

PLANNING 10 STUDENT ACCOUNTABILITY CONTRACT

I am prepared to follow Ms. Ross's course outline & expectations and have shared them with my parent/guardian. I understand that Planning 10 is a rehearsal for real life, and as such I will treat it with the respect and seriousness any real world job deserves.

Please note that Ms. Ross would like email addresses in order to provide us with important information about the course or to contact us about my progress.

Student Name (please print) _____

Signature _____

Email _____

Parent/Guardian Name (please print) _____

Signature _____

Relationship to student _____

Email _____

Preferred Daytime Phone Number _____

Questions or comments?

Are you interested in volunteering as a guest speaker this semester on a topic related to Planning 10? If so, please indicate below what topic(s) you would be interested in.

Stay up-to-date! Parents and students can receive updates & reminders using the Remind text service. To sign up, text @89d03 to 604-332-5562.

Welcome to PLANNING 10!

Who am I?

What kind of life do I want to have?

What will I do after high school?

What kind of job would I be good at?

Do I want to go to university?

How can I have the best life possible?

The goal of Planning 10 is to help you discover **what kind of life you want to lead**, help you **set goals** towards leading this life, and to thoughtfully **work towards** these goals.

It provides opportunities for you to plan for successful learning in the **Graduation Program**, explore a range of **post-secondary** education and career options, think critically about **health** issues, and develop **financial literacy** skills related to pursuing your goals. A number of guest speakers and educational outings will help us explore these areas. **This is 4-credit course is required for graduation.**

4 Habits of Successful Planning Students

Be Present

Arrive to class before the bell rings. If you *are* late, take care not to disrupt class as you enter and find your seat.

Use our time together wisely. Class doesn't end until dismissal; show respect by waiting for the signal to pack up. Use transition time in between classes to run errands. Excess exits may lead to revocation of leaving privileges.

After an absence, find out what you missed. Ask your classmates, check the class website, and *then* ask me for clarification if needed. I can email work by request, if you are able to keep up while away.

To maximize your learning, keep all distractions (phone, books, make-up, etc.) in your bags or lockers at all times. We have a NO CELL PHONE policy which requires they not be IN SIGHT or SOUND during class time. Any item not conducive to the learning environment will be removed from your possession.

Be Organized

Assignments are to be handed in at the appropriate time and place. For maximum efficiency, use an agenda. If you are unable to meet a deadline, it is your responsibility to discuss the details with me ahead of time, and I will do my best to accommodate you in an appropriate manner.

Be Respectful

Respect yourself, your classmates, me, and our physical spaces. This includes no *food or drink in the computer lab at any time*. Nutritional food and drinks in Room 107 are allowed with permission, within reason and with clean-up. Inappropriate behaviour warrants disciplinary action (see the school's Code of Student Expectations).

Develop your abilities to listen well, follow instructions, and help others, which are *mandatory* skills in the workplace. Participate by asking questions, offering answers, sharing details, and encouraging others. Behave as a valued employee would, and in turn I will try to be your ideal boss.

Inclusive, positive, respectful language is to be used at all times. Kind and thoughtful behaviour is to be demonstrated. Our classroom community should be physically and emotionally safe for everyone, and should be a place where everyone feels comfortable to participate and to learn.

Be Prepared: Required Supplies

- ✓ Binder with lined paper and six dividers (Finance, Personal Exploration, Career & Education, Employment, Health, and Miscellaneous)
- ✓ Blue or black pens and correction fluid (pencil and eraser are acceptable), a red pen, 3+ highlighters
- ✓ USB drive

- ✓ Appropriate clothing for healthy living activities (walking shoes, jacket, etc.)
- ✓ If you have allergies or are sick, please bring your own Kleenex.
- ✓ Although much of our work is done on computers, we have limited access to printers in our class; be prepared to print out many pages (100+) over the course of the semester on your own time and dime.

Evaluation

- ✓ You will be assessed according to the Prescribed Learning Outcomes for Planning 10.
- ✓ There is a combination of individual, partner, and group work throughout the course.
- ✓ Though there is no final exam in Planning 10, there are several large projects that must be completed and meet minimum criteria in order for students to receive a passing grade in the course.
- ✓ This course is a requirement for graduation.
- ✓ Plagiarism and academic dishonesty are not only prohibited – they are not helpful in your quest to become a better person and a good world citizen.

