



## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> Nanaimo Ladysmith Public Schools	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD68
<b>Developed by:</b> Christoph Schaub	<b>Date Developed:</b> December 2024
<b>School Name:</b> John Barsby Community School	<b>Principal's Name:</b> Stephen Epp
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Post High School Explorations 12	<b>Grade Level of Course:</b> 12
<b>Number of Course Credits:</b> 2/4	<b>Number of Hours of Instruction:</b> 60/120

**Board/Authority Prerequisite(s):** None

**Special Training, Facilities or Equipment Required:** Access to the internet and a computer is required to allow students to research, apply to and develop documentation for career, financial, travel, post-secondary, and scholarship opportunities. The ideal teacher will have a passion for helping students transition beyond high school successfully.

**Course Synopsis: Post High School** Explorations 12 is a course for those who are unsure or undecided of their next steps after graduation. This course focuses on exposing students to the multitude of career, post-secondary and travel options available upon graduation from high school. Students will work on the development of communication, critical thinking, personal and social skills while exploring the multitude of options available beyond high school. Students will develop an integrated post-graduation plan that can be connected to a capstone or culminating project of interest. The course teaches students how to effectively manage and plan their future journey while exposing them to many of the fundamental skills involved in carer-life success. Students will leave the course with a post-graduation plan, and the confidence to execute the next steps of their journey.

**Goals and Rationale:** Students are provided an educational setting in which to plan their journey following high school graduation. The course provides the time to explore and understand the different aspects involved in transition to post-secondary, the workforce, or travelling. The course aims to level the playing field of all learners, regardless of upbringing and socio-economic factors, and expose everyone to the options available, and the numerous pathways to execute these journeys. The goal of the course is to build confident learners that leave with the knowledge and skills required to succeed in life after high school.

**Aboriginal Worldviews and Perspectives:** Explorations 12 focuses on a holistic, reflective, experiential, and relational learning environment that requires student exploration of one's identity, and embracing learner-centered practice that teaches values and appreciates the uniqueness of each learner. Students will experience that planning the transition from high school takes patience and time and that there are many pathways for pursuing opportunities after high school graduation within Indigenous worldviews. The exploration of one's identity includes developing an understanding of one's place in the world, in addition to being able to identify all of the factors that contribute to how people see themselves. These factors include their strengths and challenges, their innate abilities, and capacities to learn. As students develop their skills and knowledge in particular areas of the course, it is expected that they will teach others, recognizing the social responsibility aspect of learning, and ultimately strengthening their community.

## BIG IDEAS

Financial literacy can build **self-esteem** and **confidence** in managing one's money.

Understanding **personal financial responsibilities** helps in making informed financial decisions.

A robust understanding of **post-graduation opportunities** facilitates the transition from high school.

Building **independence** and developing leadership and self-management skills creates adept community members.

**Skill development** is an ongoing process of participation, feedback, and reflection on learning.

## Learning Standards

Curricular Competencies	Content
<p>Students are expected to do the following:</p> <p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>• understand and further develop core skills (communication, thinking &amp; personal and social)</li> <li>• develop confidence in communication (both oral and written) and interpersonal skills</li> </ul> <p><b>Transition:</b></p> <ul style="list-style-type: none"> <li>• develop, plan and budget a detailed financial strategy for the first year after high school graduation</li> </ul> <p><b>To Post-Secondary:</b></p> <ul style="list-style-type: none"> <li>• develop an understanding of post-secondary planning through researching post-secondary institutions, and available scholarships and bursaries.</li> <li>• develop an understanding of how to select, and then apply for, the post-secondary opportunities and scholarships/bursaries most suited to their interests and talents</li> <li>• plan, implement, and evaluate opportunities and applications</li> </ul> <p><b>To employment:</b></p> <ul style="list-style-type: none"> <li>• develop an understanding of the different types of employment opportunities and decide which fits best with your own goals and aspirations</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>• format and write <b>formal emails</b></li> <li>• MS Word, Excel, and PowerPoint</li> <li>• proficiency with a <b>computer file system</b> for organizing, saving and sending documents</li> <li>• read, comprehend and summarize industry / subject specific professional writing / documentation</li> <li>• stress management, time management, work management, and organizational skills</li> </ul> <p><b>Communication and Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>• what makes a good <b>presentation</b></li> <li>• collaboration and delegation in teamwork</li> <li>• adaptability in group work</li> <li>• conflict resolution and problem solving</li> <li>• building <b>confidence in communication</b></li> </ul> <p><b>Post Secondary</b></p> <ul style="list-style-type: none"> <li>• post-secondary <b>university and college options</b></li> <li>• the difference between certificates, diplomas, and degrees</li> </ul>

