKTW experience/research in relation to your ideas about your post-secondary (after high school) plans (education/training/ travel/work). What did you learn that may guide your future choices?

**Other notes/general reflections of the day:**

**\* Take Our Kids to Work Day Assignment & Evaluation due to homeroom teacher by November 21st.**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Homeroom Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Take Our Kids To Work Day Assignment Evaluation** 

1. Check the line that applies to you (this is for you to know what you are responsible for):

* I attended TOKTW Day (went to work, completed 1 Career Info Assignment)
* I came to school on TOKTW Day (went to school, completed 3 Career Info Assignments)
* I was absent on TOKTW Day (missed school/work, completed 3 Career Info Assignments)

2. Check the boxes that apply to your Career Information assignment:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **25% of Career Ed 9** | **A** | **B** | **C+** | **C** | **Incomplete** |
| **Communication:**  Acquire & Present  Page 1  Questions 1-8 | I gathered and included additional information from multiple sources to further my understanding of the career. | I clearly communicated the answers of the career information assignment after listening to the employee share about his/her job. | I answered all the questions after listening to the employee share about his/her job. | Some of the questions are completed at a satisfactory level. | I did not do this assignment. |
| **Critical Thinking:**  Analyze & Critique  Page 2  Questions 9&10 | The depth of my reflections demonstrates thoughtful consideration to the ideas and how they connect to my life. | My reflections are personal and logical. I analyzed the job and shared my opinion. I clearly communicated how my research or day at TOKTW connects to my interests and future. | My reflections are satisfactory. There is a connection between my research or day at TOKTW to my interests and future. | My reflections are in need of more time and/or thought. There are gaps in the connection between my research or day at TOKTW relates to my future. | I have little to no reflections. |

**Comments:**

**Inquiry Questions**

**25% of mark for Career Education 9** Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**What:** 8 questions, put into your “Inquiry Questions” portfolio, on myBlueprint.

* 8 questions – one for each course this school year
* The questions may be created individually, by yourself; or with others (class, classmate, teacher, etc.) but you choose them and/or contribute to forming them and find them somewhat interesting
* Questions may be inspired by content you learned in class OR

interests outside of school courses that are related to a school subject

* You can use the same question for **two** courses if the connection is understood.

**Example**: “How does the food I eat immediately affect my performance in class/sport/work?” This question could be used for PE and Science.

* All 8 questions and 1 reflection on 1 question are due on May 1st

**Why:** Learning begins with curiosity. Curiosity has ALL KINDS of benefits including higher academic achievement, increased health and improved relationships. When we are genuinely interested and seek to understand, we learn and live better!

**How: 3 Options**

1. Log in to myBlueprint, open “Inquiry Questions” portfolio, add a journal, title is the related course subject, then type question into the description box.
2. Write questions on paper or white board table and add to portfolio by taking a picture using the “class pass” app
3. Type questions into a word document and import to a portfolio once logged in

**Inquiry Question Checklist:**

* You’re curious to seek the answer to the question.
* The answer requires more explanation than a simple word like “Yes” or “No”.
* The question is big enough that to answer it you could research various sources, including people (interviews, surveys or experts).
* You’re able to explain how multiple sources would be useful in answering the question.
* You understand how the question is related to your course subject(s).
* You HAVE NOT ANSWERED the question. For the requirements of this course, we are gathering the questions and considering what sources would be needed to answer them.

**Evaluation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **A** | **B** | **C+** | **C** | **C-** | **Incomplete** |
| 8 or more inquiry questions are uploaded to myBlueprint  3 or more questions include personal interests | 8 inquiry questions are uploaded to myBlueprint  Questions reflect personal interests | 8 Questions are uploaded, 6 or more are inquiry questions | 8 or fewer questions are uploaded, fewer than 6 are inquiry questions | Less than 8 questions are uploaded,  less than half of them are inquiry questions | Questions are or are not attempted, the number and quality are insufficient |
| Student is able to communicate which question they would most like to answer and why    Able to explain with detail what sources may be helpful to finding the answer  Ideas are well considered and developed | Student is able to communicate which question they would most like to answer and why    Able to explain what sources may be helpful to finding the answer | Student is able to communicate preferred question and can somewhat speak to the why and how to seek the answe | Student is able to communicate preferred question but struggles to communicate why and how to seek the answer | Student is unprepared to speak about their selection and/or made no selection | Student is unable or chooses not to communicate preferences and or why and how to seek the answer |

**Core Competencies**

**25% of mark for Career Education 9** Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**What:** 3 reflections are completed and uploaded into your “Core Competencies” portfolio in myBlueprint.