The course evaluation is based on a *portfolio* that you will create as the semester progresses. There are a number of requirements for your portfolio, as outlined on the next page. Although you will receive assessment and feedback on individual assignments, your portfolio will be evaluated as a whole before the reporting periods. The mark your portfolio receives depends on the degree to which it demonstrates the requirements, including the detail and accuracy evident throughout.

Portfolio Rubric

Masterful (6)	All requirements either are fully met or exceed expectations. There is a high degree of polish, professionalism, and maturity evident in both the work and its presentation. Pride in the final product as well as the work that went into it is obvious. You have created a masterful portfolio that reflects of the outstanding work you put into the course.
Excellent (5)	All requirements are fully met up to expectations. There is a high degree of organization and professionalism evident in both the work and its presentation. Pride in the final product is evident. You have created an excellent portfolio that reflects the consistently good work you put into the course.
Proficient (4)	The majority of requirements are fully meeting expectations, and although some areas may only minimally meet expectations, there are no significant weaknesses or absences in your portfolio requirements. You have created a proficient portfolio that reflects the mostly good work you put into the course.
Satisfactory (3)	The requirements are all met to some degree at or above minimal standards, with no significant absences in your portfolio requirements. Although technical issues such as disorganization or language barriers may impede the quality of communication in your portfolio, overall you have created a satisfactory portfolio that reflects the work you put into the course and which is sufficient to earn course credit.
Developing (2)	Although some requirements may meet expectations, there are significant weaknesses and/or absences amongst them. While you are progressing towards a satisfactory product, there are still areas that need more development before course credit may be given.
Insufficient (1)	There are many requirements that either are missing or do not meet the minimal level of expectations. Significant weaknesses and absences make it difficult to properly evaluate your progress. Your portfolio is insufficient in its current state to earn you course credit.
Incomplete (i)	Very few requirements have been met at the minimal level of expectations; or, the portfolio has not been submitted for evaluation. No course credit will be given.

Portfolio Requirements

By the end of the course, your portfolio must show evidence of each of the requirements below. Assignments throughout the semester will give you the opportunity to meet these expectations. Certain assignments are mandatory; without their completion to a minimum standard, course credit will not be given.

By the end of the course, you must be able to...

Grad Program

Identify the course and exam graduation requirements for Grades 10, 11, and 12.
Identify an educational plan for your own career and life goals, including course options for Grades 11 and 12.
Demonstrate progress in the Graduation Transition Program (to be completed in Grade 12 for an additional 4 required graduation credits) in the form of Daily Physical Activity and/or Community Connections documentation.

Health & Healthy Relationships

Identify aspects of healthy living, including nutrition and physical activity, and apply them to your own life.
Identify aspects of healthy relationships with family, friends, colleagues, and romantic/sexual partners.
Identify health decisions and their effects on sexual health, physical health, and emotional health.

Finance

Demonstrate personal financial planning, including both short-term and long-term budgeting.
Identify the costs and financial steps associated with transitioning out of high school.
Identify the costs associated with your chosen post-secondary education & career options.

Identity Exploration

Identify your personal interests, values, skills, and attributes.
Apply your self-assessment to your career and life planning.

Employment Skills

Assess your skills, strengths, and interests in relation to employability skills.
Identify your transferrable skills set, and identify how it can aid in various job settings.
Demonstrate and apply the knowledge and skills needed to seek and obtain work, including interview skills.
Develop an employment portfolio, including a cover letter and résumé.
Demonstrate professionalism and "job keeping" skills.
Identify employment standards and workplace safety in chosen workplaces.

Career & Education Exploration

Identify multiple suitable careers and the skills, training, and/or volunteer work that will help in achieving each.
Develop a clear plan with realistic and attainable goals for reaching your chosen career, including the skills and credentials which will lead to your career goals.
Demonstrate an understanding of the career-building process.

Skills for Success

Set challenging goals with clear priorities based on personal strengths and limitations.
Habitually challenge your limits and work to extend your skills, demonstrating a willingness to take risks that may lead to failure.
Reflect accurately upon your progress, identifying strengths and weaknesses and using feedback to modify accordingly.
Identify the appropriate next steps in a process or plan, and act accordingly.
Select and organize artifacts for a presentation.
Present information with a clear goal to inform, entertain, and/or persuade.
Select an effective combination of visuals and words that take communication to a high level, superior to what could be accomplished with either alone.