



CLE 10A (Grade 9) student checklist

Student Name: _____

Tutorial Teacher: _____ Note: **Reflections should be a minimum of 4-5 sentences.**

Term 1

Activity: Interests Assessments

- Learning Styles Survey & Reflection
- Personality Survey & Reflection
- Interest Survey & Reflection
- Complete 10A Activity (List Personality Style Title)

Activity: Create 2 Custom Boxes in My Portfolio

- Who Am I – Box 1 (Student Choice)
- Who Am I – Box 2 (Personality)
- Reflection on BOTH Who Am I boxes

Activity: Goal Setting

- Academic Short Term Goal & Reflection
- Other Short Term Goal & Reflection

Activity: Create 4 Custom Boxes in My Portfolio

- Journal Box: Honesty & Reflection
- Complete 10A Activity – Online Stress Assessment Quiz
- Journal Box: Stress Identification & Reflection
- Journal Box: Stress Management & Reflection
- Journal Box: Time Management & Reflection

Term 2

Activity: Create 1 Custom Box in My Portfolio

- Who Do I Want To Become (Character Strength)
- Reflection

Activity: Upload Interview to My Portfolio

- Career Life Interview document uploaded
- Journal Box: Career Life Interview Reflection

Activity: Create 1 Custom Box in My Portfolio

- Journal Box: Mental Health presentation Reflection

Activity: Review Goal Setting

- Review (Re-reflect/update) Previous Goals
- Set 1 New Short Term Goal & Reflection
- Set 1 New Medium Term Goal & Reflection

Tutorial Teacher Initial: _____

Term 3

Activity: Create 2 Custom Boxes in My Portfolio

- Who Am I – Box 1
- Who Am I – Box 2
- Reflection

Activity: "Relationship Status Online"

- Watch video
- Create a journal box; respond to movie questions in Reflection.

Activity: Digital Safety, Etiquette, and Footprint

- Create a journal box and reflect on digital safety and digital citizenship presentation.

Activity: High School Planning

- Add current grade 9 courses and the grade 10 courses you have requested to High School Plan.
- Create a journal box and explain how and why you chose your courses.

Term 4

Activity: Occupation Planning + Journal Box

- Select 3 occupations & add to portfolio
- Journal Box: Compare Occupations (reflection)

Activity: Review Goals & Custom Boxes

- Confirm My Portfolio includes all (minimum of 4) goals.
- Re-reflect/update all goals
- All custom boxes have reflections

Culminating Activity: My Portfolio

- Create 2 Custom Boxes
- Reflections for BOTH custom boxes
- Final Portfolio Conference with advisory teacher completed

Tutorial Teacher Initial: _____

TERM 1

	ADVANCED – 4	PROFICIENT – 3	DEVELOPING – 2	EMERGING - 1
Learning Styles, Personality, Interest Assessment + 3 Reflections (1 box – Personality Style Activity)	All surveys completed and added to portfolio. Reflection (5+ sentences) answers “I have learned...” and “I agree/disagree because...” on all 3 surveys Personality Style Listed	All surveys done and added to portfolio. Reflection (3-4 sentences) answers “I have learned” and “I agree/disagree” but no reasons given. Personality Style Listed	Surveys added. Reflections (2 sentences) lack depth Does not have Personality Style listed	Surveys added to portfolio. Reflection missing or too brief (1 sentence) to assess. Does not have Personality Style listed
Who I Am #1 Picture + Reflection (Student Choice) (1 box)	Picture or video added. Reflection (5+ sentences) answers “I am passionate about/this is important to me because”	Picture or video added. Reflection (4 sentences) given but may not summarize importance.	Picture or video added. Reflection (2 sentences) lacks depth.	Picture isn’t appropriate, doesn’t describe a passion or important life aspect. Reflection missing or too brief to assess.
Who I Am #2 Reflection (Personality Type) (1 box)	Lists the four components of personality type. Reflection (5+ sentences) answers “The part of the description that fits me best...” and “My best personality trait is...because...”	Lists the four components of personality type. Reflection (3-4 sentences) answers “The part of the description that fits me best...” and “My best personality trait is...” but does not explain/give reasons	Some components may be missing. Reflection (2 sentences) lacks depth/connections.	Some components may be missing. Reflection missing or too brief (1 sentence) to assess.
Goal Setting 2 goals added	Academic short term goal and personal short term goal added. Reflection (5+ sentences) answers “This goal is important to me because...” and lists 3+ tasks per goal	Academic short term goal and personal short term goal added. Reflection (3-4 sentences) answers “This goal is important to me because...” and lists 3 tasks per goal	Academic short term goal and personal short term goal added. Reflection (2 sentences) lacks depth/action plan	Academic short term goal and personal short term goal added. Reflection missing or too brief (1 sentence) to assess. No action plan.
Personal Development (4 boxes) Honesty Stress ID Stress Man. Time Man.	4 Journal Boxes added to portfolio. In-Depth reflection (5+ sentences) for each box. Makes connections and explains thoroughly.	4 Journal Boxes added to portfolio. Reflection (4 sentences) for each box. Attempts to make connections and explain adequately.	1-2 journal boxes missing. 1 or more reflections missing or do not make connections/explain.	1 or no journal box added to portfolio. Reflections missing or too brief to assess.

