

# FRANCES KELSEY SECONDARY SCHOOL

## CLC 12 Course Guidebook 2023-24



This course is a requirement for graduation. Successful completion only happens when you, the student, and CLC 12 Teacher maintain a two-way, consistent and purposeful line of communication *throughout the year*. Networking with the peers and adults in your community and showcasing your increasing ability to successfully do that, in writing, online, and face-to-face, **on an on-going basis**, is the cornerstone for success. The course is NOT just a capstone presentation at the end.

Career Life Connections 12 focuses on the following skill sets:

- ❖ deepening career-life concepts and thoughtful self-knowledge to inform personal life-long learning choices and post-graduation plans
- ❖ considering public and personal profiles and ways to represent oneself, self-advocacy, ongoing conversations with mentors and CLC Teachers focused on fostering on-going, purposeful career-life development.
- ❖ employing developed social capital, creating networks of reciprocity enabling the both individual and society to function for the greater good
- ❖ engaging in a substantive experiential learning opportunity of 30 hours or more that is intended to expand and/or deepen student exposure to career-life possibilities, such as service learning, volunteerism, employment, fieldwork projects, entrepreneurship, and passion projects
- ❖ designing, assembling, and presenting a capstone portfolio to an audience during an exit interview, celebrating the learning journey and next steps toward preferred futures.

YOUR CLC 12 TEACHER: \_\_\_\_\_

\* On Teams, check regularly the team called GRAD 2024 as it has bursaries, scholarships, and timely general info such as reminder dates, grad events, marketing (grad gear purchases etc) and much more.

Course Outline 2023-24

DATE	FOCUS	DELIVERY METHOD	DATE	FOCUS	DELIVERY METHOD
Sept 13	Intro to course	Theatre	Jan 31	Choice Seminars	Class
Sept 20	Scavenger Hunt	Assembly	Feb 7	Scholarship/Bursary instructions	Class
Sept 27	My Blueprint, Teams, STS	Self-Dir	Feb 14	Capstone	Self-Dir
Oct 4	Capstone ideas	Self-Dir	Feb 21	Wellness	Self-Dir
Oct 11	Employability, Capstone proposal due	Self-Dir	Feb 28	Resume/Cover Review, Capstone Journal 3 due	Class
Oct 18	Budgeting	Self-Dir	Mar 6	Bursary scholarships assembling pkgs	Class
Oct 25	Resume/Cover	Self-Dir	Mar 27	Capstone	Self-Dir
Nov 1	Capstone exemplars & mentors	Theatre	Apr 3	Capstone Journal Entry 4 due	Self-Dir
Nov 8	Post-Secondary Application Review	Class	April 10	Capstone Presentations	Class
Nov 15	After high school plans Capstone – mentor due	Self-Dir	April 17	Fitness	Self-Dir
Nov 22	Wellness, Capstone Journal 1 due	Self-Dir	April 24	Capstone	Self-Dir
Nov 29	Conversations	Class	May 1	Capstone	Self-Dir
Dec 6	Conversations	Class	May 8	Capstone Presentations	Class
Dec 13	Reindeer Games	Assembly	May 15	Capstone Reflection due	Self-Dir
Dec 20	Group Skate	Assembly	May 22	Capstone Presentation Deadline	Self-Dir
Jan 10	Guest Speakers	Theatre	May 29	Valedictorian Intro & Grad Overview	Theatre
Jan 17	Choice Seminars	Classes	June 5	Valedictorian Speeches & Vote	Theatre
Jan 24	Nutrition, Capstone Journal Entry 2 due	Self-Dir	June 12	Grad Game/Activity	Assembly
			June 19	Finalizing & Completion	Class

## \* Sept 13, 2023 - Introduction to CLC 12

1. ACTION: Attend the assembly to learn about the expectations and assessment of CLC. You will be given valuable information you will need for the self-directed portions of the course as well as expectations for the capstone portion. Pick up a copy of your transcript from your teacher after the presentation so you can sign up for the Student Transcript Service.

## \* Sept 20, 2023 - Grad Group Activity

1. ACTION: Meet as a whole grade grouping to participate in an activity and network with your fellow graduates.

## Sept 27, 2023 - MyBlueprint

1. INFO: [My Blueprint](#) has live, up to date links with every job opportunity, apprenticeship, college, and university program in Canada and abroad. It will tell you costs, prospects and trends, and much more. But it can't provide personal matches without accurate information.
2. ACTION: Log onto [Myblueprint.ca](#). See your teacher or Ms. Baker in the library if you have trouble getting in. Make a copy of the highschool plan ([photo in appendix](#)) that has been pre-loaded (and likely has errors or missing courses) and enter a correct version of your completed and in-progress courses from Grade 10 to 12 with your final grades – you will find all this info on the transcript you got in the first class. Copy your plan into the portfolio section in a box called “CLC 12 Course Plan.”
3. ACTION: Log onto MyBlueprint and check out the “Who Am I Surveys” ([photo in appendix](#)) and whether you have done them previously in CLE 10. You can choose to redo them if you think your answers will have changed since you last completed them. Copy the results into the portfolio section under a box called “CLC 12 Surveys.”
4. ACTION: Complete [the reflection sheet](#) and submit it to your teacher in the format they require: through Teams, copied into MyBlueprint, or on paper.

## Oct 4, 2023 - Capstone Proposal and Transcripts (STS)

1. INFO: This is the first course in your high school career where you direct your own learning.
  - “What am I interested in and passionate about?”
  - “What do I want to learn more about?”
  - “Is there something new that I want to explore?”
  - “Why does this topic interest me?”
  - “In what ways do I want to grow as a person?”
  - “What kind of adult do I want to be?”

Choosing a capstone focus is personal. The assessment requirements are the same for everyone, but what you choose to learn is completely up to you. Your capstone focus will require no less than 30 hours of combined time and fit under one of these categories:

- **Connect and Collaborate** - guided experiential learning, including observation, dialogue, and

practice, plus opportunities for application; working closely with a mentor who has professional and/or personal expertise in a field related to the project. (\*ACE-IT, Apprenticeships, etc. fit here)

- **Create and Build** - create and build a product for your capstone, applied design
- **Create and Express** - a creative mode to convey learning, interests, passions, or talents expressed through original actions, words, images, music, talents, and so forth (\*Lead acting roles in Theatre Arts fits here)
- **Innovation and Entrepreneurship** - create and experience the start of a new business initiative
- **Investigate and Report** - to build research and communications knowledge and competencies through an active exploration of a meaningful question, problem, desired career path, or issue
- **Service Learning** - contribute to the community, learn leadership skills, and motivate others to make a difference in their school and/or community

2. ACTION: Think about all the possibilities for your capstone project/journey. What could you spend 30+ hours on that you would enjoy or would significantly help you on the way to better health/wellness and not feel like a school project? What would put you in a zone where you felt what you were doing was a worthwhile way to spend your time? Start filling out the [Capstone Proposal](#) worksheet specifying which strand from above your choice fits into. Give specific details.
3. ACTION: Sign up for the [Student Transcript Service \(STS\)](#) if you haven't already from the first class. See the [screenshot instructions](#) in the appendix if you need help.

