

Career Portfolio Scoring Rubric

Name: \_\_\_\_\_

Bob

Final Mark: 100 %

Guided by self assessment and personal career interests, students will integrate school and work based experiences to develop their career goals.

**Performance Task:** Develop a Career Portfolio which summarizes your accomplishments, your education, and your work experience and contains a resume, samples of student work, student transcript, autobiographical information, education and training info, working attributes, career development, team work skills, letters of recommendation and a career summary.

Scoring Rubric	Does Not Meet The Standard 0-1	Partially Meets the Standard 2-3	Meets the Standard 4-5	Exceeds the Standard 6
<b>Appearance</b>	<ul style="list-style-type: none"> <li>✓ Career portfolio is missing components</li> <li>✓ Career portfolio is missing required material</li> </ul>	<ul style="list-style-type: none"> <li>✓ Missing 1 of the following criteria:                             <ul style="list-style-type: none"> <li>Materials are in order</li> <li>Materials are not neat or well-ordered</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ All pages have a consistent look &amp; style</li> <li>✓ Easy to navigate</li> <li>✓ Materials are logically organized</li> <li>✓ All required components are included</li> <li>✓ Graphically appealing</li> </ul>	<ul style="list-style-type: none"> <li>✓ All pages have a professional look &amp; style</li> <li>✓ Easy to navigate</li> <li>✓ Materials are logically organized</li> <li>✓ All required components are included</li> <li>✓ Graphically appealing</li> </ul>
<b>Completeness</b>	<ul style="list-style-type: none"> <li>✓ Items are incomplete or missing</li> </ul>	<ul style="list-style-type: none"> <li>Includes info pertinent to at least 2 for each of the following:                             <ul style="list-style-type: none"> <li>✓ Autobiographical Info</li> <li>✓ Education &amp; Training Info</li> <li>✓ Working Attributes</li> <li>✓ Career Development</li> <li>✓ Team Work Skills</li> <li>✓ Additional Info</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Includes info pertinent to at least 5 for each of the following:                             <ul style="list-style-type: none"> <li>✓ Autobiographical Info</li> <li>✓ Education &amp; Training Info</li> <li>✓ Working Attributes</li> <li>✓ Career Development</li> <li>✓ Team Work Skills</li> <li>✓ Additional Info</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Includes info pertinent to at least 5+ for each of the following:                             <ul style="list-style-type: none"> <li>✓ Autobiographical Info</li> <li>✓ Education &amp; Training Info</li> <li>✓ Working Attributes</li> <li>✓ Career Development</li> <li>✓ Team Work Skills</li> <li>✓ Additional Info</li> </ul> </li> </ul>
<b>Resume</b>	<ul style="list-style-type: none"> <li>✓ The student is not able to present a complete resume in appropriate format</li> </ul>	<ul style="list-style-type: none"> <li>✓ The student presented an incomplete typewritten resume using inconsistent format. The student was able to partially describe education</li> </ul>	<ul style="list-style-type: none"> <li>✓ The student presented a complete, neat, typewritten resume, which adequately described education &amp; experience in professional language. The format was consistent &amp; not overly lengthy.</li> </ul>	<ul style="list-style-type: none"> <li>✓ The student presented a complete, neat, typewritten resume, which adequately described education &amp; experience in professional language. The format was consistent &amp; not overly lengthy.</li> </ul>

		and experience.	experience. The format was consistent & not overly lengthy.	
<b>Samples of Work</b>	The student is not able to provide a sampling of his/her best work.	The student is able to provide a sampling of his/her best work.	The student is able to provide 3 samples of his/her best work, which highlight his/her abilities and/or interests. The samples are appropriate to share with a potential employer.	In addition to 3 print samples, the student will also include CD-ROMs, videos, and other multimedia formats appropriate to share with a potential employer.
<b>Student Transcript</b>	The student is not able to provide a transcript	The student is able to provide a partial transcript.	The student is able to provide a transcript.	
<b>Letters of Recommendation</b>	The student is not able to provide a letter of recommendation or the name of an employer or a personal reference from non-family members.	The student is able to provide 1 letter of recommendation from a non-family member.	The student includes 3 letters of recommendation from non-family members.	The student is able to provide an additional list of employers/personal references with contact info.
<b>Job Information and Description</b>	No job information or descriptions are included.	Job information and description is included for one job.	Job information and descriptions are included for 2 jobs.	
<b>Career Action Plan</b>	Career Action Plan is not included.	Career Action Plan included, but not labelled, or in context with portfolio.	Career Action Plan included, labelled and/or in context with portfolio.	
<b>Goals &amp; Dreams/Goal Framework</b>	Goals & Dreams and Goals Framework not included or completed.	Either one or the other is completed/included, but not both.	Both Goals & Dreams and Goals Framework included & completed.	Both Goals & Dreams and Goals Framework included and completed & show evidence of careful consideration.
<b>Career Job Description Summary for 2 Jobs</b>	Career Plan is not included in portfolio.	Career Plan is included but not completed.	Career Plan is included & completed.	Career Plan is included & completed & shows evidence of careful consideration.
<b>Career Summary</b>	Career summary is incomplete or not included in portfolio.	Career summary does not include all components of assignment but is included.	Career summary includes all components, has been edited and shows some thought & detail.	Career summary includes all components, has been thoroughly edited and shows thought & detail, and uses professional language.
<b>Post Secondary Training Comparison Chart</b>	Chart is incomplete or missing.	Chart is included but is very sparse/lacking content.	Chart's includes all components, has been thoroughly edited and shows thought & detail.	
<b>Portfolio Self-Assessment</b>	Self Assessment of portfolio is incomplete or missing.	Self assessment is included but is very sparse/lacking content.	Self assessment is included, is honest and shows detail and thoughtfulness.	Self assessment is included, is honest and shows detail and thoughtfulness, and goes beyond expectations.

6  
6  
5  
5  
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6

Terrific portfolio, Bob!!!

AS 175 Comments:

## Career Portfolio Self-Evaluation Format

I am committed to being successful in my career planning and transition from school. Reflecting upon, identifying, documenting and organizing my skills, learning and experience helps me to manage my personal goals and to learn more effectively. Developing and maintaining a personal Skills Portfolio is a powerful marketing tool for me to use for advancing my career.

What I believe I did well:

I believe I did well in my career planning and transition from school. I have identified my strengths and weaknesses and have set goals for myself. I have also documented my skills and experience in a portfolio.

Where I believe I can do better:

I believe I can do better in my career planning and transition from school. I need to be more organized and to set more specific goals for myself. I also need to be more proactive in seeking out opportunities for growth and development.

What I have learned:

I have learned that career planning and transition from school is a process that takes time and effort. It is important to be honest and to show detail and thoughtfulness in my self-assessment. I have also learned that a personal Skills Portfolio is a powerful marketing tool for advancing my career.

For full marks, self assessment is honest, shows detail and thoughtfulness and goes beyond expectations.



# Bob Commett

## *Profile:*

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A determined and disciplined individual who works hard to achieve personal and educational goals and is now ready to transfer these skills learned through school, and life, while attending school, into an employment opportunity. Personal attributes include:

- Dependable, Creative
- Detail-Orientated, Optimistic
- Determined, Organized
- Team player, Strives for Excellence
- Reliable, Dedicated
- Organizing, Computer Skills
- Problem Solver, Manual Labor
- Landscaping, Roofing
- Planning Things, Livestock
- Internet User, Team player

## *Employable Skills:*

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**Housework-** dusting, vacuuming, dishwashing, cooking supper

**Computer-**familiar with Microsoft PowerPoint, and Microsoft Word. Took Communication Technology through school

**Entertainer-**enrolled in dance for 9 years. Have practiced tap, jazz, hip-hop, and ballet

**Team Player-**Was part of a school volleyball team through grade 7 to 11. Part of a club volleyball team through grades 9 to 10. Is apart of the Footworks Dance Academy

## *Work Experience:*

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Summer Staff, Commett Feedlot, Barrhead, AB

Summer 2008-Current

- Swathed
- Shingled our processing barn, and helped on our house
- Processed and loaded cattle
- Landscaping

## *Education:*

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- Currently enrolled in Grade 11 at Barrhead Composite High School, Barrhead, AB

## *Awards & Certificates:*

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- Achieved honors in Grade 10
- Gained a honors level in all Junior High Grades
- French as a Second Language Award in Grades 7, 8 and 9
- Merit Award in Grade 7
- DARE program

## *Volunteer Service:*

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- S.T.E.P (Student Teacher Education Program) at Footworks Dance Academy



*References:*

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- Irene Widdup, Dance Studio Owner/Instructor, Barrhead, AB, 780-674-4886
- Rod Calihoo, Teacher/Volleyball Coach, Barrhead, AB, 780-674-8522
- Mike Parting, Teacher/Club Volleyball Coach, Spruce Grove, AB, 780-968-5555





**Autobiographical**  
**Information**



John Smith  
Box 21  
Edmonton, AB T5G 2A3  
May 11, 2010

To Whom It May Concern:

It is with great pleasure that I recommend Bob Comett. I have known him for five years.

