

GRADUATION AND POST-GRADUATION PLAN ELEMENTS

	Grade 9	Grade 10	Grade 11	Grade 12
← An opportunity to share and discuss the plan with an identified supportive adult such as a family member, teacher or other trusted adult → ← Twice annual review of graduation/post-graduation plans for factors such as 'on track to graduate' →				
KNOWING ONESELF/ SELF-DISCOVERY	Completed inventories (e.g., skills, interests, multiple intelligences and learning styles) and reflected upon learning	Completed additional inventories/surveys; revisited previous results and reflected upon learning/growth	Completed additional inventories/surveys; revisited previous results and reflected upon learning/growth	Completed additional inventories/surveys; revisited previous results and reflected upon learning/growth
GOALS	Stated goals for school, personal and/or community belonging and engagement for the current year and beyond	Stated goals for school, personal and/or community belonging and engagement for the current year and beyond	Stated goals for school, personal and/or community belonging and engagement for the current year and beyond	Stated goals for school, personal and/or community belonging and engagement for the current year and beyond
			Stated career goals for beyond Grade 12	Stated career goals and plans for beyond Grade 12
WORK/OCCUPATION	Explored a broad range of career pathways and identified industry sectors as areas of interest*	Explored and identified industry sectors and occupations of interest*	Explored and identified industry sectors and occupations of interest*	Explored and identified industry sectors and occupations of interest*
EXPERIENCES AND SKILL DEVELOPMENT		Explored and documented experiential learning opportunities (e.g., extra- and co-curricular activities, volunteering, job shadowing, career spotlights, paid work outside of school and hobbies)	Explored and documented experiential learning opportunities (e.g., extra- and co-curricular activities, volunteering, job shadowing, career spotlights, paid work outside of school and hobbies)	Explored and documented experiential learning opportunities (e.g., extra- and co-curricular activities, volunteering, job shadowing, career spotlights, paid work outside of school and hobbies)
		Documented evidence of the development of a variety of skills (e.g., employability, essential and 21 st century)	Documented evidence of the development of a variety of skills (e.g., employability, essential and 21 st century)	Documented evidence of the development of a variety of skills (e.g., employability, essential and 21 st century)
HIGH SCHOOL PLANNING	Chosen Grade 10 course options	Documented credits/marks attained in Grade 10	Documented credits/marks attained in Grade 11	Documented credits/marks attained in Grade 12
		Chosen Grade 11 course options	Chosen Grade 12 course options	Confirmed the completion of graduation requirements
	Outlined Grade 11 and 12 course options as possibilities with a tentative schedule for completing graduation requirements Understood graduation requirements and pre-requisites to secondary courses	Outlined Grade 12 course options as possibilities with a tentative schedule for completing graduation requirements Understood graduation requirements and pre-requisites to secondary courses	Understood courses required for post-secondary plans	Confirmed the completion of secondary courses required for post-secondary plans
POST-SECONDARY	Explored the full range of post-secondary options (e.g., university, apprenticeship, technical school, private college, employment and starting a business)	Explored and identified a variety of potential post-secondary options of interest	Explored and identified several (more than three) post-secondary options of interest	Determined top three post-secondary options of interest which may include education, gap years, or delayed entry
			Understood the process of applying for post-secondary education and, as applicable, completed applications	Completed applications for scholarships and post-secondary education as applicable
			Understood the full range of scholarship opportunities available and, as applicable, completed applications	
PORTFOLIO DEVELOPMENT ----- WORK PREPARATION/ CAREER DOCUMENTATION	Created Graduation Portfolio, including any personal career documentation (e.g., resume, cover letter, and Young Workers Readiness Certificate)	Revisited/updated Graduation Portfolio to showcase one's skills and abilities--complete with artifacts, evidence of skill development, personal reflections, personal career documentation and references to documented workplace and volunteer experiences	Revisited/updated Graduation Portfolio to showcase one's skills and abilities--complete with artifacts, evidence of skill development, personal reflections, personal career documentation and references to documented workplace and volunteer experiences	Completed Graduation Portfolio to showcase one's skills and abilities--complete with artifacts, evidence of skill development, personal reflections, personal career documentation and references to documented workplace and volunteer experiences
MONEY MATTERS		Prepared a preliminary financial plan/budget for the first five years beyond high school		Revisited and updated the preliminary financial plan/budget for the first five years beyond high school

*Refer to the latest edition of [Relevance](#), a magazine published by the Saskatoon Industry Education Council, for career and labour market information.