



# North Vancouver Online Learning

## Course Plan: Career Life Education 10

### **COURSE DESCRIPTION:**

**Career-Life Education** focuses on gaining a clear understanding of career-life development knowledge, skills, and strategies for life's journey into adulthood, and includes:

- exploring career-life possibilities for adult life, such as roles, opportunities, and community resources
- examining ways to publicly represent ourselves both face-to-face and in digital environments
- practising inclusive and respectful interactions for various community and work-related contexts
- connecting and engaging with supportive community members
- researching post-graduation options and planning resources, such as labour market trends, budgeting tools, and workplace safety guidelines.

### **BIG IDEAS:**

Big Ideas are the key understandings that students will achieve by the end of the course. These Big Ideas cover the following concepts: Self-Awareness, Collaboration, Career Awareness, and Career Planning. Students will explore and understand the following Big Ideas throughout the Career Life Education course:

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Career-life choices are made in a recurring cycle of planning, reflecting, adapting, and deciding.

Career-life decisions are influenced by internal and external factors, including local and global trends.

Cultivating networks and reciprocal relationships can support and broaden career-life awareness and options.

Finding balance between personal and work life promotes well-being.

Lifelong learning fosters career-life opportunities.

### **CORE COMPETENCIES:**

The Core Competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need in order to engage in deep, lifelong learning. Along with literacy and numeracy foundations, they are central to British Columbia's K-12 curriculum and assessment system and directly support students in their growth as educated citizens.

## Unpacking the three Core Competencies



**Communication** -The Communication competency encompasses the knowledge, skills, processes and dispositions we associate with interactions with others. Through their communication, students acquire, develop and transform ideas and information, and make connections with others to share their ideas, express their individuality, further their learning, and get things done. The communication competency is fundamental to finding satisfaction, purpose and joy.



**Thinking** - The Thinking competency encompasses the knowledge, skills and processes we associate with intellectual development. It is through their competency as thinkers that students take subject-specific concepts and content and transform them into a new understanding. Thinking competence includes specific thinking skills as well as habits of mind, and metacognitive awareness. These are used to process information from a variety of sources, including thoughts and feelings that arise from the subconscious and unconscious mind and from embodied cognition, to create new understandings.



**Personal and Social** - The Personal and Social competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. Personal and social competency encompasses what students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.

### **LEARNING STANDARDS:**

**Curricular Competencies** - *Students are expected to be able to do the following:*

#### **Examine**

- Examine the influences of personal and public profiles on career-life opportunities
- Identify and appreciate benefits associated with personal and public digital footprints
- Consider the role of personal and employment networks in exploring career-life opportunities

#### **Interact**

- Apply a mentor's guidance in career-life exploration
- Communicate to highlight personal strengths, talents, accomplishments, and abilities

#### **Experience**

- Demonstrate inclusive, respectful, and safe interactions in diverse career-life environments
- Identify career-life challenges and opportunities, and generate and apply strategies
- Explore and connect experiential learning both inside and outside of school with possible and preferred career-life pathways
- Practise effective strategies for healthy school/work/life/balance

#### **Initiate**

- Explore and reflect on career-life roles, personal growth, and initial planning for preferred career-life pathways
- Develop preliminary profiles and flexible plans for career-life learning journeys

## **COURSE CONTENT** - *Students are expected to know the following:*

### **Career-life development**

- mentorship opportunities
- strategies for maintaining well-being
- preferred ways of knowing and learning
- competencies of the educated citizen, employability skills, essential skills, leadership and collaboration skills
- self-assessment and reflection strategies
- ways to represent themselves both personally and publicly
- appropriate workplace behaviour and workplace safety

### **Connections with community**

- inclusive practices. including different worldviews and diverse perspectives
- personal networking and employment marketing strategies
- factors that both inform career-life choices and are influenced by them, including personal, environmental, and land use factors
- ways to contribute to community and society that take cultural influences into consideration
- value of volunteerism for self and community

### **Career-life planning:**

- career life development research
- methods of organizing and maintaining authentic career-life evidence
- models of decision making and innovative thinking for flexible planning and goal setting
- financial planning tools, pre and post graduation opportunities and local global labour and market trends

**[LINK TO BC MINISTRY OF EDUCATION CURRICULUM](#)**

## **COURSE EXPECTATIONS:**

- The self-paced nature of the course requires that students manage their time effectively to complete the course by the deadline (max one year from registration). Successful students engage in coursework at least 3 times a week for one hour.
- Students should take care that their communication with the teacher and with other students, through email, or Brightspace message, is course related, clear, and respectful in tone.
- It should be clear from the ePortfolio submissions that the student has personally engaged with the course material and submitted only work that is his or her own. Course work must be original.

## **UNIT OVERVIEWS AND LEARNING ACTIVITIES:**

### **Unit 1: Personal Development**

#### **Big Idea:**

Learning how to learn prepares us to be lifelong learners who can adapt to changing career opportunities

#### **Core Competency Focus:**

Communication

#### **Essential Questions:**

How does knowing ourselves better affect our career choices and opportunities?

How does developing our self-awareness help us to make life and career choices?

How can we develop our skill set for continuous improvement and lifelong learning?

#### **First Peoples Principle of Learning:**

Learning involves recognizing the consequences of one's actions

#### **Unit Overview:**

The Personal Development Unit will focus on learning about themselves—their strengths, passions and challenges. They will complete personality, learning styles, and career skills inventories to determine more about themselves and to explore potential career and life goals. Students will learn how to set up and use the ePortfolio in the MyBlueprint program, understand the importance of digital literacy and their digital footprint, and record and reflect on their learning throughout the course. The final performance task will be to create a personal profile “All About Me” for a post-secondary application. By communicating and reflecting on their understanding of their preferences and skills, they will be able to continue to learn and adapt to changing career/life opportunities.