Bob has always displayed a high degree of integrity, responsibility, and ambition. He is definitely a leader rather than a follower. In addition to his excellent scholastic accomplishments, he has proven his leadership ability by organizing a hockey league in Barrhead to provide young people an opportunity to compete and learn good sportsmanship.

He is also a most dependable team player. His good judgment and mature outlook ensure a logical and practical approach to his endeavors.

Bob would be an asset to any organization, and I am happy to give him my wholehearted endorsement.

Sincerely,



John Smith  
Youth and Family Coordinator



# Certificates

## Babysitting Certificate

BABYSITTING  
Certificate

Presented to

for

[www.albertacertificates.com](http://www.albertacertificates.com)

## Driver's Licence

Alberta OPERATOR'S LICENCE  
License #  
Class  
Issued (month/year)  
Expires  
Full Name  
Address  
Sex  
Issued



## EXPLORATIONS Report

### Your Top Three Occupation Interest Areas

#### 1. Business

Occupations in this area may require an understanding of how companies operate and make their money. Potential topics include marketing, finance, accounting, and economics.

#### 2. Technical/Trades

Occupations in this area usually involve building, fixing, servicing or designing and often require training with various kinds of tools. Potential jobs may require Apprenticeship Training.

#### 3. Service

Occupations in this area may involve a lot of customer interaction and often involve sales. Potential jobs include a diverse range of topics such as customer relations to psychologists.

### Your Favourite Occupations

#### 1. Accounting Clerk

Calculate, prepare and process financial records, such as bills and budgets.

#### 2. Lawyer

Advise clients on legal matters, represent clients before administration boards and draw up legal documents such as contracts and wills.

#### 3. Electrician

Lay out, assemble, install, test, troubleshoot and repair electrical wiring, fixtures, control devices and related equipment in buildings and other structures.

### Your Favourite Programs

#### 1. Electrical Apprenticeship

College of the Rockies, Cranbrook, British Columbia

Electricians lay out, assemble, install, test, troubleshoot, and repair electrical wiring, fixtures, control devices, and related equipment in buildings and other structures. We offer all four levels of Electrical Apprenticeship Training on an ongoing basis. Each training period is 10 weeks in length.

#### 2. Business Administration - Accounting (Academic & Co-op)

Niagara College, Welland, Ontario

Case studies, computer applications and role-playing provide hands-on training. If you appreciate numbers and details, acquire the knowledge and skills you'll need to succeed in financial and managerial accounting roles.

#### 3. Law and Society

University of Calgary, Calgary, Alberta

Law and Society is the study of how legal and social systems are interconnected, how people live, and how law is woven into communities. This program will give you an understanding of what happens when legal innovations and institutions succeed, and what the outcomes are when they fail. During the course of your studies, you will gain statistical analysis skills, research capabilities, written and verbal communication skills, and a broad appreciation of socio-political movements.





# True Colors™

This is to certify that

*Bob Connett*

has completed the

TRUE COLORS Personality Assessment

Barrhead Composite High School

September, 2011

*Karen Ladan*

*Certified True Colors  
Facilitator*

*Follow Your True Colors to the  
Work You Love*



11-11-11

2



# IKUE COLORS ASSESSMENT

## YOUTH

### Section 1) VISUALIZE YOURSELF: Front of Cards

Turn your 4 cards picture side up and arrange them in order from the one most like you to the one least like you. In the boxes to the right - enter a (4) for the card most like you, a (3) a (2) and lastly a (1) for the card that is least like you.

1 BLUE

3 GOLD

4 GREEN

5 ORANG

### Section 2) READ ABOUT YOURSELF: Back of Cards.

Turn the cards over and read the back of each card. Arrange them in order again from the one most like you to the one least like you. Score as before - enter a (4) for the card most like you, a (3) a (2) and lastly a (1) for the card that is least like you.

2 BLUE

4 GOLD

3 GREEN

1 ORANG

### Section 3) DESCRIBE YOURSELF

Look at the top (horizontal) row of word groups and enter a (4) in the box to the right of the word group that best describes you, a (3), a (2) and lastly a (1) beside the word group that is least like you.

3

1

NICE  
HELPFUL  
FRIENDS

ORGANIZED  
PLANNED  
NEAT

LEARNING  
SCIENCE  
PRIVACY

ACTIVE  
VARIETY  
COMPETITION

1

3

1

CARING  
PEOPLE  
FEELING

CLEAN  
ON-TIME  
HONEST

CURIOUS  
IDEAS  
QUESTIONS

FUN  
ACTION  
CONTESTS

2

3

KIND  
UNDERSTANDING  
GIVING

HELPFUL  
TRUSTWORTHY  
DEPENDABLE

INDEPENDENT  
EXPLORING  
DOING WELL

PLAYFUL  
QUICK  
ADVENTURE

2

3

1

SHARING  
GETS ALONG  
WITH OTHERS  
ANIMALS

FOLLOW RULES  
USEFUL  
SAVE MONEY

THINKING  
SOLVING  
PROBLEMS  
CHALLENGE

BUSY  
FREEDOM  
WINNING

3

1

NATURE  
EASY GOING  
HAPPY ENDINGS

PRIDE  
TRADITION  
DO IT RIGHT

BOOKS  
MATH  
MAKING SENSE

EXCITING  
LIVELY  
HANDS-ON

6

3

1

Add each vertical column of small boxes & enter the Total here: 

### Section 4) IDENTIFY YOUR TRUE COLORS

Add the numbers in each of the 3 large boxes in the 3 sections above. The maximum total of the 3 boxes is 28. Enter the total in the boxes on the right. The highest score is your brightest color. The lowest score is your palest.

3 BLUE

3 GOLD

2 GREEN

1 ORANGE



## **Green Natural Gifts and Talents**

Your natural gifts are things that you are good at and enjoy doing. Notice the emphasis on mental activity, but these skills are not specific to only one type of work. These are your transferable skills, which can be used in many diverse occupations. These skills will help you identify work that will give you a sense of passion and fulfillment. Put a star next to the skills you most prefer to use.

**Analyzing** — separating or distinguishing the component parts of something so as to discover its true nature or inner relationships

**Conceptualizing** — forming abstract ideas in the mind

**Consulting** — giving technical information or providing ideas to define, clarify or sharpen procedures, capabilities or product specifications

**Critiquing** — analyzing, evaluating or appreciating works of art

**Curing** — restoring to health after a disease

**Debating** — discussing a question by considering opposing arguments

**Designing** — mentally conceiving and planning

**Developing** — making something available to improve a situation

**Diagnosing** — analyzing the cause or nature of a condition, situation or problem

**Editing** — improving and directing publications

**Generating ideas** — brainstorming or dreaming up ideas

**Intellectualizing** — using the intellect rather than emotion or experience

**Interpreting ideas** — explaining the meaning of ideas

**Inventing** — developing or creating something for the first time

**Learning** — gaining knowledge

**Observing** — examining people, data or things scientifically

**Problem solving** — identifying key issues or factors in a problem, generating ideas and solutions to solve the problem, selecting the best approach, and testing and evaluating it

**Proofreading** — reading and marking corrections

**Reasoning** — thinking

**Researching** — investigating and experimenting aimed at the discovery and interpretation of facts

**Synthesizing** — integrating ideas and information

**Thinking logically** — subjecting ideas to the process of logical thought

**Writing** — expressing by means of words

## Career Choices Suited for Greens

The following are examples of work suited for your true values and natural gifts and talents. Put a star next to the occupations that you would like to research for more information. You will want to know such things as the job duties, salary, education

and training required, and where to look for this kind of work. Self-employment is also an option. Use these suggestions as a catalyst for your own thinking. Remember, thousands of other possibilities exist. Your local library or a career center will have resources to provide the information you need. I recommend talking to someone who is already doing the work you're interested in. Such a person can provide valuable firsthand information not otherwise available.