## Oct 11, 2023 – Employability & Capstone Proposal DUE DATE

1. ACTION: Complete the Capstone Proposal worksheet in the appendix or online through Teams/MyBlueprint (depending on your teacher's instructions) and submit to your CLC 12 Teacher. Review [Journal Entry 1](#) so you are know what is coming next for capstone.
2. INFO: All young people need a set of skills and attributes that will prepare them for both employment and further learning. You would be smart to highlight these on a resume and expand on them in an interview.
3. ACTION: Read the [Personal Attributes and Employability Skills](#) sheet. Complete the checklist for yourself on [Skills and Elements of Skill](#) and complete the [Job Interview Worksheet](#) in the appendix or online and submit to your CLC 12 teacher.

## Oct 18, 2023 - Budgeting & Finance

1. ACTION: Complete two (2) budgets, one [if you were to attend post secondary](#) and one if [you were taking a gap year or travelling](#). You can complete the budgets through the money section in MyBlueprint or print and fill out the ones in the appendix. Hand them in to your CLC 12 teacher in the format they require: paper, uploaded to Teams or copied to the portfolio section of MyBlueprint.

## **Oct 25, 2023 - Resume/Cover Letter**

1. INFO: If you already have a resume ([sample in the appendix](#)) and cover letter ([sample in the appendix](#)), have them handy for this assignment as you can just update it instead of starting from scratch. If you are starting fresh, [MyBlueprint](#) has a step-by-step resume and cover letter creator you can use under the 'Work' drop down menu. There are different types of resumes: academic and work/career. When you are young, the main difference is how you order the information on the resume. Later, we will be focusing on an academic resume but for now, a basic work resume is acceptable.
2. ACTION: Complete a resume and cover letter online through Teams/MyBlueprint (depending on your teacher's instructions) and submit to your CLC 12 Teacher.

## **\* Nov 1, 2023 - Capstone Exemplars & District Scholarships**

1. ACTION: Attend the assembly to see examples of what a capstone project and presentation may look like; mentor requirements during your learning; what substitutes are acceptable at Kelsey in place of your final capstone presentation (TASK does not qualify but District Scholarship presentations do); and about the expectations and assessment of the capstone portion of the course (50% of the overall mark in CLC 12).

## **\* Nov 8, 2023 – Post High School Planning**

1. INFO: Now is the time to start thinking about life after high school. You don't need a complete life plan as things always change – you just need to start thinking about what will motivate you to get up in the morning when you no longer are required to attend high school. You need to think about your priorities for personal, academic, and career goals.
2. ACTION: fill in the Goal Setting worksheets in the appendix or online: [personal](#), [academic](#), and [career](#) goals, or online and submit to your CLC 12 teacher in the format they require.
3. ACTION: if the University Day presentations have completed, reflect on what you learned and then fill out the reflection sheet that was given to you at the end of the presentations and submit to your CLC 12 teacher in the format they require.

## **Nov 15, 2023 - Capstone Mentor**

1. INFO: Mentors are a key requirement in your capstone project. Parents and relatives are discouraged unless they are considered "experts" by their peers in a specific field. Mentors are typically expected to spend about 10 of your 30+ hours, or one-third of the overall time, working with you on your project to help improve your knowledge base and skill level. Take a look through [the rubric that your mentor will be using to evaluate](#) your learning with them so you know what is expected (2 pages).
2. ACTION: Ask your Mentor to complete the [mentor agreement](#) in the appendix or online through Teams/MyBlueprint (depending on your teacher's instructions) and submit to your CLC 12 teacher before November 29, 2023.

## **Nov 22, 2023 - Capstone Journal Entry 1 DUE DATE**

1. ACTION: Complete [Journal Entry 1](#) in the appendix or online through Teams/MyBlueprint (depending on your teacher's instructions) and submit to your CLC 12 teacher. Review [Journal Entry 2](#)
2. INFO: Wellness is multi-faceted: physical, emotional, spiritual, environmental, intellectual, and social. It is important to take care of all the aspects of your own wellness and to be aware of where you are strongest and where you may need to do some work to improve.
3. ACTION: Complete the [Wellness Profile 1](#) and [Wellness Profile 2](#) in the appendix or online and submit to your CLC 12 teacher.

## **\* Nov 29, 2023 – Conversations with your CLC 12 teacher**

1. ACTION: Attend class and have a face to face conversation with your CLC 12 teacher. A significant portion of your mark is *two-way communication with your teacher*.
2. ACTION: While you are waiting for your interview time, start looking through the [local scholarships](#) that you might be eligible for listed on the school webpage. These aren't due until the spring but there are many so starting early is a good idea.
3. ACTION: Mentor Sheet Due Date

## **\* Dec 6, 2023 – Conversations (cont'd) & Local Scholarships**

1. ACTION: This is a second chance to have a face to face conversation with your CLC 12 teacher if there wasn't time in the last class.
2. ACTION: If you already connected on Nov 29th, continue looking through the [local scholarships](#) that you might be eligible for listed on the school webpage, or you can catch up on missing self-directed work or look ahead to what is coming up.

## **\* Dec 13, 2023 – Grad Group Activity**

1. ACTION: Participate in the Reindeer Games as a grad group.

## **\* Dec 20, 2023 – Grad Group Activity**

1. ACTION: Participate in the Grads only skate at Kerry Park Arena.

## **\* Jan 10, 2024 – Guest Speakers**

1. ACTION: Attend Class and learn from the guest speakers

## **\* Jan 17, 2024 – Seminar Choices**

1. ACTION: Three different seminars will be offered and you choose the one you wish to attend. Possible topics are post secondary life on campus, travel tips & tricks, and workforce or important "adulting" info.

## **Jan 24, 2024 – Nutrition & Capstone Journal Entry 2 DUE DATE**

1. ACTION: Complete [Journal Entry 2](#) in the appendix or online through Teams/MyBlueprint (depending on your teacher's instructions) and submit to your CLC 12 teacher. Review [Journal Entry 3](#).
2. INFO: A large part of staying healthy is balancing what you put into your body. Often we are busy and don't realize we are missing certain important elements in our diet until our body lets us know with symptoms such as fatigue or illness. Sometimes, this can be due to chronic conditions such as being celiac or diabetic. You need to be aware of what fuel you are putting into your body and how it affects your physical being.
3. ACTION: Complete [the three \(3\) day nutrition exercise](#) in the appendix or online and submit to your CLC 12 teacher.

## **\* Jan 31, 2024 – Seminar Choices**

1. ACTION: Three different seminars will be offered and you choose the one you wish to attend. Some or all of these may be the same as January 17<sup>th</sup> depending on demand/popularity.

## **\* Feb 7, 2024 – Scholarship/Bursary Application Instructions**

1. ACTION: Attend Class and learn about the process for applying for the local scholarships that you began perusing in December. Our local community offers approximately \$75,000, much of it dedicated to students from Kelsey so it is worth your time to learn how to supplement your post-secondary funding.
2. ACTION: start asking for letters of reference by printing out the reference request forms and approaching teachers and/or employers linked on [our school website "How to apply" page](#).

