

Welcome students and parents to Ms. Sadler's class for the 2018-2019 school year!

Course Name: Career Development Life Work: Planning

Course Description

Grade: LWC 20s

In this course, Students plan for their high school career by selecting the courses and programs of interest to them and developing the knowledge and skills to prepare for post-secondary education and training.

Students:

- discover how their knowledge and skills relate to the workplace
- explore types of work that they find fulfilling and enjoyable
- make curricular and co-curricular connections to career development
- explore careers and the world of work, including labour market information and workplace safety and health
- are exposed to meaningful community and career experiences and mentors

Units

Topic	About
Unit 1: Personal Management 22 hours	<ul style="list-style-type: none">• Introduction• Build and maintain a positive self-image• Interact positively and effectively with others.• Change and grow throughout life.
Unit 2: Career Exploration 23 hours	<ul style="list-style-type: none">• Locate and effectively use life/work information.• Understand the relationship between work and society/economy.• Maintain balanced life and work roles.• Understand the changing nature of life/work roles.
Unit 3: Learning and Planning 20 hours	<ul style="list-style-type: none">• Participate in lifelong learning supportive of life/work goals.• Make life/work enhancing decisions.• Understand, engage in, and manage own life/work building process.

Unit 4: Job Seeking and Job Maintenance 19 hours	Secure/create and maintain work.
Unit 5: Career and Community Experiences 26 hours	<ul style="list-style-type: none"> • Before career and community experience • During career and community experience • After career and community experience

Evaluation Breakdown

Course work 60%
 Career/Community Experience.....30%
 Student Log10%

Academic Expectations

Due Dates:

- ❖ Assignments are created to be completed during the allotted class time – if a student is away or unable to complete the assignment, it is **their** responsibility to contact me and complete their work in a timely matter.
- ❖ Assignments not submitted by their agreed upon due date will be accepted, but with penalties.
- ❖ Overdue assignments **will not** be accepted once the reporting term has ended and report cards have been sent out.

Failing Grades:

- ❖ If you receive a failing grade on an assignment, you will be given the opportunity to make changes and improve the assignment with guidance from myself and your peers.
- ❖ Parents/guardians will be required to acknowledge and **sign all** assignments in which a student earns 49% or less

Classroom Behavioral Expectations

RESPECT	Respect each other's bodies, personal space, and belongings. If it does not belong to you, do not touch it! This includes my belongings and supplies!
TRY	Not everyone is equal when it comes to their abilities. My job is to challenge you and help you to grow, so I ask that you try to give your best every day, and that today you are trying to be better than yesterday.
TEAMWORK	We are allies and are here to help each other on the journey through education. Ask one another for help and guidance – you know more than you think!
LANGUAGE	Monitor your language use in this space! You're human, but have respect for those around you.
SAFE SPACE	I do my best to make this a safe space for all students to feel comfortable being in – if you are preventing that from happening, you will be asked to leave. This is a room of tolerance, understanding, and empathy.

I, _____ acknowledge that I understand what is expected of me as a student in Ms. Sadler's class, both behaviorally and academically, and agree to abide by them. I have also shown these expectations to my parents/guardians.

Student Signature

Parent Signature