**Why:** Reflecting on your learning and skill development is a valuable life skill. Taking time to think about what you have done, understand the how and why and setting goals to develop skills is empowering. Accurate reflections over the course of your high school years will track personal growth.

**How:** Use the “Self Assessment of Core Competencies”, “Learning Reflection” or any other approved format to create a reflection. You need a total of 3 reflections. Write it, edit it, and re-read it, then get someone else to offer you feedback.

**REFLECTION WRITING TIP:**

Answer these 3 questions…

**What:** What is the reflection about?

**So what:** What makes this interesting, insightful or valuable?

**Now what:** How will you apply what you’ve learned? What can you focus on?

**Evaluation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **A** | **B** | **C+** | **C** | **C-** | **Incomplete** |
| 3 reflections demonstrate outstanding connections, understanding and insight. | 3 reflections show good and sometimes outstanding understanding and insight  Student makes thoughtful observations and assessments  Identifies and communicates evidence of their growing skills and abilities | 2-3 reflections show good understanding | 2-3 reflections show some understanding | 1-2 reflections show minimal understanding | 1 or no reflections demonstrate understanding or insight |

**Due Date:** All 3 reflections are due on May 1st. They will be assessed during fixed flex. You can apply feedback to change and improve your reflections before the final evaluation at the June Conversation.

**Questions?:** Ask any LSS staff member (teacher, SEA, career advisor, etc.) , if they don’t know the answer they will send you to someone who will.

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**SELF-ASSESSMENT OF MY**

**CORE COMPETENCY: Reflection**

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What did I learn this week?
2. How did I contribute?
3. What did I take away? How can I use what I’ve learned beyond the classroom?
4. When/how was I challenged?
5. How did I improve?
6. Provide a specific example of how collaboration helped/improved/furthered my learning this week?

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**CORE COMPETENCIES: Personal Awareness & Social Responsibility**

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Self-determination:** Students who are personally aware and responsible have a sense of personal efficacy and growing confidence in a variety of situations. They value themselves, their ideas, and their accomplishments. They are able to express their needs and seek help when they need it, to find purpose and motivation and act on it and to advocate for themselves.

**CLASSROOM EXAMPLE(S) of SELF-DETERMINATION:**

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2. **Self-regulation:**  Students who are personally aware and responsible take responsibility for their own choices and actions. They set goals, monitor progress, and understand and regulate their emotions. They are aware that learning involves patience and time. They are able to persevere in difficult situations, and to understand how their actions affect themselves and others.

**CLASSROOM EXAMPLE(S) of SELF-REGULATION:**

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3. **Well-being:**  Students who are personally aware and responsible recognize how their decisions and actions affect their mental, physical, emotional, social, cognitive, and spiritual wellness, and take increasing responsibility for caring for themselves. They keep themselves healthy and physically active, manage stress, and express a sense of personal well-being. They make choices that contribute to their safety in their communities, including online interactions. They recognize the importance of happiness and have strategies that help them find peace in challenging situations.

**CLASSROOM EXAMPLE(S) of WELL-BEING:**

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**SELF-ASSESSMENT OF MY**

**CORE COMPETENCY: Critical Thinking**

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Analyze and critique:** Students learn to analyze and make judgments about a work, a position, a process, a performance, or another product or act. They consider purpose, focus on evidence, and use criteria (explicit or implicit) to draw conclusions and make defensible judgments or assessments. They consider a variety of perspectives. Some opportunities for analysis and critique are formal tasks; others are informal, ongoing activities (e.g., assessing a plan they are developing to solve a problem). Students often analyze and critique their own work as a key part of their learning.

EXAMPLE(S) of ANALYZE and CRITIQUE:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**2. Question and investigate:** Students learn to engage in an inquiry and investigation where they identify and explore questions or challenges related to key issues or problematic situations in their studies, their lives, their communities, and the media. They develop and refine questions; create and carry out plans; gather, interpret, and synthesize information and evidence; and draw reasoned conclusions. Some critical thinking activities focus on one part of the process, such as questioning, while others may involve a complex inquiry into a local or global issue.

EXAMPLE(S) of QUESTION and INVESTIGATE:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**3. Develop and design:** Students apply critical thinking to create or transform products, methods, performances, and representations in response to problems, events, issues, and needs. They work with clear purpose and consider the potential users or audience of their work. They explore possibilities, develop and refine plans, monitor their progress, and adjust their procedures in the light of criteria and feedback. They can determine the extent to which they have met their goals.

EXAMPLE(S) of DEVELOP and DESIGN:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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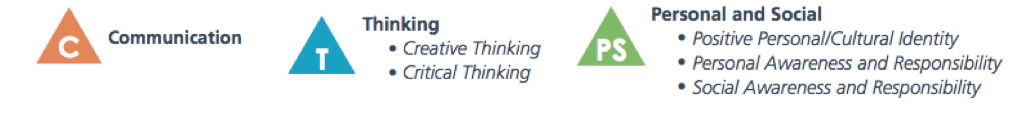
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**SELF-ASSESSMENT OF MY**

**CORE COMPETENCIES**

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



1. **Reflect on your learning this year and describe how you have demonstrated or developed your Core Competencies. You may write and/or draw your thinking.**

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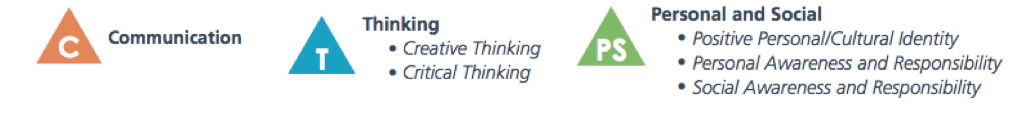
**** Self-assessment can take many forms and may focus on one or more of the core competencies.

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**SELF-ASSESSMENT OF MY**

**CORE COMPETENCIES**

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



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| --- |
| **My Strengths:** |
| **Evidence of My Strengths:** |
| **My Goals/ Next Steps:** |

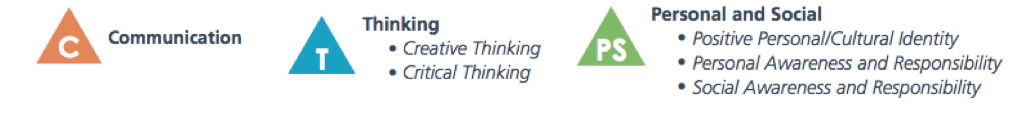
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**SELF-ASSESSMENT OF MY**

**CORE COMPETENCIES**

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- |
| 1. **Select a communication skill you have recently practiced:**  * I am an active listener; I support and encourage the person speaking. * I can understand and share information about a topic I am passionate about. * I present information clearly and in an organized way. * I can collaborate with others to achieve a common goal; I do my share. * I give, receive and act upon feedback**. Communication** |
| 1. **A) Provide a recent example. How did you practice this skill? What did you do? Was it easy or challenging for you? Be specific.**   **B) What was the outcome or impact of your actions? How did this make you feel?** |



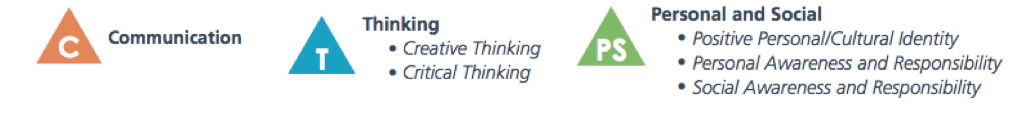
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**SELF-ASSESSMENT OF MY**

**CORE COMPETENCIES**

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| 1. /var/folders/q9/k7hc_t012k7gfy9bs4k_dml80000gp/T/com.microsoft.Word/Content.MSO/368A670F.tmp**Select a CRITICAL THINKING skill you have recently practiced:**  * I can determine the difference between fact and interpretation, opinion and judgement. * I can reflect on and evaluate my thinking, work and actions. * I can identify and express my preferences. * I can experiment with different ways of doing things. * I can monitor my progress and adjust my actions to ensure success.  **Thinking** |
| 1. **A) Provide a recent example. How did you practice this skill? What did you do? Was it easy or challenging for you? Be specific.**   **B) What was the outcome or impact of your actions? How did this make you feel?** |
| 1. **My Goals/ Next Steps: What can you do to continue to develop this skill? How might you improve? When will you have another opportunity to practice this skill?** |



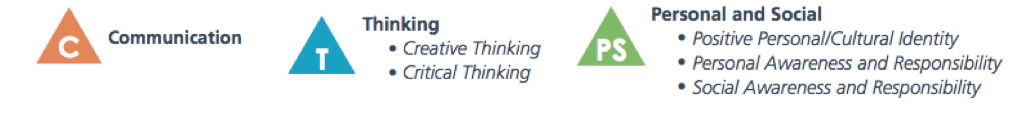
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**SELF-ASSESSMENT OF MY**

**CORE COMPETENCIES**

|  |
| --- |
| 1. **Select a personal and social skill you have recently practiced:**  * https://sophie.onlineschool.ca/uploads/images/gallery/2019-03-Mar/scaled-840-0/image-1553208203968.pngI understand I will continue to develop new abilities and strengths to help me meet new challenges. * I can make choices that benefit my well-being and keep me safe in my community,   including my online interactions.   * I can persevere with challenging tasks. * I can identify when others need support and provide it. * I use healthy strategies to find peace in stressful times. **Personal & Social** |
| 1. **A) Provide a recent example. How did you practice this skill? What did you do? Was it easy or challenging for you? Be specific.**   **B) What was the outcome or impact of your actions? How did this make you feel?** |
| 1. **My Goals/ Next Steps: What can you do to continue to develop this skill? How might you improve? When will you have another opportunity to practice this skill?** |

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



**June Conversation**

**25% of mark for Career Education 9** Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**What:** A celebration of learning!

The June Conversation is a meeting between a grade 9 student and a teacher. **These will occur on June 1st & 2nd, 2020.** Each grade 9 student will be scheduled to meet with a teacher for **10 minutes** in the old library. The room will be set up with 2 chairs at each of 10 tables, equipped with a computer.

**Students will use the provided laptop to log in to their myBlueprint account, receive their paper copy of their Take Our Kids to Work Day assignment** (if completed and submitted) **and be prepared to talk about each of the 4 parts below for about 2 minutes each.**

1. **Who am I?**

* What do you value and care about? What’s important to you?
* What are your strengths?
* What are your areas for growth and improvement?
* What areas of study/work most interest you? What are your favourite subjects or things to learn about in your free time? Who/what inspires you?
* What are your personal interests? Hobbies? Sports?

1. Referring to their **Core Competencies Portfolio,** students will show their 3 reflections and speak about one they feel demonstrates a skill well.
2. Referring to their **Inquiry Questions Portfolio,** students will show their 8 Inquiry Questions (one related to each course subject) and speak about one they are interested in answering and why.
3. Referring to their **Take Our Kids to Work Day Assignment,** students will share where they went and the main thing they learned from that experience.
4. Using the Work Habits Self-evaluation, students will conclude what they feel they deserve as their mark.

**Why:** The June Conversation is a chance to practice speaking about yourself, your strengths and interests in a slightly formal setting. It’s good practice for future education and job interviews. It’s a chance to express who you are with a teacher in the school who may be able to support you, especially if you share a class/club or team. It’s a great way to celebrate who you and how your interests are directing your next steps!

**How: The “Be Prepared” Checklist**

I have completed…

* The Take Our Kids to Work day assignment and evaluation (copies are still available in the office,

in the gray mailboxes when you first walk in

* 8 Inquiry Questions and 1 reflection
* 3 Core Competency reflections, am prepared to explain one
* What I would like to say for 2 minutes to start the June Conversation
* The “Who am I?” questions above for guidance
* Read the course evaluation and know what is expected

**Questions?:** Ask any LSS staff member (teacher, SEA, career advisor, etc.) , if they don’t know the answer they will send you to someone who will.

**Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Career Ed 9 Overall Grade: \_\_\_\_\_\_\_**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **A** | | **B** | **C+** | **C** | **I** |
| **June**  **Conversation** | Student prepared and delivered information with outstanding clarity, providing strong examples and understanding of self and the content shared  Artifacts, or additional resources are included to support conversation (i.e. an award/medal or brief video clip of a performance) | | With good communication and prepared thought, the student:   * Answers “Who Am I” clearly, with examples * Shares 1 core competency, provides a clear example of how skill was practiced * Shares about 1 inquiry questions and how to try to answer it * Shares 1 learning from TOKTW day | With satisfactory communication and thought the student shares about course content | With sometimes satisfactory communication and thought the student communicates course content | Communication and evidence of thought are limited.  Understanding of content is not demonstrated. |
| **Inquiry**  **Questions** | 8 Inquiry questions are uploaded  The student wrote 3 or more themselves (not done as a class or selected from a list) | | 8 Inquiry Questions are uploaded  Questions reflect personal interests.   * Communicates 1 inquiry question they would like to pursue an answer to | 8 Questions are uploaded, some are inquiry questions | 8 or fewer questions are uploaded, some are inquiry questions. | Questions are lacking in quantity and/or quality |
| **Core**  **Competencies** | 3 reflections demonstrate strong connections and insight to learning and self  1 reflection is shared in the conversation, personal awareness is clearly evident | | 3 reflections show good and sometime strong connections and insight  1 reflection is shared and student is prepared to talk about it and demonstrates understanding of self | 2-3 reflections show good connections  1 reflection is shared  Student is able to talk about it | 2-3 reflections show few connections  Student struggles to talk about it | 1 or no reflections demonstrate connections or insight |
| **Take Our Kids to Work** | | **A** | **B** Evaluations previously completed | **C+** | **C** | **Incomplete** |

**Comments:**

**Work Habits**

**1. I should receive the following work habits mark (please check the boxes):**

|  |  |
| --- | --- |
| **Excellent** | * I demonstrated excellent time management by completing my Career Ed 9 requirements * I was “on it” and needed no reminding from my teacher * I independently engaged in the activities and thoughtfully wrote by reflections * I completed my assignments on or before the deadlines * I rehearsed with another person what I would talk about for my June Conversation * I continuously practiced professional behaviour at my June Conversation with attentive and positive body language * I greeted the teacher with a confident smile and handshake |
| **Good** | * I demonstrated good time management by completing my Career Ed 9 requirements. * I completed my TOKTWD assignment and evaluation by the November deadline * I used my fixed flex time well and asked for clarification when I needed it * I engaged in the activities and reflections * I completed my Inquiry Questions and Core Competency Reflections by the May 1st deadline * I prepared and practiced what I wanted to talk about for my June Conversation * I practiced professional behavior at my June Conversation by sitting tall, not fidgeting, arms open * I greeted the teacher with eye contact and a handshake or smile |
| **Satisfactory** | * My time management requires some attention * Although I completed my work before the deadline, I had to be reminded by my teachers that I was falling behind and I had to rush to complete some activities in time * I engaged in the activities and reflections with assistance * I was ready for my June Conversation, but I didn’t practice * I greeted the teacher with eye contact, a smile or a handshake * My body language showed that I was attentive and engaged most of the time |
| **Needs Improvement** | * I struggled with time management and with completing my Career Ed 9 requirements * I rarely engaged in the activities or reflections * I didn’t make eye contact, smile or offer a handshake * I offered closed body language at my June Conversation (slouching, arms crossed, checking your phone) |