Actor	Dentist
Acupuncturist	Ecologist
Advertising Executive	Editor
Airplane Pilot	Engineer
Anthropologist	FBI Agent
Archaeologist	Geophysicist
Architect	Ghost Writer
Art Advisor	Grant Writer
Art Critic	Graphic Artist
Artist	Industrial Designer
Astronomer	Inventor
Astrophysicist	Journalist
Biomedical Engineer	Lyricist
Biomedical Researcher	Marine Biologist
Book Publisher	Math Teacher
Chemist	Medical Doctor
College Professor/Researcher	Medical Researcher
Columnist	Motion Picture Director
Computer Consultant	Motion Picture Producer
Computer Scientist	Movie Critic
Computer Systems Analyst	News Writer
Consultant	Newspaper Editor
Criminal Lawyer	Nuclear Medicine Technologist
Criminologist	Oceanographer
Dairy Scientist	On-Line Multimedia Content Developer
Debater	Operations and Systems Researcher
	Photographer
Software Programmer	Physician's Assistant
Speech Pathologist	Playwright
Speech Writer	Podiatrist
Stockbroker	Psychiatrist
Surgeon	Psychologist
Technical Writer	Radiologist
Textbook Writer	Science Teacher
TV News Broadcaster	Scriptwriter
Veterinarian	
Writer of Science Fiction Books	

## Gold Natural Gifts and Talents

Your natural gifts are things that you are good at and enjoy doing. Notice the emphasis on implementation, but these skills are not specific to only one type of work. These are your transferable skills, which can be used in many diverse occupations. These skills will help you identify work that will give you a sense of passion and fulfillment. Put a star next to the skills you most prefer to use.

- Administering policies — managing a course or method of action
- Allocating resources — designating resources for a specific purpose
- Attending to detail — paying attention to small items
- Bookkeeping — recording the accounts or transactions of a business
- Budgeting — planning the amount of money that is available for, required for, or assigned to a particular purpose
- Calculating — determining by mathematical means
- Caretaking — taking care of the physical needs of others, especially children, the sick and the elderly
- Collecting data — gathering information
- Coordinating — taking care of logistics for events to flow smoothly
- Decision-making — bringing things to a conclusion
- Delegating — entrusting responsibilities to other people
- Dispatching — sending off or away with promptness
- Establishing procedures — constructing a series of steps to be followed in accomplishing something
- Estimating cost — judging approximately the value or worth of something
- Evaluating — appraising the worth, significance or status of something
- Following directions — doing specifically the things told to do by others verbally or in writing
- Following through — completing an activity planned or begun
- Guarding — protecting or defending
- Maintaining schedules — overseeing something designated for a fixed, future time
- Maintaining records — accurate and up-to-date record keeping
- Managing — directing or conducting business or affairs
- Monitoring — watching, observing or checking for a specific purpose
- Organizing — arranging things in a systematic order
- Paying attention to detail — looking for smaller elements
- Planning — making a way of proceeding
- Preparing — getting something ready for use or getting ready for some occasion
- Recording — putting things in writing
- Regulating — governing or directing according to rule or law
- Securing — Relieving from exposure to danger
- Serving — making a contribution to the welfare of others
- Supervising — Taking responsibility for the work done by others

## Career Choices Suited for Golds

The following are examples of work suited for your true values and natural gifts and talents. Put a star next to the occupations that you would like to research for more information. You will want to know such things as the job duties, salary, education and training required, and where to look for this kind of work. Self-employment is also an option. Use these suggestions as a catalyst for your own thinking. Remember, thousands of other possibilities exist. Your local library or a career center will have resources to provide the information you need. I recommend talking to someone who is already doing the work you're interested in. Such a person can provide valuable firsthand information not otherwise available.

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Accountant	Dentist
Administrative Assistant	Economist
Air Traffic Controller	Elementary School Teacher
Archivist and Curator	Financial Planner
Auditor	Food Service Manager
Bank Officer	Forester
Bank Teller	Geneticist
Bookkeeper	Geriatric Care Manager
Budget Analyst	History Teacher
Business Teacher	Hospital Administrator
Cashier	Hotel and Restaurant Manager
Claims Clerk	Human Resource Manager
Closet Organizer	Insurance Agent
Collection Agent	Judge
Computer Programmer	Legal Assistant
Computer Security Specialist	Librarian
Corporate Lawyer	Loan Officer
Corrections Officer	Math Teacher
Court Reporter	Medical Billing Service
Data Entry Operator	Medical Doctor
Dental Hygienist	Nun
	Nurse
Reunion Planner	Occupational Therapist
School Administrator	Paralegal/Legal Assistant
School Counselor	Payroll Clerk
Special Events Planner	Pharmacist
Statistical Clerk	Physical Therapist
Statistician	Police Officer
Telephone Operator	Politician
Urban Planner	Post Office Clerk
	Public Administrator
	Radiology Technician
	Real Estate Agent or Broker
	Receptionist
	Recreational Therapist
	Reservation Manager



## Orange Natural Gifts and Talents

Your natural gifts are things that you are good at and enjoy doing. Notice the emphasis on activity, but these skills are not specific to only one type of work. These are your transferable skills, which can be used in many diverse occupations. These skills will help you identify work that will give you a sense of passion and fulfillment. Put a star next to the skills you most prefer to use.

- Assembling things — fitting together the parts of things
- Coaching — training intensively by instruction, demonstration and practice
- Competing — challenging another for the purpose of winning
- Constructing — building something
- Dancing — performing rhythmic and patterned bodily movements, usually to music
- Displaying things — arranging something in an eye-catching exhibit
- Drafting — drawing the preliminary sketch, version or plan for something
- Entertaining — performing publicly for amusement
- Farming — engaging in raising crops or livestock
- Gardening — cultivating a plot of ground with herbs, fruits, flowers or vegetables
- Illustrating — providing with visual features intended to explain or decorate
- Influencing others — causing an effect on others
- Manipulating — treating or operating with the hands or by mechanical means
- Manufacturing — making from raw materials by hand or by machinery
- Marketing — planning and strategizing how to present a product or service in the marketplace
- Negotiating — conferring with another so as to arrive at the settlement of some matter
- Operating tools — skillfully handling tools to perform work
- Operating vehicles — driving cabs, limousines, heavy equipment and so on
- Performing — practicing an art that involves public performance
- Persuading — influencing others in favor of a product, service, or point of view
- Promoting — persuading people to see the value of an idea, person, activity or cause
- Public Speaking — expressing yourself before a group
- Repairing — restoring by replacing a part or putting together what is torn or broken
- Responding to emergencies — being spontaneous and level-headed in emergency situations
- Risk-taking — having a dangerous element to life
- Selling — promoting a service or product with the intent of getting someone to buy or accept it in exchange for something, usually money

Troubleshooting — resolving disputes or obstructions  
Working under pressure — working in situations where time pressure is prevalent

## Career Choices Suited for Oranges

The following are examples of work suited for your true values and natural gifts and talents. Put a star next to the occupations that you would like to research for more information. You will want to know such things as the job duties, salary, education and training required, and where to look for this kind of work. Self-employment is also an option. Use these suggestions as a catalyst for your own thinking. Remember, thousands of other possibilities exist. Your local library or a career center will have resources to provide the information you need. I recommend talking to someone who is already doing the work you're interested in. Such a person can provide valuable firsthand information not otherwise available.

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Acting Coach	Computer Service Technician	
Actor	Cosmetologist	
Advertising Sales Representative	Cruise Director	
Athletic Coach	Dance Teacher	Physical Education Teacher
Auto Mechanic	Dancer	Physical Therapist
Bartender	Disc Jockey	Plumber
Broadcast Technician	Electronics Technician	Police Officer
Carpenter	Event Creation Coordinator	Politician
Cartoonist	Fashion Illustrator	Professional Athlete
Chef	Fashion Model	Property Manager
Child Care Worker	Firefighter	Public Relations Specialist
Chiropractor	Flight Attendant	Public Speaker
Choreographer	Graphic Design Artist	Puppeteer
Clown	Helicopter Pilot	Race-Car Driver
Comedian	Illustrator	Radio or TV Announcer
Commercial Artist	Independent Video Producer	Real Estate Agent
Computer Operator	Industrial Arts Teacher	Restaurant Consultant
	Interior Designer	Sales Representative
	Jewelry Maker	Sculptor
	Jockey	Secret Service Agent
	Labor Relations Specialist	Set Designer
	Lifeguard	Sound Technician
	Lobbyist	Sports Nutritionist
	Magician	Travel Consultant
	Marketing Specialist	Trial Lawyer
	Mechanical Engineer	Truck Driver
	Media Relations Executive	Voice-Over Artist
	Mediator	Waiter or Waitress
	Mime	X-ray Technician
	Motion Picture Producer	
	Musician	
	Painter	
	Paramedic	
	Park Ranger	
	Party Planner	
	Photojournalist	

## Career Choices Suited for Blues

The following are examples of work suited for your true values and natural gifts and talents. Put a star next to the occupations that you would like to research for more information. You will want to know such things as the job duties, salary, education and training required, and where to look for this kind of work. Self-employment is also an option. Use these suggestions as a catalyst for your own thinking. Remember, thousands of other possibilities exist. Your local library or a career center will have resources to provide the information you need. I recommend talking to someone who is already doing the work you're interested in. Such a person can provide valuable firsthand information not otherwise available.

