

# Career Life Education - Unit 2: Post-Secondary Life




## Justification:

*Students should be able to understand the options available to them after high-school. Career Life Education is intended to educate students on their post-secondary options. Students should be confident in their options after leaving high-school.*

### Objective:

- Students should be able to utilize new vocabulary in order to prepare and or plan for post-secondary requirements, admissions, and life in general.
- Students should be comfortable navigating through post-secondary websites.
- Students should be confident approaching teachers/professors/counsellors etc. for help in advising and other concerns as young adults.
- Students should begin to form a mature mindset when it comes to life after high-school
  - grasping and accepting the reality that they will be out on their own soon.

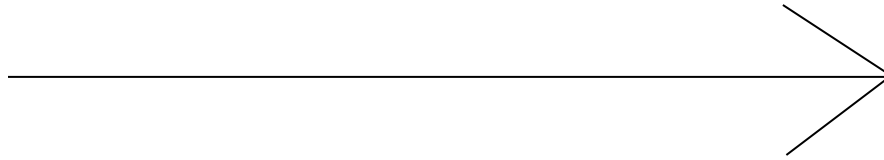
## Core Competencies:

Thinking	Communicating	Personal & Social
<div style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>● Students will brainstorm, discuss and reflect on new ideas and connect who they are to what they want after high-school</li> <li>● Students will be introduced to further reflective practices, that are there to help them learn how to use new information and create their own ideas from it</li> </ul>	<div style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>● Students will communicate their understanding by discussing and presenting their findings.</li> <li>● Students will practice expressing their thoughts and ideas in varying classroom activities.</li> </ul>	<div style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>● Students will connect their life in high-school to the larger world around them in this unit</li> <li>● Students will understand the responsibilities they withhold as young adults in our society.</li> </ul>

**HOW** - *Methods & Practices are listed within the Unit Plan below, "T", "C" or "PS" labels are next to which core competencies have been utilized.*



Through powerpoint presentation, discussion, videos, worksheets and projects. By completing an on-going booklet assignment to further formalize the things they have learned.






Powerpoints (introduce info) - videos(discussion) - booklet(review) - presentation (summative understanding)





**Timeline: ~ 2 weeks**

\*There are 2 on-going assignments: Weekly Journals + Budget Assignment

Dates	What	How	Assessment
<p><b>DAY 1: Intro</b> <b>Tuesday Feb 20</b></p>	<p>What is “post-secondary”, what does it look like to be ‘out of high-school’?</p>	<ul style="list-style-type: none"> <li>- Discussion: Ask the class, “what do you think of when you hear ‘post-secondary’</li> <li>- Video: ‘planning for high-school’: <a href="#">Planning For High-school</a> (stop and discuss with students)</li> <li>- in myBlueprint: 1. Create journal entry 2. Based off of the results from myBlueprint and or personality tests we covered in class <b>WHAT ARE</b> your skills, interests and values?</li> </ul>	<ul style="list-style-type: none"> <li>- in class discussion</li> <li>- check: students entries on myBlueprint for reflectiveness, for connections to last 2 weeks information.</li> </ul> <div style="text-align: center;">  </div>
<p><b>Day 2</b> <b>Wednesday P1</b> <b>Wednesday Feb 21 - P1 double block, *after lunch = meeting with Amandeep (course selection) *</b></p>	<p>Reflect on last days information. And, what are your options in post-secondary options? UNIVERSITY/COLLEGE</p>	<ul style="list-style-type: none"> <li>- Discussion: let’s discuss our entries from last day, do you think it is important to do something that connects to your values/interests and skills? Why?</li> <li>Prezi: Options - College, University</li> </ul>	<p>In class discussion through powerpoint slides</p> <div style="text-align: center;">  </div>

<p><b>Day 3</b>  <b>Thursday 21 - P2</b>  <b>Thursday Feb 22 - P1</b></p>	<p>Go over the terms with students</p>	<p>Family Feud game, on new vocabulary we have learned</p>	<p>Students will play a game in order to gain confidence using the new terms they have learned last class</p> 
<p><b>Day 4</b>  <b>Thursday Feb 22 - P1</b>  <b>Thursday Feb 22 - P2</b>  <b>(after lunch double block)</b></p> <p><b>Next Week: Trades</b>  <b>First: Monday Feb 26th P1+P2</b></p>	<p>Formalize the information once more by working in class on questions about post-secondary options.</p> <p>On Monday students must set intentions for the week. + On-going budget assignment will be introduced  Students who are not interested in university/college, what are their options?</p>	<p>Students will work on a booklet that will help them understand the information learned further.</p> <p>Students will fill in their intentions for the week on myBlueprint  Students will access the Budget assignment and we will go over it as a class.  Continue the prezi on post secondary options  In class discussions</p>	<p>Booklet to be worked on <b>IN CLASS ONLY</b>  Using computer, work with partners. I will circulate for help. This will be marked, but still a formative assessment.</p>  <p>Students will continue working on their reflections and asking any necessary q's about Budget Assignment</p> 
<p><b>Tuesday Feb 26th</b>  <b>P1+P2</b></p>	<p>Learn about Trades options for post-secondary</p>	<p>Students will go over prezi with me and work on their booklets.  Trades handout to be worked on.</p>	<p>Prezi discussions + booklets.  <b>TRADES</b> handout - homework</p> 
<p><b>Wednesday Feb 27</b>  <b>P1: Double Block</b>  <b>P2</b></p>	<p>Collect and go over homework.  Learn about Financial options, no stress!!  There is a way!</p>	<p>Students will go over homework together  Students will go over prezi with me and work on their booklets</p>	<p>Prezi discussions + homework discussion</p> 
<p><b>Thursday Feb 28</b>  <b>P1</b>  <b>P2: Double block</b></p>	<p>I want P2 to be caught up with P1 so they will work on their booklets.</p>	<p>Students will connect post-secondary knowledge to career</p>	<p>Discussion: after video</p>

	P1 will watch a video on planning their futures + P2 after lunch	selection by watching: <a href="#">how can a child aspire to a career they don't know exist?</a>	
<b>Friday Feb 29</b>	Reflections. Students will be connecting post-secondary knowledge to career. Students should now have the right knowledge to guide them to confidence in selecting careers	Students will reflect in their journal entries. Watch and discuss: <a href="#">find a mission</a>	<p>Discussion, reflection. Formative assessment.</p> 
<b>Final Summative Assessment</b>	Students will take one of the scenarios from their booklet and create a skit from that booklet. However unlike the questions in the booklet, they will also need to list the appropriate postsecondary courses/program the fictional character should take as well as how they will cover the costs.	Students will show their classmates their solution to a fictional situation that has to do with choosing the right postsecondary path. They will need to perform as well as write a 1 page justification for their response	This assessment will be a project, it will tie together the information the students have gathered.