**Portfolio Project**

From the www.*Capstone Reform* “Also called a *capstone experience*, *culminating project*, or *senior exhibition*, among many other terms, a **capstone project** is a multifaceted assignment that serves as a culminating academic and intellectual experience for student and also to encourages students to think.”

The Capstone Project is a requirement for Graduation in the Career Life Education Courses. The Capstone Project will require you to propose your project, plan and research your project, and putting together a finished product that represents the work you have put in to complete this project.

This is an individual project which will challenge you to focus your time to researching and collecting material and data in your life that has led you to what you would like to do as a career after graduation. This mock project will require to propose your project and gather the materials and data you will need in order to put together a finished project. Although the end result would be putting this project together, this is not a requirement. However, your task is to simply have all your research and materials in a portfolio to have prepared for next year.

You will be completing a self-assessment as well as presenting to the class your Capstone Proposal idea. A reminder that you are not constructing a final product but more presenting to the class what your idea(s) is on what your project may look like using what you have gathered.

**Portfolio Project Required Sections**

1. Title Page (Name & block, teacher’s name, course, date, title, colour and some illustrations)
2. Table of Contents
3. Sections A – G

**Marks Breakdown:**

Self-Assessment \_\_\_\_ / 12

Teacher Assessment \_\_\_\_ / 12

Portfolio Project \_\_\_\_ / 12

Proposal Idea \_\_\_\_ / 12

Total: \_\_\_\_ / 48

**Portfolio Project Required Sections A – G**

# **Sec. A** **Core Competencies**

Explain how you have satisfied the core competencies this year. For each of the six core competencies, select any two from each of the core competencies to demonstrate your level of achievement in those areas. Explain using examples from, your experience at LTSS, and your knowledge of world events.

1. Communication 1. Connect and engage with others

2. Acquire interpret, and present information

3. Collaborate to plan, carry out, and review constructions & activities

4. Explain or recount and reflect on experiences and accomplishments

2. Creative Thinking 1. Novelty and value

2. Generating ideas

3. Developing ideas

3. Critical Thinking 1. Analyze and critique

2. Question and investigate

3. Develop and design

4. Positive Personal and Cultural Identity

1. Relationship and cultural contents

2. Personal values and choice

3. Personal strengths and abilities

5. Personal Awareness and Responsibility

1. Self-determination

2. Self-regulation

3. Well-being

6. Social Responsibility

1. Contributing to community and caring for the environment

2. Solving problems in peaceful ways

3. Valuing diversity

4. Building relationships

**SEC. B Write a summary review of Career Education Life 10 course**

**SEC. C Personal Development - Personal Interests**

1. Select 3 different authors (from articles) whose values you like/admire/don’t hate.

2. Read one article.

3. For each article provide the following written summary:

1. Author and Title of Article

2. Summarize the main points.

3. Your opinion of these main points.

**SEC. D Connection to Community – Making a Better World**

*Students are required to complete 15 hours of “Making this a Better World” assignment can include: volunteering, work hours, sports or traveling.*

1. Include your Making a Better World Plan
2. Include your log of the experience
3. Explain how the experience affected you.

**SEC. E Career Choice**

Write a graphic novel, cartoon or detailed timeline about the “Future you”.

1. Include your first week at work in your chosen career.
2. Highlight your daytime job along with your off work hours.

Plot: Your idea about work and your social life.

**SEC. F Career Skills & Interview Process**

1. Update your resume

2. Apply for a summer job

*Include the job advertisement with the resume and a copy of the application.*

**SEC. G Proposal (you will present this section to the class)**

1. What will your Capstone project look like?

*If you don’t have an idea of what it can look like, propose ideas on what it could be? Please write a paragraph of 250 words. Simply, this portion of this project is to plan out what your project is going to look like.*

1. List of Items/material collected to support your career.

*Examples: Photos, Clothing, Videos, Sound clips*

**Questions:**

1. What impressed you most about this project?
2. What do you see as the major strengths of this project?
3. What core competencie(s) would strengthen this project?

**An Overview from BC’s new Curriculum:**

Under the new curriculum, the path to graduation is more flexible. The grad program still spans [grades 10, 11, and 12,](https://curriculum.gov.bc.ca/graduation-info#grad-table) but a student's path to their Dogwood may be more varied and flexible than before. Teachers and students will now have more opportunity to [explore learning outside of the classroom](https://curriculum.gov.bc.ca/curriculum-info#flexible-learning-environments) and build on each student's potential.

To graduate, students will still need to write two provincial exams and [complete 80 credits](https://curriculum.gov.bc.ca/graduation-info#graduation-requirements). That hasn't changed. There is an emphasis on real-life experiences - community involvement, gaining business knowledge, and hands-on learning. These are the kinds of skills that build better students and better citizens.

The core competencies along with literacy and numeracy foundations and essential content and concepts are at the centre of the redesign of curriculum and assessment. Core competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deep learning and life-long learning. Through [provincial consultation](http://www.bced.gov.bc.ca/irp/docs/def_xcurr_comps.pdf), core competencies were identified.

Core competencies are evident in every area of learning; however, they manifest themselves uniquely in each discipline. In the current drafts of the redesigned curricula, competencies are embedded and evident within the learning standards. Competencies come into play when students are engaged in “doing” in any area of learning. This includes activities where students use thinking, collaboration, and communication to solve problems, address issues, or make decisions. The ultimate goal is for learners to employ the core competencies every day in school and in life, and for the core competencies to be an integral part of the learning in all curriculum areas. View a description of the [Competency Review Drafts Elements](https://curriculum.gov.bc.ca/competencies/elements) and the [Competency Development](https://curriculum.gov.bc.ca/competencies/development) process.

Required Learning: Curriculum should offer increased flexibility to allow students to pursue their passions and interests and to enable different and individual ways of learning. The amount and nature of required learning should change as students’ progress from Kindergarten to Grade 12.

**Core Competencies:**

**C** Communication -The communication competency encompasses the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media.

**T** Thinking - The thinking competency encompasses the knowledge, skills and processes we associate with intellectual development. It is through their competency as thinkers that students take subject-specific concepts and content and transform them into a new understanding. Thinking competence includes specific thinking skills as well as habits of mind, and metacognitive awareness.

**PS** Personal and Social - Personal and social competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. Personal and social competency encompasses the abilities students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.