Actor  
Aerobics Teacher  
Airline Receptionist  
Art Therapist  
Career Coach  
Career Counselor  
Community Affairs Coordinator  
Drug and Alcohol Counselor  
Educational Consultant  
Elementary School Teacher  
Employment Interviewer  
English Teacher  
Family Child Care Provider  
Family Lawyer  
Fashion Designer  
Fashion Editor

Sign Language Interpreter  
Singer  
Skin Care Specialist  
Social Science Teacher  
Social Scientist  
Social Worker  
Speech Coach  
Spiritual Counselor  
Talk Show Host/Hostess  
Team Building Consultant  
Tour Guide  
Training Specialist  
Travel Agent  
Wardrobe Consultant  
Wedding Consultant  
Writer of Children's Books  
Writer of Non-Fiction Books  
Writer of Romance Books

Fashion Writer  
Flight Attendant  
Foreign Language Interpreter  
Foreign Language Teacher  
Foreign Language Translator  
Fundraiser  
Greeting Card Writer  
Gynecologist  
Home Schooling Consultant  
Home Tutor  
Human Services Worker  
Hypnotherapist  
In-Home Health Care Provider  
Journalist  
Lawyer for Battered Women  
Marketing Communication Expert  
Marriage and Family Counselor  
Metaphysical Teacher  
Minister/Rabbi  
Motivational Speaker  
Music Teacher  
News Reporter  
Newscaster  
Nun  
Nutrition and Weight Loss Instructor  
Pastoral Counselor  
Pediatrician  
Personal Coach  
Poet  
Psychiatric Social Worker  
Psychic Reader  
Psychology Teacher  
Public Relations Specialist  
Recreation Leader  
Rehabilitation Counselor  
School Counselor

## **Blue Natural Gifts and Talents**

Your natural gifts are things that you are good at and enjoy doing. Notice how many of these skills involve helping other people, yet they are not specific to only one type of work. These are your transferable skills, which can be used in many diverse occupations. These skills will help you identify work that will give you a sense of passion and fulfillment. Put a star next to the skills you most prefer to use.

**Acknowledging others** — recognizing and validating others for who they are

**Building rapport** — bringing harmony to a relationship

**Building self-esteem** — helping others feel good about themselves

**Communicating** — effectively exchanging verbal or written information with others

**Consulting** — giving professional advice

**Coordinating** — bringing people and activities together in a harmonious way

**Counseling** — helping others with their personal and professional problems

**Enlightening** — giving spiritual insight

**Expressing feelings** — openly communicating feelings to other people

**Facilitating groups** — assisting a group to move harmoniously in a positive direction

**Fostering** — nurturing

**Guiding others** — steering or directing people in a positive direction

**Healing** — restoring to health

**Helping others** — improving the lives of others

**Influencing others** — having an effect on the lives of other people

**Inspiring others** — having an exalting influence upon others

**Interviewing others** — using good communication skills to obtain information from another person

**Leading** — acting as a positive role model more than being in a position of power or authority

**Listening** — hearing and paying attention to what others have to say

**Mentoring** — coaching and supporting others in the direction they want to go in

**Motivating** — acting as a catalyst to move others to action

**Nurturing** — developing and fostering the potential in others

**Public speaking** — effectively using language to make speeches in public

**Recruiting** — getting others involved in whatever they believe in

**Supporting others** — assisting others emotionally

**Teaching** — enlightening others and motivating them to learn

**Training** — directing the growth of others

**Visualizing** — imagining possibilities  
**Working as a team** — bringing a group together to meet a common goal

**Education and**  
**Training**  
**Information**



This report reflects the information on file at the time it was produced. It is designed to resemble the 'Course and Mark Details' portion of the Alberta Education Statement of Courses and Marks. As a result, it contains information that would not be reported on an official High School Transcript of Achievement

ASN: .  
 Legal Surname: **Commett**  
 Address: **Box 6 Site 4 RR 3**  
**Barrhead, AB CANADA**  
**T7N1N4**

Date of Birth: **1995/02/25**  
 Legal Given Name: **Robert E.**

Total High School Credits: **41**  
 Diploma Granted:

External Credential:  
 Qualified for Diploma:

**Courses and Marks Details**

Course Year	Term	School Code	Course Code	Subject	Course Name	Course Series	Lang Instrm	School Mark	Lang Exam	Dept Mark	Credits	Final Mark
10/11	1	2301	ELA1105	Language Arts	English Lang Arts 10-1	S3					05	084
10/11	2	2301	SST1771	Social Studies	Social Studies 10-1	S3					05	084
10/11	1	2301	MAT1791	Mathematics	Mathematics 10C	S3					05	092
10/11	1	2301	SCN1270	Science	Science 10	S3					05	084
10/11	2	2301	SCN2797		Physics 20	S3					05	080
10/11	2	2301	PED1445	Personal Development	Physical Ed 10						05	089
10/11	-	2301	COM1005	Career and Technology Studies	Visual Composition						01	075
10/11	-	2301	COM1105		Audio/Video						01	080
10/11	-	2301	COM1205		Photography-Intro						01	090
10/11	-	2301	COM1215		Photography-Exposure						01	090
10/11	-	2301	COM1275		Photo-Digital Process 1						01	090
10/11	-	2301	COM2035		Raster Graphics 1						01	090
10/11	1	2301	FNA1400	Fine Arts	Art 10						05	083

**Summary Modules and Single Credit Courses**

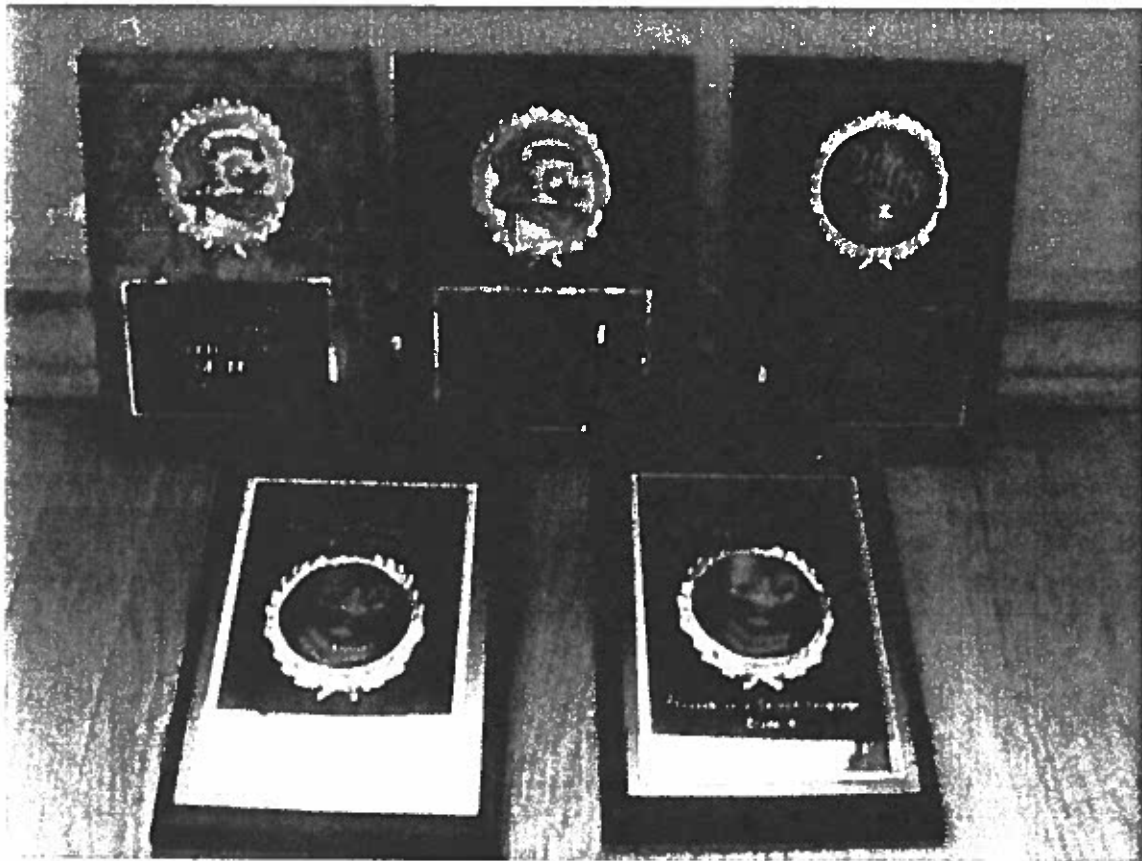
Course Year	Term	School Code	Course Code	Course Name	Summary Credit	Summary Mark	CTS Credit	CTS Mark
10/11	2	2301	SUM2003	Communication Tech Inter.	01	090		
10/11	-	2301	COM203	Raster Graphics 1			01	090
10/11	2	2301	SUM1003	Communication Tech Intro	05	085		
10/11	-	2301	COM100	Visual Composition			01	075
10/11	-	2301	COM110	Audio/Video			01	080
10/11	-	2301	COM120	Photography-Intro			01	090
10/11	-	2301	COM121	Photography-Exposure			01	090
10/11	-	2301	COM127	Photo-Digital Process 1			01	090

\* Course segments added to a student's record under the 'Highest Mark Forward' policy are shown in asterisk. When the 'HMF' course segment is reported on the official High School Transcript of Achievement, the credits awarded for the course are reported with it.





