

# Personal Development 11

District Name: Abbotsford  
District Number: 034  
Developed by: Rick McDonald, Nicole Calder  
Stephen Rowell, Dave Chambers  
Date Developed: Jan 10th, 2005  
School Name: Robert Bateman Secondary  
Principal's Name: Jim Callaghan  
Board/Authority Approval Date: ~~JAN 11 2005~~ MAR - 7 2005  
Board/Authority Signature: \_\_\_\_\_  
Course Name: Personal Development  
Grade: 11  
Number of Course Credits: 2  
Number of Hours of Instruction: 60  
Prerequisite(s): Planning 10

## Special Training , Facilities or Equipment Required

- Training** - Bachelor in Education ( professional development in Career Education and Portfolio Development an asset )
- Facilities** - Classroom with room for 30 students and access to a computer lab ( mac or pc )
- Equipment** - Access to a computer lab with 30 computers, laser printer, word processor, internet access, digital camera, and scanner would all be very beneficial. Students will need to have purchased a 3 ring binder, 20 plastic clear sheets, and 6 dividers. Students are recommended to purchase a Robert Bateman Portfolio Guide.

## Course Synopsis

This course has been developed to support and encourage students in their personal development. Students will extend their learning about personal planning, healthy living, career development and portfolio development and presentation skills. This course is built upon the the learning outcomes of Planning 10 course and new learning outcomes have been created to extend student knowledge and skills. Learning outcomes for the course are grouped under the curriculum organizers.

1. PLANNING PROCESS
2. PERSONAL DEVELOPMENT
3. CAREERS
4. PORTFOLIO

This approach supports student social and career development which are fundamental goals of education in British Columbia. This course will also allow students to gain more advanced skills in portfolio construction, development , and presentation.

## Rational

This course makes a unique contribution to the development of students as well rounded, balanced individuals. It complements the academic and vocationally oriented courses that constitute much of the high school curriculum by focussing on students' personal development and on how their schooling and extra-curricular activities relate to their future plans and life after school.

It recognizes that emotional and social development are as important to the development of healthy and active educated citizens as are academic achievement and the development of intellectual and physical skills. This courses instructs students to understand the personal relevance of their studies and acquire the knowledge, skills, and attitudes that can help them make appropriate personal decisions and manage their lives more effectively.

This course has been designed to help students prepare to deal with a world of complex, ongoing technological change, continuous challenge, expanding opportunities. Learning opportunities that are relevant and experiential help students become thoughtful, caring individuals who plan and reflect, make informed choices, and take responsibility for their personal and career development. The curriculum encourages students to show initiative and accountability in decision making and helps them develop planning skills. These skills apply to their work in every other subject area and to the activities they will undertake following graduation.<sup>1</sup>

# Organizational Structure

UNIT	TOPIC	TIME
UNIT 1	PLANNING PROCESS	5 HRS
UNIT 2	PERSONAL DEVELOPMENT Mental Well Being, Family Life Education Healthy Living, Child Abuse Prevention Substance Prevention, Workplace Safety	20 HRS
UNIT 3	CAREER Career Skills, Career Development Career Preparation	20 HRS
UNIT 4	PORTFOLIO Portfolio Skills, Portfolio Development Portfolio Presentation Skills	15 HRS
	TOTAL	60 HRS

## UNIT / TOPIC / MODULE DESCRIPTIONS:

### UNIT 1 : PLANNING PROCESS

Time • 5 Classes

Overview - Personal Planning in school , work , and at home

Curriculum Organizers and Learning Outcomes

*It is expected that students will:*

- \* set short-term goals and evaluate long-term goals
- \* access, use, and evaluate services, resources, and advice related to their educational, career, and personal goals
- \* evaluate their progress in meeting short- and long-term goals related to educational, career, and personal plans
- develop effective study skills
- apply test taking skills

## UNIT 2: PERSONAL DEVELOPMENT

Time • 20 Classes

Overview - Emotional and Social Development and Decision Making

Curriculum Organizers and Learning Outcomes

*It is expected that students will:*

- \* demonstrate an ability to make informed choices regarding health issues, products, and services
- \* relate emotional health and well-being to personal productivity and to the workplace
- \* design, implement, assess, and evaluate a plan to promote personal, school, and community well-being
- \* analyze the evolving nature of roles and responsibilities in family, community, and workplace relationships
- \* demonstrate an understanding of abuse in society
- \* evaluate the impact of abuse in society and the workplace
- \* evaluate the impact of substance use and abuse in society and the workplace
- \* identify support services in the workplace to deal with substance abuse
- \* demonstrate an ability to make informed choices about the prevention of injury to themselves and others
- \* follow basic workplace safety regulations

## UNIT 3: CAREER

Time • 20 Classes

Overview - Career Education , Planning , and Development

Curriculum Organizers and Learning Outcomes

*It is expected that students will:*

- \* assess their transferable skills and relate them to occupational and lifestyle choices
- \* apply research skills to acquire information related to job possibilities and career interests
- \* identify possible career paths involving post secondary training or education
- \* analyze changes taking place in the economy, environment, and society, as they relate to current labour-market information
- \* relate legislation governing employment to their experiences in the workplace
- \* evaluate the contributions to society of various types of work
- \* access and use services and resources to carry out their plans
- \* complete 30 hours of Work Experience that relates to their career, educational, and personal goals as required by their Graduation Portfolio

