



PEACE RIVER SCHOOL DIVISION
VIRTUAL EDUCATION PROGRAM
"Learning Together - Success for All"

Career and Life Management (CALM)
Course Outline
2021-22 Semester 1
Teacher: Bill Sheets sheetsb@prsd.ab.ca

I. Key Message/Expectations

Students in CALM are expected to adhere to the following expectations:

Regular attendance: To be successful in CALM, students must attend class and complete the work associated with learning the concepts and skills in the course. Students are responsible for completing work even if they are absent. If a student knows they will be absent, please notify the teacher in advance.

Arrive on time for class: It is expected that you will be ready to engage in the learning process as soon as possible when the class starts. If you are unable to avoid being late, please enter the classroom with a minimum of disruption.

Be prepared: Bring all necessary materials with you to class and keep your handouts in a neat and orderly way in a binder.

Work habits: It is expected that students will use their class time to the best of their abilities for the whole period every class. While instruction is occurring, students will be attentive and engaged. Respectful behaviour is a necessity to all members of the class and shall be reciprocated.

Assignments: Assignments are due on the date specified and all summative assignments must be completed to receive credit in the course.

Cell Phones/Electronics: These devices may only be used in class when specifically instructed. In all other instances they should be shut off and put away.

Virtual Education is an exciting opportunity for PRSD students. Regular attendance and productive engagement in course material is an expectation and requirement for success in this course, both during synchronous and asynchronous instruction and learning activities.

Course content is organized into both teacher-directed and student-directed learning activities. Successful students will employ effective time management strategies to complete all activities on time.

Students are expected to demonstrate appropriate online and in-person behaviour in accordance with PRSD Board Policies and Administrative Procedures. By default, teachers will require students to have their cameras on during class time and require students to respond to questions or participate in discussions with their microphone. There will be times when teachers may allow students to turn their cameras off.

II. Course Overview

The aim of senior high school Career and Life Management (CALM) is to enable students to make well-informed, considered decisions and choices in all aspects of their lives and to develop behaviours and attitudes that contribute to the well-being and respect of self and others, now and in the future. CALM is the core course for health literacy at the senior high school level in Alberta.

Students require an understanding of self as the basis for making healthy choices, having healthy interactions with others and using resources wisely, as well as for lifelong career development. They also require information, planning tools and processes to make decisions and develop action plans for effective life management. This health-promoting course provides opportunities for students to gain knowledge and insight, and to acquire essential life skills; it is relevant to the needs of students now and in the future, and stimulates creativity, encouraging them to learn and providing them with important learning skills. (Alberta Education)

III. Scope and Sequence

The following is the course outline listing the approximate time spent on each unit, the approximate timeline, and the major concepts of each unit.

Aug. 30th - October 1st HCS 3000 and HCS 3010 Workplace safety systems and workplace safety practices.

Oct.4th - Nov. 5th: General Outcome 3: Career and Life Choices

- Examine the components of effective career development as a lifelong process.
- Update and expand a personal profile related to potential career choices
- Examine the relationship among career planning, career decisions and lifestyles
- Develop strategies to deal with the transition from senior high to post-secondary education/training and/or the world of work.
- Develop a quality career portfolio
- Investigate a range of learning opportunities in post secondary programs, on the job training and apprenticeship training programs.
- Analyse variations in employment and implications in the life career process
- Determine skills, attitudes and behaviours necessary to get a position
- Determine the skills, attitudes and behaviours required to retain employment
- Investigate employer and employee ethics, rights and responsibilities

- Design a plan for turning life goals and aspirations into reality

Nov. 8th - 26th General Outcome 1: Personal Choices A

- Analyse the dimensions of health and their interrelatedness, the impact of the determinants of health, and the dynamic nature of balance in life
- Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health
- Develop and assess personal strategies to enhance creative thinking skills
- Develop approaches/tactics for creative problem solving and decision making
- Apply a variety of strategies for lifelong learning
- Determine practices and behaviours that contribute to optimal physical well being
- Analyze a variety of strategies to achieve and enhance emotional and spiritual well being
- Develop and assess strategies for anticipating, identifying, managing, and embracing change
- Demonstrate and apply effective communication, conflict resolution and team-building skills

Nov 29th - Dec. 17th. General Outcome 2: Resource Choices

- Identify personal resources, and explain how they could be of value to self and others
- Compare needs, wants and consequences, with consideration to self, others and society
- Examine sources of lifestyle aspirations, and relate these to personal resources
- Demonstrate knowledge of and a commitment to achieving personal financial goals
- Determine the varied implications and challenges of independent/interdependent living
- Evaluate the services and costs of various financial institutions
- Evaluate the advantages and disadvantages of credit
- Examine various types of investments and the practical and ethical issues of investing
- Identify and analyze a variety of types of insurance
- Develop strategies to overcome potential resource challenges

Jan. 3rd - 17th General Outcome 1: Personal Choices B

- Examine various attitudes, values and behaviours for developing meaningful interpersonal relationships
- Examine the relationship between commitment and intimacy in all its levels
- Examine aspects of healthy sexuality and responsible sexual behaviour
- Investigate how science, technology and media affect wellness
- Evaluate resources and support systems for each dimension of health and well being for self and others

Jan. 18th - 27th Final Exam Interviews

IV. Teaching Methodology

Students will develop an understanding and application of the concepts covered in this course through a variety of activities, teaching methods including direct instruction, on-line content, and research platforms to produce artifacts of learning and demonstrate their knowledge and application of the concepts.

CALM deals with sensitive topics, including human sexuality and sexual orientation. If you, as legal guardian to a student who is under the age of 18, intend to request that your student be exempted from that course material, please contact the school at 780-624-3602 and we will provide you with Notice and Student exemption form. This must be completed prior to the beginning of the Personal Choices B unit beginning in January.

V. Assessment and Evaluation

CALM (3 credits)

Evaluation consists of three major components: Assignments and projects worth 70%, the portfolio worth 15%, and the interview worth 15%

Assignments and projects:

Students will be assigned a number of assignments and projects for each unit. Students are also expected to participate in class activities and discussions, which will also account for a portion of their overall grade.

Portfolios:

Each student must complete a portfolio, which is due on December 18th. This portfolio will contain a resume, cover letter and career exploration, as well as work samples. Students will also have to include examples to show what skills they have outside of school. This portfolio will also be part of their final interview.

Final interview:

Students are required to complete a job type interview at the end of the course. This interview will be conducted during the final exam period at the end of January.

HCS 3000 and HCS 3010 one credit courses will be assessed on projects and final assessments as per their content. There may be the possibility for students to also get credit for AGR 3000 should time permit.

Evaluation breakdown:

Category	GO1 Personal	GO 2 Resource	GO 3 Career	Portfolio	Interview	Total
Course Mark %	30%	25%	25%	15%	20%	100%

All course assignments must be completed to receive credit in this course.

PowerSchool

CALM marks are posted on PowerSchool as assignments are completed and evaluated. Both parents and students can access PowerSchool for current student achievement. HCS 3000 and HCS 3010 will be posted at the end of the semester as they are CTS credits.

Formative assessment:

There will be a variety of formative assessments throughout the course. Formative assessment is designed to help students learn, provide practice and feedback and help students improve. These assessments will not be factored into student marks.

VI. Resources

There is no textbook for CALM. Students are expected to bring paper and writing utensils to each class. Students will have a folder in class where they can keep assignments. Students will be able to access assignments in the google classroom using the following code: ***7cbyheq***

If there are any questions or concerns, please do not hesitate to contact me at the school office or by email at sheetsb@prsd.ab.ca