# Academic Awards for Grades 7 and 8



Top Left to Right: Grade 7 Merit, Honours, and French as a Second Language

Bottom Left to Right: Grade 8 Honours, and French as a Second Language





STUDENT ACHIEVEMENT WORKSHOP  
CERTIFICATE OF COMPLETION



*Presented to:*

*on your commitment to master the Habits of Private Victory and lead  
and support others in proactively beginning with the end in mind.*

Barrhead Composite High School

Mr. McErolly

TOP TEN TEEN FEATS

1. Live in the knowledge that actions today influence life tomorrow - both the lives of others and of yourself.
2. Accept responsibility for personal actions and attitudes.
3. Commit to becoming a more effective person by practicing good habits for the next 30 days.
4. Practice effective time and life management through proficient agenda usage.
5. Understand the need to schedule your priorities, not prioritize your schedule.
6. Know what you want to achieve and what kind of person you want to be.
7. Begin writing a personal mission statement - your blueprint for life.
8. Share your knowledge of and commitment to becoming a more effective person with others.
9. Build a solid foundation for living in accordance with natural, unchanging principles.
10. Proactively take control, seize the initiative, and make it happen.



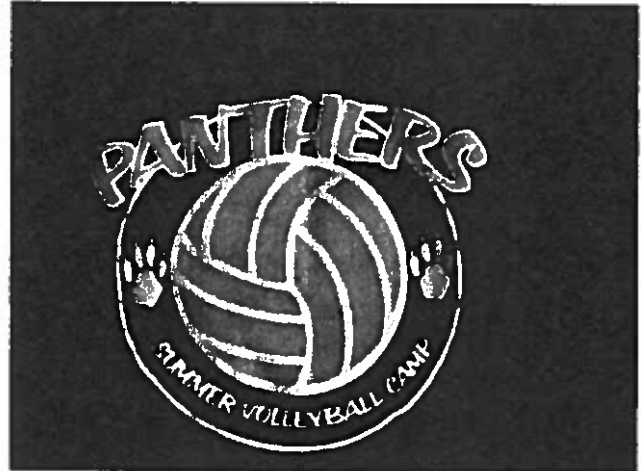


# Medals given through the Accomplishment of Dance Exams

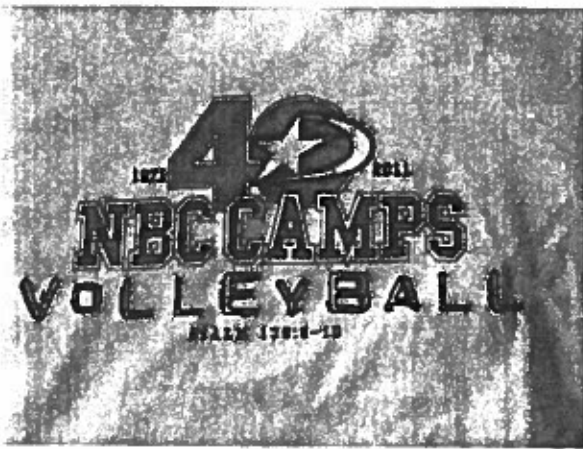




# Summer Volleyball Camps



Spruce Grove  
Volleyball Camp






NBC Volleyball Camp  
held at King's College



Played in the All  
Star game at NBC








# **Working** **Attributes**






# Acquired Skills

I have been involved in many team sports and through that I have gained many skills. I know how to work with others in a team setting to achieve a particular goal. I have learnt to push myself extra hard to keep with the team and not let other people down.



Through the STEP program at Footworks Dance Academy I have learnt to stay organized and how to teach younger dancers certain skills. I have also learnt how to become a leader and became a role model towards these younger dances, particularly the boys.







# **Career** **Development**



Name: \_\_\_\_\_  
Class: \_\_\_\_\_

## CAREER AND LIFE MANAGEMENT QUESTIONNAIRE

Please take your time and thoughtfully answer each question as completely as you can. Hand in when complete.

1. What do you know about Career and Life Management?

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2. From the list below, number the five most interesting topics in order of your preference:

- |     |                              |     |   |
|-----|------------------------------|-----|---|
| ___ | goal setting                 | ___ | drugs and alcohol                       |
| ___ | communication skills         | ___ | how to find, acquire and maintain a job |
| ___ | knowing yourself better      | ___ | money, budgeting                        |
| ___ | study skills                 | ___ | insurance and investing                 |
| ___ | achieving good health        | ___ | moving out and living on your own       |
| ___ | boy/girlfriend relationships | ___ | resume/job interviews                   |
| ___ | healthy sexuality            | ___ | post-secondary planning                 |
| ___ | healthy relationships        | ___ | other                                   |
| ___ | conflict resolution          |     |   |
| ___ | getting along with others    |     |   |

3. How many classmates would you say you know:

- |     |             |     |               |
|-----|-------------|-----|---------------|
| ___ | really well | ___ | hardly at all |
| ___ | fairly well | ___ | not at all    |

4. What are some concerns, questions or expectations you have about taking this course? What do you hope to get out of this course?

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5. What rules and expectations do you think a course like this should have for both the teacher and the students?

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6. Is graduating from high school an important goal for you? Why or why not?

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7. List all of the jobs you have had.

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8. What are some other jobs you are interested in?

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9. What are some of your favorite interests and activities?

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10. What are your plans for a future occupation? Explain.

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11. Do you have any health concerns?

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12. Is there anything that the teacher should know that might affect your performance in this class?

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13. What would be a realistic estimate of the mark that you think that you WILL receive in this course?

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Thank you!!

## GOALS AND DREAMS

**WRITE DOWN THREE THINGS THAT YOU WOULD LIKE TO ACCOMPLISH IN YOUR LIFE:**

1.

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2.

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3.

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Do these relate to any of the CALM General Outcomes? How?

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## DREAMS LIST

On the following page, write down 25 things that you would like to have or do in life. You may create a web if you prefer. Dream a little! List things to own, skills to learn, places to go, adventures, off-the-wall things, simple pleasures, events, family, personal growth, health, relationships, religious, financial, career, educational, and personal goals. The sky is the limit! Think very big and very small dreams. Anything is possible. Think short term and long term. Beside each dream write one of the following letters for the term:

**SS** - Super Short Term (within 1 month)

**S** - Short Term (within 1 year)

**M** - Medium Term (within 4 years)

**L** - Long Term (over 4 years)

**AT** - Any Time (the dream is based on luck and could happen anytime)

Rank your top 5 in order of importance.

**DREAMS LIST FOR \_\_\_\_\_**

1.

2.

3.

4.

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6.

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24.

25.

### Goal Setting Tips

As you define your personal goals, it is important to remember the following:

- *A goal should feel natural and comfortable.*
- *A goal can change as you grow and learn more.*
- *A goal should have a potential action plan; it should not be obviously impossible.*

- A **short-term goal** is usually completed within *three months to a year*. (It may, of course, be completed within a shorter time frame.)
- **Long-term goals** are usually those that *extend into the future and represent ideas that are personally important and valuable*. As situations change, *these goals are continually revised and expanded*. Action plans may not be quite as clear for long-term goals as for short-term goals. A long-term goal requires careful planning and effort if it is to be reached.

There are things you can do today that can help you achieve your long-term career goals. The first step is to try to come up with clear goals to work toward.

1. Identify the goal and state it as clearly as possible. In fact, write it out in enough detail so that it is understandable and can be reread when it is necessary to refocus.
2. Accept responsibility for the goal—make it your own. It's not your parents or anyone else's.
3. Make a plan of action with definite target dates. Identify barriers and ways to overcome them.
4. Review actions along the way. Break into smaller pieces, so you don't get overwhelmed. Acknowledge when you've moved forward – you deserve congratulations for success!
5. Make changes to the goals when needed.

SMART stands for Specific, Measurable, Attainable, Realistic/Relevant and Time Bound.

