

Career Life Education Learning Map

Triangulation of Assessment*						
0	Observation					
С	Conversation					
Р	Product					

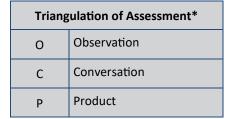
Revision: November 2019



			Developing			Proficient		Extending				
	Students are expected to be able to do the following:	(C- to C)			(C+ to B)			(A)				
	be able to do the following.	50%	58%	66%	67%	74%	85%	86%	92%	100%		
	Examine											
L	Examine the influences of personal and public profiles on career life opportunities.	and benef	tify some of the control of the cont	d with	I can fully identify the risks and benefits associated with personal and public profiles.			I can identify and examine the risks and benefits associated with personal and public profiles.				
E A	Group discussion (O) Student conferencing (C) Cause and effect graph (P)											
R N	Identify risks and appreciate benefits associated with personal and public digital footprints.	I can identify some of the risks and benefits associated with personal and public digital footprints.			I can fully identify the risks and benefits associated with personal and public digital footprints.			I can identify and examine the risks and benefits associated with personal and public digital footprints.				
I	Generating ideas (O) Self-evaluation (C) Three column graph (P)											
N G	Consider the role of personal and employment networks in exploring career-life opportunities.	personal a	ider the role of and employm in career-life ties.		personal a	sider the role nd employm in career-life ties.		personal a	y consider t nd employm n career-life ies.	nent		
S	Generating ideas (O) Student and teacher conversation (C) Networking web (P)											
Т	Interact											
A N	Apply a mentor's guidance in career-life exploration.	I am begir mentor's §	nning to apply guidance.	<i>r</i> a	I can apply	r a mentor's ۽	guidance.	I can thoro mentor's g	ughly utilize uidance	а		
D A	Student and mentor conversation (O) Student and teacher conversation (C) Student journal (P)											
R	Collaborate with community members to explore the reciprocal influences of career-life choices.	communit	nning to work by members a reciprocal in	nd start		te with comr and explore r	•	community	y collaborat members a explore rec	and		
S	Role play scenarios (O) Survey (C) Presentation (P)											
	Communicate with the intent to highlight personal strength, talents, accomplishments and abilities.	personal s	municate a fe trengths, tale hments, and	ents,	intent to h strengths,	nunicate with ighlight pers talents, hments, and	onal	the intent to	y communic to highlight rengths, tal	several ents,		
	Role play interviews (O) Reflection Circle (C) Resumes and cover letters (P)											



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		Deve	loping		Proficient			Extending					
	Students are expected to	(C-		(C+ to B)			(A)						
	be able to do the following:	50% 5	8% 66%	67%	74%	85%	86%	92%	100%				
	Experience												
L	Demonstrate inclusive, respectful and safe interactions in diverse career-life environments.	I can start to de inclusive, respectinteractions in senvironments.	ctful, and safe	respectfu e in varying	I can demonstrate inclusive, respectful, and safe interactions in varying career-life environments.			I can insightfully demonstrate inclusive, respectful, and safe interactions in diverse career-life environments.					
E A	Images or video (O) Explaining choices (C) Career Life Scenarios (P)												
R N	Identify career-life challenges and opportunities, and generate and apply strategies.	I can identify a f challenges and c and I am beginn and apply strate	opportunities ing to generat	strategies	erate and app s to career-life s and opportu	·	strategies (rate and appeffectively together ges and oppersonant together ges and appersonant together ges appersonant	•				
I	Images or video of career-life exploration (O) Reflections (C) List of pros and cons chart for various careers (P)												
N G	Explore and connect experiential learning both inside and outside of school with possible and preferred career-life pathways.	I am beginning to connect experie with career-life	ential learning	experient	ore and connotial learning we pathways.		_	al learning v	nd connect vith				
S	Ranking selections (O) Explaining choices (C) Career pitch (P)												
T A	Practise effective strategies for healthy school, work, and life balance.	I can use some I work, and life b	•		healthy schoo alance strateg			use healthy life balance	school, strategies.				
N D	Drafting goals and plans (O) Student conferencing (C) List of pros and cons chart for various strategies (P)												
Α	Initiate												
R D	Explore and reflect on career- life roles, personal growth, and initial planning for preferred career-life pathways.	I am beginning to reflect on caree personal growth to make initial public pathways.	r-life roles, n, and can star	career-life growth, a	ore and reflect e roles, persor nd can make career-life pat	nal initial	on career-l	ly explore a ife roles, pe d can plan f ays.	ersonal				
S	Generating and selecting ideas (O) Survey (C) Three column notes (P)												
	Develop preliminary profiles and flexible plans for career-life learning journeys.	I am beginning to preliminary pro- plans for career journeys.	files and flexib	Δ	elop prelimina de plans for ca ourneys.		preliminary thorough y	op insightfu y profiles ar vet flexible p learning jou	nd plans for				
	Strategies used to address ch	allenges and for	successes (O)	Conversa	ition on grow	th (C)	Integrated le	earning plar	า (P)				