7 boxes (+ 2 goals + 3 surveys) Term 1 Total: /20 Tutorial Teacher Initial: _____

Note: Missing assignments receive “0”.

CLE 10A (grade 9 students) – Teacher Guide: Questions for reflections:

Term 1: **Create new portfolio labelled Grade 9 or CLE 10A*

****Link to advisory teacher, alpha counsellor, and MacPherson****

1. (Surveys) Write a thoughtful reflection for EACH survey (What have you learned about your personality, interests, and learning styles? Do you agree? Disagree? Why or why not? How does the result of each of these surveys shape your plans after high school?)

Note: September: Grade 9 advisory teachers will teach lessons 1-3 (My Learning Style, Important Characteristics and My Personality, My Interests); Review: How to write a thorough reflection → See CLE guide

2. (Who Am I – Personality) List the four components of your personality type. What part of the description fits you best? What do you think is your best personality trait and why?*

Partner work to discuss results? What have you learned about yourself that you did not know before? How is how you perceive yourself and how your partner perceives you different or the same? Why is it important to understand others' personalities? How do different personalities impact conflict resolution/problem solving? How are you similar/different to/from your family or friends? How do different personalities impact workplace sites?

3. Write a brief **reflection on each goal** about why you've set these goals (What are you trying to achieve? Why? How does it fit in a bigger plan?) **Note: Teachers lead a lesson on SMART goal setting to pre-empt this activity.*

4a. The importance of honesty in relationships: Scenario Questions (justifying dishonest responses/actions). → See CLE guide provided by student services team

**Class discussion/activity on the scenarios, what is honesty, etc.*

4b. Create a journal box titled "Honesty", Description: Healthy relationships

→ Were you surprised by the results in class? When is it important to be honest? When, if ever, are you justified in omitting truth?

5. Stress and Stress Management. Stress survey – online quiz (stress assessment)

<https://psychcentral.com/quizzes/stress-test/>

5b. Create a new journal box: Title: Stress Identification, Description: My Stressors.

Reflection: Describe your results from the stress assessment e-quiz. What is your stress level? On a scale of 1-10 (1 being not at all, 10 being excellent), what do you think your ability is to handle stress on your own and/or with your network? When dealing with stress, is your outlook positive or negative? How does your attitude affect your ability to handle stress?

6. Create a new journal box: Title: Stress Management, Description: Coping Strategies and Support.

Reflection: On a scale of 1-10 (1 being no control, ten being absolute control), describe your ability to feel in control of persevering through a stressful event. How able are you to handle your emotions during times of stress? When you're connected to others, you're better able to handle stressful situations. List a maximum of three people who you can turn to for support during stressful situations.

7. Student Services provides grade 9 advisory teachers a list of time-management strategies

Create a journal box in CLE 10A portfolio. Title: Time-Management, Description: Skills

Reflection: Why is it important to have good time-management skills? List one time-management skill that you are good at. List one time-management skill that you need to work on.

