



# North Vancouver Online Learning

## Course Plan: Éducation au choix de carrière et de vie

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### COURSE DESCRIPTION:

**Éducation au choix de carrière et de vie 10** is required for graduation and provides valuable credits towards the French immersion diploma.

**Éducation au choix de carrière et de vie 10** designed to empower students by providing them with strong communication abilities and important practical life skills such as job search tools and resume writing; safe working practices; budgeting; knowledge of graduation requirements; and how to search for university/college programs. Students are also guided throughout the course to think critically, creatively, and reflectively; to construct a sense of personal and cultural identity; and to be respectful of a range of perspectives and worldviews. Finally, the course aims to reach these goals while assisting students further develop their understanding/comprehension of the French language as well as their oral and written French skills.

For the complete English version of the Ministry curriculum document for **Éducation au choix de carrière et de vie 10** please go to <https://curriculum.gov.bc.ca/curriculum/career-education/all/career-life-education>. The French version of the document is available at <https://curriculum.gov.bc.ca/fr/curriculum/career-education/all/career-life-education>.

### BIG IDEAS:

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.

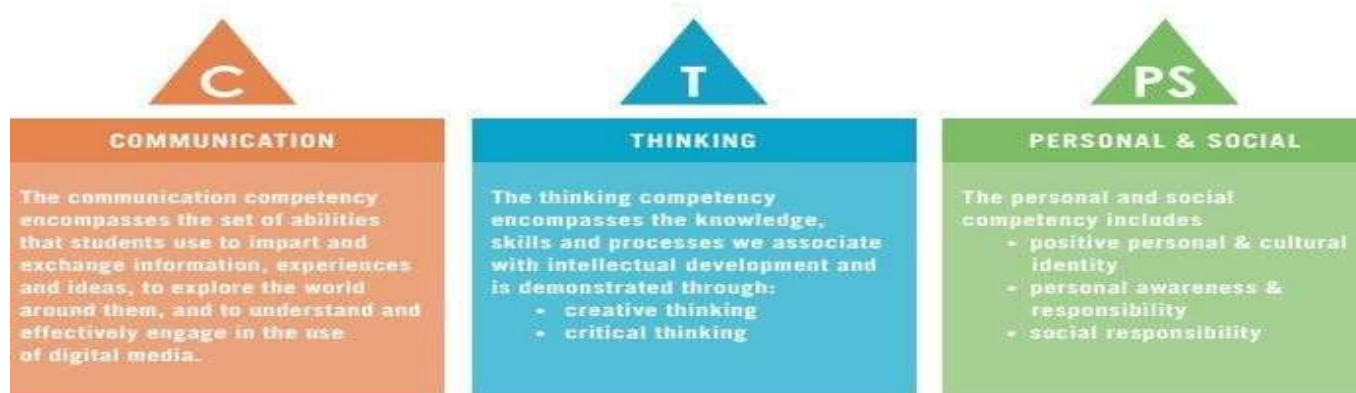
Cultivating networks and **reciprocal relationships** can support and broaden career-life awareness and options.

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

Lifelong learning fosters career-life opportunities.

## **CORE COMPETENCIES:**

A Core Competency is a skill that all learners need to have to be successful in all aspects of their life. There are 3 core competencies: Communication (Communicating & Collaborating), Thinking (Critical Thinking, Creative and Reflective Thinking), Personal (Personal Awareness and Responsibility, Social Awareness and Responsibility and Positive Personal and Cultural Identity).



## **COURSE EXPECTATIONS:**

- The self-paced nature of this course requires that students manage their time effectively to complete the course by the deadline (typically a year from the date of registration). Successful students make a weekly schedule to plan out the completion of the course.
- Students must take care that their work is their own and not plagiarized from any other source. This includes previous work submitted for another course, other people's assignments, or resources from the internet.
- Students must not use an online translator, app, etc. to produce whole sentences or paragraphs, which constitutes as plagiarism. Students should only look up individual words or expressions using a trustworthy dictionary site such as *WordReference* or *Linguee*. It is also acceptable to use *Bon Patron* to verify the grammatical structures of a student's original work which they wrote themselves.
- Students must read all the information thoroughly and complete all activities in the course in order to be successful in the course.
- Students must take care that their communication with the teacher through email (jmcgill@sd44.ca), or in person, is course related, clear and respectful.
- Students will meet with the teacher at regular intervals using Microsoft Teams or in person.
- Students need to be able to create videos of themselves for some of the submitted assignments in this course (in the required format).
- Students should contact their teacher via email (jmcgill@sd44.ca) if they require help with the course content as they work through the lessons and activities.

## **LEARNING STANDARDS: Curricular Competencies**

*Students are expected to know the following:*

### **Examine**

- Examine the influences of **personal and public profiles** on career-life opportunities
- Identify **risks** 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
- Collaborate with **supportive community** members to explore the **reciprocal influences** of career-life choices
- Communicate with the intent 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

### **Introduction Assignment**

The Assignment **will cover the following Learning Outcomes (Curricular Competencies)**

- Examine the influences of **personal and public profiles** on career-life opportunities.

**These are 1 of the 12 learning outcomes in the course curriculum, which comprises 8% of the course Learning Outcomes/Activities. (1/12 = 8%)**

## **LEARNING STANDARDS: Course Content**

*Students are expected to know the following:*

### **Career-life development**

- **mentorship opportunities**
- **strategies for maintaining well-being** in personal and work life
- **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 taking **different worldviews** and **diverse perspectives** into consideration
- **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 and global labour and market trends**

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

### **Unit 1: Le développement personnel**

The central theme of Unit 1 is students conducting a personal introspection. Students reach this goal by conducting a series of personality quiz, reflecting, and presenting the results along with their thoughts of the results in a pecha kucha presentation. Students also prepare a brochure explaining how digital footprints are established and how they affect one person's social, academic and professional life.

