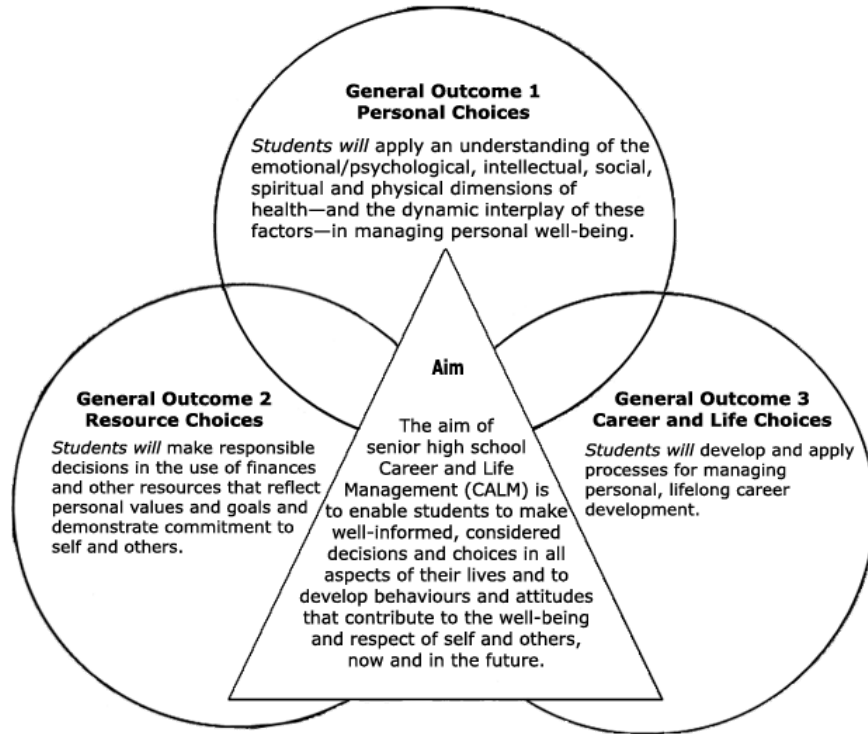


CALM 20



Course Outline 2022-2023 Mayerthorpe High School

Mrs. Lundstrom

Introduction

The Career and Life Management (CALM 20) course is a *3 credit course* required for graduation in Alberta. CALM promises an opportunity to examine some important life decisions that many students are going to be facing in the next few years; personal characteristics and their relationships as well as future life plans. Through practical classroom activities, the students in this class have the opportunity of laying the groundwork to achieve many educational, personal, and career goals.

General Course Objectives:

1. To enable students to make well-informed, considered decisions, and choices in all aspects of their lives and to develop behaviors and attitudes that contribute to the well being and respect of self and others, now and in the future.
2. Students will develop and apply processes for managing personal, lifelong career development.
3. Students will make responsible decisions in the use of finances and other resources that reflect personal values and goals and demonstrate commitment to self and others.
4. Students will apply an understanding of the emotional/psychological, intellectual, social, spiritual and physical dimensions of health – and the dynamic interplay of these factors in managing personal wellbeing.

Teaching Methodology:

Students will be taught through a variety of different instructional methods and strategies including but not limited to: direct teaching, cooperative learning, independent learning, brainstorming, small and large group discussions, research assignments, videos and films.

Students will complete 2 CTS modules throughout this course: ~Sept. 1-9

HCS 3000 WorkPlace Safety Systems (1-credit) – (on-line)

Students will gain knowledge, skills, and attitudes in workplace health and safety preparing them for workplace orientation to off-campus education learning experiences, and the transition to the world of work.

HSS 1010 Health Services Foundation (1-credit)

This module will examine fundamental attitudes, knowledge and skills to prepare for further study in career pathways in health, recreation and community service.

