
Program Guide for Graduation Transitions

Attributes of a BC Graduate

During a year-long, province-wide consultation, thousands of BC citizens identified the following characteristics of the ideal BC graduate:

In their intellectual development, graduates should achieve:

- competency in reading, writing, mathematics, social studies and science, including the ability to use these skills in problem-solving and decision-making
- the ability to use and understand information technologies
- the ability to communicate effectively with a range of audiences; this includes the ability to access, synthesize and present information; it also includes
 - knowledge of both a first and second language
 - an understanding and appreciation of artistic and aesthetic expression
- the ability to think critically and solve problems, using information to develop opinions and make sound judgments and decisions
- an understanding of the importance of a lifelong commitment to continuous learning

In their human and social development, graduates should achieve:

- the knowledge and skills required to be socially responsible citizens who act in caring and principled ways, respecting the diversity of all people and the rights of others to hold different ideas and beliefs
- the knowledge and understanding they need to participate in democracy as Canadian and global citizens, acting in accordance with the laws, rights and responsibilities of a democracy
- the attitudes, knowledge and positive habits they need to be healthy individuals, responsible for their physical and emotional well-being
- the attitudes and competencies they need to be community contributors who take the initiative to improve their own and others' quality of life

In their career development, graduates should achieve:

- the confidence and competencies they need to be self-directed individuals who display initiative, set priorities, establish goals, and take responsibility for pursuing those goals in an ever-changing society
- knowledge and understanding of the range of career choices available to them, the prospects for success in those careers, and the actions required to pursue specific career paths
- experience in planning for, and working towards, career and life goals
- the skills required to work effectively and safely with others, and to succeed both as individual and collaborative workers

The Graduation Program is designed to support every graduate to acquire these attributes. See www.bced.gov.bc.ca/graduation for details and policies.

Graduation Transitions replaces the Graduation Portfolio Assessment requirement found in the original 2004 graduation program. It is a requirement for all BC secondary school students who are enrolled in Grades 10, 11, or 12 as of September 1, 2007.

Goal

Graduation Transitions is intended to prepare students for a successful transition to life after secondary school. In order to meet this goal, Graduation Transitions encourages students to:

- take ownership of their own health and learning
- examine and demonstrate connections between their learning and their future
- create a plan for their growth and development as skilled, healthy, knowledgeable, participating citizens
- exhibit attributes of a BC graduate

Students are responsible for planning and preparing their education, career, and life goals through Graduation Transitions. Schools are responsible for ensuring that students have opportunities to meet the Prescribed Learning Outcomes described in this guide. Teachers are responsible for assessing and providing feedback to students.

Components

Graduation Transitions is an opportunity for students to reflect on their knowledge and abilities and plan for life after graduation by collecting evidence of their achievements in the following required areas:

- **Personal Health**
Daily physical activity and a commitment to fitness and physical and emotional well-being are key to healthy living. In this component of Graduation Transitions, students develop the knowledge, attitudes, and habits needed to be healthy individuals by maintaining a personal health plan and participating in at least 150 minutes per week of moderate to vigorous physical activity in each of Grades 10, 11, and 12. Boards are responsible for providing options to give students a number of choices for how they meet the daily physical activity requirements at school, at home, and/or in the community.
- **Community Connections**
Life after graduation includes the world of work and community responsibilities. As part of Graduation Transitions, students gain employability skills through participation in at least 30 hours of work experience and/or community service.
- **Career and Life**
Graduation Transitions requires students to explore personal and career goals during their secondary school years and create a plan for life after graduation. Transition planning is an ongoing process throughout the graduation program years and requires the completion of a transition plan, culminating in a final Grade 12 presentation.

Earning Credits

Students can satisfy the Graduation Transitions requirements in the following ways:

- Ministry-authorized course(s)
- Board/Authority Authorized course(s)
- Independent Directed Studies (IDS)
- independent self-directed learning outside the classroom
- components of Graduation Portfolio Assessment
- any combination of the above as determined by the Board of Education or Independent School Authority

Many ministry courses are designed to meet one or more of the Prescribed Learning Outcomes found in this guide. Students can earn dual or multiple credits for taking courses that partially fulfill the Graduation Transitions requirements. See www.bced.gov.bc.ca/graduation for policy information.

Students begin working on Graduation Transitions in Planning 10 and may extend their studies in this area across multiple years.

Prescribed Learning Outcomes

Prescribed Learning Outcomes set out what students are expected to know and be able to do. Prescribed Learning Outcomes can be met in a variety of ways, recognizing that students need support for their learning and teachers need opportunities to provide feedback to learners. Within the framework of the following Prescribed Learning Outcomes, students will showcase their unique competencies.

Students must complete the minimum requirement for all Prescribed Learning Outcomes in order to earn credit for Graduation Transitions. If students are meeting the Prescribed Learning Outcomes of the Graduation Transitions Program, a comment of “meeting requirement” will be made on term and final reports. A comment of “not meeting requirement” will be made at any time when students are not meeting the Prescribed Learning Outcomes. A plan should be put in place to assist students in meeting requirements when a comment of “not meeting requirement” is made, and this should be commented on in term and final reports. Upon successful attainment of the following Prescribed Learning Outcomes, a “Requirement Met (RM)” mark will be assigned, and students will earn four (4) credits toward graduation.