**S = Specific:** Do you know exactly what you want to accomplish with all the details?

Goals must be well defined. They must be clear and unambiguous.

**M = Measurable:** Can you quantify your progress so you can track it? How will you know when you reach your goal?

Define specific criteria for measuring progress toward the accomplishment of each goal you set so that you can measure and keep track of your progress.

**A = Attainable:** Is your goal a challenge but still possible to achieve?

Goals must be achievable. The best goals require you to stretch a bit to achieve them but they are not impossible to achieve.

**R = Realistic:** Is your goal realistic and within your reach? Are you willing to commit to your goal?

Almost certainly your goal is realistic if you truly believe that it can be accomplished.

**Relevant:** Is your goal relevant to your life purpose? Is it in line with your beliefs and values?

Your goal must be consistent with other goals established and fits with your immediate and long-term plans?

**T = Time Bound:** Does your goal have a deadline?

Goals must have a clearly defined time frame including a starting date and a target date. If you don't have a time limit then there is no urgency to start taking action towards achieving your goals.

#### Examples of SMART goals:

Bad Example of a SMART Goal	Good Example of a SMART Goal
"I want to have a lot of money."	"I want to make one million within 10 years by starting an internet marketing business selling personal development products all over the world and by providing life coaching consultancy and conducting live seminars."
"I want to lose weight."	"I want to lose 20 lbs by April 15 <sup>th</sup> , 2013. I will perform a half hour of cardio and half hour of strength training per day, 5 times a week and I will only eat starchy carbohydrates 3 times a week."
"I want to write a book."	"I want to write a work book on <i>"How to add 10 years to your life"</i> that is at least 150 pages in length and get it completed by June 30 <sup>th</sup> , 2013. I will write at least 4 pages every weekday until I complete the book."

As you can see setting SMART goals are crucial to your success. Once you have a SMART Goal clearly defined, you need to come up with an action plan of how you are going to get there! Last but not least you need to take action towards your goals. Goals won't magically happen just because you've written them down. Even if you come up with a fantastic SMART goal nothing happens if you don't act on them. You still need to make them happen by taking action consistently.

**My Goal Framework**

**My Goal for CALM...**

My goal for this CALM course is:

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I want to do this because:

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**My Plan...**

How will I accomplish my goal?

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What obstacles might I encounter?

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What can I do to overcome these obstacles?

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Who can help me or support me?

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Where will I practice or work on this goal?

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When will I practice or work on this goal?

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Which strengths do I have that will help me?

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By when do I want to accomplish this goal?

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**Include this in your portfolio**



## The Brent Vouri Story

Brent Vouri knew he was going to die.

It was his most severe asthma attack yet, and his lungs had completely seized, just like a car engine when it finally runs out of oil.

The last thing he remembered that night was the hospital floor rushing up to meet him. His coma lasted for fifteen days, during which time he dropped forty pounds. When he finally awoke, he was unable to speak for another two weeks. For the first time in years, he had time to think.

Why, at only twenty years of age, had his life almost ended?

Asthma had been a part of Brent's life since birth. He was well-known at the hospital after numerous visits to stabilize his condition. Despite having lots of energy as a child, he was never able to participate in physical activities such as skating or hockey. His parents divorced when he was ten, and the next few years were a continuous downward spiral of drugs, alcohol abuse, and a smoking habit that consumed thirty cigarettes per day.

He didn't finish school and aimlessly drifted from one part-time job to the next. Even though his health was steadily getting worse, he chose to ignore it—until that fateful night when his body said, “no more.” With time to reflect, he concluded that he had brought this on himself through years of making bad choices. His new resolve was, “Never again; I want a life.”

Brent gradually became stronger and was eventually released from the hospital. One of his initial goals was to win a T-shirt for completing twelve fitness classes. He did it. Three years later he was teaching aerobics. The momentum was building. Five years after that he competed in the National Aerobics Championships. Along the way he decided to further his education by first completing his high school diploma and then successfully working his way through university.

Next, he and a friend started their own manufacturing business, specializing in producing apparel for retail chains. Starting with only four employees, Brent built the company into a multi-million-dollar enterprise supplying high-profile clients such as Nike. By deciding to make better choices and create better habits, Brent Vouri turned his life around—from yesterday's zero to today's hero.

**MESSAGE:** Life doesn't just happen to you. You determine how you respond to every situation, and bad choices often lead to unpleasant outcomes. Your everyday choices determine your destiny; however, *one poor choice doesn't doom you to make poor decisions forever.*

Consistent choices lay the foundation for your habits, and your habits play a major role in how your future unfolds. This includes the habits you display to the business world every day, as well as the variety of behaviours that show up in your personal life. The truth is, successful people have successful habits—unsuccessful people don't!

Things turn out  
the best for  
people who

*make the best*

of the way  
things turn out.

- Art Linkletter

I believe  
I can  
fly

Never get so  
**BU**s**Y**  
making a  
*living* that you  
forget to  
make a  
**LIFE**

## Create Account

1. Visit [www.myBlueprint.ca](http://www.myBlueprint.ca)
2. Enter Activation Key: **BARRHEAD** and click **Create Account**
3. *Have an account?* Enter your email/password in the Existing User box

*Forgot your password?* Click on "Forgot your password?"

## Link with a Teacher

- You may need to link with your Teacher as part of a class activity
- From your Home Screen, click on the **Toolbox** and select **My Links**
- Click **Add Teacher**, find your teacher and click **Send Request**

## Complete 100% Progress

- From your **Home Screen**, mouse over each box and review the requirements
- Click on any box to get started and complete an activity
- Once you complete every activity, your progress tracker will reach 100%
- Each September the tracker will reset and you will have new activities to complete

## Build Your Profile

- Click on **My Profile** to review your profile
- Click **Add** in any feature to update the section

Your Email Address

Your Password

Select Your School

- You can share your profile by clicking **Share Your Profile**
- Use the **EXPLORATIONS** (in grey section at the bottom) feature to find out 2 possible career choices for yourself:  
<https://core.myblueprint.ca/Students/li/Default.aspx?qt=Exploration>

### **ACTIVITY: LEARNING STYLES ASSESSMENT**

1. Select **Learning Styles** from the menu on your dashboard
2. Complete the **Learning Styles** questions to receive your results

**WHAT IS YOUR LEARNING STYLE?** \_\_\_\_\_

### **INTEREST ASSESSMENTS (DISCOVERY OR EXPLORATIONS)**

1. Select **Discovery or Explorations** from the menu on your dashboard
  2. Complete the interest assessment questions to receive your results
- WHAT ARE YOUR TOP THREE (3) COURSE OR OCCUPATION INTEREST AREAS?** \_\_\_\_\_

### **ACTIVITY: POST-SECONDARY OR OCCUPATION PLANNING**

1. Select **Post-Secondary or Occupation Planner** from the menu on your dashboard
  - To get started with the **Post-Secondary Planner**, click **Select Pathway** and choose a pathway
  - To get started with the **Occupation Planner**, Enter **Opportunity Name or Keyword** and click **Search** when you are ready
2. Pick **TWO (2)** opportunities that interest you and favourite them

## ACTIVITY: Career Job Descriptions Summary

- Choose **TWO** jobs you are interested in researching.
- Find information on the **TWO** different jobs that interest you. Use the following websites to add to your research:
- <http://alis.alberta.ca/occinfo/Content/RequestAction.asp?aspAction=GetTitleSearch&Page=TitleSearch&format=html> or [www.alis.alberta.ca/career/oi/alberta](http://www.alis.alberta.ca/career/oi/alberta)
- Type in the category of work, or specific job title.
- Print the job information from this site.

### Career Job Descriptions Summary

	Career #1	Career #2
<b>Evaluation Career Choices</b> <ul style="list-style-type: none"> <li>• Does it match the skills, abilities, interests &amp; talents</li> </ul>		
<b>High School Requirements for entry to program/career training</b>		
<b>Post Secondary School/Training</b> <ul style="list-style-type: none"> <li>• Length of program</li> <li>• Licences? Certificates?</li> <li>• Entrance Requirements</li> <li>• Locations? (at least 2)</li> </ul>		
<b>Salary</b> <ul style="list-style-type: none"> <li>• Range</li> <li>• Benefits</li> </ul>		
<b>Outlook for Employment</b> <ul style="list-style-type: none"> <li>• Job possibilities</li> <li>• Possibilities for advancement</li> <li>• Other options – are there similar jobs you could consider?</li> </ul>		
<b>Working Conditions</b> <ul style="list-style-type: none"> <li>• Where can you work?</li> <li>• Hours</li> <li>• Full-time/seasonal</li> <li>• Other conditions</li> </ul>		
<b>Abilities required</b>		
<b>2 other facts</b>		



## Mazemaster Self Assessment Section

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### Job Futures

[Click on Job Futures for more details](#)

#### 2131- Civil Engineers

Civil Engineers plan, design, develop and manage projects for the construction or repair of various structures such as buildings, roads, airports, railways, rapid transit facilities, bridges, dams, ports and coastal installations and systems related to highway and transportation services, water distribution and sanitation. Civil Engineers may also specialize in foundation analysis, building and structural inspection, surveying and municipal planning. Civil Engineers are employed by engineering consulting companies, municipal and other levels of government, and in many other industries, or they may be self-employed.

