



## Post-Secondary Preparation 11/12 Board/Authority Approved Course

North Okanagan Shuswap	School District 83
Developed By: Patricia Izik-Dzurko	Date Developed: May 7, 2019
School Name: Salmon Arm Secondary School – Sullivan Campus	Principal's Name: Mr. Rob MacAulay
Superintendent Approval Date:	Superintendent Signature:
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course: Post-Secondary Preparation	Grade Level of Course: 11 and 12
Number of Course Credits: Each course is 4 credits	Number of Hours of Instruction: 100 - 120 each

### Board/Authority Prerequisite(s):

Grade 11 or Grade 12 Standing

**Special Training, Facilities, or Equipment Required:** Regular classroom, overhead projector, document camera, access to the internet, computer and Career Centre to allow students to research both current post-secondary information and current scholarship information.

### Course Synopsis:

Post-Secondary Preparation 11 and 12 are academic elective courses that prepare students to make the most of post-secondary and future career opportunities. Students will continue refining their personal inventory of interests, passions and competences in order to thoughtfully plan out and refine their post-secondary plans and career life strategies. Students will complete a detailed financial budget plan that includes an extensive scholarship search and application process along with the design and development of a career portfolio and final capstone project. Rigorous instruction utilizing a relevant post-secondary preparation framework will include collaboration in study groups and writing to include: critical inquiry, analyzing prompts, developing research-supported arguments, character analysis and detailed reflections. Pertinent, provocative and ethically-challenging curriculum will provide a powerful way to engage students in thinking deeply about their own convictions and behaviours, and empower them with the skills to successfully navigate the challenges of a post-secondary education. Finally, students will develop effective coping strategies to ease the difficult transition from home into a university or college environment.

## Goals and Rationale:

### Goals:

- Build a sense of character recognizing a variety of ways in which one can positively contribute to society.
- Develop an understanding of metacognition and learning how to learn.
- Explore post-secondary options and planning resources to develop informed and thoughtful career pathways.
- Develop confidence and self-advocacy skills.
- Develop integral skills in reading and writing necessary for success in both high school and post-secondary programs.
- Develop analytical and critical thinking and inquiry skills.
- Understand that developing “soft skills” improves success in post-secondary and career fields.
- Develop organizational and time management skills and approaches to become an efficient and effective learner.
- Develop an understanding of the physiological, psychological and social effects of stress, and how these effects can be changed, reduced and balanced through the use of effective coping strategies.

Post-secondary preparation, admission requirements, and information about open and entrance scholarships and bursaries are complex and ever-changing. Postsecondary 11 and 12 courses are designed to prepare students to make informed and meaningful choices about their future educational pursuits. Curriculum is designed to support, encourage, motivate, inspire and empower students to successfully integrate to post-secondary environments.

## Aboriginal Worldviews and Perspectives:

Learning in this course inherently acknowledges and addresses many aspects within **The First Peoples Principles of Learning**. Specifically:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning requires exploration of one’s identity in order to identify strengths, passions and challenges.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one’s actions.
- Learning is embedded in memory, history, and story.
- Recognize that there are many pathways for pursuing post-secondary opportunities within Indigenous worldviews.

### Declaration of First Peoples Principles of Learning:

- Post-Secondary 11 and 12 support the development of self in support of connecting with others.
- Post-Secondary 11 and 12 require the exploration of one’s identity through the understanding of many perspectives.
- Both courses support the well-being of the self, the family, and community as students learn about the connection between mind and body.
- Learning requires exploration of one’s identity through understanding.

**Declaration of Aboriginal Worldviews and Perspectives:**

- Post-Secondary curriculums ensure that many Aboriginal Worldviews and Perspectives are included.
- Genuine engagement around cultural identities is encouraged by having students share and listen to various perspectives to unearth deeply-held, unspoken beliefs, values, and expectations.
- Experiential learning activities are included in the curriculum to widen students' circle of compassion so that, rather than just hearing the words that are spoken, students can feel genuine and compelling emotions of empathy.
- Creative opportunities for students to demonstrate and share their expertise in a safe and supportive environment are provided to ensure a distributed leadership classroom where learners are motivated and inspired to take an active role in their learning.

**Instructional Strategies:**

This big ideas and essential questions that have guided the development of these Post-Secondary courses are pertinent, provocative, and ethically-challenging, and require students to engage in deep and critical self-reflection, collaborative work and discussion. Many opportunities are provided for multi-dimensional inquiry as well as hands-on activities. Students have many opportunities for self-directed learning through the critical questions and problem-based tasks, projects and assignments presented throughout the course. These instructional strategies are designed to engage students in authentic intellectual work that will have value beyond the doors of the school.