Personal Health

It is expected that students will:

- demonstrate the knowledge, attitudes, and positive habits needed to be healthy individuals, responsible for their own physical and emotional well-being, by
 - engaging, from Grade 10 to Grade 12, in at least 150 minutes per week of moderate to vigorous physical activity
 - developing a long-term personal healthy living plan appropriate to their lifestyle that describes
 - sound nutritional habits
 - regular exercise routines
 - emotional health management (e.g., ways to manage stress)
 - positive health choices

Community Connections

It is expected that students will:

- demonstrate the skills required to work effectively and safely with others and to succeed as individual and collaborative workers, by
 - participating in at least 30 hours of work experience and/or community service
 - describing the duties performed, the connections between the experience and employability/life skills, and the benefit to the community and to the student

Career and Life

It is expected that students will:

- demonstrate the confidence and competency needed to be self-directed individuals, by
 - developing a comprehensive plan that indicates they are prepared to successfully transition from secondary school, which includes
 - completion of transition activities that are relevant to and support their career, life, and learning goals
 - identification and communication of achievements that reflect the development of the attributes of a BC graduate
 - identification and communication of costs and funding sources associated with education, career, and life options after graduation
 - presenting selected components of their transition plan to members of the school and/or community

Suggested Achievement Indicators

Suggested Achievement Indicators for each Prescribed Learning Outcome support teachers in assessing student achievement. These achievement indicators define the knowledge acquired, skills applied, or attitudes demonstrated by a student in relation to the Prescribed Learning Outcomes.

Students who complete the following Suggested Achievement Indicators will fully meet expectations for the corresponding Prescribed Learning Outcomes. These achievement indicators are not mandatory. They are suggestions only, provided to assist teachers in assessing how well their students achieve the Prescribed Learning Outcomes. Teachers may develop alternative achievement indicators to meet the unique needs of learners.

Personal Health

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who fully meet the Prescribed Learning Outcome are able to:</i></p>
<ul style="list-style-type: none"> • demonstrate the knowledge, attitudes, and positive habits needed to be healthy individuals, responsible for their own physical and emotional well-being, by 	
<ul style="list-style-type: none"> – engaging, from Grade 10 to Grade 12, in at least 150 minutes per week of moderate to vigorous physical activity 	<ul style="list-style-type: none"> • document the physical activity using logs, memberships, photos, letters, or other evidence (see <i>ActNow BC Program Guide</i>) • indicate how the activity aligns with their personal fitness goals, reflecting lifestyle and physical limitations
<ul style="list-style-type: none"> – developing a long-term personal healthy living plan appropriate to their lifestyle that describes <ul style="list-style-type: none"> - sound nutritional habits - regular exercise routines - emotional health management (e.g., ways to manage stress) - positive health choices 	<ul style="list-style-type: none"> • provide a personal health plan, including <ul style="list-style-type: none"> – an analysis of diet and nutrition guides (e.g., <i>Eating Well with Canada's Food Guide</i>) as they relate to the student – a comparison of the benefits and challenges of various fitness activities (e.g., weight training programs, running programs, leisure activities) – examples of health service providers, including their target audience and contribution to the community – examples of stress-management techniques • verify approval of the plan with parent and teacher signatures

Community Connections

Note: The Board of Education or Independent School Authority defines the term “community.”

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<ul style="list-style-type: none"> • demonstrate the skills required to work effectively and safely with others and to succeed as individual and collaborative workers, by 	
<ul style="list-style-type: none"> – participating in at least 30 hours of work experience and/or community service 	<ul style="list-style-type: none"> • provide documentation of work experience and/or community service (e.g., pay slip, log book, letter, form, or certificate signed by an employer, community person, or agency/organization)
<ul style="list-style-type: none"> – describing the duties performed, the connections between the experience and employability/life skills, and the benefit to the community and to the student 	<ul style="list-style-type: none"> • describe procedures, tools, and/or equipment used • identify fundamental skills developed (e.g., communicating, teamwork, managing information, thinking, problem solving, using numbers) • identify self-management skills developed (e.g., demonstrating positive attitudes and behaviours; being responsible, adaptable, respectful) • explain how the skills can be transferred to other situations • describe the significance of their contribution

Career and Life

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<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who fully meet the Prescribed Learning Outcome are able to:</i></p>
<ul style="list-style-type: none"> • demonstrate the confidence and competency needed to be self-directed individuals, by <ul style="list-style-type: none"> – developing a comprehensive plan that indicates they are prepared to successfully transition from secondary school, which includes <ul style="list-style-type: none"> - completion of transition activities that are relevant to and support their career, life, and learning goals - identification and communication of achievements that reflect the development of the attributes of a BC graduate - identification and communication of costs and funding sources associated with education, career, and life options after graduation 	<ul style="list-style-type: none"> • provide evidence they have met all Graduation Transitions Prescribed Learning Outcomes • demonstrate growth in relation to the Attributes of the BC Graduate and Conference Board of Canada employability skills • display completed examples of applications for work, post-secondary programs, training, volunteer programs, scholarships, bursaries, or awards • participate in career-related activities outside the school setting (e.g., work experience, job shadowing, job fairs, seminars, open houses, workshops, research, self-assessment) • revise and finalize their transition plans in relation to their career focus area • create a financial plan to support their post-secondary plans (e.g., education, training, travelling, working)
<ul style="list-style-type: none"> – presenting selected components of their transition plan to members of the school and/or community 	<ul style="list-style-type: none"> • demonstrate and practise communication, organizational, and presentation skills in a format relevant to the student • share their transition plan and short- and long-term goals in an exit interview, presentation, conversation with a teacher, or other manner determined by the school or district • demonstrate how they display initiative, set priorities, and establish goals through selected achievements in which they take pride • showcase significant accomplishments and indicate how those learning experiences prepare them for successful transitions to life after secondary school