TERM 2

	ADVANCED - 4	PROFICIENT - 3	DEVELOPING - 2	EMERGING - 1
Who Do I Want to Become + Reflection (1 box)	Picture/video/description depicting a character trait. Description: character trait(s) that student values. Reflection (5+ sentences) answers “I want to be known as a _____ kind of person because...” and makes connection between who they are now with who they want to become in the future; provides steps on how to become known as that type of person.	Description and title briefly describes the trait(s). Reflection (4 sentences) answers “I want to be known as a _____ kind of person because...” and makes connection to who they are now and who they want to be in the future.	Has attempted to add a character trait, may misunderstand the task. No title or description. Reflection (2 sentences) lacks depth and does not make connection to who they are now and who they want to be in the future.	Box titled but nothing written about the character trait, or has not provided one at all. Reflection missing or too brief (1 sentence) to assess. Does not make connections.
Career Life Connection (1 box)	Uploaded interview document to portfolio. Journal titled Career Life Interview with an Adult, description (name/relationship to adult). Reflection (5+ sentences) answers “The most surprising thing I learned from this interview...” and describes how this interview influenced you as you think about your life after high school. Reviews/revises career/post-secondary plans based on interview; notes any changes in opinion.	Uploaded interview document to portfolio. Journal titled Career Life Interview with an Adult, description (name/relationship to adult). Reflection (4 sentences) answers “The most surprising thing I learned from this interview...” and describes how this interview influenced you as you think about your life after high school.	Uploaded interview document to portfolio. Journal titled Career Life Interview with an Adult, description (name/relationship to adult). Reflection (2 sentences) answers “The most surprising thing I learned from this interview...” May not make connections between interview and future plans	Interview missing or incomplete. Journal box and/or reflection missing or too brief to assess. Has not made connections between the interview and future goals/plans.
Personal Development (1 box)	Journal box titled Mental Health presentation. Description: Presenter and topic. Reflection (5 sentences) answers “The most surprising thing I learned was...” Lists 3 strategies and resources. Describes own experience with mental health.	Journal box titled Mental Health presentation. Description: Presenter and topic. Reflection (4 sentences) answers “The most surprising thing I learned was...” Lists 3 strategies and resources. Describes own experience with mental health.	Journal box titled Mental Health presentation. Description: Presenter and topic. Reflection (2-3 sentences) answers “The most surprising thing I learned was...” Lists 1 strategy and 1 resource. May not make personal connection.	Journal box titled Mental Health presentation. Description: Presenter and topic. Reflection missing or too brief (1 sentence) to answer question. Strategies or resources missing. Does not make personal connection.
Goal Setting 2 Goals Added 2 Goals Reviewed	New short term, medium term goal added. Reflection (5+ sentences) answers “This goal is important to me because...” and lists 3+ tasks per goal. Journal box created titled Goals; Updated first two goals; “I have/have not achieved this goal because...” and “I have learned from goal setting that...” Makes connection between goal setting and their future plans.	New short term, medium term goal added. Reflection (3-4 sentences) answers “This goal is important to me because...” and lists 3 tasks per goal. Updated first two goals; “I have/have not achieved this goal because...” and “I have learned from goal setting that...” May or may not make connection between goal setting and future.	New short term, medium term goal added. Reflection (2 sentences) lacks depth/action plan. Updated first two goals but does not make connections between goal setting and future plans.	May be missing either new short term or new medium term goal. Reflection missing or too brief (1 sentence) to assess. No action plan. Update to first two goals missing or too brief to assess.

3 boxes (+2 new goals) Term 2 Total: /16 Tutorial Teacher Initial: _____

Note: Missing assignments receive “0”.

CLE 10A (grade 9 students) – Teacher Guide: Questions for reflections:

Term 2:

1. Add a Custom Box called “**WHO DO I WANT TO BECOME?**” and upload a picture or video of something that best describes who you want to become – this is not an occupation, but rather a character strength.

Reflection: Why is this an important character trait to you? Do you have a role model that demonstrates this trait? How does who you are now connect to who you want to become in the future?

2. **Take Your Kid to Work Day / Interview an adult day (NOVEMBER 7TH)**. Choose an adult who is significant in your life. **Interview them using the questions found under the Ms. MacPherson Activity Tab**. Upload the document to your portfolio. Upload a video of you interviewing this adult with the questions provided AND/OR upload the document with written answers.

2b. **Create a journal box titled Career Life Interview with an Adult**. Add a description (name/relationship to adult). Reflection: What was the most surprising thing you learned from this interview? How has this interview influenced you as you think about your life after high school? Will you review/revise your career or post-secondary goals?

3. Following the **mental health presentation**, students create journal box **titled Mental Health**. **Description**: name of presenter/specific mental health topic covered. Reflection should answer: What was the most surprising thing you learned from the presentation? What, if anything, causes you stress or anxiety? List coping strategies and resources that you learned about today.

4. **Goal Review**: Create a journal box in portfolio titled **Goals**. Update first two goals; “I have/have not achieved this goal because...” and “I have learned from goal setting that...” in a reflection in the Goals journal box. Makes connection between goal setting and their future plans.