#### Examples of Titles classified in this unit group

- environmental engineer
- municipal engineer
- project engineer, construction
- public works engineer
- sanitation engineer
- water management engineer
- civil engineer
- highway engineer
- traffic engineer
- bridge engineer
- construction engineer
- hydraulic engineer
- surveying engineer
- transportation engineer
- structural engineer

#### Main Duties

Civil Engineers perform some or all of the following duties:

- Confer with clients and other members of the engineering team and conduct research to determine project requirements
- Plan and design major civil projects such as buildings, roads, bridges, dams, water and waste management systems and structural steel fabrications
- Develop construction specifications and procedures
- Evaluate and recommend appropriate building and construction materials
- Interpret, review and approve survey and civil design work
- Conduct field services for civil works
- Ensure construction plans meet guidelines and specifications of building codes and other regulations
- Establish and monitor construction work schedules
- Conduct feasibility studies, economic analyses, municipal and regional traffic studies, environmental impact studies or other investigations
- Conduct technical analyses of survey and field data for development of topographic, soil, hydrological or other information and prepare reports
- Act as project or site supervisor for land survey or construction work





- Prepare contract documents and review and evaluate tenders for construction projects
- Supervise technicians, technologists and other engineers and review and approve designs, calculations and cost estimates.

### Employment Requirements

- A bachelor's degree in civil engineering or in an appropriate related engineering discipline is required.
- Registration as a Professional Engineer (P.Eng.) by a provincial or territorial association of professional engineers is often required for employment and to practice as a civil engineer.
- Engineers are eligible for registration following graduation from an accredited educational program and after at least two years of supervised work experience in engineering and, in some provinces, after passing a professional practice examination.
- In some provinces, those who are not graduates of an accredited educational program are eligible for registration after completing a six to eight-year term of supervised employment and successfully passing examinations.
- In Quebec, membership in the professional corporation for engineers is mandatory.
- Supervisory and senior positions in this unit group require experience.

### Additional Information

- There is considerable mobility between civil engineering specializations at the less senior levels.
- Engineers often work in a multidisciplinary environment and acquire knowledge and skills through work experience that may allow them to practice in associated areas of science, engineering, urban planning, sales, marketing or management.

### Classified Elsewhere

- Engineering Managers (0211)
- Geological Engineers (2144)
- Chemical environmental engineers (in 2134 Chemical Engineers)

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## Mazemaster Self Assessment Section

[Main](#) | [Interests](#) | [Skills](#) | [Values](#) | [Goals](#) | [Next Steps](#) | [Action Plan](#)

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### Job Futures

[Click on Job Futures for more details](#)

#### 2151- Architects

Architects conceptualize, plan and develop designs for the construction and renovation of commercial, institutional and residential buildings. Architects are employed by architectural firms, private corporations and governments, or they may be self-employed.

#### Examples of Titles classified in this unit group

- chief architect
- architect
- architectural standards specialist
- consulting architect
- industrial and commercial buildings architect
- residential architect

#### Main Duties

Architects perform some or all of the following duties:

- Consult with clients to determine type, style and purpose of renovations or new building construction being considered
- Conceptualize and design buildings and develop plans describing design specifications, building materials, costs and construction schedules
- Prepare sketches and models for clients
- Prepare or supervise the preparation of blueprints for use by contractors and tradespersons
- Hire and supervise contractors and other personnel involved with the construction
- Supervise activities on construction sites to ensure compliance with specifications
- Conduct feasibility studies and financial analyses of building projects.

#### Specialization

- Architects usually specialize in a particular type of construction such as residential, commercial, industrial or institutional.

#### Employment Requirements

- A bachelor's degree from a recognized school of architecture and two years of experience under the supervision of a registered architect or Completion of the syllabus of studies from the Royal Architectural Institute of Canada (RAIC) and eight years of on-the-job training under supervision of a registered architect is required.
- Completion of examinations set by provincial associations of architects is required.
- Registration with the provincial association of architects in the province of work is required.
- In Quebec, membership in the professional corporation for architects is mandatory.

#### Additional Information

- Progression to senior positions, such as Chief Architect, is possible with experience.



### Classified Elsewhere

- Architecture and Science Managers (0212)
- Landscape Architects (2152)
- Naval architects (in 2148 Other Professional Engineers, n.e.c.)
- Structural engineers (in 2131 Civil Engineers)

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Post Secondary Training Summary Sheet for \_\_\_\_\_

Dr. Barnes

	School 1	School 2
Location	6000 ... 2700 ...	...
Features of Institution	• ...	• ...
Tuition/Books	... ...	...
Entry Requirements – Social 30, Chem 30, etc.	... ... ...	... ... ...
Accreditation earned – diploma, Bachelor of _____, Journeyman _____	... ...	...
Residence	...	...
Length of Program	... ...	...
Scholarships BCHS/other	... ...	...
Transportation/Parking	... ...	...
Personal Plan -which may you attend?		
Other	...	...







# Team Work

## Skills





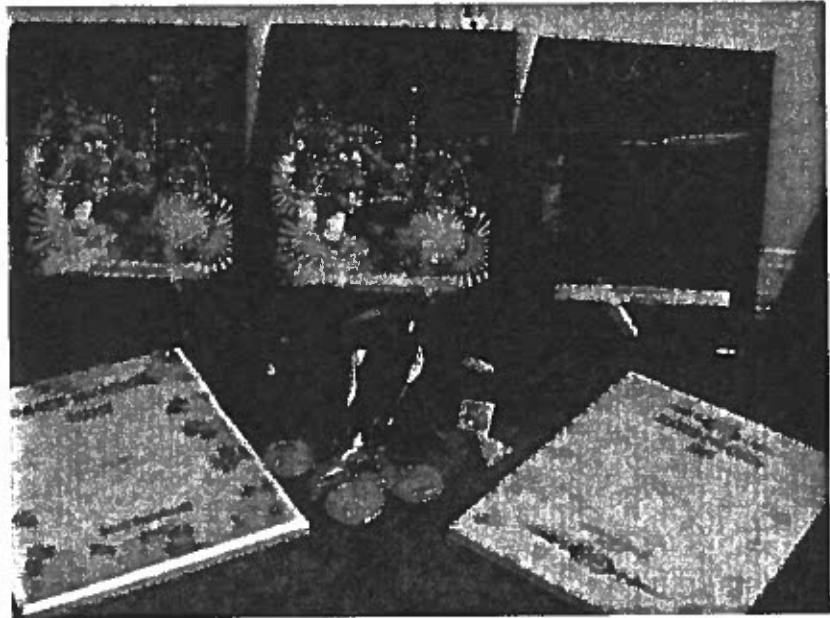
# JV Volleyball



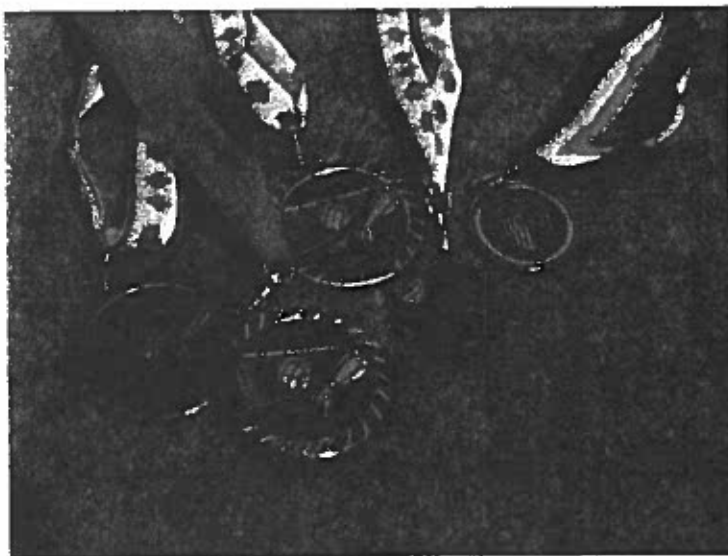
2010-2011 JV Boys  
Volleyball Champions.



