

## **GENERAL INFORMATION**

- i. Life Transitions 20 – 2019/2020
- ii. Asynchronous, (based in Foam Lake Composite School)
- iii. Teacher: Corrin Cross
- iv. Contact information:
  - Email - [corrin.cross@horizonsd.ca](mailto:corrin.cross@horizonsd.ca)
  - Moodle - send a message on the site ([courses.horizonsd.ca](https://courses.horizonsd.ca))
  - Phone - (306) 272-3307

## **COURSE DESCRIPTION**

- i. Summary:

The aim of Life Transitions is to enable students to acquire and refine the knowledge, skills and abilities to plan and enhance their personal health, family life, community life, and career development in order to effectively manage the change encountered in the transitions they will face throughout life. (From the SK curriculum document)
- ii. Prerequisites: N/A

## **STUDENT LEARNING OUTCOMES**

- i. Life Transitions centers on personal health, family, community and career, while providing students the opportunity to:
  - develop a positive self-concept and the skills necessary to maintain it
  - develop the attitude and skills to grow with change
  - acquire and practice the skills needed to progress from dependence to independence
  - apply knowledge and skills to take charge of their lives in achieving and maintaining a positive lifestyle
  - examine, reflect and act upon their personal goals and level of well-being in managing their lives as purposeful, contributing members of society.

## **TEACHING STRATEGIES**

- i. This course will be asynchronous and largely self-guided. It should take one semester to complete. There are no hard-set due dates, however, throughout the course you will be setting your own dates and deadlines to meet. You will complete readings, notes, videos, projects, worksheets, etc.
- ii. There will be an “exam” at the end of the course, but it is formatted more like a final project. It alone is worth 10% of your mark and MUST be completed to satisfaction to pass the course.
- iii. There are no strict due dates set out in this course. The approximate time for each module is listed on the site. If you would you would benefit from having definite deadlines, please contact me and we can set up a schedule together.

## **COURSE MATERIALS**

- i. Textbook: there is no required textbook for this course. All articles and readings are provided electronically on the site and can be printed off or read online.
- ii. Other supplies: Computer and internet access as well as access to a printer.

## EVALUATION

- i. Evaluation for each module in the course is listed and explained within the module itself. Evaluation tools such as rubrics, checklists, written feedback, etc., will be used throughout the course and provided for you to look at before you submit your assignments.
- ii. Course grade breakdown:
  - Module 1: Orientation – 5%
  - Module 2: Personal Self-Knowledge – 25%
  - Module 3: Relationships – 25%
  - Module 4: Time Management – 10%
  - Module 5: Career Self-Knowledge – 20%
  - Module 6: Your Choice – 15%

<b>Required Modules</b>	
<b>Module 1: Orientation</b>	
Develop an awareness of course expectations and content.	
<b>Module 2: Personal Self-Knowledge</b>	<b>Module 3: Relationships</b>
Access and evaluate information to reinforce the concepts that emotional development is a key factor in managing transitions and that emotional development depends largely on knowing yourself and living comfortably with yourself. Understand that emotional growth is a lifelong process. Develop the lifelong skill of making decisions about managing change in their personal lives. Acknowledge their personal responsibilities for change. Develop the ability and the confidence to design, implement and assess realistic action plans to manage change in their personal lives.	Become aware of how interpersonal relationships influence all aspects of a person's life, including personal, family, community and career. Recognize relationships are dynamic and change over time. Examine how interpersonal relationships are developed and enhanced through an awareness of self and others, plus effective communication skills and decision-making skills. Develop the lifelong skill of making decisions that enhance relationships. Develop the ability and confidence to design and carry out action plans to manage relationship changes in personal, family, community, and career lives.
<b>Module 4: Time Management</b>	<b>Module 5: Career Self-Knowledge</b>
Acknowledge the value of time management in one's personal life, family life and world of work. Recognize that effective time management skills will help meet personal goals and manage change. Develop the lifelong skill of making time management decisions that reflect personal goals and lifestyle goals, as well as career goals. Develop the ability and confidence to design and carry out time management action plans.	Appraise self-knowledge in relation to occupational choice, career requirements and working conditions. Acknowledge the importance of accessing and evaluating the necessary personal and occupational information essential for career planning. Recognize the interrelationship between career self-knowledge and career planning. Develop the lifelong skill of making career decisions that reflect personal goals, lifestyle goals and self-knowledge. Appreciate that career self-knowledge is a lifelong process involving continuous decision making. Develop the ability and confidence to design and carry out career self-knowledge action plans.
<b>Module 6 – Choose one module from...</b>	
<b>Career Services and Supports</b>	<b>Community Issues and Ethics</b>
Investigate, make decisions about, and design action plans for accessing some of the career services available in the school, community, province, and beyond.	Practise assessing current community and ethical issues in order to become better consumers of information concerning such issues that may develop and change in the future.
<b>Life Balance</b>	<b>Human Sexuality</b>
Understand that one of the lifestyle choices is the degree to which one balances their personal life, family life, community life, and work life. Acknowledge that people balance the expectations of self, others and work in different ways, depending on their personal standards and goals.	Develop an information base enabling responsible decision making about sexual behavior. Recognize that decisions about sexual behavior affect life plans. Develop the lifelong skill of making decisions that are, and designing a healthy sexuality action plan that is, congruent with personal values and future goals.