## **Feb 14, 2024 – Fitness & Capstone**

1. ACTION: Work on your capstone project
2. INFO: A large part of staying healthy is staying in good physical shape. Many use Fitbits and digital apps to track their steps these days. Unlike nutrition, where certain foods are healthy for everyone, physical fitness depends on each individual body type, desire, and natural ability. What is enjoyable and works for one person may not for another.
3. ACTION: Complete the [physical fitness log](#) in the appendix or online and submit to your CLC 12 teacher before the end of the second semester.

## **Feb 21, 2024 – Capstone Journal 3 DUE DATE**

1. ACTION: Complete [Journal Entry 3](#) in the appendix or online through Teams/MyBlueprint (depending on your teacher's instructions) and submit to your CLC 12 teacher.
2. ACTION: Review [Journal Entry 4](#) to know what is upcoming.



### **\* Feb 28, 2024 – Cover Letter Review, Reference Letters, App Pkg**

1. ACTION: Attend Class and have your CLC 12 teacher review your cover letter. Ensure you have [reference letters/checklists](#) coming soon from those you asked.
2. ACTION: start to put together [your application packages](#) with documents in the right order.

### **\* Mar 6, 2024 – Application Packages**

1. ACTION: Attend Class and [complete your application packages](#) for the local scholarships.

### **Mar 27, 2024 – Capstone Journal Entry 4 DUE DATE**

1. ACTION: Complete [Journal Entry 4](#) in the appendix or online through Teams/MyBlueprint (depending on your teacher's instructions) and submit to your CLC 12 teacher.

### **Apr 3, 2024 – Capstone Presentation**

1. ACTION: Put together your final presentation for capstone – [look through the rubric](#) to know what you are being assessed on when you present.
2. ACTION: Look ahead to the possible dates for presentation and plan accordingly. Set a time with your CLC 12 teacher, or possibly your advisor group, to present your capstone summary project. It is impossible to fit everyone in to the last presentation day so if you leave it until the last moment, it is your teacher that will decide when and to whom you present. You may even end up presenting to a different advisor group than your own or to a younger group because your CLC 12 teacher also teaches other courses and may think it is great role-modeling for our younger students to see what a capstone project is. If you take responsibility and communicate with your CLC 12 teacher, they will work with you; if not, and you are last minute, you are at the mercy of their schedule and direction. Be smart, stay in touch with your CLC 12 teacher and plan together.

### **\* Apr 10, 2024 – Capstone Presentation DUE DATE #1**

1. ACTION: Present your capstone or work on completing it.

### **Apr 17, 2024 – Capstone & Catch up**

1. ACTION: work on completing your capstone presentation and arrange presentation time with your CLC 12 teacher.
2. ACTION: complete any outstanding self-directed work and submit to your teacher.

### **Apr 24, 2024 - Capstone**

1. ACTION: work on completing your capstone presentation and arrange presentation time with your CLC 12 teacher.
2. ACTION: complete any outstanding self-directed work and submit to your teacher.



## **May 1, 2024 - Capstone**

1. ACTION: set a presentation time with your CLC 12 teacher.
2. ACTION: complete any outstanding self-directed work and submit to your teacher.

## **\* May 8, 2024 - Capstone Presentation DUE DATE #2**

1. ACTION: Present your capstone.

## **May 15, 2024 – Capstone Presentation**

1. ACTION: If you have not completed your presentation yet, arrange a time to present before the final deadline of May 22.

## **May 22, 2024 - Capstone – FINAL DATE TO BE COMPLETED**

1. ACTION: If you have not completed your presentation yet, this is the final day to present but because there is no set class, you MUST ARRANGE BEFORE TODAY to present.

## **\* May 29, 2024 – Valedictorian Intro and Grad Celebrations Overview**

1. ACTION: Attend assembly in theatre for Valedictorian instructions and for information on Red Carpet, Walk-up (Convocation), and final celebrations and deadlines.

## **\* June 5, 2024 – Valedictorian Speeches & Vote**

1. ACTION: Attend the assembly to hear the candidate speeches and to vote

## **\* June 12, 2024 – Grad Group Activity**

1. ACTION: Participate in the grad group activity

## **\* June 19, 2024 - Completion**

1. ACTION: Last class to ensure all work is complete, textbooks are handed in, and you are ready for graduation.

**APPENDIX**  
**CLC 12**  
**2023-24**

Sept 27, 2023

# MyBlueprint

### High School

Plan Courses

#### Grad Plan 2016

[View Plans](#)

Grade 10 Next Year	Grade 11 Plan Ahead	Grade 12 Plan Ahead	Additional Plan Ahead
English Language Arts	English Language Arts	English Language Arts	Course
English Language Arts	Mathematics	Career Life Connections	Course
Mathematics	Social Studies	Course	Course
Sciences	Sciences	Course	Course
Social Studies	Course	Course	Course

Graduation Indicator

0/80  
REQUIRED CREDITS

0 Planned	0 Earned	0 Total
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[View Progress](#)

### Who Am I

Surveys Match Results

#### Surveys

##### Learning Styles

Do you remember what you read? Are you good at remembering names? Everyone has different styles of learning they like best. What are yours?

[View Report](#) [Add to Portfolio](#)

Completed on September 18, 2020

##### Personality

You are a unique individual; but we all have personality traits that are similar to others. Understand your personality to find opportunities that fit your type well.

[Start Survey](#)

#### Progress

- Learning Styles
- Personality
- Interests
- Knowledge
- Motivations
- Compatibility



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**Self-Reflection: “Who Am I” Surveys & Compatibility Surveys**

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**Directions:** Please respond to each of the following prompts below with written responses.

1. **Summarize.** Briefly summarize what you have learned about yourself from completing these surveys. Explain how focusing on these learning styles will help you improve as a person.

2. **Reflect** on your life-experiences and think about what the survey results mean to you, and how it may affect your future aspirations. Write 2 – 3 sentences on your reflection.

3. **Prioritize.** After completing the “Compatibility Surveys” prioritize three occupations of interest that you feel would be a choice for a career path. Briefly explain why?



## Capstone Proposal 2023-24 (2 pages)

YOUR FIRST AND LAST NAME :

TODAY'S DATE:

### 1. MY PROJECT FITS INTO WHICH CATEGORY?

- Investigate and Report (12 page approx. paper/scientific hypothesis with citations on a career path, personal inquiry question, etc.)
- Connect and Collaborate (Formal Apprenticeship? Dual Credit Trade? )
- Create and Build/Express (construct a tangible object from develop and design to building – artwork, theatrical lead roles, restoration projects, etc.)
- Innovation and Entrepreneur (starting a business from the ground up)
- Service (on-going participation an area of interest that is affecting the community, 30+ hours of service with organization like SPCA, Guide/Scout Leader, 4H, Food Banks, etc. )

### 2. TITLE/PASSION AREA (what would you call your area of exploration):

### 3. RATIONALE (why did you choose this capstone focus? Explain in approx 5 sentences/bullet points):

### 4. POSSIBLE MENTORS/EXPERTS

(list at least two with first and last names and contact info – this is mandatory for capstone):

A.

Contact Info (email, phone, web address?):

B.

