

Competency 1*

The student... **Carries out a process of career exploration**

Plans his/her exploration process

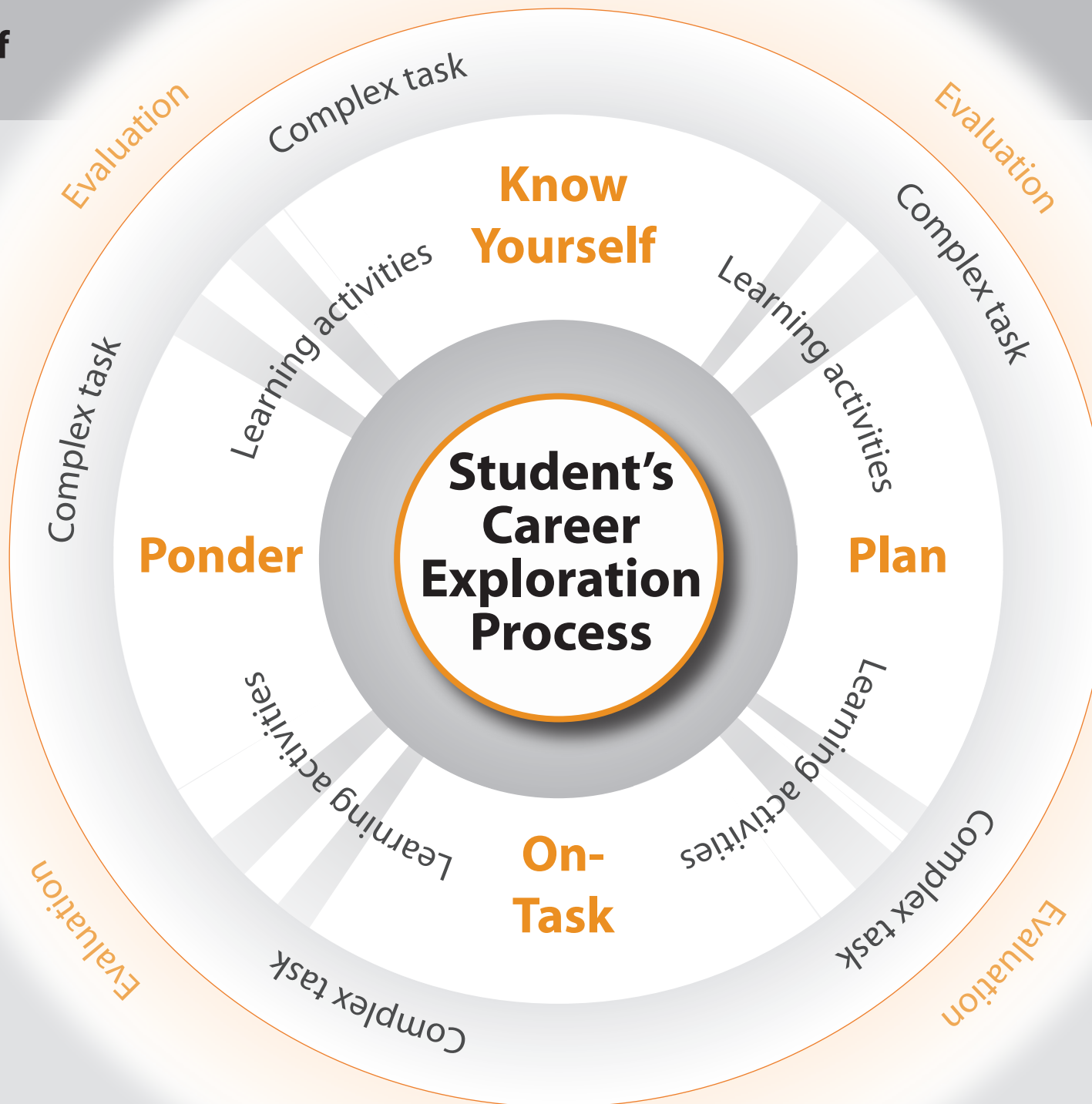
- Determines some of his/her fields of interest
- Defines the purpose of the exploration
- Selects the means of exploration
- Sets out the steps of the process

Varies the means of exploration

- Tries out work functions
- Visits workplaces and educational institutions
- Uses documentary resources in academic and career information
- Meets with key people

Looks critically at his/her exploration process

- Compares his/her process with those of classmates
- Assesses the usefulness of his/her process
- Envisions other explorations
- Judges the quality of his/her process
- Evaluates the relevance of the resources used



Competency 2*

The student... **Contemplates his/her learning and work possibilities**

Consolidates his/her personal profile

- Makes connections between his/her personal qualities and discoveries
- Considers the personal commitments required to reach his/her goals
- Recognizes the impact of self-esteem on his/her aspirations
- Sets objectives for his/her personal development
- Determine his/her ways of making decisions

Shares his/her reflections

- Compares his/her perceptions with those of classmates
- Broadens his/her reflections by drawing on those of others
- Talks with parents or other trusted people

Considers possible career paths

- Envisions the stages of his/her possible career path
- Recognizes opportunities and their related constraints
- Considers his/her possible career path in a time frame
- Critically compares possible career paths

EVALUATION CRITERIA

- **Proficiency of subject-specific knowledge targeted in the program content (QEP)***

* The student must be provided with feedback on this element, but the element must not be considered when determining the student's mark in the report card

- **Relevant planning**

- **Effective implementation of a career exploration process**

- **Relevant reflection**