



Course:	Personal Orientation Project 404		
Teacher:	Mr. Michaud	Room:	205
E-mail:	cmichaud@emsb.qc.ca		
Texts/workbooks:	None		
Course description:	• The POP gives students the opportunity to carry out three to eight individual career explorations in the course of the year. • This is a student-directed course, with the teacher playing the role of the facilitator. • They will be encouraged to seek support from their peers, parents, and people within their community.		

TERM 1 – 20%		
Topics covered		Competencies targeted
Students will create a personal profile, reflecting on their strengths and interests. From this, they will begin to explore and research 3-8 career options.		– Carries out a process of career exploration – Contemplates his/her learning and work possibilities
Evaluation methods	Mark breakdown	Timeline
- Planning, research, presentations, worksheets, work experience, written reflections, peer evaluations, and self evaluations.	- Individualized Learning and Evaluation Situations 60% - Experiential Learning and Evaluation Situations 40%	- This term will begin by developing a personal profile which explores their strengths, skills, values and interests, which will help inform the career choices they wish to explore. - They will have time to begin exploring one career choices.

TERM 2 – 20%		
Topics covered		Competencies targeted
Students will begin exploring their career choices through experiential learning situations and reflect on what they are learning through this process.		– Carries out a process of career exploration – Contemplates his/her learning and work possibilities
Evaluation methods	Mark breakdown	Timeline
- Planning, research, presentations, worksheets, work experience, written reflections, peer evaluations, and self evaluations.	- Individualized Learning and Evaluation Situations 20% - Experiential Learning and Evaluation Situations 40% - Integrative Learning and Evaluation Situations 40%	- There will be opportunities throughout the term for students to engage in simulated work experience, with potential to engage in real world work experience. - The students will engage in presentations that will reveal what they have learned and provide the opportunity to share what they have learned with their peers.

TERM 3 – 60%	
Topics covered	Competencies targeted
Students will begin exploring their career choices through experiential learning situations and reflect on what they are learning through this process. The unit will end with a final presentation, which will summarize their experience throughout the year.	– Carries out a process of career exploration – Contemplates his/her learning and work possibilities

Evaluation methods	Mark breakdown	Timeline
- Planning, research, presentations, worksheets, work experience, written reflections, peer evaluations, and self evaluations.	- Individualized Learning and Evaluation Situations 20% - Experiential Learning and Evaluation Situations 20% - Integrative Learning and Evaluation Situations 60%	-Students will continue to explore their different career choices, having the option to explore up to eight careers, or as few as three, expecting that less careers will be explored with greater depth. - The term will end with a final presentation, summarizing all they have learned throughout the year.

Remediation schedule:	
Days 3, 6, and 8	11:40-12:10
Online platform:	Google Classroom
Materials required for the course:	

Communication with parents/guardians:	Progress report/Report card schedule:
Email, phone	Progress report: October 2025 Report cards: November 2025 February 2026 July 2026

Additional information and specifications:

Final results:

Term 1	+	Term 2	+	Term 3	=	School mark
20%		20%		60%		100%