- \* demonstrate and evaluate their employability skills and document them as required by their Graduation Portfolio
- \* demonstrate an understanding of a variety of management and organizational structures that exist in the workplace
- \* create long range personal financial plans to support achievement of their educational and career goals as part of their Graduation Portfolio Transition Plan
- \* use their experiences in the workplace to evaluate personal, educational, and career plans

#### UNIT 4: PORTFOLIO

Time •15 Classes

Overview - Portfolio theory, content, construction, and presentation

Curriculum Organizers and Learning Outcomes

- access resources that exist about portfolio's
- demonstrate an understanding of how portfolios are organized
- create and organize a portfolio
- demonstrate effective presentation skills
- analysis and assess various portfolio presentation styles

### Instructional Components

- |                         |                      |
|-------------------------|----------------------|
| • indirect instruction  | • demonstration      |
| • direct instruction    | • discussion         |
| • experiential learning | • internet web sites |
| • peer instruction      | • reflection         |
| • modeling              | • team work          |
| • practical creativity  |                      |

## Assessment Components

- approximately 80 % of the grade is based on tests, quizzes, assignments. This is an indication of students knowledge of Personal Development curriculum.
- approximately 20 % of the grade is based on the practical creative and technical processes necessary in producing a graduation portfolio

Assessment Type	Category	Details	Weighting
Formative 80 %	Daily learning	Review Quizzes	20%
		Formative Tests	20%
		Assignments	40 %
Summative 20 %	Portfolio	Portfolio Assignments	20 %
TOTAL			100 %

## Learning Resources

### Web sites

Achieve BC	<a href="http://www.achievebc.ca">http://www.achievebc.ca</a>
Association of Universities and Colleges	<a href="http://www.aucc.ca/">http://www.aucc.ca/</a>
Awards:Passport to Education	<a href="http://www.bced.gov.bc.ca/awards">http://www.bced.gov.bc.ca/awards</a>
BC Centre for Disease Control	<a href="http://www.bccdc.org/">http://www.bccdc.org/</a>
BC Council on Admission and Transfer	<a href="http://www.bccat.bc.ca/">http://www.bccat.bc.ca/</a>
Canadian Bankers	<a href="http://www.yourmoney.cba.ca">http://www.yourmoney.cba.ca</a>
Canadian Centre on Substance Abuse	<a href="http://ccsa.ca/">http://ccsa.ca/</a>
Canadian HIV/AIDS Information Centre	<a href="http://www.aidssida.cpha.ca">http://www.aidssida.cpha.ca</a>
CanLearn Interactive	<a href="http://www.canlearn.ca">http://www.canlearn.ca</a>
Career Cruising	<a href="http://www.careercruising.com">http://www.careercruising.com</a>
Career Education Society of BC	<a href="http://www.ces.bc.ca/">http://www.ces.bc.ca/</a>
Career Gateways	<a href="http://careergateways.org/">http://careergateways.org/</a>
Career Planning	<a href="http://www.bced.gov.bc.ca">www.bced.gov.bc.ca</a>
Career Paths Online	<a href="http://www.careerpathsonline.com/">www.careerpathsonline.com/</a>
Dieticians of Canada	<a href="http://www.dieticians.ca/">http://www.dieticians.ca/</a>
Employment Standards	<a href="http://www.labour.gov.bc.ca">www.labour.gov.bc.ca</a>
Graduation Program	<a href="http://www.bced.gov.bc.ca/graduation">www.bced.gov.bc.ca/graduation</a>
Health Canada Online	<a href="http://www.hc-sc.gc.ca/english/help.html">www.hc-sc.gc.ca/english/help.html</a>
Human Resources and Skills	<a href="http://www.hrhc-drhc.gc.ca">http://www.hrhc-drhc.gc.ca</a>
Training / Apprenticeship	<a href="http://www.aved.gov.bc.ca">www.aved.gov.bc.ca</a>

## Learning Resources Continued

<b>Insurance Corporation of British Columbia</b>	<a href="http://www.icbc.com">http://www.icbc.com</a>
<b>Job Futures 2000</b>	<a href="http://www.jobfutures.ca">http://www.jobfutures.ca</a>
<b>Jobs, Workers, Training &amp; Careers</b>	<a href="http://www.jobsetc.ca/">http://www.jobsetc.ca/</a>
<b>Labour Relations Board of BC</b>	<a href="http://www.lrb.bc.ca">http://www.lrb.bc.ca</a>
<b>Learn and Earn</b>	<a href="http://www.learnandearn.bc.ca">http://www.learnandearn.bc.ca</a>
<b>Making Career Sense of Labour Market</b>	<a href="http://makingcareersense.org/">http://makingcareersense.org/</a>
<b>Media Awareness Network</b>	<a href="http://www.media-awareness.ca/">http://www.media-awareness.ca/</a>
<b>Mental Health and Addictio</b>	<a href="http://www.healthservices.gov.bc.ca">http://www.healthservices.gov.bc.ca</a>
<b>Opening Doors</b>	<a href="http://www.openingdoorsbc.com/">www.openingdoorsbc.com/</a>
<b>Pacific AIDS Resource Centre Library</b>	<a href="http://www.aidsvancouver.org/parclibrary/">www.aidsvancouver.org/parclibrary/</a>
<b>Prevention Source BC</b>	<a href="http://www.preventionsource.bc.ca">http://www.preventionsource.bc.ca</a>
<b>SafeKids BC</b>	<a href="http://www.safekidsbc.ca/">http://www.safekidsbc.ca/</a>
<b>Work Futures for Entry Level Jobs</b>	<a href="http://startnow.workfutures.bc.ca">http://startnow.workfutures.bc.ca</a>
<b>Statistics Canada</b>	<a href="http://www.statcan.ca">www.statcan.ca</a>
<b>Student Financial Aid</b>	<a href="http://www.bcsap.bc.ca">http://www.bcsap.bc.ca</a>
<b>Substance Misuse Prevention</b>	<a href="http://www.healthplanning.gov.bc.ca">www.healthplanning.gov.bc.ca</a>
<b>Taking a Stand</b>	<a href="http://www.takingastand.com">http://www.takingastand.com</a>
<b>Tobacco Facts</b>	<a href="http://www.tobaccofacts.org/">www.tobaccofacts.org/</a>
<b>Labour Market Information in BC?</b>	<a href="http://www.whatskey.org/">http://www.whatskey.org/</a>
<b>Work Futures BC Occupational Outlooks</b>	<a href="http://www.workfutures.bc.ca">http://www.workfutures.bc.ca</a>
<b>WorkSafe</b>	<a href="http://www.worksafebc.com/">http://www.worksafebc.com/</a>
<b>Workscene: BC Work Futures for Youth</b>	<a href="http://www.workinonet.bc.ca/workscene">www.workinonet.bc.ca/workscene</a>
<b>Youth Link</b>	<a href="http://www.youth.gc.ca">http://www.youth.gc.ca</a>

# Existing CAPP 11 / 12 Prescribed Learning Outcomes

## 1) Planning Process *It is expected that students will:*

- \* assume responsibility for maintaining relevant and up-to-date Student Learning Plans
- \* set short-term goals and evaluate long-term goals, revising as necessary
- \* access, use, and evaluate services, resources, and advice related to their educational, career, and personal goals
- \* evaluate their progress in meeting short- and long-term goals related to educational, career, and personal plans

## 2) Personal Development

### *(Healthy Living)* *It is expected that students will:*

- \* demonstrate an ability to make informed choices regarding health issues, products, and services
- \* evaluate the effect of lifestyle choices on society and the workplace
- \* demonstrate a knowledge of key lifestyle practices associated with the prevention of HIV/AIDS, sexually transmitted diseases, and other communicable diseases

### *(Mental Well-Being)* *It is expected that students will:*

- \* relate emotional health and well-being to personal productivity and to the workplace
- \* design, implement, assess, and evaluate a plan to promote personal, school, and community well-being

### *(Family Life Education)* *It is expected that students will:*

- \* analyse the evolving nature of roles and responsibilities in family, community,



and workplace relationships

- \* evaluate components needed to build and maintain healthy relationships in their adult lives

***(Child Abuse Prevention)*** *It is expected that students will:*

- \* demonstrate an understanding of the many manifestations of abuse in society
- \* evaluate the impact of abuse in society and the workplace
- \* describe steps that society has taken or can take to reduce or eliminate abuse

***(Substance Abuse Prevention)*** *It is expected that students will:*

- \* evaluate the impact of substance use and abuse in society and the workplace
- \* identify support services in the workplace to deal with substance abuse

***(Safety and Injury Prevention)*** *It is expected that students will:*

- \* demonstrate an ability to make informed choices about the prevention of injury to themselves and others
- \* follow basic workplace safety regulations

### **3) Career Development**

***(Career Skills Awareness)*** *It is expected that students will:*

- \* assess their transferable skills and relate them to occupational and lifestyle choices
- \* apply research skills to acquire information related to job possibilities and career interests

***(Career Exploration)*** *It is expected that students will:*

- \* identify possible career paths involving postsecondary training or education
- \* analyse changes taking place in the economy, environment, and society, as

they relate to current labour-market information

- \* relate legislation governing employment to their experiences in the workplace
- \* evaluate the contributions to society of various types of work
- \* access and use services and resources to carry out their plans

***(Career Preparation)***      *It is expected that students will:*

- \* complete 30 hours of Work Experience that relates to their career, educational, and personal goals as described in their Student Learning Plans, performing tasks as assigned
- \* demonstrate a variety of job-seeking and job-keeping skills
- \* demonstrate and evaluate their employability skills and document them in their Student Learning Plans
- \* demonstrate an understanding of a variety of management and organizational structures that exist in the workplace
- \* create personal financial plans to support achievement of their educational and career goals
- \* use their experiences in the workplace to evaluate personal, educational, and career plans

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