- come up with a detailed action plan for creating and submitting an effective tailor-made resume and cover letter
- identify the job specific skills and certification required to maximize the probability of success when applying for a job and when employed

#### **To Travelling:**

- research to develop a detailed itinerary and travel plan including understanding cultural and language differences across the world

#### **Personal Finances:**

- understand, interpret, and describe the information and documents required for filing a personal income tax return and explain why they are required
- prepare an income tax return with technological tools
- design, explain, and justify a monthly budget suitable for an individual or family
- identify some of the key principles of sound financial planning
- design and present a savings plan to facilitate the achievement of a long-term goal
- develop critical thinking skills to evaluate financial products and services
- explain credit scores and how it affects credit / borrowing
- discuss interest rates in relation to banking versus credit
- understanding the implications of interest rates, fees, and repayment terms
- interpret and read a paystub and understand related deductions and benefits

- how to read, understand, and be able to extract pertinent information from university/college calendars and websites
- determine which programs suit your interests and plan your university/college program of study
- navigate the Canadian university and college application process
- access and provide post-secondary institutions with high school transcripts

#### **Employability**

- different **types of employment**
- effective job searching tools and skills
- write cover letters tailored to job opportunities
- job interview skills
- how and when to request and collect references and letters of reference.
- understanding of the skills and techniques of **industry recognized certification**
- types of **employment insurance** and **benefits**
- interpret a pay cheque
- understanding who is eligible and how to apply for EI (Employment insurance)
- how to file simple personal income tax returns

#### **Travel**

- work abroad, travel and backpacking as travel options
- choosing a destination and time
- budgeting transportation, accommodation, meals, and activities
- staying safe and organized
- differences in culture and language

#### **Banking, Purchasing, Bills, Payments and Debt**

- types of bank accounts
- role of different financial institutions in Canada
- different applications of **interest rates**
- budgeting strategies

- types of credit and your **credit score**
- long term financial decision making and goals

#### **Houses and Vehicles**

- considerations for purchasing a vehicle
- what is **depreciation**
- understanding home (renting and buying) and car insurance
- understanding interest rates on long-term purchases
- housing market considerations: renting versus buying
- understanding and applying for a mortgage
- short- and long-term **personal assets** and **personal debt**

## Big Ideas – Elaborations

**Self-esteem and confidence** are built by participating in class discussion and activities, goal setting, and character education elements, students will build on their sense of worth as a valuable, contributing member of the community.

Understanding our **personal financial responsibilities** helps us plan and achieve our goals (Employment, post-secondary, or travelling). This is addressed in learning about personal choices in our financial decisions and setting short and long-term financial goals.

Students will be exposed to the multitude of **post-graduation opportunities** available to them through class discussions, independent research, conversations and presentation by peers and community members. This exposure increases the likelihood that students leave with a plan that they are excited for and have the knowledge to execute.

A holistic, reflective, experiential, and relational learning environment that requires student exploration of one's identity, and embracing learner-centered practice that teaches values and appreciates the uniqueness of each learner builds **independent** learners.

**Skill development** is addressed through focused teaching and feedback, students will develop skills improving their knowledge of concepts presented and discussed. In addition, students will continue to develop effective communication skills by sharing their ideas and learning with classmates, teachers, and potential presenters through the process of participating, being provided feedback and using reflection of learning concepts.

