



6 Credit CALM Course Outline 2016/2017
Caroline School
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Aim

The aim of senior high Career and Life Management is to enable students to make well-informed, considered decisions and choices in all aspects of their lives. It also develops behaviours and attitudes that contribute to the well-being and respect of self and others, now and in the future.

Summary of Course Work

1. **Career and Life Choices**— Students will develop and apply processes for managing personal, lifelong career development
 - a) Career Planning Process
 - b) Transition from High School to Post Secondary education/training and/or the world of work
 - c) Portfolio Development
2. **Venture Plan** – Students will learn the elements of a venture planning process. They will create their own products and explore what there is to know about becoming an entrepreneur.
 - a) demonstrate goal-setting and problem-solving strategies that facilitate change
 - b) describe potential risks and propose strategies for assessing risks related to a venture
 - c) describe strategies for securing resources and support required to implement a venture
 - d) select, plan and assess a venture
3. **Resource Choices**— 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.
 - a) Financial Decision Making
 - b) Consumer Awareness
 - c) Independent living



4. **Personal Choices** - 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 well-being (March 18th -June 27th)



- a) Well Being and Healthy Lifestyle
- b) Living Within Relationships
- c) Human Sexuality
- d) Substance Abuse

5. **Developing Maturity in Adolescence** - Students examine adolescent development in the context of life-span development. Students gain an appreciation for developing strategies to achieve and maintain health and wellness through physical, emotional, social, intellectual and moral development. Students explore how adolescents can develop positive relationships and roles in the community and outline family and community resources available to support the healthy growth and development of teens as they develop maturity and independence on their journey to adulthood.(Sept – June)

- a) explain principles of life-span development
- b) evaluate factors that contribute to the promotion and maintenance of physical, intellectual and emotional health and wellness during adolescent development
- c) explain the development of character and morality
- d) evaluate factors that contribute to the promotion and maintenance of healthy relationships during adolescent development
- e) explain strategies for developing citizenship as part of life-span development
- f) explain strategies for developing independence and preparing for employment

Evaluation

Your CALM mark will be based on three major unit exams and three major projects which will demonstrate your knowledge of and ability to complete the requirements of each separate module. Should any of these six assessments not be completed you will receive an incomplete for this class and be forced to retake the course in order to graduate. Each section will be weighted equally (as required by the curriculum) and be based on the following:

CALM

- a) Career Choices 34%
 - a. Portfolio
 - b. Unit exam
- b) Resource Choices 33%
 - a. Moving out project
 - b. Unit exam
- c) Personal Choices 33%
 - a. Research project
 - b. Unit exam

Venture Plan

- a) Project

Developing Maturity in Adolescence

- a) Project
- b) Unit Exam

Expectations:

1. CALM is an extremely valuable course that requires the participation of EVERY student. Many sensitive topics are covered that require students to show maturity and respect. This class MUST be a safe and respectful environment for everyone. Students who do not adhere to a respectful code of conduct will be asked to leave.
2. **Regular Attendance Is Mandatory** – There is a direct correlation between attending class and achieving good results in school. Each attendance problem is unique and requires individual attention. The best way of avoiding the problems associated with missing classes is to communicate with your teachers and to make attending regularly a priority.
3. No Hats/No Food/No Cell Phones – I see, I take it.

