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| **Course: Career Life Education 10 - Semester 1 Interim Report** | | | **Teacher: Robin Carrey** | | |
| **Big Idea:** Career life choices are an ongoing process of reflection, decisions and goal setting influenced by personal and external factors. | | | **Guiding Question:** What are my strengths, priorities, preferred ways of interacting with the world and the experiences I want to have in life? | | |
| **Goals** | | **1 – Not Yet Meeting Expectations** | **2 – Approaching Expectations** | **3 – Meeting Expectations** | **4 – Exceeding Expectations** |
| **Content**  **(What do you need to KNOW?) :** Decision making, goal setting, preferred ways of knowing and learning | | If/when prompted or provided with considerable support, I can list some basic self-reflection strategies or tools people can use to help identify strengths. I struggle to engage in these strategies and/or to see how they connect to my present or to my future choices. | I know every person is individual, and has strengths and preferences they can learn through self-reflection, and then use to help them make decisions. I need support / prompting to identify these elements accurately and to understand how they relate to my life. | I know every person is individual, and has strengths and preferences they can learn through self-reflection, and then use to help them make decisions. I can engage in reflection and connect what I learn to my life experience. | I understand the process of self-reflection as being both highly personal and something that we can learn about using established methods. I can use the self-reflection process to dig more deeply into understanding how I have come to where I am, and to envision future potentials. |
| **Curricular Competencies**  **(What do you need to DO?)** | Explore and reflect on career-life roles, personal growth, and initial planning for preferred career-life pathways. | Right now I need considerable support and prompting to engage in the process of self-reflection. I am still struggling to engage honestly in the process, and am not able to connect the process of reflection either to my current life experience or to making choices about my future. I find some of the surveys interesting but have not yet used them effectively to reflect. | With support /prompting, I can use specific self-reflection tools to identify my strengths and priorities and connect these to my past and current life experience. I am able to set some goals but am struggling to break them down into manageable chunks. I have not yet reached the point where I’m focused on “end” goals vs. “means” goals or meaningful, authentic purpose. | I am able to use self-reflection strategies and tools to identify my personal strengths, differentiate and priorities elements of the life and experiences I want to pursue, and set goals, breaking them down into manageable tasks. I have some grasp on the difference between short term enjoyment and long-term purpose. | I am not only able to identify my strengths are (as well as my areas of weakness) but I can connect them to the experiences I hope to have in life and can set goals that are not only aligned with my values but also in support of building a life that is meaningful (PERMA). My goal setting is realistic and flexible and encourages ongoing reflection. |
| Communicate with the intent to highlight personal strengths, talents, accomplishments, and abilities | With significant prompting/support, I have collected a limited amount of information from only a couple of self-reflection sources. I have not yet been able to put the information together in a way that I can use to see patterns in my preferences, aptitudes, and priorities. I have not yet connected what I have learned to the process of setting goals. | I can collect the information from the self-reflection processes in which I engaged. Using that information, I attempted to create a profile. I struggled to synthesize the information and connect information from one tool to what I learned in other tools. I am still trying to dig into the process of using this information to set goals and determine my priorities. | I can collect the information from the self-reflection processes, synthesize it and create an informative, clear and accurate self-profile that makes connections between my strengths, my preferences/aptitudes, my goals and my priorities. | I can collect information from a variety of self-reflection processes, synthesize it and create an informative, clear and accurate self-profile that makes connections between my strengths, my preferences/aptitudes, my goals and my priorities. My work is not only clear, it is insightful, published in a manner that is appealing and well-organized. |
| Develop preliminary profiles and flexible plans for career-life learning journeys | With support and prompting, I have completed at least the MBTI and read the recommendations on careers. I have not yet connected that information to other self-reflection tools, or considered types of work or looked at how suggestions connect to my aptitudes, goals and priorities. | I have completed and read the result of self-reflection tools that give me some indication of what types of work might be suitable for me. I have yet to make connections between that information and any goals/interests I already have, or to look into particular types of work. I have not yet connected this to priorities/goals. | I can take the information I gathered in self-reflection and begin to see connections to jobs, work and careers. | I can see how I might be able to improve some of my strengths or weaknesses to access rewarding work, or how I can leverage my skills and aptitudes to maximize reaching meaningful goals. I see patterns of how different self-reflection results connect to types of work. |