Contact Info (email, phone, web address?):

## 5. GOALS:

### A. What do you plan to do?

(Give the overview of how you see the 30+ hours being spent in approx 5 sentences/bullet points)

### B. How do you see this capstone helping you and/or others in the future?

(Think beyond your personal interest and list possibilities – for example, restoring a classic car may offer a chance to get to know the workings of an engine and whether you really are interested in machines as a career; it may offer you the chance to expand your relationship with your parent or relative if you are working with them; it may also be a future money-maker as it could be rented out for grad red carpet events; etc.)

## 6. EXECUTION PLANS for PRESENTATION:

A. What specific parts of your project will be visually documented by photos so your final presentation shows progress over time?

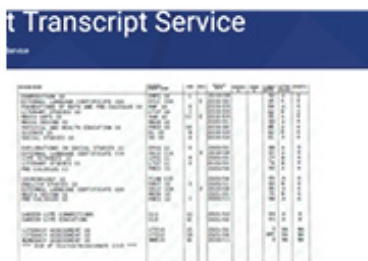
B. What software and devices do you have access to for visually capturing stages of your capstone?

## Oct 4, 2023 - Signing up for STS



### STUDENT TRANSCRIPT SERVICE (STS)

1. This is a service to have your transcript and its updates sent to all the post-secondary institutions automatically for the next year.
2. Sign up for this service by finding the site through our school website under the "Graduation" menu.
3. Click on the link to take you the page with instructions and a link to the government site.

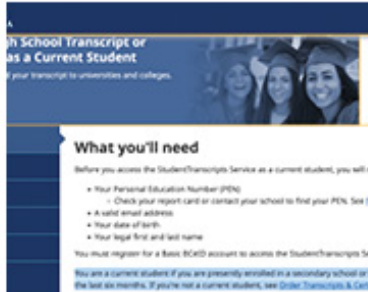


4. Read through the instructions if you wish.
5. Click on the link at the top of the instruction page or within the instructions to take you to the government site.

at Service - [direct link here](#)



6. Choose "current student" and follow the instructions
7. You need to register for a BCeID first, then go back to this page again to access and login to the STS.



8. Have your PEN number (NOT your Kelsey ID - your teacher will have this if you don't know it) ready to log into the STS.
9. Prep an initial list of all possible post-secondary institutions you want to have your transcript sent to - you will search for them in a drop down list when signing up.
10. Follow the rest of the instructions on screen to submit your request. It will not cost you anything but you do need to "add to cart."
11. Review your transcript to see if it is correct before you send.





**Goal Setting Worksheet**

- Must set a minimum of one short term and one long term goal in each category.
- Must list 3 tasks that will help achieve your goals.

**Personal**

Long Term Goal: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How will I achieve this goal:

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Short Term Goal: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How will I achieve this goal:

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Academic**

Long Term Goal: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How will I achieve this goal:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Short Term Goal: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How will I achieve this goal:

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Career**

Long Term Goal: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How will I achieve this goal:

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Short Term Goal: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How will I achieve this goal:

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Budget Planning for Post-Graduation - WORKSHEET**

**BUDGET FOR POST SECONDARY (College, Trades or University)**

CATEGORY	SEMESTER BUDGET	SCHOOL YR BUDGET
<b>INCOME:</b>		
From Jobs		
From Parents		
From Student Loans		
From Scholarships		
From Financial Aid		
Miscellaneous Income		
<b>INCOME SUBTOTAL</b>		
<b>EXPENSES:</b>		
Rent or Room & Board		
Utilities		
Tuition/Fees		
Groceries		
Car Payment/Transportation		
Insurance		
Gasoline/Oil		
Car Maintenance		
Entertainment		
Room/Board/Rent		
Books		
Phone Expense		
Miscellaneous Expense		
<b>EXPENSES SUBTOTAL</b>		
<b>NET INCOME (INCOME LESS EXPENSES)</b>		

**BUDGET FOR POST GRADUATION (Working or Travel)**

CATEGORY	MONTHLY BUDGET	YEAR BUDGET
<b>INCOME:</b>		
From Jobs		
From Parents		
Miscellaneous Income		
<b>INCOME SUBTOTAL</b>		
<b>EXPENSES:</b>		
Rent or Room & Board		
Utilities		
Groceries		
Car Payment/Transportation		
Insurance		
Gasoline/Oil		
Car Maintenance		
Entertainment		
Room/Board/Rent		
Books		
Phone Expense		
Miscellaneous Expense		
Travel Expense - flight		
Travel Expense – accommodation		
Travel Expense – miscellaneous		
<b>EXPENSES SUBTOTAL</b>		
<b>NET INCOME (INCOME LESS EXPENSES)</b>		

Or see the “Money” section in MyBlueprint to create a similar budget



## CLC 12 Journal Entry # 1 (OF 4)

**NAME:**

**DATE:**

**CAPSTONE FOCUS AREA/TITLE:**

**WHAT HAVE I DONE THIS MONTH TO GET STARTED?** (CAN BE POINT FORM but details are key for assessment as you are completing this project completely outside of class time – 4 bullet points min are recommended)

**NAME YOUR MENTOR(S) AND GIVE DETAILS OF WHAT YOU HAVE LEARNED FROM THEM SO FAR.**  
(District Scholarship students focus this on their coach/teacher/sponsor over the years)

**WHAT WAS THE MOST INTERESTING MOMENT OF DISCOVERY IN THIS FIRST MONTH OF LEARNING?**  
(District Scholarship students can speak to the planning of their presentation or a defining moment in their focus area)

**HOW AM I FEELING IN GENERAL ABOUT MY CAPSTONE PROJECT AT THIS POINT?**

**NAME AT LEAST 2 SPECIFIC TASKS I NEED TO DO IN THE NEXT MONTH TO CONTINUE MY LEARNING.**

## Sample Cover Letter

123 Alpha Road  
Mill Bay, BC, V0R2P2

February 1, 2023

John Doe  
Human Resources Manager  
Footprints Security Ltd.  
987 Numeric Road  
Mill Bay, BC V0R2P2

Dear John Doe,

Please consider me for the open position of security guard. I learned about this position through your social media ad and I have seen your vehicles around the area for many years. This job opportunity caught my interest because I am currently taking a law course and I am interested in a future in the law enforcement field.

I graduated from Frances Kelsey in June 2025. I have finished English 12 and Psychology 12 first semester and am currently enrolled in Law 12 and Philosophy 12, all of which I feel is teaching me the skills I need as a security guard. I am currently considering a career in forensic psychology and I am looking forward to starting courses at the University of Victoria in the fall 2025.

I have some work experience with babysitting and landscaping, but most of my experience is farm labour. When I was on the farm, my duties included stacking wood, cleaning barns and chicken coops, and feeding the animals. In the winter, I would shovel snow as well. I have also done free snow removal for people in my area as a community service. I have experience in customer service, and the fast food industry. I work well as part of a team, or on my own. I'm always interested in learning new skills. In my spare time I enjoy dirt biking, playing guitar and socializing with friends.

Please find attached my resume and references. I can be reached at 250-123-4567. Thank you for taking the time to consider me for the security guard position. I look forward to hearing from you and going over my credentials in an interview.

Yours sincerely,

*Aloishis Backwood*

Aloishis Backwood



# KARALEE BUCKLEY

## High School Student

✉ karalee-buckley23@email.com 📞 (123) 456-7890

📍 Annapolis, MD

🌐 [LinkedIn](#)

## WORK EXPERIENCE

### Online Orders In-store Shopper

#### Whole Foods Market

📅 2021 - current 📍 Annapolis, MD

- Developed a customizable system for customer interactions using the store website, increasing customer satisfaction by 23%
- Maintained knowledge of 3K+ products, decreasing time-to-resolve for customer questions by 47%
- Established rapport and maintained knowledge of repeat customers, increasing customer loyalty by 39%

### English Tutor

#### Chesapeake Science Point Public Charter School

📅 2020 - 2021 📍 Hanover, MD

- Conducted 3 weekly in-home English lesson tutorials for 36 2nd-grade students and 14 adult ESL learners
- Administered 9 weekly self-created English lessons involving reading, writing, and grammar
- Facilitated English language acquisition by reading 6 age-appropriate texts from different cultures

## PROJECTS

### Forensics Class Final Project

#### Chesapeake Science Point Public Charter School

📅 August 2020 - December 2020

- Awarded an A+ on a simulated crime scene investigation involving analysis of fingerprints, fibers, ballistics, and trace evidence,
- Completed tasks involving the proper collection, preservation, and lab analysis of all samples

### Varsity Soccer Player

#### Chesapeake Science Point Public Charter School Varsity Soccer Team

📅 August 2021 - May 2021

- Played center forward and attacking midfielder positions
- Awarded Most Valuable Player for 2021 season

## EDUCATION

High school diploma

#### Chesapeake Science Point Public Charter School

📅 2020 - 2024

📍 Hanover, MD

## SKILLS

- Written/Verbal Communication
- Confidence
- Technology mobile & computer (Microsoft, Apple, Google)
- Creativity
- Problem-solving

## HOBBIES

- Volunteering (Habitat for Humanity, Meals on Wheels)
- Graphic Design (Adobe, Blender)
- Camping & Hiking



### Three-Day Food Record

**Dates of recorded intake:** \_\_\_\_\_

#### Instructions for Keeping Your Three-Day Food Record

- Please keep your three-day food record for three consecutive days.
- The days should include two weekdays and one weekend day.
- Select days that closely resemble your child's usual eating habits.
- Each time he/she eats or drinks anything (meals, snacks, etc.) during the three days, write down what and how much was served and what and how much was eaten.
- To measure how much was eaten, use a set of **measuring cups and spoons** to help estimate amounts. Also see the examples below to estimate portion sizes.
- Note if food choices are homemade or purchased. Please include brand names whenever possible.

#### Amounts and Conversions

1/4 cup = 50 ml or 4 Tablespoons

1/3 cup = 75 ml or 5 1/2 Tablespoons

1/2 cup = 125 ml or 8 Tablespoons





2/3 cup = 150 ml or 10 1/2 Tablespoons

3/4 cup = 175 ml or 12 Tablespoons

1 cup = 250 ml or 16 Tablespoons

1 oz = 1 slice of processed cheese or lunchmeat

### How to Estimate Your Portion Size

<p><b>Meat</b> Three (3) ounces of meat are about the size and thickness of a deck of playing cards or an audiotape cassette.</p>	
<p><b>Fruit</b> A medium apple or peach is about the size of a tennis ball.</p>	
<p><b>Grains</b> One cup of rice or pasta is about the size of your fist.</p>	
<p><b>Cheese</b> One ounce of cheese is about the size of four dice.</p>	

### Three-Day Food Record Checklist

Beverages	What kind of milk? Homo, 2%, 1%, skim, other. Was it fruit juice or fruit beverage or drink?
Breads	Did you spread on butter or margarine?
Cereal	Did you add milk? Did you add sugar or fruit?
Dairy	What brand or kind of yogurt? What brand or kind of cheese?
Vegetables	Was it raw or cooked? Was it fresh, frozen or canned? Did you add any butter, margarine or sauce?
Fruit	Was it a small, medium or large fruit? Was it fresh, frozen or canned?
Grains	Did you add any butter, margarine, peanut butter, jam or honey? Was it a half or whole sandwich? Was it a small or large muffin or bagel?
Fish	Was your canned fish packed in water or oil How did you cook your fish?
Meats	How did you cook your meat? What kind of cut was it e.g. chicken leg or chicken breast?
Soups	Was your soup prepared with milk, water or cream?
Restaurants	What restaurant was it?
Packaged food	What brand was it?

### Sample Menu

<b>Day 1: Tuesday, May 14, 2019</b>				
<b>Time of Meal or Snack</b>	<b>Type of Food or Beverage Offered</b>	<b>Amount Eaten</b>	<b>Method of Preparation or Brand</b>	<b>Comments</b> (e.g. amount of food served, too tired to eat)
<b>Breakfast</b>	Cereal	½ cup	Honey Nut Cheerios	
	Milk 2%	½ cup		On cereal
	Banana	½ med		
<b>AM Snack</b>	Animal Crackers	10	Christie	
	Apple juice	4 oz	Allen's pure apple juice-canned	
<b>Lunch</b>	Grilled cheese sandwich			
	Whole wheat bread	1 slice	Dempsters	No crusts
	Cheese slice	1 slice	Kraft slices	
	Butter on bread	1 Tbsp		
	Yogurt – strawberry	75 ml	Mini-go	
	Milk	½ cup	2%	
<b>PM Snack</b>	Granola bar	1 bar – 35 g	Quaker Chewy, Trail Mix – tropical fruit	Ate half of it
<b>Dinner</b>	Chicken fingers	1 ½	President's Choice	
	French fries	10	McCain regular	
	Honey	2 Tbsp		For dipping
	Ketchup	2 Tbsp	Heinz	
	Carrots	½ medium	Raw, cut in sticks	
	Milk	½ cup	2%	
<b>Evening Snack</b>	Ice cream	1 cup	Chocolate Nestle	

Was this day's intake considered: [ ] Poor [X] Average [ ] Very Good

<b>Day 1</b>	<b>Date:</b>			
<b>Time of Meal or Snack</b>	<b>Type of Food or Beverage Offered</b>	<b>Amount Eaten</b>	<b>Method of Preparation or Brand</b>	<b>Comments</b> (e.g. amount of food served, too tired to eat)
<b>Breakfast</b>				
<b>AM Snack</b>				
<b>Lunch</b>				
<b>PM Snack</b>				
<b>Dinner</b>				
<b>Evening Snack</b>				

Was this day's intake considered: [ ] Poor [ ] Average [ ] Very Good

<b>Day 2</b>	<b>Date:</b>			
<b>Time of Meal or Snack</b>	<b>Type of Food or Beverage Offered</b>	<b>Amount Eaten</b>	<b>Method of Preparation or Brand</b>	<b>Comments</b> (e.g. amount of food served, too tired to eat)
<b>Breakfast</b>				
<b>AM Snack</b>				
<b>Lunch</b>				
<b>PM Snack</b>				
<b>Dinner</b>				
<b>Evening Snack</b>				