Term 3:

(See Who Am I box directions in Term 1 guide)

*Pre-watch both video clips to familiarize yourself with the video content and stories shared. *Note: if you are uncomfortable sharing Video 2, simply describe the situation verbally for the students*

1. Healthy Relationships and Digital Safety (Create a new journal box in portfolio for each topic)

- Video 1 (12 min): https://www.youtube.com/watch?v=rt_SKeGPRcE
- Video 2 (3 min): https://www.youtube.com/watch?v=Ng4YKEm_yJ8
- Begin watching Video 1 with students.
 - Pause video at 3:17min
 - Add the following to their **CLE 10A Portfolio** as a journal entry titled “Healthy Relationships”:
 - What is happening in this video?
 - How does the video make you feel so far?
 - Can you relate to their situation and/or relationship?
 - Would you have reacted in a similar way? Why or why not?
- Watch the remainder of the video with students
 - Ask students to add to the body of their existing journal entry by answering the following questions:
 - What changed?
 - How do you feel now? What caused this?
 - Can you relate to their situation and/or relationship?
 - What shocked you the most and why?
- *Discussion* (15-20 min)
 - As a class, discuss the following guiding questions:
 - How do students communicate in relationships with technology today?
 - How do online and real life relationships differ?
 - Define self-disclosure and its place in digital relationships
 - self-disclosure: sharing private, sensitive, or confidential information about oneself with others
 - Ask students to discuss in small groups different strategies for healthy online relationships
 - Once students are done discussing, ask students to add two (2) strategies they discussed as a reflection to their existing journal entry
- *Activity- Inappropriate texting and online messaging* (20-25 min)
 - Watch video 2 with students
 - In groups, ask students to discuss the following questions:
 - Who is affected by this act?
 - How might the victim feel?
 - How can someone avoid this situation?
 - How can we control inappropriate messaging? Should we have laws in school? In the community?
 - Ask students to relate these questions back to self-disclosure in digital relationships and add a new reflection to their “Digital Safety” journal entry

2. Digital Safety & Citizenship Presentation.

- Ask students to reflect on this presentation and add a new reflection to their “Digital Safety” journal entry about what they have learned.

TERM 3

	ADVANCED - 4	PROFICIENT - 3	DEVELOPING - 2	EMERGING - 1
Who I Am #3 Picture + Reflection (Student Choice) (1 box + Reflection)	Picture or video added. Reflection (5+ sentences) answers “I am passionate about/this is important to me because”	Picture or video added. Reflection (4 sentences) given but may not summarize importance.	Picture or video added. Reflection (2 sentences) lacks depth.	Picture isn’t appropriate, doesn’t describe a passion or important life aspect. Reflection missing or too brief to assess.
Who I Am #4 (as above)	As above	As above	As above	As above
Healthy Relationships (1 box + Reflection)	New journal box. Title: Healthy Relationships. Description: “Relationship Status Online” (video 1). Reflection thoroughly answers all study guide questions. Makes connections with personal experience. Includes at least two strategies.	New journal box. Title: Healthy Relationships. Description: “Relationship Status Online”. Reflection thoroughly answers most guide questions. Includes two strategies.	New journal box. Title: Healthy Relationships. Description: “Relationship Status Online”. Reflection answers some study guide questions. Includes 1 strategy.	New journal box. Title: Healthy Relationships. Description: “Relationship Status Online”. Reflection may answer 1-2 study guide questions. No strategies listed.
Digital Safety (1 box + 2 Reflections)	New journal box. Title: Digital Safety. Description: Sexting and Cyberbullying. Reflection (5+ sentences) thoroughly answers all study guide questions. Completed assembly reflection.	New journal box. Title: Digital Safety. Description: Sexting and Cyberbullying. Reflection (4-5 sentences) answers all study guide questions. Completed assembly reflection	New journal box. Title: Digital Safety. Description: Sexting and Cyberbullying. Reflection (2-3 sentences) answers most of the study guide questions. Assembly reflection too brief to assess.	New journal box. Title: Digital Safety. Description: Sexting and Cyberbullying. Reflection missing or too brief to assess. Assembly reflection missing.
Conflict Resolution (1 Box + Reflection)	New journal box. Title: Conflict Resolution. Description: Strategies. Reflection: on Sallos’ presentation. Includes conflict resolution style and 3+ strategies for resolving conflict.	New journal box. Title: Conflict Resolution. Description: Strategies. Reflection: on presentation. Includes conflict resolution style and 2 strategies for resolving conflict.	New journal box. Title: Conflict Resolution. Description: Strategies. Reflection: on Sallos’ presentation. Includes conflict resolution style and 1 strategy for resolving conflict.	New journal box. Title: Conflict Resolution. Description: Strategies. Reflection: on Sallos’ presentation. May not include conflict resolution style. 0 strategies.
High School Planning (Course Planning) (1 Box + Reflection)	Grade 9 and 10 courses added to high school planner. Reflection: Why did you choose these courses? How do grade 10 requests fit into a bigger plan? - Request form handed in complete, on time	Grade 9 and 10 courses added to high school planner. Reflection may be missing. Paper copy handed in complete and on time.	High school planner missing or incomplete. Paper copy handed in. May be incomplete/late.	High school planner missing or incomplete. Course selection form incomplete/late/missing.