## Curricular Competencies – Elaborations

### Professional Skills:

- become proficient with the Microsoft Office (MS) Suite (Word, Excel, and PowerPoint). Install and activate copies of MS Office (free of charge) on your personal devices
- develop core life skills to manage work, family, and relationships successfully

### Post-Secondary:

- admissions tests such as Language Proficiency Index, Scholastic Aptitude Test, Test of English as a Foreign Language, assessment tests and various other entrance exams that could be required for university/college programs
- post-secondary finances including but not limited to the costs of housing, utilities, clothing, transportation, food, insurance, tuition, books, and supplies
- auto-biographical scholarship essay or comprehensive resume that outlines and highlights a student's academic achievements, community service, extra-curricular activities, and post-secondary goals
- government grants and assistance for special programs and applications that are available to students with diverse learning needs
- understanding student loans including who is eligible, how to apply, and paying them back

### Employment:

- career search that includes an in-depth exploration of a particular career including but not limited to its job prospects, training requirements, job duties, and salary expectations
- build a professional cover letter and resume, using MS Word, tailored to a specific job

### Travel:

- exploring the many things one must consider before taking a gap year for travel. This includes but is not limited to picking the right season, visa requirements, picking travel companions, booking accommodations, transportation, adjusting to cultural differences, staying safe and preparing for the unknown.

**Personal Finances:**

- understanding income and personal responsibilities such as the cost of utilities, food, rent/mortgage, entertainment, transportation, charitable contributions, and long-term savings goals
- how to use technology (e.g., using spreadsheets, budgeting software, online tools) to organize finances
- understanding income, deductions, benefits, employment insurances, Canada pension plan, taxes, union dues, etc
- explanation of how employment insurances temporarily supports unemployed workers through a loss of an income while they look for work or attempt to upgrade skillsets to seek employment

**Houses and Vehicles:**

- introduction to interest rates including prime, variable, fixed, calculating interest paid over time, compounding, etc
- what is a credit score (Equifax Canada and Trans Union Canada)
- types of credit products (pay day loans, credit cards, loans, mortgages, vehicle loans, point of sales creditors, etc)
- types of credit (3 main include: open, installment and revolving credit)

**Content – Elaborations**

- **formal emails:** formal emails should be direct and succinct and use formal language. They should include a subject line, greeting, body content, closing line and signature.  
If an attachment is included a formal email should draw attention to the attachment
- **computer file system:** a file system is a structure used by an operating system to organize and manage files on a storage device such as a hard drive
- **presentation:** a good PowerPoint slideshow complements your presentation by highlighting your key message, providing structure, and illustrating important details
- **confidence in communication:** prepare in advance, be clear and concise, be assertive but respectful, use confident body language, and learn from feedback
- **university and college options:** STEM, Humanities, Social Sciences, Trades, Technical Schools, etc.
- **types of employment:** part time, full time, contract, temporary, casual or on-call, seasonal, etc.
- **industry recognized certification:** SuperHost, FoodSafe, WCB, WorkSafe, First Aid, Forklift, WHIMIS, Nuclear Energy Worker, etc.
- **employment insurances and benefits:** temporary supports available to assist unemployed workers through a loss of an income while they look for work or attempt to upgrade skillsets to seek employment
- **interest rates:** simply defined as the price paid to borrow money, or the price paid to save money as in a savings account
- **credit score:** a prediction of your credit behavior, such as how likely you are to pay a loan back on time, based on information from your credit reports
- **depreciation:** the reduction of value of an asset over time (usually due to wear and tear or reduced overall monetary value)
- **personal assets:** things of present or future value owned by an individual or household
- **personal debt:** accumulation of the money owed by a person or household usually in relation to purchases and/or expenses

### Recommended Instructional Components:

- Direct Instruction
- Demonstrations
- Modelling
- Storytelling
- Peer & Group Activities
- Community and Guest Speakers
- Experiential Learning
- Reflective Writing
- Self-Assessment
- Performance assessment
- Oral Presentation

### Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

Students should be frequently assessed on the skills acquired and attributes shown through class work, discussions, presentations and projects including: scenario based calculations, real-world applications and appropriate goal-setting. In addition, frequent, formative feedback on the development of foundational understandings and concepts and skills associated should be provided through periodic response reflections, exit tickets and quizzes. Students should also engage in ongoing self-assessment including reflection on core competencies in relation to the concepts taught.

### Learning Resources:

- 1) Aboriginal Worldviews and Perspective in the Classroom. (2015)  
[https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/indigenous-education/awp\\_moving\\_forward.pdf](https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/indigenous-education/awp_moving_forward.pdf)
- 2) BCEID: To get your transcripts and share with post-secondary institutions  
<https://www.bceid.ca/>
- 3) Ufile Online (Free for high school students)  
<https://www.ufile.ca/>
- 4) Websites for post-secondary institutions
- 5) Guest speakers including but not limited to admission officers from universities, scholarship representatives, current university students

### Additional Information: