

Career Life Development Digital Portfolio Plan	
<p>GOAL: The goal of Maple Ridge Christian School is to utilize the Career Life Education curriculum and programs to help students develop a digital portfolio that reflects upon and highlights their growth journey. This portfolio will showcase a purposeful selection of artifacts and reflections based upon the Big Ideas from BC’s Career Education Curriculum and the Core Competencies. It will also be a physical representation of their personal growth journey throughout their high school career.</p>	Our School Vision
	<p>Our vision is to provide innovative Christian education in a mission-minded community where every student thrives.</p>
	Biblical Worldview Connection
	<p>The mission of our school is to provide Christian education to transform the whole student—and the world—for the glory of God (MRCS, 2018, About MRCS). Within that framework, every course we teach and unit we plan works toward achieving that goal.</p> <p>The overarching biblical throughline connection of the Career Education program is to help our students gain an understanding of what it means to be community-servers who build peace and heal brokenness, as both communal and global citizens (MRCS, 2018, About Teaching for Transformation). Their digital portfolio will be an authentic collection that our students can take with them and utilize as a part of meeting that goal to become community-servers in both their current and future lives.</p>
	Action Plan
	<p>Students will utilize the MyBlueprint program to develop a digital portfolio that includes artifacts and evidence of their personal growth, which can be utilized to develop portfolios for job interviews, reflections on assignments for classes, evidence of</p>

	community involvement, track progress in their work experience and volunteer hours, prepare for post-secondary education, and track development of Core Competencies.
The Big Ideas: The BC Curriculum Career Life Big Ideas are utilized to drive the content selection of the portfolios.	
Grade Level	Big Ideas (Taken from the BC's New Curriculum Website)
8-9	<ol style="list-style-type: none"> 1. Reflecting on our preferences and skills helps us identify the steps we need to take to achieve our career goals. 2. The value of work in our lives, communities, and society can be viewed from diverse perspectives. 3. Achieving our learning goals requires effort and perseverance. 4. Adapting to economic and labour market changes requires flexibility. 5. Our career paths reflect the personal, community, and educational choices we make. <p>(BC's New Curriculum, Career Life Education, Grades 8-9)</p>
10-11	<ol style="list-style-type: none"> 1. Career-life choices are made in a recurring cycle of planning, reflecting, adapting, and deciding. 2. Career-life decisions are influenced by internal and external factors, including local and global trends. 3. Cultivating networks and reciprocal relationships can support and broaden career-life awareness and options. 4. Finding balance between personal and work life promotes well-being. 5. Lifelong learning fosters career-life opportunities. <p>(BC's New Curriculum, Career Life Education, Grades 10-11)</p>

<p>12</p>	<ol style="list-style-type: none"> 1. Career-life development includes ongoing cycles of exploring, planning, reflecting, adapting, and deciding. 2. Career-life decisions influence and are influenced by internal and external factors, including local and global trends. 3. Engaging in networks and reciprocal relationships can guide and broaden career-life awareness and options. 4. A sense of purpose and career-life balance support well-being. 5. Lifelong learning and active citizenship foster career-life opportunities for people and communities. <p>(BC's New Curriculum, Career Life Connections, Grade 12)</p>
<p>Core Competency Connection: With each grade level, students will reflect upon one way they have developed each Core Competency throughout the year, and create a Core Competency reflection which will be archived in the relating sub-portfolio. These yearly reflections will intentional show growth in these various competencies.</p>	
<ul style="list-style-type: none"> ● 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. ● Thinking: Creative-The creative thinking competency involves the generation of new ideas and concepts that have value to the individual or others, and the development of these ideas and concepts from thought to reality. ● Thinking: Critical- Critical thinking involves making judgments based on reasoning: students consider options; analyze these using specific criteria; and draw conclusions and make judgments. ● Positive Personal and Cultural Identity-The positive personal and cultural identity competency involves the awareness, understanding, and appreciation of all the facets that contribute to a healthy sense of oneself. ● Personal Awareness and Responsibility-Personal awareness and responsibility includes the skills, strategies, and dispositions that help students to stay healthy and active, set goals, monitor progress, regulate emotions, respect their own rights and the rights of others, manage stress, and persevere in difficult situations. 	

- **Social Responsibility**-Social responsibility involves the ability and disposition to consider the interdependence of people with each other and the natural environment; to contribute positively to one's family, community, society, and the environment; to resolve problems peacefully; to empathize with others and appreciate their perspectives; and to create and maintain healthy relationships.

(The Core Competencies are directly quoted from the BC Ministry of Education and can be found at:
<https://curriculum.gov.bc.ca/competencies>)

Feedback and Assessment

- **Feedback:** Feedback for the completion of the various digital portfolio tasks below will come from the CLE teacher in coordination with other teaching staff.
 - The CLE Coordinator will create a document with a checklist for each digital portfolio addition in each grade level.
 - The checklist will include connections to the Big Ideas and Core Competencies that we are looking for in each section.
 - The CLE Coordinator will train the other high school staff in how to use MyBlueprint and what we are looking for in the Core Competency reflections. Each teacher will be responsible for using the Core Competency reflection and MyBlueprint to assist upload artifacts and reflections from that class to the Core Competency portfolio.
 - Once a month, the CLE Coordinator will use prep time to go through the student portfolios to ensure they are meeting the target goals, and supply feedback on the various assignments to the students using the feedback tool in MyBlueprint. Students can then make adjustments to their portfolios.
 - In a final reflection each year in grade 8-12, students will choose one portfolio to share with three adults (a teacher, a parent/guardian, and another trusted adult) and receive feedback on the portfolio.
 - In the grade 12 year, students will share their final Capstone Project in an evening of presentations. These will be evaluated by a teacher and submitted as their Capstone mark for graduation and completion of WEX 12A.

The Action Plan

Grade Level	Portfolio Development Activities and Artifacts
8	<ul style="list-style-type: none"> ● Create MyBlueprint account or ensure carryover from Middle School account <ul style="list-style-type: none"> ○ Students will go into profile and add an avatar and a banner image that represents who they are. They will add a reflection that gives an explanation of how the image represents who they are. ● Create Core Competencies Portfolio <ul style="list-style-type: none"> ○ Make a tag for each of the Core Competencies ● Create a Career Life Education Portfolio <ul style="list-style-type: none"> ○ Make sub-category tag for CLE 8 ● Create All About Me Portfolio ● Create a Community-Server Portfolio ● Create an overall grade 8 tag ● Complete each of the surveys under the Who I Am: Learning Styles, Personality, Interests, Knowledge, & Motivations <ul style="list-style-type: none"> ○ Add results to All About Me Portfolio and complete a reflection on the process of taking the surveys: What new things did the students learn about themselves? What is one action they will take as a result? Tag it with grade 8. ○ Use the results to develop a Who I Am infographic which includes at least two facts from each survey. Upload this artifact to the All About Me portfolio with the Title Grade 8-Who I Am. Tag as CLE 8. ● Goals-Use one lesson to talk about creating goals, what the process is, how to create a measurable goal, how to track it. <ul style="list-style-type: none"> ○ Create a personal and educational goal and add it to the CLE portfolio with the tag of CLE 8. ○ Revisit student goals at various stages in the year to see what their progress is.

- At the end of year click whether it was completed or not, and respond to how they achieved the goal or why they did not achieve it in a personal reflection.
- Core Competency Reflection
 - Working in conjunction with the high school teachers for grade 8, students will upload evidence of work they have completed in various courses that has helped them to develop the Core Competencies. This can be in the form of digital media, a photo, a document, etc. For each artifact they upload, they will complete a basic reflection telling which Core Competency they are connecting that item to, and how they have grown in that competency through the assignment. They will tag it as the appropriate competency and grade 8.
 - At the end of the school year, students will complete a document in which they discuss one Core Competency that they developed the most in this school year, and add artifacts that show evidence of that. They will tag it with the appropriate Core Competency and the Grade 8 tags.
- Final Reflection Pieces:
 - Community-Server: Students will create a written or video journal in which they share how they have learned to be a community-server through the CLE curriculum and activities this year. They will add this, as well as supporting evidence and artifacts, to their Community-Server portfolio and tag it with grade 8.
 - Overall Growth: Students will select the portfolio that they are the most proud of developing this year and use the Share Tool to share an interactive version of that portfolio with: A teacher they respect, their parents or guardians, and one other trusted adult. They will ask each person to complete a quick feedback form stating what they learned about the student, a

	<p>piece of advice they would give to improve the portfolio, and an area of growth they see. They will upload these feedback forms to their CLE portfolio and tag it CLE 8.</p>
<p>9</p>	<ul style="list-style-type: none"> ● Create a tag for CLE 9 in the CLE Portfolio ● Create a tag for grade 9 ● Create a portfolio for Work Experience ● Redo the surveys in the Who I Am Section: <ul style="list-style-type: none"> ○ Add results to All About Me Portfolio and complete a reflection on the changes that have taken place since the previous year. How have I changed? What do I think has led to these differences? How will that impact my experience this year. Tag as grade 9. ● Goals-Use one lesson to talk about creating goals, what the process is, how to create a measurable goal, how to track it. <ul style="list-style-type: none"> ○ Review the goals from Grade 8. What went well and did not go well? Why? ○ Students will think about how things went last year and what they want to accomplish this year. They then create a personal and educational goal and add it to the CLE portfolio with the tag of CLE 9. ○ Revisit student goals at various stages in the year to see what their progress is. ○ At the end of year click whether it was completed or not, and respond to how they achieved the goal or why they did not achieve it in a personal reflection. ● Take Your Kid to Work Day <ul style="list-style-type: none"> ○ Students will research the job of at least one parent. They will use the Occupations tab in my blueprint and create a slideshow showing: what the parent does, what the requirements were to be able to do this, check to see if they match up as a result of their surveys, discuss what they might be doing at work with their parents. They will add this slideshow to their Work Experience portfolio and tag it as Grade 9 and Take Your Kid to Work. They will also add this Occupation to their Career Life Portfolio as a favourite.

- When they complete their job shadow day, they will create a reflection in their Work Experience folder sharing the following: What they did, how they felt, a skill they developed as a result of that day, if it is a job they are interested in and why or why not. They will tag it as Grade 9. They can also add a photo.
- Work Experience Program Preparation
 - Students will receive an introduction to our WEX Program including how many working days they will complete each year, what the online program entails, and what kinds of jobs students in the past have had.
 - Current students enrolled in the program will come and “tell their stories” about Work Experience so far. Grade 9 students will write add a box to their Work Experience Portfolio and title it “My First Thoughts about WEX”. They will write a reflection of what they are thinking based on the stories they have heard and a plan for next year. They will tag it as CLE 9.
 - Students will go into the Occupations section of MyBlueprint and research three different occupations they would potentially like to try for the Work Experience Program. They will favourite these and add them to their Work Experience Folder and research the Lower Mainland to find employers in that field. They will add the employer information to each occupation as a resource. They will tag it as CLE 9.
- Build High School Schedule for Grades 10
 - Students will utilize the Course Planner tool in MyBlueprint to plan out their courses for the following year.
- Core Competency Reflection
 - Working in conjunction with the high school teachers for grade 9, students will upload evidence of work they have completed in various courses that has helped them to develop the Core Competencies. This can be in the form of digital media, a photo, a document, etc. For each artifact they upload, they will complete a basic reflection telling which Core Competency

	<p>they are connecting that item to, and how they have grown in that competency through the assignment. They will tag it as the appropriate competency and grade 9.</p> <ul style="list-style-type: none"> ○ At the end of the school year, students will complete a document in which they discuss one Core Competency that they developed the most in this school year, and add artifacts that show evidence of that. They will tag it with the Core Competency and the grade 9 tag. <ul style="list-style-type: none"> ● Final Reflection: <ul style="list-style-type: none"> ○ Students will create a written or video journal in which they share how they have learned to be a community-server through the CLE curriculum and activities this year. They will add this, as well as supporting evidence and artifacts, to their Community-Server portfolio and tag it with grade 9. ○ Overall Growth: Students will select the portfolio that they are the most proud of developing this year and use the Share Tool to share an interactive version of that portfolio with: A teacher they respect, their parents or guardians, and one other trusted adult. They will ask each person to complete a quick feedback form stating what they learned about the student, a piece of advice they would give to improve the portfolio, and an area of growth they see. They will upload these feedback forms to their CLE portfolio and tag it CLE 9.
10	<ul style="list-style-type: none"> ● Create a tag for CLE 10 in the CLE Portfolio ● Create a tag for Grade 10 ● Who I Am <ul style="list-style-type: none"> ○ Students will go into their All About Me Portfolio and create two boxes titled “Who Am I?”. In each box they will put a photo of something that represents who they are and write an reflection of why they chose that item to symbolize themselves. They will tag it with grade 10. ● Goals-Use one lesson to review SMART goals and the process of creating them.

- Review the goals from Grade 9. What went well and did not go well? Why?
- Students will think about how things went last year and what they want to accomplish this year. They then create a personal goal, an educational goal, and this year will add a future career skills related goal. They will add all three to the CLE portfolio with the tag of CLE 10.
- Revisit student goals at various stages in the year to see what their progress is.
- At the end of year click whether it was completed or not, and respond to how they achieved the goal or why they did not achieve it in a personal reflection.
- Resumes and Cover Letters
 - Students will have lessons on how to create cover letters and resumes in CLE 10.
 - They will utilize the programs within MyBlueprint to create a current resume and cover letter. They will add these to the CLE Portfolio with a tag of CLE 10.
- Work Experience
 - Students will review the occupations they favoured last year to see if they are still interested in them. They will also research and add at least one more to their Work Experience portfolio by favouriting it and adding it.
 - Students will have a lesson on how to write an email of request. Each student will develop the framework for an email requesting the opportunity to work with the employers they have researched. They will save this as a document and add it to the Work Experience portfolio with a CLE 10 tag. Students will then send emails out to each employer they have researched, requesting the opportunity to complete Work Experience for the grade 10 year at these places of employment. They will attach the resumes and cover letters they completed in the MyBlueprint program, with the cover letters adapted to the location they hope to be in.
 - Goals: Students will set timeline goals for working through the Modules of Connect Ed 11 and WEX 12a and add them to the Work Experience portfolio with a tag of CLE 10. As they complete the modules they will go back and check the goals off.

- o Artifacts: Students will upload photos from their work experience placements for this year into the Work Experience portfolio, with a description of each photo as a journal attached to the photo. They will tag this as grade 10. Students will also complete a Core Competency reflection discussing and showing how they developed at least one competency through that year's placement, and will upload the reflection to the Core Competency portfolio and tag it as grade 10.
- Build High School Schedule for Grade 11
 - o Students will utilize the Course Planner tool in MyBlueprint to plan out their courses for the following year. As a part of this they will use the Post-Secondary tab to research at least three different programs that they are interested in going into in the future. They will see if it is an apprenticeship program, a college or university degree, or some other form of workplace. They will then favourite three and add them to their CLE portfolio. They will use the program to research course requirements for the programs they are looking into, and will consider those for building their course schedules.
 - o As students choose their electives, they will write a paragraph stating why they want to take each elective and how it will help them meet future goals. These will be added to their CLE portfolio as a reflection with the CLE 10 tag.
- Core Competency Reflection
 - o Working in conjunction with the high school teachers for grade 10, students will upload evidence of work they have completed in various courses that has helped them to develop the Core Competencies. This can be in the form of digital media, a photo, a document, etc. For each artifact they upload, they will complete a basic reflection telling which Core Competency

	<p>they are connecting that item to, and how they have grown in that competency through the assignment. They will tag it as that competency and grade 10.</p> <ul style="list-style-type: none"> ○ At the end of the school year, students will complete a document in which they discuss one Core Competency that they developed the most in this school year, and add artifacts that show evidence of that. They will tag it with the Core Competency and the grade 10 tag. <ul style="list-style-type: none"> ● Final Reflection: <ul style="list-style-type: none"> ○ Students will create a written or video journal in which they share how they have learned to be a community-server through the CLE curriculum and activities this year. They will add this, as well as supporting evidence and artifacts, to their Community-Server portfolio and tag it with grade 10. ○ Overall Growth: Students will select the portfolio that they are the most proud of developing this year and use the Share Tool to share an interactive version of that portfolio with: A teacher they respect, their parents or guardians, and one other trusted adult. They will ask each person to complete a quick feedback form stating what they learned about the student, a piece of advice they would give to improve the portfolio, and an area of growth they see. They will upload these feedback forms to their CLE portfolio and tag it CLE 10.
11	<ul style="list-style-type: none"> ● Create a portfolio called Post-Secondary Planning ● Create a tag for CLE 11 in the CLE Portfolio ● Create a tag for grade 11 ● Who I Am <ul style="list-style-type: none"> ○ Students will redo the surveys in the Who I Am Section. There is a big mental, physical, and emotional shift from Grade 9 to Grade 11:

- Add results to All About Me Portfolio and complete a reflection on the changes that have taken place since they took the surveys in Grade 9. How have I changed? What do I think has led to these differences? How will that impact my experience this year. Tag as grade 11.
- Create a Who I Am Infographic which shares who they are physically, emotionally, and spiritually. They will present this to the class and then upload the document into their All About Me Portfolio with the grade 11 Tag.
- Four times throughout the year students will go into their All About Me Portfolio and create a box titled “Who Am I?”. In each box they will put a photo of something that represents who they are and write an reflection of why they chose that item to symbolize themselves. They will tag it with grade 11. This is continued development and reflection from grade 10, but this year the focus will be on the emotional, physical, or spiritual aspects of themselves.
- Goals-Use one lesson to review SMART goals and the process of creating them.
 - Review the goals from grade 10. What went well and did not go well? Why?
 - Students will think about how things went last year and what they want to accomplish this year. They then create a personal goal, an educational goal, and this year will add a future career skills related goal. They will add all three to the CLE portfolio with the tag of CLE 11.
 - Revisit student goals at various stages in the year to see what their progress is.
 - At the end of year click whether it was completed or not, and respond to how they achieved the goal or why they did not achieve it in a personal reflection.
- Work Experience
 - Students will use the Occupations section of MyBlueprint to find three different jobs they are interested in. There must be one that is trades related and one that requires university or college training. The other is wide open. They will explore the various elements of that occupation and then create a box in their Work Experience portfolio titled “Work Experience

	<p>for Grade 11". In this box they will share the occupation they are hoping to do their placement in for the year and list at least three businesses that they will explore. They will tag it grade 11.</p> <ul style="list-style-type: none">o Students will use the email framework they developed last year requesting the opportunity to work with the employers they have researched. They will save this as a document and add it to the Work Experience portfolio with a grade 11 tag. Students will then send emails out to each employer they have researched, requesting the opportunity to complete Work Experience for the grade 11 year at these places of employment. Students will adapt and save their cover letters to meet these company requirements and will attach the resumes and cover letters to the email.o Goals:<ul style="list-style-type: none">▪ Students will set timeline goals for finishing Connect Ed 11 and WEX 12A this year. As they complete the modules they will go back and check the goals off.▪ Students will also review the number of hours they have for Work Experience and set a goal for the amount of hours they hope to complete this year.o Artifacts: Students will upload photos from their work experience placements for this year into the Work Experience portfolio, with a description of each photo as a journal attached to the photo. They will tag this as grade 11. Students will also complete a Core Competency reflection discussing and showing how they developed at least one competency through that year's placement, and will upload the reflection to the Core Competency portfolio and tag it as that competency and grade 11.● Post-Secondary Planning<ul style="list-style-type: none">o Students will utilize the Post-Secondary Pathways program in MyBlueprint to explore their options for post-secondary training and narrow it down to four. Based on their Who I Am surveys, the Pathways program has a list of options based on their skills, hopes, and future plans. They will click on and favourite at least four different options. They will add these to
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	<p>their Post-Secondary Planning Portfolio. They will write a reflection for each one telling what they like about that program and one thing they can do to make that option a reality.</p> <ul style="list-style-type: none">o Students will receive a lesson on completing scholarships. It will discuss professionalism, writing a personal statement, and how to ask for a letter of reference.<ul style="list-style-type: none">▪ Students will write a personal statement and upload it to the Post-Secondary Planning Portfolio. They will tag it as grade 11.▪ Students will email at least one person that could be a personal reference for them and provide them with a resume, their personal statement, and a request to write a letter of reference that they can use for applying for scholarships. They will add the letter to their Post-Secondary Planning Portfolio. They will tag it as grade 11.● Budgeting<ul style="list-style-type: none">o Students will receive a unit on Financial Planning. They will then use the Money section of MyBlueprint to create a personal budget for their daily spending habits. This will include sections for saving for post-secondary opportunities, as well as general savings. They will tag it as grade 11.● Build High School Schedule for Grades 12<ul style="list-style-type: none">o Students will utilize the Course Planner tool in MyBlueprint to plan out their courses for the following year. As a part of this they will use the Post-Secondary tab to research the program they are the most interested in going into in the future. They will see if it is an apprenticeship program, a college or university degree, or some other form of workplace. They will then favourite it and add it to their CLE portfolio. They will use the program to research course requirements they are looking into, and consider those for building their class schedule for Grade 12.● Core Competency Reflection
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- Working in conjunction with the high school teachers for grade 11, students will upload evidence of work they have completed in various courses that has helped them to develop the Core Competencies. This can be in the form of digital media, a photo, a document, etc. For each artifact they upload, they will complete a basic reflection telling which Core Competency they are connecting that item to, and how they have grown in that competency through the assignment. They will tag it as that competency and grade 11.
- At the end of the school year, students will complete a document in which they discuss one Core Competency that they developed the most in this school year, and add artifacts that show evidence of that. They will tag it with the appropriate Core Competency and Grade 11 tags.
- Final Reflection:
 - Students will create a written or video journal in which they share how they have learned to be a community-server through the CLE curriculum and activities this year. They will add this, as well as supporting evidence and artifacts, to their Community-Server portfolio and tag it with grade 11.
 - Overall Growth: Students will select the portfolio that they are the most proud of developing this year and use the Share Tool to share an interactive version of that portfolio with: A teacher they respect, their parents or guardians, and one other trusted adult. They will ask each person to complete a quick feedback form stating what they learned about the student, a piece of advice they would give to improve the portfolio, and an area of growth they see. They will upload these feedback forms to their CLE portfolio and tag it CLE 11.

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- Create a portfolio called Capstone Project
- Create a tag for CLC 12 in the CLE Portfolio
- Create a tag for grade 12
- Post-Secondary Planning
 - Students will finalize a plan for post-graduation and use MyBlueprint to research options.
 - Students will search for and add their chosen school and program to their Post-Secondary portfolio.
 - For those applying to university, they will use the BC Education Planner to apply for those institutions that are a part of it. For those outside of the Education Planner, we will submit the applications through the institution website.
 - Students will revisit their personal statements they created last year and adapt them to meet their needs for this year. They will add them to the portfolio and tag them as grade 12.
 - Students will create a box in their Post-Secondary Planning portfolio and create a journal entry titled “To My Future Self”. They will can do either a written or video journal in which they address their hopes for post-graduation, what obstacles they may face, how they hope to overcome those, and something they want their future self to remember. They will save this and tag it as CLC 12. The hope is for them to revisit this in the future when they feel discouraged.
- Paying for Post-Secondary
 - Students will review creating budgets. We will have in a financial planner from a bank and walk through things that will be bigger expenses in their future.
 - Students will use the Money and Budget options to create a budget for their living situation in the post-secondary environment. They will add this to the Post-Secondary portfolio and tag it as CLC 12.
 - Students will create savings plan for university.

- o Scholarships and More: Students will use the Paying for Post-Secondary guide in MyBlueprint to research scholarships, loans, bursaries and grants. They will then search for scholarships, bursaries, and grants that they can apply for. Students will create a standard application that can be adjusted for various scholarships based upon the District Authority Award scholarship. They will upload this to their Post-Secondary Planning portfolios and tag it grade 12.
 - o Students will approach at least one teacher in the school and ask them to write a basic letter of reference that they can use for scholarships. They will supply a resume and their personal statement to the teacher. They will upload the reference letter to their Post-Secondary Planning portfolio and tag it grade 12.
- Work Experience
 - o Students will look for Occupations that match the direction they are hoping to go in their Post-Secondary experience. They will narrow it down to one occupation and then create a box in their Work Experience portfolio titled “Work Experience for Grade 12”. In this box they will share the occupation they are hoping to do their placement in for the year and list at least three businesses that they will explore. They will tag it grade 12.
 - o Students will use the email framework they are familiar with to request the opportunity to work with the employers they have researched. They will save this as a document and add it to the Work Experience portfolio with a grade 12 tag. Students will then send emails out to each employer they have researched, requesting the opportunity to complete Work Experience for the grade 12 year at these places of employment. Students will adapt and save their cover letters to meet these company requirements and will attach the resumes and cover letters to the email. They will upload the documents to the portfolio and tag it grade 12.
 - o Goals:
 - Students will also review the number of hours they have for Work Experience and set a goal and timeline for completing their 90 hours this year. They will add it to the Work Experience portfolio with the tag of grade 12.

- o Artifacts: Students will upload photos from their work experience placements for this year into the Work Experience portfolio, with a description of each photo as a journal attached to the photo. They will tag this as grade 12. Students will also complete a Core Competency reflection discussing and showing how they developed at least one competency through that year's placement, and will upload the reflection to the Core Competency portfolio and tag it as the appropriate competency and grade 12.
- Capstone Project: This year students will complete a Capstone Project, which meets requirements for graduation in BC.
 - o The presentations will be saved in their Capstone Project portfolio. Most of the information needed for this will come from the various portfolios they have developed from grades 8-11. This includes creating presentations showing development of the following areas.:
 - A Core Competency they feel they have developed the most throughout their high school experience with evidence and artifacts they have gathered along the way.
 - A Biblical Throughline they have most connected to and feel represents them the most, with evidence and artifacts.
 - An understanding of what mentorship is, including evidence of a mentor relationship in their own lives and how they hope to be mentors in the future.
 - A complete overview of their Work Experience at MRCS including the lessons they have learned, the ways they have developed in both the biblical throughlines and core competencies, and at least three transferable skills they have developed. It will include photos of and an overview of each WEX placement.
 - An overview of their MRCS experience, which includes where they are in their faith journey and how MRCS has impacted them.
 - A Future Plans overview in which they will discuss what they hope to do as they move forward after graduation and what goals they have in place to make that happen.

	<ul style="list-style-type: none">▪ For this Capstone, students will utilize evidence and artifacts they have been gathering in their digital portfolios. MyBlueprint allows them to create slideshows and presentations using the information they have gathered and saved throughout their time.▪ They will upload their final project into the Capstone Portfolio with a tag of grade 12.• Final Reflection: Throughout the year the students in CLC class we will be working on creating a joint project that allows them to serve our MRCS community or Maple Ridge community in some way. They will develop it from the ground up and should consider what they have learned in the previous four years. It can be done individually or as a group, and they will have the year to work on implementing it. They will add a final reflection, including an overview of their project and how it served the community, to their Community-Server portfolio and tag it with CLC 12.
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