Was this day's intake considered: [ ] Poor [ ] Average [ ] Very Good

<b>Day 3</b>	<b>Date:</b>			
<b>Time of Meal or Snack</b>	<b>Type of Food or Beverage Offered</b>	<b>Amount Eaten</b>	<b>Method of Preparation or Brand</b>	<b>Comments</b> (e.g. amount of food served, too tired to eat)
<b>Breakfast</b>				
<b>AM Snack</b>				
<b>Lunch</b>				
<b>PM Snack</b>				
<b>Dinner</b>				
<b>Evening Snack</b>				

Was this day's intake considered: [ ] Poor [ ] Average [ ] Very Good



**1. What should I stop eating? What should I start eating?**

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**2. Why am I concerned with nutrition?**

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**3. Do I need to make any changes to my daily meal plan? Why?**

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## *Employability Skills Worksheet*

All young people need a set of skills and attributes that will prepare them for both employment and further learning. The Employability Skills Framework includes what employers think makes a good employee. The personal attributes and key skills are shown in the table below.

### Personal attributes ... that contribute to overall employability

- |                                 |   |                         |
|---------------------------------|---|-------------------------|
| • Loyalty                       | • Commitment                                | • Honesty and integrity |
| • Reliability                   | • Enthusiasm                                | • Personal              |
| • Common sense                  | • Positive self esteem                      | • A sense of humour     |
| • Motivation                    | • Adaptability                              |                         |
| • Ability to deal with pressure | • A balanced attitude to work and home life |                         |

### Employability skills

- |                           |                        |                   |
|---------------------------|------------------------|-------------------|
| • communication           | • team work            | • problem solving |
| • initiative & enterprise | • planning & organised | • self-management |
| • learning skills         | • technology           |                   |



Read through the skills listed below and check off if you are proficient (quite good at it), developing (OK at it) or emerging ( need some work on it).

Skill and elements of skill	Proficient	Developing	Emerging
<b>Communication</b>			
Listening & understanding			
Speaking clearly & directly			
Writing to the needs of the audience			
Negotiating responsively			
Reading independently			
Empathising			
Speaking & writing in languages other than English			
Using numeracy			
Understanding the needs of internal & external customers			
Persuading effectively			
Establishing & using networks			
Being assertive			
Sharing information			
<b>Team work</b>			
Working across different ages, irrespective of gender, race, religion or political persuasion			
Working as an individual & as a member of a team			
Knowing how to define a role as part of the team			
Applying team work to a range of situations e.g. futures planning, crisis problem solving			
Identifying the strengths of the team members			
Coaching & mentoring skills including giving feedback			
<b>Problem solving</b>			
Developing creative, innovative solutions			
Developing practical solutions			
Showing independence & initiative in identifying problems & solving them			
Solving problems in teams			
Applying a range of strategies to problem solving			
Using mathematics including budgeting & financial management to solve problems			
Applying problem solving strategies across a range of areas			
Testing assumptions taking the context of data & circumstances into account.			
Resolving customer concerns in relation to complex projects issues			

Skill and elements of skill	Proficient	Developing	Emerging
<b>Initiative and enterprise</b>			
Adapting to new situations			
Developing a strategic, creative, long term vision			
Being creative			
Identifying opportunities not obvious to others			
Translating ideas into action			
Generating a range of options			
Initiating innovative solutions			
<b>Planning and organising</b>			
Managing time & priorities- setting time lines, co-ordinating tasks for self & with others			
Being resourceful			
Taking initiative & making decisions			
Adapting resource allocations to cope with contingencies			
Establishing clear project goals & deliverables			
Allocating people & other resources to tasks			
Planning the use of resources including time management			
Participates in continuous improvement & planning processes			
Developing a vision & a proactive plan to accompany it			
Predicting – weighing up risk, evaluate alternatives and apply evaluation criteria			
Collecting, analysing & organising information			
Understanding basic business systems & their relationships			
<b>Self management</b>			
Having a personal vision & goals			
Evaluating & monitoring own performance			
Having knowledge & confidence in own ideas & visions			
Articulating own ideas & visions			
Taking responsibility			
<b>Learning</b>			
Managing own learning			
Contributing to the learning community at the workplace			
Using a range of mediums to learn – mentoring, peer support & networking, IT, courses			
Applying learning to 'technical' issues (e.g. learning about products) and 'people' issues (e.g. interpersonal & cultural aspects of work)			
Having enthusiasm for ongoing learning			
Being willing to learn in any setting - on & off the job			
Being open to new ideas & techniques			
Being prepared to invest time & effort in learning new skills			
Acknowledging the need to learn in order to accommodate change			
<b>Technology</b>			
Having a range of basic IT skills			
Applying IT as a management tool			
Using IT to organise data			
Being willing to learn new IT skills			
Having the OHS knowledge to apply technology			
Having the physical capacity to apply technology e.g. manual dexterity			



**Job Interview Worksheet**

**Job Interview Preparation**

Steps in Preparation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Questions to Answer: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Questions to Ask: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Things to do	Things to avoid



**WELLNESS WORKSHEET 1**

Wellness Profile

Fill in your strengths for each of the dimensions of wellness described below. Examples of strengths are listed with each dimension.

**Physical wellness:** To maintain overall physical health and engage in appropriate physical activity (e.g., stamina, strength, flexibility, healthy body composition).

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Emotional wellness:** To have a positive self-concept, deal constructively with your feelings, and develop positive qualities (e.g., optimism, trust, self-confidence, determination, persistence, dedication).

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Intellectual wellness:** To pursue and retain knowledge, think critically about issues, make sound decisions, identify problems, and find solutions (e.g., common sense, creativity, curiosity).

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Spiritual wellness:** To develop a set of beliefs, principles, or values that give meaning or purpose to your life; to develop faith in something beyond yourself (e.g., religious faith, service to others).

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Interpersonal/social wellness:** To develop and maintain meaningful relationships with a network of friends and family members and to contribute to the community (e.g., friendly, good-natured, compassionate, supportive, good listener).

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Environmental wellness:** To protect yourself from environmental hazards, and to minimize the negative impact of your behavior on the environment (e.g., carpools, recycling).

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_







**WELLNESS WORKSHEET 2**

Stress-Management Techniques

**Part I. Lifestyle Stress Management**

For each of the areas listed in the table below, describe your current lifestyle as it relates to stress management. For example, do you have enough social support? How are your exercise and nutrition habits? Is time management a problem for you? For each area, list two ways that you could change your current habits to help you manage your stress. Sample strategies might include calling a friend before a challenging class, taking a short walk before lunch, and buying and using a date book to track your time.

	Current lifestyle	Lifestyle change #1	Lifestyle change #2
Social support system			
Exercise habits			
Nutrition habits			
Time-management techniques			
Self-talk patterns			
Sleep habits			

**Part II. Relaxation Techniques**

Choose two relaxation techniques described in Chapter 2 (progressive relaxation, visualization, deep breathing, meditation, yoga, taijiquan, music therapy). If a taped recording is available for progressive relaxation or visualization, these techniques can be performed by your entire class as a group.

