

# Grade 10: Career Development/Life Work Planning

## Course Outline

Teacher: B. Leschyson  
Email: bleschyson@isd21.mb.ca

### Emphasis

The Grade 10 Career Development/Life Work Planning course is designed to assist students in planning for their future. This course will help students assess their passions and abilities, explore careers that they are interested in, and develop skills related to finding and keeping a job. Career Development will also explore market trends including: globalization, diversity, and information/communication technology. The balance between life and work, and their impact on each other, will be a theme throughout the year.

### Expectations

This course will emphasise personal management skills needed in the workforce. As such, each student will be responsible for managing their projects, assignments, and outside activities. Students will be expected to set reasonable goals for their school year. A day planner, agenda book, calendar, or some other system will be required by each student to coordinate any upcoming events.

Students will be expected to find and complete a 10 hour volunteer work placement related to their career goals.

### Flexibility

This course is designed to meet individual student's needs. Each student will have some control in which careers and life roles they would like to explore.

### Topics

Unit 1: Personal Management  
Unit 2: Career Exploration  
Unit 3: Learning and Planning  
Unit 4: Job Seeking and Job Maintenance  
Unit 5: Career and Community Experiences

### Mark Breakdown

This course will be evaluated in a project based format with each unit carrying approximately equal value.

## Assessment:

### Creating the Grade:

- Grades will be based only on the demonstration of an individual student's knowledge and skills of the outcomes for each course:
  - Only items marked by the teacher will determine a student's grade
  - Grades are based on individual student achievement, not group achievement
- When determining a grade, the teacher will decide whether there is sufficient evidence of achievement. If not, the mark can be reported as an "IN" (incomplete). Teachers will determine with students and parents/guardians a plan for completion of work.

### Establish, communicate, and apply consequences for late and missing work:

Students must understand that there will be consequences for not completing assignments that provide evidence of learning or for submitting those assignments late. If, after establishing and clearly communicating expectations regarding assignments, setting and communicating timelines for assignments, and supporting student learning using the strategies provided above, student work is still late or missing; teachers will apply the following strategies:

- confer with the student and, where appropriate, with the student's parent/guardians about the reasons for not completing the assignment, and consider the legitimacy of reasons;
- develop an agreement with the student to complete the work;
- require the student to complete missing work during lunch by attending the Assessment Completion Centre (ACC).

If, after completing the steps above, the student does not hand in the assessment by the agreed upon deadline, a zero may be used as a mark as the student has not demonstrated any knowledge or skill of the outcome.

The consequence for not completing work is to complete the work. Late marks will not be subtracted from an assignment as it is purely punitive and doesn't measure learning. The assignment will either be completed or given a zero.

The full policy is available on the SCI website under "Student Handbook".