Unit 1

Personal Choices

(7 weeks)

- Introduction to the 5 aspects of wellbeing
- Goal setting
- Communication skills
- Coping with changes and stress management
- Dealing with loss
- Relationships – positive elements, building and maintaining
- Conflict resolution
- Unhealthy relationships
- Tobacco, Alcohol and Drug use and abuse
- Peer and media pressure
- Healthy Relationships and Sexuality*

****(Students may be exempted from this section of the course. Parents need to write a letter to Ms. Jager outlining their reasons for exemption. An alternate location will be given for those students where individualized work will be the focus.)***

Unit 2

Financial Planning

(3 weeks)

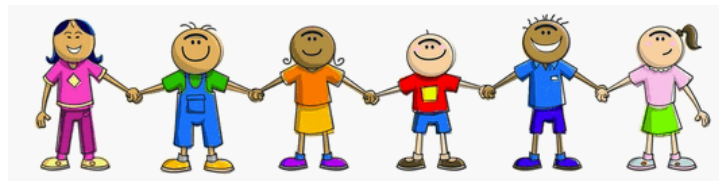
- Personal Financial Goals and Planning
- Banking, Credit and Investments
- Insurance
- Informed Consumers
- Moving Out/Marriage Project

Unit 3

Career Planning

(4 weeks)

- Self Exploration of Careers
- Employment Knowledge and Skills
- Post secondary opportunities
- Educational planning
- Job Search strategies



STUDENT ASSESSMENT:

Assessment for Learning (Formative Assessment) is a systematic process of collecting information or evidence about student learning and is not assigned a grade/mark for the report card. **Assessment of Learning (Summative Assessment)** the judgment we make about the assessments of student learning based on established criteria and a mark/grade is recorded for the report card. The purpose of assessment is to improve student learning. This means that judgments of student performance must be criterion-referenced so that descriptive feedback can be given that includes clearly expressed next steps for improvement. Tools of varying complexity are used by the teacher to facilitate this. For the more complex evaluations, the criteria are incorporated into a rubric where levels of performance for each criterion are stated in language that can be understood by students. Where possible, students will be engaged in their own assessment through self-reflection and the construction of rubrics

Assessment is embedded within the instructional process throughout each unit rather than being an isolated event at the end. Often, the learning and assessment tasks are the same, with formative assessment provided throughout the unit. In every case, the desired demonstration of learning is articulated clearly and the learning activity is planned to make that demonstration possible. This process of beginning with the end in mind helps to keep focus on the expectations of the course curriculum outcomes. The evaluations are expressed as a percentage/mark/grade based upon levels of achievement.

GRADE DETERMINATION:

Term grade determination: Grade will be based upon evaluations conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.

Final grade determination: Grade will be based on the accumulation of term grade evidence and a final examination (Diploma Exam) administered at the end of the course (this exam will be based on an evaluation of all units of the course). This grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.

Appeals Process

Should a situation arise where a student is not satisfied with an assessment outcome, first discuss the matter with the teacher outside of class time. If the teacher and student are unable to resolve the issue, then the teacher will approach another teacher to assess the assignment. (The teacher will not have prior knowledge of the student's name or previous grade for the given assignment). If there is still an issue, a meeting will be set up between the student, teacher, parents and administration to resolve the matter. The commencement of an appeal must occur in a timely manner; within 48 hours of receiving a marked assignment. In return, the appeal process will be completed as soon as possible. Please see the student agenda for more detailed appeals information.

Bus Days

In the event of buses not running, I will run a drop in google meeting during regular class time. This will be time to ask questions, clarify concepts, work on assignments, have group discussions, etc. No new material will be covered, but this may change depending on the frequency of bus cancellations.

Course Evaluation:

Daily Assignments	25%
Projects	30%
Unit Exams	25%
Final Exam	20%



Classroom Rules:

1. Be on time and prepared for class.
2. Cell phones and personal electronic devices are not permitted in the classroom.
3. Pay attention to the material being presented – you never know when the information will come in handy.
4. Do your work and hand in all of your assignments.
5. Contribute positively to classroom activities.
6. Be courteous.
7. Respect others opinions and respect their right to have them.

[Please follow this link to acknowledge that you have read the course outline and provide your contact information.](#)