- Direct Instruction
- Modelling
- Student Presentations
- Simulations
- Collaborative Tutorials
- Peer Teaching
- Experiential Learning
- Reflective Writing
- Writing to Learn Activities
- Socratic Seminars
- Dialogue and Debate Activities
- Guest Speaker Presentations
- Inquiry-based Explorations
- Reciprocal Teacher
- Engagement Methodologies

**Assessment Strategies:**

Assessments are varied, and flexible providing opportunities for students to demonstrate their understanding in a variety of meaningful and engaging ways. Rubrics and outcomes are often created together in order to provide opportunities for students to deepen their understanding of the content and to fully understand the learning outcomes. Personal and peer communication, anecdotal feedback along with self-reflection are also valuable in helping students set appropriate goals to foster an upward cycle of learning.

- Journal Reflections
- Peer and Self-Assessments
- Performance Assessments
- Organization-based Assessments
- Activity Debriefs and Reflections
- Collaborative Group Projects
- Observational Assessments
- Oral Presentations
- Discussion Participation
- Formative Assessments

**Resources:**

1. Career education resources/websites such as My Blueprint
2. Websites and print material from post-secondary institutions
3. Guest speakers such as admission officers from universities, scholarship representatives, current university students.
4. Experiential university exploration such as career fairs, school educational trips and college classroom visitations.

### BIG IDEAS

Well-being requires finding a balance of personal health, relationships, work, learning, community engagement, and committed citizenship.

Being post-secondary and career-ready require exploration, research, planning, evaluating, reflecting and adapting.

Building character means becoming self-aware while recognizing an ability to positively influence the world around us.

Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Learning how to learn prepares us to be lifelong learners who can innovate and adapt to changing career opportunities.

### Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"><li>• Consider impacts of personal/career choices on themselves and others.</li><li>• Conduct self-assessments to illuminate interests, pursuits, strengths, and weaknesses.</li><li>• Use self-assessment and reflection to create graduation and post-graduation goals and plans.</li><li>• Create an academic plan to select courses that meet post-secondary entrance requirements upon high school graduation.</li><li>• Develop an understanding of what it means to be an educated person and the breadth and depth of learning that is encompassed.</li><li>• Further strengthen leadership abilities by developing positive communication and interaction skills in various extracurricular clubs, programs, school/community service, and/or athletics of interest.</li></ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Character Development</b></p> <ul style="list-style-type: none"><li>• Essential differences between and characteristics of Growth and Fixed Mindsets</li><li>• Metacognitive Strategies</li><li>• Metacognitive Strategies and Memory Retention Methods</li><li>• SMART Goal Setting</li><li>• Community services and implications to scholarship and post-secondary applications</li><li>• Awareness of and respect for local and global culture differences.</li></ul> <p><b>Academic Strategies and Readiness</b></p> <ul style="list-style-type: none"><li>• Writing-to-Learn Practices and Costa's Levels of Thinking</li><li>• Critical reading strategies for expository text as well as post-reading analysis strategies.</li></ul>

- Track school/community service and/or extracurricular activity participation.
- Take ownership of learning by communicating with teachers and analyzing progress reports to create a study/action plan for continued academic improvement.
- Demonstrate persuasive speaking and academic listening skills in a variety of formal and informal contexts for a range of purposes.
- Use writing and design processes to plan, develop, and create engaging, thoughtful and meaningful texts for a variety of purposes and audiences.
- Explore how language constructs personal and cultural identities.
- Use higher-level questioning and many ways of knowing to explore ideas within, between, and beyond text in order to elicit deeper thinking and more meaningful understanding.
- Construct meaningful personal connections between self, text, and world in order to identify bias, contradictions, and distortions.

- Higher-level questioning techniques and introductory Socratic Seminar formats and tutorials.
- How to develop positive peer communication and interaction skills that nurture a positive relational environment.
- Learn the use of time management tools to track tasks, responsibilities and future time commitments throughout the year.
- Begin to use technology appropriately to conduct critical research and complete academically rigorous assignments and coursework.

#### **Career Exploration and Vision**

- Graduation and post-secondary requirements.
- Self-assessment for career research through personality tests, career suitability profiles and vision of future.
- Awareness that careers and career choices may change with time and new experiences.
- Awareness that all careers are multifaceted and have a variety of choices and opportunities.
- Understanding that prior learning can guide future career and life choices.
- Understanding that exposure to a rigorous high school curriculum is a predictor of academic success at college/university and can open possibilities for future career and life choices.

## Course Name: Post-Secondary Preparation 12

### BIG IDEAS

Post-Secondary preparation and readiness requires extensive and ongoing cycles of exploring, planning, reflecting, adapting, and refining.