# Team Accomplishments



Dance Awards



Volleyball Medals



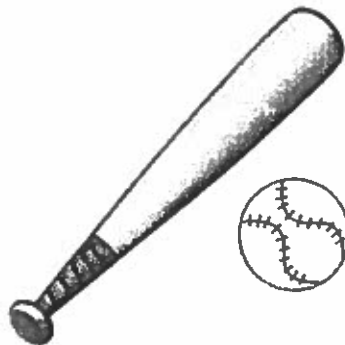
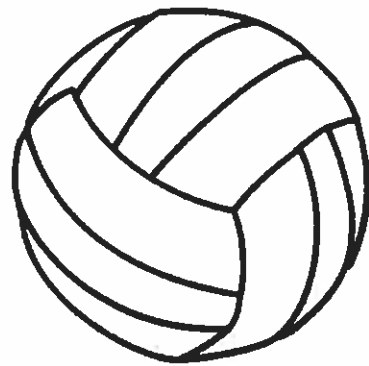
**Additional**  
**Information**





# ***Hobbies and Interests***

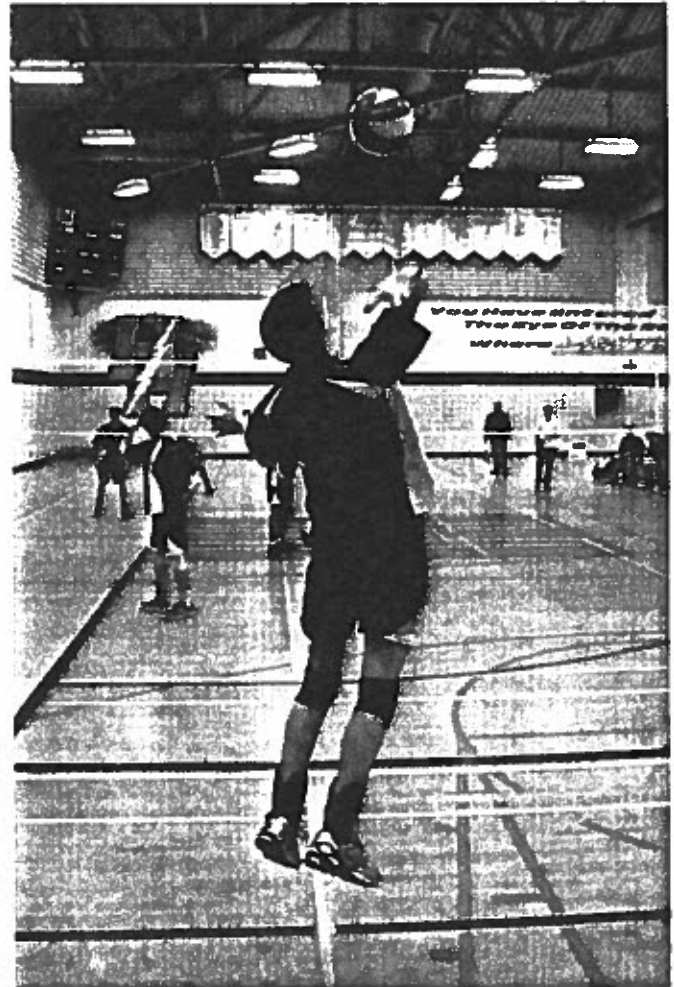
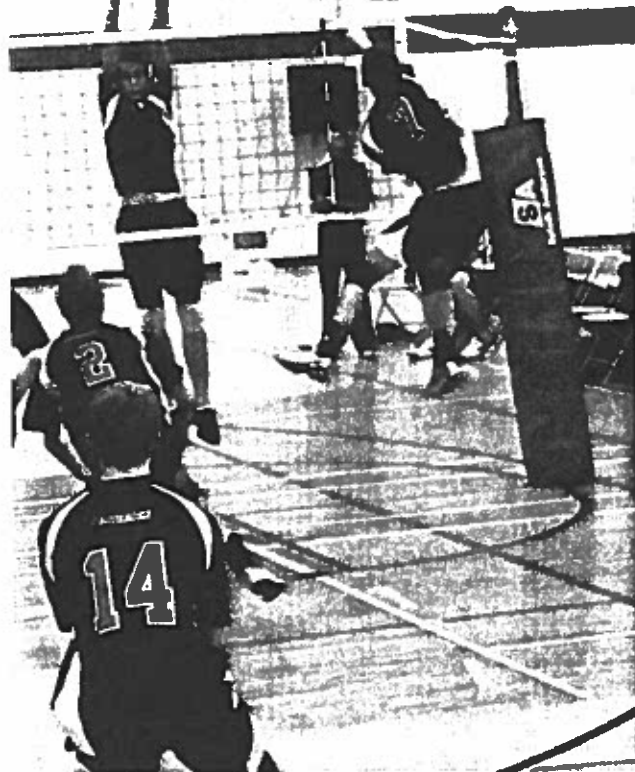
- Volleyball-involved in school and club
- Dance-have practiced hip-hop, tap, jazz, and ballet
- County Baseball-Started at T-ball and am going into midgets



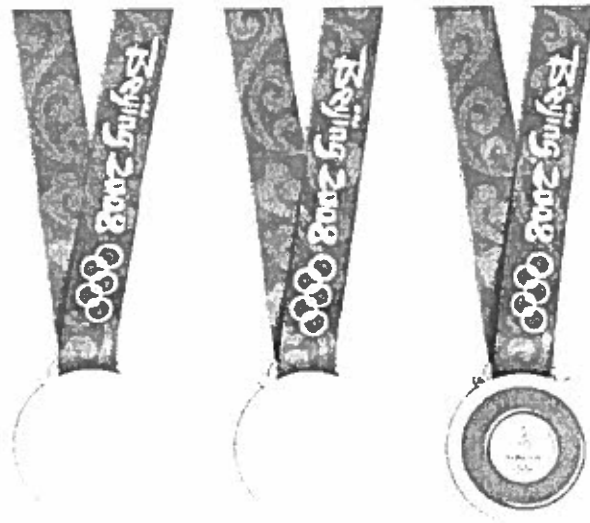


# Ravens Volleyball Club

*ve Entered  
Eye Of The Storm  
ere*







## My Great Sport Moments



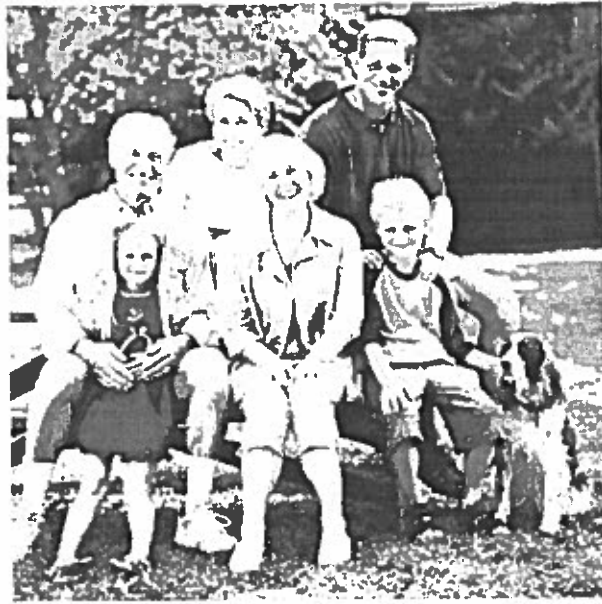
COMPLETION OF SWIMMING







# Family and Friends



F.R.I.E.N.D.S





## Career Summary

I have learnt many things about myself and the necessities to live on my own through the making of my portfolio and this class. I have reassured to myself that I am an organized, determined, creative person. I have many traits like hard work ethic, and I am a team player that an employer would find important in someone that they would hire. Through the uses of True Colors I have learned what type of a person I am, and what type of work setting I would like to be in when I get out of school. It has reassured me that I am headed on the right path to becoming an architect or engineer through the color that I am. In the future I would like to see myself attending either the University of Calgary or the University of Alberta. After I graduate from university I would like to have a well-paying job, and settled in a house with a family. I would like to travel the world and experience new things and meet many new people. I am a very determined person so if I put my mind to a goal that I want to accomplish I know I will be able to achieve it. I think the main obstacle I will have to overcome is rejection. After high school, people are going to tell you no or that you won't be able to accomplish a task that big. Every job that you apply for isn't going to give you the job, or every team that you try out for isn't going to take you. When I face an obstacle like this I will have to push through it, and I think that it will push me even harder to accomplish something someone told I wouldn't be able to do. I think the one thing I need to work on is answering questions in an interview. I feel that when we practiced the interviews I couldn't think of the right word, and in a professional interview that would be important due to it getting your point across better. Many aspects that I had thought about for in my future have been reassured through this class. Creating my portfolio has given a deeper look into the person that I am today.

