



**Board/Authority Authorized Course:
Post-Secondary Preparation 12**

School District/Independent School Authority Name: Cowichan Valley School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD79 Cowichan Valley
Developed by: Noni Battye	Date Developed: February 2021
School Name: Lake Cowichan School	Principal's Name: Jaime Doyle
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Post-Secondary Preparation 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120
Course Category: (Filled in by the developing school) YSEVC	Course Code: (Filled in by the district) YSEVC-2B

Board/Authority Prerequisite(s): Grade 12 standing

Special Training, Facilities or Equipment Required: Access to the internet, computer, and ideally, a Career Centre is required to allow students access to research both current post-secondary information and current scholarship information.

Course Synopsis:

Post-Secondary Preparation 12 is designed to familiarize Grade 12 students with post-secondary opportunities and to prepare them to make the most of these opportunities. Students will research post-secondary institutions and available scholarships and bursaries, and will be coached to select and then apply for the opportunities most suited to their interests and talents. Students will be assisted to create a comprehensive application package. Completing a financial plan for post-secondary costs, learning how to access academic, financial, and health services will round out the course. This course is closely related to the Scholarship Preparation 12 course offered by the Greater Victoria School District: <https://learn.sd61.bc.ca/curriculum/secondary/baa/>

Goals and Rationale:

The rules around post-secondary admission requirements and the information about open and entrance scholarships and bursaries are complex and ever-changing. This course guides and coaches students to research opportunities, to make sound educated decisions, and to complete appropriate applications. Stress management and career decision-making are relevant to this process and are included in the content. The course is intended to prepare and enhance students' ability to finance their post-secondary education while maintaining a healthy school-life balance.

Indigenous Worldviews and Perspectives:

Through processes of self-reflection and exploring one's connection and responsibility to one's self, community, and world, students will develop a familiarity with the First Peoples' Principles of Learning, including an appreciation that:

- Learning is holistic, reflexive, reflective, experiential, and relational; focused on connectedness, on reciprocal relationships, and a sense of place.
- Learning is embedded in memory, history, and story.
- Learning requires exploration of one's identity, specifically to embrace learner-centered practice and interact with students to ascertain their strengths and preferences when it comes to researching, evaluating, and choosing post-secondary options.
- Emphasize possible practical applications and realistic opportunities to all learners
- Recognize that there are many pathways for pursuing post-secondary opportunities within Indigenous worldviews
- Recognize that post-secondary planning involves patience and time.

Specifically:

- Experiential Learning:
 1. Embrace learner-centred practice and interact with students to ascertain their strengths and preferences when it comes to learning experiences.
 2. Emphasize possible practical applications (eg: "real world") when introducing abstract or theoretical concepts.
- Learning involves recognizing the consequences of one's actions.
- Learning Involves patience and time.

BIG IDEAS

Pursuing post-secondary opportunities includes ongoing cycles of exploring, planning, reflecting, adapting, and deciding.

Post-secondary opportunities are influenced by external and internal factors, including **local and global employment trends**.

Engaging in the scholarship search as an ongoing process can guide and broaden career-life awareness and options.

Preparing for leaving high school creates a sense of purpose and the start of a **career-life balance** that support awareness and well-being

Preparing for Personal Transitions leads to an attitude of life-long learning and fosters career-life opportunities for people and communities.

Learning Standards

Curricular Competencies	Content
<p>Students are expected to do the following:</p> <p>Post-Secondary Preparation 12 is designed to familiarize Grade 12 students with post-secondary opportunities and to prepare them to make the most of these opportunities.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Develop an understanding of post-secondary planning through researching post-secondary institutions and available scholarships and bursaries • 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 • Plan, implement, and evaluate opportunities and applications • Apply First Peoples’ Principles of Learning to their post-secondary plans. 	<p>Students are expected to know the following:</p> <p>Post-Secondary Opportunities and Applications:</p> <ul style="list-style-type: none"> • how to read, understand, and be able to extract pertinent information from university/college calendars and websites • how to research potential universities/colleges and attend presentations by speakers from various post-secondary institutions • how to determine which programs suit their interests and plan their university/college program of study • how to understand the various admission tests required for general admission or assessment tests for specific programs • how to navigate the Canadian university and college application process • how to navigate the American and overseas university application process • hear about university life from last year’s graduates currently in first year university and learn how to draw parallels between the graduate’s experience and their intentions • how to access academic, financial, and health supports on campus