**2. Which part of this course did you find most challenging/frustrating/unclear?**

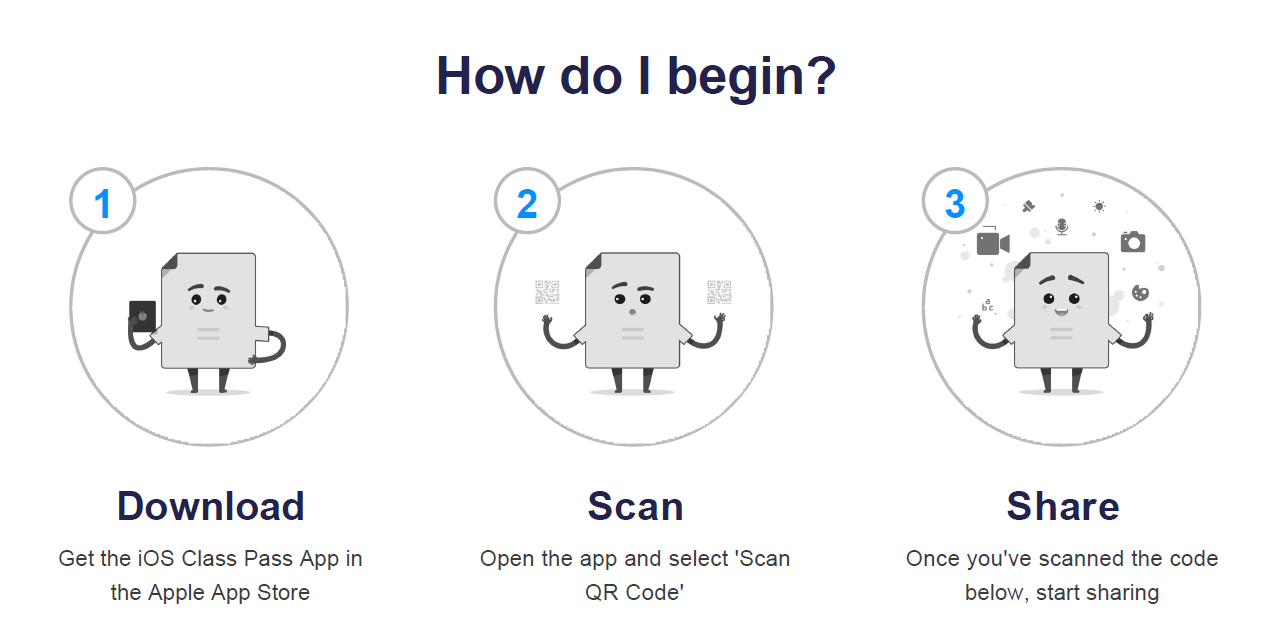
**3. What about this course did you find rewarding/informative/interesting?**

**Helpful Tools**

**Computers If you need to use a computer or iPad, visit Ms. Li, our Teacher – Librarian, in the Learning Commons**

**\*\*\*The library computer lab is open before school, at lunch and after school\*\*\*\***

**Class Pass App** Class pass allows you to add content to your myBlueprint account by pairing your device to your account.



1. **How do I retrieve what I created?** Once you submit on the app, your content is available on the website. When you log in to myBleprint.ca click on the “Class Pass” button, found in the Portfolios tab. You can organize which portfolio to place each item in.

**MyBlueprint Log-In & Portfolios**

**Already have an account?**

1. **Visit** [**www.myBlueprint.ca/sd35**](http://www.myblueprint.ca/sd35)
2. **Click 'School Account Log In' (it’s a green button below, scroll down)**
3. **Enter your school email/username and password**

Create Portfolios:

1. From the homepage, click ‘Portfolios’ from the menu across the top of the page.
2. Click ‘+ Add Portfolio’
3. In the title field type ‘Core Competencies’.
4. In the decription field type ‘Fixed Flex Work’
5. Click the add portfolio button below.
6. Go back and create 7 portfolios with these titles:

**Repeat the process to “+ Add Portfolio” for:**

|  |  |
| --- | --- |
| **Title:** | **Description (optional):** |
| Core Competencies | Thinking, Communication, Personal & Social Skills Reflections |
| About Me | Quiz results from myBlueprint |
| Take Our Kids to Work, November | Assignment and evaluation |
| Inquiry Questions | 1 for each subject this year |
| My Passions | Free time, big dreams, what if? |
| After High School Plan | Next steps: school/work/life |
| Progress & Achievements | Celebrate success – big and small! |

**You can add to these portfolios on your own time or as directed , in class.**

**\*\*\*Remember: Ask if you need help.**



**Nothing without effort.**