Building character means becoming self-aware while recognizing an ability to positively influence the world around us.

Questioning what we hear, read, and view contributes to our ability to be educated, thoughtful and engaged citizens.

Developing inquiry and self-advocacy skills prepares us to be lifelong learners who can guide and seek out educational and career opportunities in a dynamic, global society.

Building emotional intelligence provides us with the ability to cope with the social and emotional demands of a postsecondary program in a way that supports our health and well-being.

### Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"><li>• Consider impacts of personal/career choices on themselves and others.</li><li>• Explore, articulate and demonstrate career opportunities based on research ways of knowing.</li><li>• Research post-secondary institutions and focus on finalizing and applying within the early admission deadlines.</li><li>• Refine an academic plan to evaluate progress towards meeting post-secondary entrance requirements upon high school graduation</li><li>• Assess areas needing growth and plan ways to improve using SMART GOALS followed by evaluative reflection.</li><li>• Research and apply for potential scholarships associated with clubs, sports, and/or community involvement.</li><li>• Continue with selected school activities/clubs, seeking out positions of leadership and tracking/documenting in student portfolio.</li><li>• Refine critical speaking and listening skills in a variety of formal and informal contexts for a range of purposes and learning.</li></ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Post-Secondary Opportunities and Applications</b></p> <ul style="list-style-type: none"><li>• How to research potential universities/colleges and participate in presentations/fairs from various post-secondary institutions</li><li>• How to read, understand, and be able to extract pertinent information from university/college calendars and websites.</li><li>• How to determine which programs are best suited to interests and aptitudes and plan a post-secondary program of study.</li></ul> <p><b>Portfolio: Scholarships, Resume, Letters, Applications, Finances</b></p> <ul style="list-style-type: none"><li>• How to navigate and complete university/college applications.</li><li>• How to develop a career portfolio that includes a personality profile, academic resume and scholarship application, volunteer and community service opportunities, autobiographical scholarship essay and formal reference request and thank you letters.</li></ul>

<ul style="list-style-type: none"> <li>• Clarify understanding of content through critical questioning.</li> <li>• Analyze complex post-secondary level prompts and design critical academic arguments with fully developed claims and cited evidence.</li> <li>• Develop and strengthen writing through inquiry and research.</li> <li>• Apply brain science skills and strategies to improve note-taking, higher level questioning, studying and exam preparation.</li> <li>• Refine collaborative group study skills using academic tutorials.</li> <li>• Foster active leadership roles that encourage higher levels of thinking and comprehension.</li> <li>• Refine use of academic language skills that nurture a positive relational capacity environment in the classroom.</li> <li>• Utilize technology to interact and collaborate with others while fostering trust-building skills through working with partners to complete a task.</li> <li>• Continue to add to academic portfolio to demonstrate personal inventory of interests and strengths as well as growth and learning.</li> <li>• Present portfolio at the end of the year emphasizing personal growth, success and readiness for postsecondary program.</li> <li>• Apply First Peoples Principles of Learning to their post high school plans.</li> </ul>	<ul style="list-style-type: none"> <li>• How to create and present a Capstone/Transition Plan which includes personal assessment of core competencies.</li> <li>• How to research post-secondary finances, create a budget spreadsheet and apply for scholarships, loans and bursaries.</li> </ul> <p><b>Academic Strategies and Readiness</b></p> <ul style="list-style-type: none"> <li>• How to develop core competencies and establish strong critical thinking, reading, writing, and study skills.</li> <li>• How to engage in focused note-taking and writing-to-learn practices</li> <li>• How to engage in higher-level questioning techniques.</li> <li>• How to develop positive peer communication and interaction skills that nurture a positive relational environment.</li> <li>• Refine use of time management tools to track tasks, responsibilities and future time commitments throughout the year.</li> <li>• Use technology, where appropriate, to conduct critical research and complete academically rigorous assignments and coursework.</li> </ul>
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<b>Big Ideas - Elaborations</b>	
<ul style="list-style-type: none"> <li>• Post-secondary and career ready: having the skills and demonstrating the attributes necessary to be successful in post-secondary and career fields including reading, document use, numeracy, writing, oral communication, organization, collaborating with others, critical thinking, digital literacy, and continuous learning.</li> <li>• Being in the world: refers to how our personal identity is connected to our surroundings, our sense of place, our people, and our history; this connection between being in the world and walking in the world is foundational to First Peoples perspectives.</li> <li>• Walking in the World: refers to being an active participant in the world, acknowledging the impact we have on the world and the world has on us; the connecting between being in the world and walking in the world is foundational to First Peoples perspectives.</li> </ul>	