## **Unit 2: Work/Life Balance**

### **Big Idea:**

Finding a balance between work and personal life is essential to good physical and mental health

### **Core Competency Focus:**

Personal Awareness and Responsibility

### **Essential Questions:**

What is a healthy balance? How do you maintain balance in life?

How do personal choices affect one's health and life?

### **First Peoples Principle of Learning:**

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

### **Unit Overview:**

The Work/Life Balance unit will focus on balancing physical and mental health to maintain and sustain wellness in both personal and career situations. Students will understand the benefits of physical activity, explore mental wellness and mental disorders, understand healthy sexuality, learn about substance abuse and know where to seek help and support in their community if they are struggling with wellness. Performance tasks will include creating a presentation about a specific mental illness and developing a personal "wellness wheel" to show current and planned activities/resources to maintain a healthy life balance.

## **Unit 3: Career Exploration**

### **Big Idea:**

Effective Career planning considers both internal and external factors

### **Core Competency Focus:**

Creative Thinking

### **Essential Question:**

How do I best plan for success in a potential career?

### **First Peoples Principle of Learning:**

Learning is holistic, reflexive, reflective, experiential and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

### **Unit Overview:**

The Career Exploration unit focuses student learning on career exploration, preparing for work, work safety, and applying for a job. Students will need to use their creativity to write a resume and cover letter that reflects their personality and skill set, as well as, plan for a potential career. The final performance task will centre on the student finding an appropriate job, applying for a job, preparing a resume and cover letter and participating in a mock interview.

## **Unit 4: Post-Secondary Preparation**

### **Big Idea:**

Successful career and education paths require planning, evaluating, and adapting

### **Core Competency Focus:**

Critical Thinking

### **Essential Questions:**

How can evaluating and re-evaluating our career paths impact our potential for success?

How can I prepare myself to follow my career choice?

### **First Peoples Principle of Learning:**

Learning involves patience and time

### **Unit Overview:**

In the Post-Secondary Preparation unit, student will explore a variety of options including colleges, university and trades exploration based on their skills, experiences and passions. The final performance task will allow students to compare three different post-secondary options and determine the best fit for them.

## **Unit 5: Financial Literacy**

### **Big Idea:**

The global economy affects our personal, social, and economic lives and prospects

### **Core Competency Focus:**

Social Responsibility

### **Essential Questions:**

How does the world around us affect the choices we make?

How can we proactively affect the world around us?

### **First Peoples Principle of Learning:**

Learning involves recognizing the consequences of one's actions

### **Unit Overview:**

The Financial Literacy unit will focus on personal budgeting, investing, debt and income as related to a career choice. Students will complete several performance tasks that have them apply their budgeting skills in a real life situation, their career and living choices based on the location/economic factors, and their ability to save for post-secondary education.

## **Unit 6: Relationships, Mentorship and Community Connections**

### **Big Idea:**

A network of family, friends, and community members can support and broaden our career awareness and options

### **Core Competency Focus:**

Personal and Cultural Identity

### **Essential Questions:**

How does networking affect career options?

How do the people around you affect your career path?

How do you create a support network that enhances your career opportunities?

### **First Peoples Principle of Learning:**

Learning involves generational roles and responsibilities

### **Unit Overview:**

The Relationships, Mentorship and Community Connections Unit will focus on the “soft skills” necessary to be successful in a career, and teach the students about how to network, who to network with, and the benefits of networking. Students will use their networking skills to arrange and participate in a “Job Shadow” experience as their final performance task.

## **STUDENT LEARNING ACTIVITIES AND STRATEGIES:**

- course readings and videos
- quizzes
- reflective writing
- ePortfolio projects, which may include:
  - PowerPoint, Prezi, and other presentation forms

## **ASSESSMENT:**

The course will include many formative assessment opportunities where students will receive teacher feedback and also have the opportunity to incorporate self-reflection and self-assessment tools. Summative assessment will be used on individual performance tasks throughout each unit. After each full unit submission of work, the teacher will provide feedback based on criteria and performance standards that can then be incorporated into the final summative assignment of all components of the entire ePortfolio.

### **Formative**

- ePortfolio unit check-ins – written feedback and rubric assessment

### **Summative:**

- Online quizzes checking for completion and understanding of lessons
- Final ePortfolio submission – written feedback and final grade

## **EVALUATION:**

Based on performance standards and criteria as outlined in each assignment:

<b>Learning Activity</b>	<b>Percentage of Final Mark</b>
<b>Quizzes</b>	20%
<b>ePortfolio check-ins and Performance Tasks:</b>	
<i>Evidence of Student Engagement</i>	5%
<i>Unit 1: Personal Development</i>	11%
<i>Unit 2: Work/Life Balance</i>	11%
<i>Unit 3: Career Exploration</i>	15%
<i>Unit 4: Post-Secondary Preparation</i>	11%
<i>Unit 5: Financial Literacy</i>	11%
<i>Unit 6: Relationships, Mentorship and Community Connections</i>	11%
<b>FINAL SUBMISSION</b>	5%
<b>Course Total</b>	100%

## **RESOURCES:**

There is no required textbook for this course. Students will create an ePortfolio in MyBlueprint to document and record their work. Resources for readings and assignments are listed in the instructions of each lesson. These include websites maintained by government and non-profit organizations. Students need access to a computer with Internet capabilities. Throughout the course, students will have the choice to engage with a variety of applications and online digital tools.