

<b>Legend</b>
Self Awareness
Working with Others Collaboration and Communication
Career Knowledge and Awareness
Career Planning

# Career Life Connections

## Learning Map



Triangulation of Assessment*	
O	Observation
C	Conversation
P	Product

	Students are expected to be able to do the following:	Developing (C- to C) 50%    58%    66%	Proficient (C+ to B) 67%    74%    85%	Extending (A) 86%    92%    100%
<b>L E A R N I N G  S T A N D A R D S</b>	<b>Examine</b>			
	Recognize personal worldviews and perspectives, and consider their influence on values, actions, and preferred futures.	I am starting to recognize personal worldviews and perspectives, and begin to consider their influence on values, actions, and preferred futures.	I can recognize personal worldviews and perspectives, and consider their influence on values, actions, and preferred futures.	I can thoughtfully recognize personal worldviews and perspectives, and consider their influence on values, actions, and preferred futures with insight.
	Group discussion (O)    Student conferencing (C)    Cause and Effect graph (P)			
	Analyze internal and external factors to inform personal career-life choices for post-graduation planning.	I can start to analyze internal and external factors to inform personal career-life choices for post-graduation planning.	I can analyze internal and external factors to inform personal career-life choices for post-graduation planning.	I can thoroughly analyze internal and external factors to inform personal career-life choices for post-graduation planning.
	Generating ideas (O)    Self-evaluation (C)    Three column graph (P)			
	Assess personal transferable skills, and identify strengths and those skills that require further refinement.	I can assess a few personal transferable skills, and begin to identify strengths and those skills that require further refinement.	I can assess personal transferable skills, and identify strengths and those skills that require further refinement.	I can assess numerous personal transferable skills, and identify strengths and those skills that require further refinement insightfully.
	Generating ideas (O)    Self-evaluation (C)    Three column graph (P)			
	Explore and evaluate personal strategies, including social, physical and financial, to maintain well-being.	I can explore and evaluate a few personal strategies, including social, physical, and financial, to maintain well-being.	I can fully explore and evaluate personal strategies, including social, physical, and financial, to maintain well-being.	I can thoroughly explore and evaluate a range of personal strategies, including social, physical, and financial, to maintain well-being.
	Management of frustration and successes (O)    Exit interview (C)    List of pros and cons chart for various strategies (P)			
	<b>Share</b>			
Reflect on experiences in school and out of school, assess development in the Core Competencies, and share highlights of their learning journey.	I can reflect on a few experiences in school and out of school, begin to assess development in the Core Competencies, and share a few highlights of my learning journey.	I can reflect on experiences in school and out of school, assess development in the Core Competencies, and share highlights of my learning journey.	I can thoroughly reflect on experiences in school and out of school, insightfully assess development in the Core Competencies, and fully share highlights of my learning journey.	
Strategies used to address challenges and for successes (O)    Conversation on growth (C)    Post-secondary integrated learning plans (P)				
Design, assemble, and present a capstone project.	I can begin to design, assemble, and present a basic capstone project.	I can design, assemble, and present a capstone project.	I can design, assemble, and present an insightful and thorough capstone project.	
Designing and assembling (O)    Student conferencing (C)    Capstone presentation (P)				

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		50%	58%	66%	67%	74%	85%	86%	92%	100%
L E A R N I N G  S T A N D A R D S	<b>Interact</b>									
	Collaborate with a mentor to inform career-life development and exploration.	I can collaborate with a mentor to inform a few aspects of career-life development and exploration.	I can collaborate with a mentor to inform career-life development and exploration.	I can insightfully and reciprocally collaborate with a mentor to inform career-life development and exploration.						
	Student and mentor conversation (O)		Student and teacher conversation (C)			Student journal (P)				
	Engage with personal, education, and employment networks to cultivate post-graduation resources and social capital.	I can start to engage with personal, education, and employment networks to cultivate post-graduation resources and social capital.	I can engage with personal, education, and employment networks to cultivate personalized post-graduation resources and social capital.	I can aptly engage with personal, education, and employment networks to cultivate personalized post-graduation resources and social capital.						
	Communications with network (O)		Reciprocity conversation (C)			Network map (P)				
	Create and critique personal and public profiles for self-advocacy and marketing purposes.	I can start to create and critique personal and public profiles for self-advocacy and marketing purposes.	I can create and critique personal and public profiles for self-advocacy and marketing purposes.	I can insightfully create and critique personal and public profiles for self-advocacy and marketing purposes.						
	Role play interviews (O)		Reflection Circle (C)			Social media profile (P)				
	Demonstrate and reflect on inclusive, respectful, and safe interactions in multiple career-life contexts.	I am beginning to demonstrate and reflect on inclusive, respectful, and safe interactions in multiple career-life contexts.	I can demonstrate and reflect on inclusive, respectful, and safe interactions in multiple career-life contexts.	I can thoroughly demonstrate and reflect on inclusive, respectful, and safe interactions in multiple career-life contexts.						
	Role play scenarios (O)		Response survey (C)			On-line scenarios (P)				
	<b>Experience</b>									
Explore possibilities for preferred personal and education/employment futures, using creative and innovative thinking.	I can explore possibilities for preferred personal and education/employment futures, using creative and innovative thinking.	I can explore possibilities for preferred personal and education/employment futures, using creative and innovative thinking.	I can comprehensively explore possibilities for preferred personal and education/employment futures, using creative and innovative thinking.							
Gathering career information (O)		I wonder questions (C)			Career fields word webs or other graphic organizers (P)					
Identify and apply preferred approaches to learning for ongoing career-life development and self-advocacy.	I can start to identify and apply a few preferred approaches to learning for ongoing career-life development and self-advocacy.	I can identify and apply preferred approaches to learning for ongoing career-life development and self-advocacy.	I can identify and strategically apply preferred approaches to learning for ongoing career-life development and self-advocacy.							
Ranking selections (O)		Explaining choices (C)			Career pitch (P)					
Engage in, reflect on, and evaluate career-life exploration.	I can begin to engage in, reflect on, and evaluate career-life exploration.	I can engage in, reflect on, and evaluate career-life exploration.	I can thoroughly engage in, reflect on, and evaluate career-life exploration.							
Images or video of career-life exploration (O)		Reflections (C)			Pros and cons chart for various careers (P)					