

CLE 10

Porter Creek Secondary School

August 2018 – June 2019

Ms. Robin Carrey

Link to B.C. Ministry of Education Curriculum for this course

<https://curriculum.gov.bc.ca/curriculum/career-education/all/career-life-education>

Course Description

CLE 10 builds on information you encountered in HACE 08, and prepares you for Career Life Connections 11 (CLC) and your capstone graduation task. All elements of the redesigned curriculum are built on two foundations:

Big Ideas – concepts that students will understand by the end of their studies

Core Competencies – skills that students will use throughout their lives.

The B.C. Ministry and Yukon Education have identified three

Core Competencies (<https://curriculum.gov.bc.ca/competencies>) that students will develop through the process of their education. These **Core Competencies** are *Communication*, *Thinking* (both Creative and Critical thinking), and *Personal and Social* (encompassing Positive Personal & Cultural Identity, Personal Awareness & Responsibility, and Social Responsibility).

There are five **Big Ideas** that drive the curriculum skills and materials in the English Language Arts program.

Career-life choices are made in a recurring cycle of planning, reflecting, adapting and deciding.	Career-life decisions are influenced by internal and external factors including local and global trends.	Cultivating networks and reciprocal relationships can support and broaden career-life awareness and options.	Finding balance between personal and work life promotes well-being.	Lifelong learning fosters career-life opportunities.
--	---	---	---	--

Course Goals

The goals of the course are broken down further – into **Curricular Competencies** (things students will need to be able to **do**) and **Content** (information that students will need to **know**).

The **Course Competencies** – the goals for what students will be able to **do** at the end of the course of study - are divided into two categories:

1. *Interact & Experience* = to interact effectively with others and learn from a variety of experiences
2. *Examine & Share* = to analyze information, engage in self-reflection, planning and choice making and share perspective, use information and communicate ideas effectively

Course Structure

The course may be a new format to students in several ways. There will be a focus on using **inquiry questions** in learning, and in having students co-create questions, criteria for assessments, and criteria for classroom expectations.

The course will require significant involvement on the part of the students.

The course will be focused around a theme, which will guide our process of developing inquiry questions, learning skills, making connections and engaging in reflective and self-assessment practices.

The theme for this course relates to *My Place in the World - Where I've been, where I am, where I'm going*.

To explore this theme and to develop and practice our questioning and planning skills, we will watch/read/look at and create:

- short stories,
- résumés
- case studies,
- articles,
- songs,
- multimedia texts,
- video and films,
- images,
- guest speakers / interview questions
- presentations
- surveys and inventories

[MORE INFO AVAILABLE AT MSCARREYSLEARNINGGATEWAY.COM](http://MSCARREYSLEARNINGGATEWAY.COM)

Assessment & Evaluation

Assessment: happens prior to and during the learning process. Teachers and students use the results and the feedback to improve ongoing work and achievement.

Evaluation: happens late in the learning process, to determine whether or not the student has successfully achieved mastery of a skill or has truly learned information.

Reporting: formal and informal reports communicate to students and their families the results of assessment and/or evaluation.

As per the directives of Yukon Education and in concordance with the Ministry of Education in British Columbia, we will now provide secondary students with evaluations and formal reporting focused on descriptive feedback.

Assessment activities will include but will not be limited to:

- Class discussions and presentations
- Reading activities
- Writing activities
- Multimedia / digital projects
- Quizzes and tests

Assessment will be completed using a variety of tools, including but not limited to: scales, rubrics, checklists and other formats using clearly communicated criteria that students know prior to being assessed or evaluated. Students will be involved in the process through self and peer assessment.

Not every student learns the same way or at the same pace. The same learning target can be measured with more than one type of activity. There will be times when students will have some choice in how they show what they know and can do. Other times, they will have to complete required formats, even if this requires them to stretch out of their comfort zone, because it moves them into their zone of proximal learning.