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

**Core Competency:** *Communication, Thinking, Personal and Social competencies.*

**First Peoples Principle of Learning:** Learning involves recognizing the consequences of one's actions.

### **Unit 2: L'équilibre personnel**

The central theme of Unit 2 is that one's well-being is dependent on balancing the different needs in their life. Students reach this goal by (1) completing a questionnaire to determine their current well-being and (2) exploring strategies and setting goals that will allow them to improve/maintain their current well-being. Students also learn to recognize various mental disorders such as anxiety and depression and strategies to cope with these conditions.

**Big Idea:** A sense of purpose and career-life balance support well-being.

**Core Competency:** *Communication, Thinking, Personal and Social competencies.*

**First Peoples Principle of Learning:** Learning involves recognizing the consequences of one's actions.

### **Unit 3: L'exploration de carrières**

The central theme of Unit 3 is job search and how to prepare a job application. In this unit, students explore the different tools available for searching for job opportunities; the process, and documents necessary to complete a job application; how to prepare for a job interview; and (4) workplace safety.

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#### Unit 4: La préparation au postsecondaire

The central theme of Unit 4 is preparation for life after High School. Students first start by completing a checklist of courses they have completed and will be taking in Grades 11 and 12 to ensure they have the necessary credits to obtain their Dogwood diploma and their French immersion certificate. Students also complete a questionnaire pertaining to their values at the workplace. Last, they investigate the prerequisites, the requirements for graduations and the postsecondary institutions offering various diplomas and certificates.

**Big Idea:** Career-life decisions influence and are influenced by internal and external factors, including local and global trends.

**Core Competency:** *Communication, Thinking, Personal and Social competencies.*

**First Peoples Principle of Learning:** Learning involves recognizing the consequences of one's actions.

#### Unit 5: Les finances personnelles

The central theme of Unit 5 is personal finances. In this unit students explore money management including budgeting, banking and the financial benefits and disadvantages of living in different parts of British Columbia.

**Big Idea:** Career-life decisions influence and are influenced by internal and external factors, including local and global trends.

**Core Competency:** *Communication, Thinking, Personal and Social competencies.*

**First Peoples Principle of Learning:** Learning involves recognizing the consequences of one's actions.

#### Unit 6: Le réseautage communautaire

The central theme of Unit 6 is personal networking. In this unit, students investigate personal networking opportunities available to them in their community and the benefits ensued when exploring postsecondary education and broader career choices.

**Big Idea:** Engaging in networks and reciprocal relationships can guide and broaden career-life awareness and options.

**Core Competency:** *Communication, Thinking, Personal and Social competencies.*

**First Peoples Principle of Learning:** Learning involves recognizing the consequences of one's actions.

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## Unit 7: Projet final

In Unit 7 students prepare a video summary of the content they have learn in the various units of the course, explaining which unit they found most useful, enjoyable, and the unit in which they feel they learned the most. They are also asked to reflect more generally on their experience with an online course and finally to outline any questions or concern about what the future may hold for them.

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

**Core Competency:** *Communication, Thinking, Personal and Social competencies.*

**First Peoples Principle of Learning:** Learning involves recognizing the consequences of one' actions.

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

- Course readings
- Quizzes
- Interactive activities
- Reflective writing
- Assignments may include:
  - Essay/multi-paragraph writing
  - Paragraph writing
  - Verbal speeches/marketing ideas
  - Projects using a variety of technology
  - Podcasts, digital recordings
  - Presentations using a variety of tools (PowerPoint, Prezi etc)

### **ASSESSMENT:**

The course will include many formative assessment opportunities where students will receive teacher feedback and have the opportunity to incorporate self-reflection and self-assessment tools. The formative tasks are designed to help students correct, hone, and improve on their work before being assessed. After each full submission of work, the teacher will provide feedback based on criteria and performance standards that can then be incorporated into the final summative assignment.

Summative assessment will take place after extensive formative assessment and be used on final performance tasks and tests throughout each unit. This course will be using specific rubrics for different tasks and students will have access to these rubrics before submission of the assignments. The North Vancouver Curriculum Hub Principles of Assessment - <http://nvsc44curriculumhub.ca/assessment/>

#### **Formative:**

- Teacher – student conferences (online or in person) to discuss drafts and progress.
- Online quizzes to check for completion and understanding of lessons.

#### **Summative:**

- Assignments and projects – written feedback, rubric assessment, and grade.
- Final performance task – written feedback, rubric assessment, and grade.
- Tests to check for comprehension, analysis, and synthesis of course learning.

### **EVALUATION:**

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

<b>Evaluation</b>	<b>Percentage of Final Mark</b>
Unit Projects	60
Quizzes	20
Final Exam	20
<b><i>Course Total</i></b>	100

### **RESOURCES:**

Students will require access to a computer with Internet capabilities in order to complete this course, with the choice to engage with a variety of applications and online digital tools. All other resources and assignments are provided within the instructions and content of the course.

Students may also access the following online resources to supplement their learning and complete their course work:

- [WordReference.com](http://WordReference.com)
- [Linguee.com](http://Linguee.com)
- [BonPatron.com](http://BonPatron.com)
- [Bescherelle.com](http://Bescherelle.com)
- [YouTube.com](http://YouTube.com)
- [larousse.fr](http://larousse.fr)
- [cnrtl.fr/definition/](http://cnrtl.fr/definition/)