Post-Secondary Finances

- how to research **post-secondary finances** and create a budget
- how to research what loans are appropriate and how to complete student loans
- how to create an extensive scholarship search and personalized spreadsheet

Scholarship – Search, Resume, Reference Letters, Applications

- how to develop a first-class scholarship resume
- explore and identify several volunteer and community service opportunities
- how to write an **autobiographical scholarship essay**
- how and when to request and collect letters of reference
- prepare and practice for a scholarship interview
- how to directly apply for scholarships

Career Search

- how to complete an **extensive career search**
- learn about possible careers from guest speakers and explore mentorship

Academic Support

- how to develop strong study skills and prepare for final exams
- learn where to access academic support while at university/college
- learn where to access **government grants and assistance** for academic support

Personal Issues

- examine a balanced approach to life by exploring topics including, but not limited to: stress management, time management, organizational skills, work management and work ethic, relationships in a busy life, nutrition, and leisure activities

Preparing for Leaving High School

- creating a capstone project and transition plan
- preparing for and participating in an exit interview

Big Ideas – Elaborations

Local and global employment trends – these include what industries and career paths are trending up or down locally or globally, what are the job prospects in these areas and are they sustainable

Career-life balance – the creation of a lifestyle that allows for a healthy balance between hours, styles, and pressures of work and the ability to enjoy a healthy, active, engaged life outside of work

Curricular Competencies – Elaborations

Post-secondary opportunities – the wide variety of vocational and academic opportunities that are available to students via trade schools, private companies, universities, colleges, and other institutions

Content – Elaborations

Admissions tests – 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 – outlines and highlights a student’s academic achievements, community service, extra-curricular activities, and post-secondary goals

Extensive career search – an in-depth exploration of a particular career including but not limited to its job prospects, training requirements, job duties, salary expectations

Government grants and assistance – special programs and applications that are available to students with diverse learning needs

Recommended Instructional Components:

May include but are not limited to: direct and indirect instruction, paired, small group, and class discussions and tasks, library and internet research, field trips, guest speakers, videos

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

Quality assessment

- is fair, transparent, meaningful and responsive to all learners
- focuses on all three components of the curriculum model – knowing, doing, understanding
- provides ongoing descriptive feedback to students
- is ongoing, timely, specific, and embedded in day-to-day instruction
- provides varied and multiple opportunities for learners to demonstrate their learning
- involves students in their learning
- promotes development of student self-assessment and goal setting for next steps in learning
- allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning
- communicates clearly to the learner and parents where the student is, what they are working towards and the ways that learning can be supported
- triangulates products, observations, and conversations to create a holistic and more accurate understanding of the learner’s proficiency with the learning standards (curricular competencies & content)

Assessment will be both formative, with in-person feedback through co-editing documents, applications, etc., and summative. Assessment will be holistic and inclusive of conversations, observations, and products. This may include, but are not limited to:

scholarship spreadsheet, scholarship cover letter and resume, participation in and critique of university presentations, class worksheets on relevant topics, scholarship application and essay, budget, graduation transition plan, exit interview, self-evaluation.

Learning Resources:

- personal devices to access information and process documents
- websites and print materials from post-secondary institutions
- guest speakers including but not limited to admission officers from universities, scholarship representatives, current university students

Additional Information:

Course Selection Handbook info:

This year-long course is open to Grade 12 students only. It is aimed at preparing students for life after high school and to, hopefully, earn money towards your studies. Topics covered will include career research and employment trends, understanding the requirements for various post-secondary programs, how to create scholarship resumes and cover letters, budgeting, study skills, and developing knowledge of a healthy work-life balance. Success in this course is highly dependent on attendance, participation in activities, and completion of assignments. A final interview is a key requirement of this course.