List the techniques you tried:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_

How did you feel before you tried these techniques?

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What did you think, or how did you feel, as you performed each of the techniques you tried?

- 1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How did you feel after you tried these techniques?

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## CLC 12 Journal Entry # 2 (OF 4)

**NAME:**

**DATE:**

**TITLE/FOCUS AREA:**

**WHAT ACTIVE LEARNING HAVE I DONE SINCE THE LAST JOURNAL ENTRY? (CAN BE QUICK SUMMARY – POINT FORM)**

**WHAT ROLE DID MY MENTOR PLAY IN THIS MONTH'S LEARNING? (NAME MENTOR SPECIFICALLY)**

**WHAT HAVE I LEARNED ABOUT MYSELF SINCE STARTING GRADE 12 AND THIS CAPSTONE?**

**HOW AM I FEELING ABOUT WHERE I AM AT IN THIS CAPSTONE AND MY RATE OF PROGRESS? HAS THIS CHANGED SIGNIFICANTLY SINCE LAST ENTRY?**

**WHAT CHALLENGES HAVE I EXPERIENCED or WHAT DO I NEED HELP WITH?**

**SPECIFIC TASKS I NEED TO DO TO MOVE FORWARD IN MY LEARNING?**



## CLC 12 Journal Entry # 3 (OF 4)

**NAME:**

**DATE:**

**TITLE:**

**WHAT SPECIFICALLY HAVE I DONE SINCE LAST ENTRY? (CAN BE QUICK SUMMARY – POINT FORM)**

**AS I'M FURTHER INTO MY LEARNING PROCESS NOW, ON A SCALE OF 1-10 WITH 10 BEING MOST VALUABLE/HELPFUL, HOW WOULD I EVALUATE THE RELATIONSHIP BETWEEN MY MENTOR AND ME? GIVE SOME SPECIFICS AS TO WHY YOU RATED THE WAY YOU DID. (District Scholarship students can speak to a second mentor over the years here or struggles with mentoring they have experienced)**

**WHAT WAS MY MOST PRODUCTIVE, USEFUL OR DEFINING MOMENT SINCE LAST ENTRY? WHAT DID I EXPERIENCE THAT MADE ME FEEL GOOD ABOUT MYSELF OR MY LEARNING PROCESS? (don't forget that this may be a "negative" as well; for example, switching mentors because it wasn't working, realizing that procrastination is a more challenging state to overcome than you thought, getting frustrated working as a leader because people don't follow directions all the time, etc.) (District Scholarship students can speak to a second defining moment over the years or what they have learned about their own personality from their involvement in their focus area)**

**HOW DO I FEEL ABOUT MY TIME MANAGEMENT AND HOW I'M PROGRESSING? (District Scholarship students can speak to putting together their presentation or an overall view of how their life has been impacted, positively and negatively, by the amount of time they have spent engaged in their focus area)**



## CLC 12 Journal Entry #4 (OF 4)

**NAME:**

**DATE:**

**TITLE:**

**WHAT HAVE I DONE THIS MONTH? (CAN BE QUICK SUMMARY – POINT FORM)**

**HOW MUCH OF AN INFLUENCE DID MY MENTOR HAVE OVERALL IN THIS LEARNING PROCESS? WHAT WAS THE MOST VALUABLE “GEM” I GOT AND WHAT WAS THE LEAST HELPFUL ADVICE I WAS GIVEN?**

**WHAT HAVE I DISCOVERED THAT SURPRISED ME OR CONFIRMED WHAT I KNEW ABOUT MYSELF IN THIS PROCESS?** (have I become more frustrated than I thought I would? have I persevered better through difficulties than I usually do? was I forced to ask more questions of strangers and found I was uncomfortable with that?)

**WHAT EVIDENCE HAVE I GATHERED FOR MY PRESENTATION AND DO I THINK I HAVE ENOUGH TO SHOW CONTINUOUS LEARNING? WHAT HOLES DO I SEE THAT MAYBE I WILL NEED TO ADDRESS IN THE NEXT WEEKS BEFORE MY FINAL PRESENTATION?**

**WHAT WILL BE THE FORMAT OF MY FINAL PRESENTATION? WHAT SOFTWARE WILL I USE TO PRODUCE IT? HAVE I CONFIRMED WITH MY ADVISOR THAT THE NECESSARY TECH IS GOING TO WORK IN OUR ROOM ON PRESENTATION DAY?**

**Capstone Project Mentor Agreement Form**

Dear Capstone Project Teacher,

\_\_\_\_\_ (Student Name) has requested that I serve as a mentor for their Capstone project. I have expertise in the area of \_\_\_\_\_, and I agree to provide guidance in this field in order to help support this student during their Capstone Project. I understand that the student is required to spend a minimum of 10 hours communicating and connecting with their mentor. As a mentor, I will collaborate in a number of ways with this student, including but not limited to: instruction in my field of expertise, offering direction or support for student's goals, professional guidance, and encouragement.

I understand that all consequences of the project choice, production, or experience, unless otherwise stated, rest solely with each student and their parent or guardian. I have reviewed and understand my expectations as a mentor, including completing the Mentor Evaluation Form. I will contact this student's Capstone teacher if I have any concerns about the student's progress. I also understand that I am invited to watch this student's Capstone Presentation when they are ready to present, but that I am under no obligation to do so.

Mentor Name \_\_\_\_\_

Mentor's Signature \_\_\_\_\_

Name and Address of Organization

\_\_\_\_\_  
\_\_\_\_\_

Title/Position \_\_\_\_\_

Email address (please print) \_\_\_\_\_

Phone \_\_\_\_\_

### Capstone Project Mentor Evaluation

Dear Mentor,

Please take a moment to respond to the following questions. Your comments will assist us in the evaluation of the student's performance.

- 1.) Can you verify they spent a minimum of 40 hours working on the Capstone Project outside of school hours?

\_\_\_\_\_ YES \_\_\_\_\_ NO

Explain:

- 2.) Have you observed this student's volunteer experience at different stages of completion, not just the final phase?

- 3.) Have you seen any changes in skill or attitude improvement over the time you observed the student working as a volunteer?

- 4.) What problems specifically did this student encounter, and what evidence of problem-solving did you observe?

- 5.) What successes did you see this student achieve? What was "the best" moment for the student? Explain.

- 6.) Based upon what you have observed, please complete the rubric.

**Additional Comments:**

Mentor's Name: \_\_\_\_\_

Mentor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Phone Number \_\_\_\_\_

Email address \_\_\_\_\_

Would you like to continue serving as a mentor for a student next year?

\_\_\_\_\_ YES \_\_\_\_\_ NO

Any other additional feedback or reflections?

