

CALM Course Outline and Long Range Plans 2020

Mrs. Dubé, Ms Favreau, Mrs. McLeod

Course Overview and Rationale

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

Rationale

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

General Expectations

Students are expected to abide by the following:

- ❖ **Regular attendance** – To be successful in CALM, the student must be attending classes and completing the work associated with learning the concepts and skills of the course. The student is responsible for and doing the work that was assigned if they are absent/late. If the student knows that they will be away, please notify the teacher so the student can pick up their work so they do not fall behind.
- ❖ **Arrive on time** – It is expected that you are in your desk ready to start class **when the bell goes**. If you are unable to avoid being late, please enter the classroom with a minimum of disruption and expect to make up that time at a later date.
- ❖ **Be prepared** – Books, pencils, etc. are to be brought to class **every day**. Handouts, assignments and notes are to be kept **in order** in a binder.
- ❖ **Work Habits** – It is expected that the student use their class time to the best of their abilities for the whole period every class. I expect everyone to be listening when I am providing instruction. Please raise your hand and ask questions at any time during the class. Respectful behaviour is a necessity to all members of the class and shall be reciprocated.
- ❖ **Assignments** – Assignments are due at the beginning of class. It is the student's responsibility to make up for any work missed during an absence. **All summative assignments must be completed to be granted credit for this course.**

- ❖ **Cell Phones/Electronics-** These devices may only be used in class when specifically instructed. All electronics must be turned OFF and put away at all other times in class. Electronics will be confiscated if they are a distraction in class. Continued issues will mean that they will be banned entirely from the classroom.

Course Outline

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

Sept 8-Oct 8 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 getting a position
- Determine the skills, attitudes and behaviours necessary for retaining a job
- Investigate employer and employee ethics, rights and responsibilities
- Design a plan for turning life goals and aspirations into reality

- **This unit includes HCS 3000**

Oct 13- Nov 20 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

- **This unit includes HCS 3010**

Nov 24 –Dec 18 General Outcome 2: Resources 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 4 –End of classes

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

○ **This unit includes HSS 1090**

Jan 19-28 Final Exam Interviews

These dates are approximate and subject to change if necessary.

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 mark.

Portfolios:

Each student must complete a portfolio, which is due on December 6th, 2019. 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 June.

One Credit courses

HCS 3000 and HCS 3010

The evaluation for these modules is based on the final M/C exam.

HSS 1090

The evaluation for this module is based on 3 assignments and an oral presentation.

CTR 1010

The evaluation for this module is based on 5 assignments

Evaluation Breakdown:

Category	GO 1 Personal	GO 2 Resource	GO 3 Career	Portfolio	Interview	Total
Course Mark %	30%	20%	20%	15%	15%	100%

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

HCS 3000, HCS 3010, CTR 1010 and HSS 1090 are one-credit courses. These marks are posted at the end of the semester.

PowerSchool

CALM marks are posted on *PowerSchool* as assignments are completed and evaluated. This is a new system for our school division this year, and we hope to have the parent and teacher portals open throughout the second semester. Once activated, communication on attendance, assignment completion and grades can be communicated digitally. HCS 3000, HCS 3010 and HSS 1090 marks 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 (O'Connor. 2012). This could include daily practice, textbook work, assignments, quizzes, group work, etc. These assessments are **not** factored into the course grade nor shown in PowerSchool. If you would like to discuss your student's formative assessments please contact the teacher.

Communication

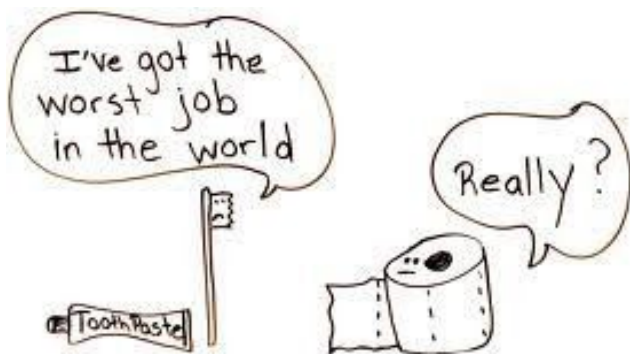
Please do not hesitate to contact me at the school. Teacher email addresses are as follows: Mrs. McLeod mcleodg@prsd.ab.ca. Mrs. Dube dubej@prsd.ab.ca. Ms. Favreau favreauj@prsd.ab.ca. The school phone number is 780-624-4221.

Materials

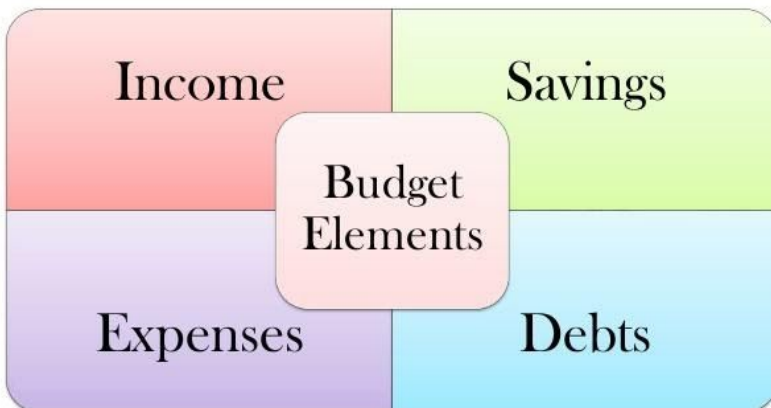
There is no textbook for CALM. Students are expected to bring paper and writing utensils to each class.

Sensitive Topics

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 780-624-4221 and we will provide you with the Notice and Student Exemption form. This form must be completed prior to the beginning of the Personal Choices B unit beginning in December.



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In the end we retain from our studies only that which we practically apply.
-Goethe