Note: Missing assignments receive "0".

Tutorial Teacher Initial: _____

TERM 4

	ADVANCED - 4	PROFICIENT - 3	DEVELOPING - 2	EMERGING - 1
Goal Updates -Confirm My Portfolio includes all goals. There should be 4. Reflections of all goals	Thorough, thoughtful, and multiple (i.e. updates) reflections for each goal. *Updates are in Journal box titled Goals.	Several reflections are present on each goal.	Goal has one reflection but has not been updated.	Goals and/or reflections missing.
Occupations Reflections (3) on each occupation.	3 Occupations added to portfolio. Reflection (on each) answers why the occupation interests you and why you want to pursue it. Includes salary, education needed, job outlook. Should be multiple sentences. Can have pros/cons.	3 Occupations added to portfolio. Reflections briefly answers why it interests you but is not detailed.	2-3 Occupations added. Fewer than three reflections OR they are minimal and do not answer why the opportunity interests you.	1-2 Occupations added. Missing reflections.
Add 2 Custom Boxes Culminating Activity Reflection for both	Uploaded images or documents or link videos (i.e. field trip, job shadowing, cool project, etc). Thorough reflection about why student wanted to share this experience.	Uploaded images or documents or link videos (i.e. field trip, job shadowing, cool project, etc). Reflection is minimal.	Uploaded images or documents or link videos (i.e. field trip, job shadowing, cool project, etc) but only created one box. Reflection is minimal or not attempted.	Journal box created but missing media. Reflection missing or too brief to assess.

4 boxes + 4 updated goals + 3 occupations

/12

Note: Missing assignments receive "0".

Tutorial Teacher Initial: _____

Term 1 _____% Term 2 _____% Term 3 _____% Term 4 _____%

Final CLE 10A Portfolio mark: _____%

Interview/Conference % _____

Term 4

ACTIVITY: Occupation Planning

1. Select Work from the navigation menu on the left hand side of your screen. Select Occupations.
2. Enter Opportunity Name or Keyword and click Search when you are ready. Use the filters to narrow down your search.
3. Find 3 Occupations that you want to know more about. Click the Favourite (heart) boxes to the right of the occupation names. On the left navigation bar, click Favourites and then click (the three dots) compare to view the occupations in a chart.
4. Create a Journal Box titled Occupation Comparison. In a Reflection, consider and compare the following:
 - a. Salary comparison
 - b. Level of education required
 - c. Number of years of post-secondary education (if this applies)
 - d. Compare job seekers vs. job openings.
 - e. Add your top 3 occupations in to your Portfolio and use the reflection box to compare (Pros vs Cons)

ACTIVITY: Review Goals

1. Ensure all goals created this year are added.
2. Goals are updated via reflections in Journal Box titled **Goals**.
5. Review the goals you created this year and write a reflection on your progress/achievement/improvements for each goal

*CULMINATING ACTIVITY: My Portfolio

1. Add Two more Custom Boxes – upload images or documents or link videos of something that happened to you this year that you would like to share (i.e. field trip, job shadowing, cool project, etc)
 - 1b. Write a reflection about why you wanted to share this experience
2. Look at your Portfolio and all of the boxes you've added and ensure each box has at least one reflection.

1. Final Portfolio Conference Interview: Advisory teacher conducts interview with student. Student shares their learning as documented in their portfolio. Teacher asks questions (questions and rubric provided by coordinator).

Evaluation Process:

Student and Tutorial Teacher will evaluate each term, based on a standards based assessment model.

- All term tasks are expected to be completed by the end of each term **and a grade will be assigned for each term. Each term is worth 25% (portfolio mark).**
- Each student will complete the Term Checklist and conference with their Tutorial Teacher.
- Tutorial teacher will assess each term using a standards based rubric.
- A G, S, or N effort mark will be assigned by the Tutorial Teacher at the end of each term (based on GW Graham Work Habits Rubric). *Work Habits for this course will be included in Outstanding Effort Roll calculation for each report card.*
- A final blended mark will be provided by Career Education teacher – 80% weighted portfolio, assessed by advisory teacher, 20% weighted interview, given by advisory teacher – and input into myEd by advisory teacher.
- CLE (Career Life Exploration) is delivered through advisory and participation in presentations and assemblies, with students' myblueprint portfolio(s) as the vehicle to document their learning. CLE is completed over grades 9 and 10, with a preliminary mark given at the end of grade 9 and a final mark given at the end of grade 10. CLE is a 4 credit course.

