

Career Scope: A Learning Resource for Planning 10 & the Graduation Portfolio

The Career Scope Workbook meets the following **Prescribed Learning Outcomes** & corresponding **Suggested Achievement Indicators** as described in the Planning 10 IRP and Graduation Portfolio & Focus Area Program Guide

Planning 10

GRADUATION PROGRAM

Prescribed Learning Outcomes	Suggested Achievement Indicators	careerscope
<ul style="list-style-type: none"> Describe how one or more Focus Areas of interest relate to education and career options 	<ul style="list-style-type: none"> Select one or more Focus Areas of interest and list a variety of post-secondary education programs and career options related to each 	<ul style="list-style-type: none"> ✓ “My Wheel: My Interests”, ✓ “Evaluating My Alternatives”
<ul style="list-style-type: none"> Describe the requirements of the Graduation Portfolio 	<ul style="list-style-type: none"> List and discuss a variety of experiences that can contribute to meeting the requirements of the Graduation Portfolio 	<ul style="list-style-type: none"> ✓ All of “My Portfolio” ✓ “My Wheel: Learning & Work Experiences”
<ul style="list-style-type: none"> Develop a preliminary plan for how they will meet the Graduation Portfolio requirements 	<ul style="list-style-type: none"> List and discuss a variety of activities that could contribute to meeting the requirements of each of the three components of the Graduation Portfolio Propose strategies for meeting the criteria of the Portfolio components & the Presentation component of the Graduation Portfolio Create a list of various ways in which they can gather and develop evidence that meets the Graduation Portfolio requirements 	<ul style="list-style-type: none"> ✓ Activity 5 “Developing a Portfolio: My Artifact Ideas” ✓ Activity 6 “Selecting My Best Artifacts”

FINANCES

Prescribed Learning Outcomes	Suggested Achievement Indicators	careerscope
<ul style="list-style-type: none"> Develop a personal financial plan to support the achievement of education and career goals 	<ul style="list-style-type: none"> Investigate and estimate the specific costs of pursuing their education and career goals Predict and list potential personal financial challenges to achieving their post-secondary goals, and suggest ways to overcome those challenges 	<ul style="list-style-type: none"> ✓ “Researching Alternatives”, ✓ “Overcoming Barriers”, ✓ “Setting Long Term Goals” ✓ “Setting My Next Step”

EDUCATION AND CAREERS

Prescribed Learning Outcomes	Suggested Achievement Indicators	careerscope
<ul style="list-style-type: none"> Relate personal attributes and interests to education and career planning 	<ul style="list-style-type: none"> Use a variety of self-inventory tools—such as personality questionnaires, aptitude tests, and interest scales—to identify their personal attributes and interests Make connections among the results from self-inventory tools and their career and education interests and planning 	<ul style="list-style-type: none"> ✓ Seen throughout Career Scope: ✓ “My Wheel”, ✓ “My Top 10 Factors for Career Planning”
<ul style="list-style-type: none"> Compare a variety of postsecondary education and training institutions and programs 	<ul style="list-style-type: none"> Select one or more specific education or training programs for further investigation in relation to: their personal suitability for program content, cost of program, entrance requirements and prerequisites, length of training, location of institution, exit qualifications and credentials, employment prospects State a personal preference for specific education or training programs, and explain their choice in relation to their individual skills, interests, aptitudes, and values 	<ul style="list-style-type: none"> ✓ “Educational Interviewing”, ✓ “Setting My Next Steps”
<ul style="list-style-type: none"> Relate labour market information to careers of interest 	<ul style="list-style-type: none"> Research and report on a career of interest in terms of LMI including the following: skills and education required, demographics, lifestyle factors, expected salary range, prospects 	<ul style="list-style-type: none"> ✓ “Educational Interviewing”, ✓ “Education Information Research”
<ul style="list-style-type: none"> Identify support networks and resources for pursuing their education and career goals 	<ul style="list-style-type: none"> Create an annotated list of resources and supporters within the school and community 	<ul style="list-style-type: none"> ✓ “My Significant Others”
<ul style="list-style-type: none"> Develop a personal education and career plan to support the achievement of education and career goals 	<ul style="list-style-type: none"> Describe in detail personal ST & LT education and career goals Describe in detail the required knowledge and skills for meeting personal education & career goals Create a list of potential challenges to attaining their education and career goals, and propose strategies to overcome those challenges Create a timeline that includes important dates and deadlines for meeting their education and career goals 	<ul style="list-style-type: none"> ✓ “Overcoming My Barriers”. ✓ “Setting My LT Goals”, ✓ “Setting My Next Step”

Evidence for the Graduation Portfolio

Education and Career Planning

Aspect	Description	Career Scope- Portfolio Evidence
Aspect 3.1	<p>Complete a Transition Plan</p> <ul style="list-style-type: none"> ○ Describes transition plan in a concise format ○ Outlines options that you have considered related to career, educational, and personal goals ○ Describes the role of work, leisure, health, family, and support networks in building your transition plan. 	<ul style="list-style-type: none"> ✓ “Setting My Next Steps” ✓ Summarized in the Wheel & Researching Alternatives, reflected on with “Feedback on my Wheel & Plans” and “Action Plan for My Next Step” ✓ Gathered through “My Significant Others”, Education and Career Interviews and “Feedback on my Wheel & Plans”
Aspect 3.2	<p>Research education, career, and life information</p> <ul style="list-style-type: none"> ○ Documents that several life, career, education, and work options have been explored. ○ Documents that several labour market information sources have been explored. ○ Documents a thorough self-assessment of skills, interests, and aptitudes. ○ Identifies education and training requirements, the influence of parents, teachers, and friends, and the role of school and community participation on possible options. ○ Links skills, interests and aptitudes to the options and evaluates options according to the actions required for each. 	<ul style="list-style-type: none"> ✓ Seen throughout Career Scope. ✓ Researching Alternatives section ✓ Researching Alternatives section ✓ My Portfolio and the Wheel section ✓ Researching Alternatives: “Education Interviewing” and “Education Information” ✓ “My Top Ten”, Knowing my Alternatives section
Aspect 3.3	<p>Demonstrate transferable education skills</p> <ul style="list-style-type: none"> ○ Identifies transferable skills acquired in gr.10-12 and the courses that support each skill acquisition. ○ Identifies the transferable skills acquired in school and community based activities ○ Documents application of transferable education skills in a workplace and/or community setting. ○ Documents current transferable skills and identifies skills to be developed in support of future career and employment goals. 	<ul style="list-style-type: none"> ✓ My Portfolio ✓ “Unpacking a Learning Experience” ✓ “Unpacking a Work Experience”

Aspect	Description	Career Scope- Portfolio Evidence
Aspect 3.4	Engage in focused and continuous learning ○ Documents the investigation of two or more post-secondary programs and four or more employment options related to a chosen Focus Area	<ul style="list-style-type: none"> ✓ Researching Alternatives” ✓ “Education Information” and “Education Interview” ✓ “Career Information” and “Career Interview”

Note: Additional criteria are satisfied with the suggested “**Career Scope Extension Activities**” also available at <http://www.ergon-communications.com/careerscope.html>

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