**Thank you for supporting the Capstone Program!**



Criteria	Extending (4)	Proficient (3)	Developing (2)	Emerging (1)
<b>Communication</b> Asking for help and guidance	Through the use of well thought out questions, the student is able to consistently ask for help or guidance when expectations were unclear or roadblocks were met. Student took initiative to reach out to the mentor.	Student usually asked for help or guidance when expectations were unclear or roadblocks were met. Student usually took initiative to reach out to the mentor.	Student sometimes asked for help or guidance when expectations were unclear or roadblocks were met. Student sometimes took initiative to reach out to the mentor.	Student rarely asked for help or guidance when expectations were unclear or roadblocks were met. Student rarely took initiative to reach out to the mentor.
<b>Thinking</b> Applying Prior Knowledge	Student always applied prior knowledge to provide information and support greater inquiry for capstone project.	Student usually applied prior knowledge to provide information and support greater inquiry for capstone project.	Student sometimes drew upon prior knowledge. Student had difficulty gathering information and guiding their inquiry.	Student rarely drew upon prior knowledge. Student had difficulty gathering information and guiding their inquiry.
<b>Thinking</b> Timeline and Goal Setting	Student always maintained balance and perspective. Timeline goals were clear and demonstrated different stages of completion.	Student usually maintained balance and perspective. Timeline goals were mostly clear and demonstrated different stages of completion.	Student sometimes maintained balance and perspective. Timeline goals were sometimes clear and demonstrated different stages of completion.	Student rarely maintained balance and perspective. Timeline goals were rarely clear and demonstrated different stages of completion.
<b>Personal and Social</b> Initiative and Responsibility	Student always took responsibility by planning ahead and taking initiative when tasks or steps needed to be completed.	Student usually took responsibility by planning ahead and taking initiative when tasks or steps needed to be completed.	Student sometimes took responsibility by planning ahead and taking initiative when tasks or steps needed to be completed.	Student rarely took responsibility by planning ahead and taking initiative when tasks or steps needed to be completed.
<b>Personal and Social</b> Courteous and Mature Behaviour	Student always interacted with mentor in a courteous and mature manner. Student always displayed a sense of professionalism and a positive attitude.	Student usually interacted with mentor in a courteous and mature manner. Student usually displayed a sense of professionalism and a positive attitude.	Student sometimes interacted with mentor in a courteous and mature manner. Student sometimes displayed a sense of professionalism and a positive attitude.	Student rarely interacted with mentor in a courteous and mature manner. Student rarely displayed a sense of professionalism and a positive attitude.

## Capstone Reflection Sheet

Please fully answer the following questions. You may complete them on this sheet or attach a separate piece of paper if you would prefer to. You can also provide your answers on myblueprint.

1. The Capstone is a unique and demanding challenge. In completing it, what did you learn about your subject? Your skill set? Yourself?
2. How is your project relevant to you, the school or the community-at-large?
3. What skills do you feel you have mastered? Which do you need to still work on?
4. What impact did your capstone project have?
5. Thinking about the whole process and your finished product, what are you most proud of?

6. What was a difficulty you encountered and how did you solve the problem?
  
  
  
  
  
  
  
  
  
  
7. What is one thing about your finished project you wish you could change? Why?
  
  
  
  
  
  
  
  
  
  
8. What advice would you give to a student who will be completing their Capstone Project next year?
  
  
  
  
  
  
  
  
  
  
9. What source from your research helped you the most? (or least?).
  
  
  
  
  
  
  
  
  
  
10. How effectively did the presentation method you chose work for presenting your project in a clear and engaging manner? Why was it effective? Would you change your presentation method now if you could? Why?
  
  
  
  
  
  
  
  
  
  
11. What is one thing about your approach to your project that you wish you could change? Why?



**FITNESS LOG**

Grade: \_\_\_\_\_ Semester: 1

2

The following options qualify – Please check the appropriate box

**Log A**

**Log B**

PE 11 or PE 12

Any other activity

Dance 11 or Dance 12

(ask at Career Centre for details)

School Team

Community Team

**Log A (to be completed by the student and signed by teacher/coach)**

Activity: _____	
150 Minutes per week minimum: <input type="checkbox"/>	Date: _____
Contact Person: _____	Position: _____
Phone Number: _____	Email: _____
Signature of Contact Person (teacher/coach) _____	
Verifying Activity: _____	_____

(\*\*\*If unable to get signature, please attach evidence indicating completion; i.e. report card, team photo, etc.)

**Log B → All students using Log B must complete the chart on the back of this page.**

Name: \_\_\_\_\_

Month: Week 1	Week 2	Week 3	Week 4	Week 5
Activity      Minutes	Activity      Minutes	Activity      Minutes	Activity      Minutes	Activity      Minutes

<b>Target 150 min</b>	<b>Target 150 min</b>	<b>Target 150 min</b>	<b>Target 150 min</b>	<b>Target 150 min</b>
<b>Actual min</b>	<b>Actual min</b>	<b>Actual min</b>	<b>Actual min</b>	<b>Actual min</b>

Month: Week 1	Week 2	Week 3	Week 4	Week 5
Activity      Minutes	Activity      Minutes	Activity      Minutes	Activity      Minutes	Activity      Minutes

<b>Target 150 min</b>	<b>Target 150 min</b>	<b>Target 150 min</b>	<b>Target 150 min</b>	<b>Target 150 min</b>
<b>Actual min</b>	<b>Actual min</b>	<b>Actual min</b>	<b>Actual min</b>	<b>Actual min</b>

Month: Week 1	Week 2	Week 3	Week 4	Week 5
Activity      Minutes	Activity      Minutes	Activity      Minutes	Activity      Minutes	Activity      Minutes



CAPSTONE PROJECT FINAL ASSESSMENT

	Emerging (0-49%)	Developing (50-72%)	Proficient (73-90%)	Extending (91-100%)
Evidence and Learning Connections/Exploration (60% weight)	includes basic evidence; begins to reflect on learning journey (past, present, and possible futures).	includes relevant demonstrations of learning experiences; working on making sense of past and current learning experiences by explaining basic connections.	includes corresponding relevant evidence of learning experiences and relates to personal growth in general and to overall lifelong learning journey; key insights made such as "aha!" moments, learning milestones and struggles, and hopes for the future are shared with relevant descriptions that explain how they were formative and personally meaningful.	provides clear explanations of key points how they plan to apply their learning to next steps and future plans for postgraduation, and how these plans align with who and how they hope to be in the world as a young adult; includes corresponding relevant evidence of learning experiences; richness of critical analysis of the learning journey to inform goalsetting and capstone process choices in support of plans for postgraduation.
Mentorship (20% weight)	mentor support is superficially presented or unclear	mentorship is present and noted	mentorship is presented clearly and explored/examined with reflections	mentorship is examined/explored in depth, presented as an integral component
Medium (20% weight)	information is communicated with little attention to engaging the audience; some sense of organization structure	uses basic components to communicate information adequately; basic organization structure	includes appropriate features that utilize the medium effectively; coherent organization structure	actively seeks to engage the audience's interest and response in their reporting approach; coherent organization structure
**Depending on the type of project submitted, see across for suggestions on considerations of assessment for medium section of rubric	PPT assessment considerations : balance of text and graphics, audio (if included), transitions, organized logically into sections	Video assessment considerations: audio level, transitions, journalistic format, organized flow	Written Submission assessment considerations: grammar and editing, organized into sections, citing and format rules followed, cohesive flow	In Person assessment considerations: confident presence, voice volume, flow between discussion points, eye contact