

Course Plan: Career Life Education 10

Mrs. C. Misceo

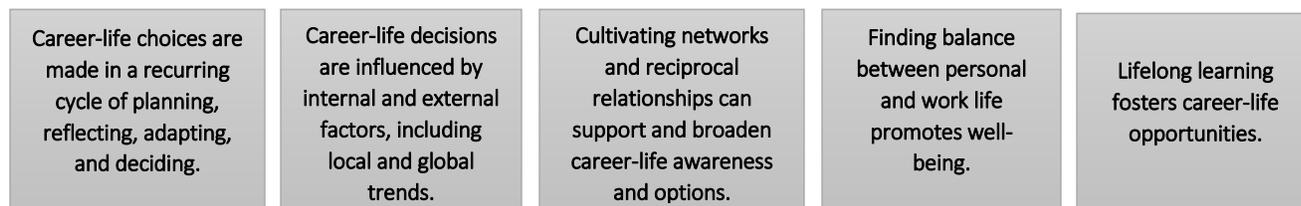
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COURSE DESCRIPTION

The aim of Career Life Education is to enable students to develop the skills they need to become self-directed individuals who set goals, make thoughtful decisions, and take responsibility for pursuing their goals throughout life. Career Life Education provides relevant and experiential learning opportunities, helping students relate their learning in school to the demands of the working world and the expectations of society. It also provides opportunities for students to develop those skills, attitudes and behaviors that will allow them to manage their lives more purposefully and effectively, enhance their personal well-being, and realize their full potential. For a complete Ministry curriculum Careers document, go to: <https://curriculum.gov.bc.ca/curriculum/career-education/all/career-life-education> and select Career Life Education.

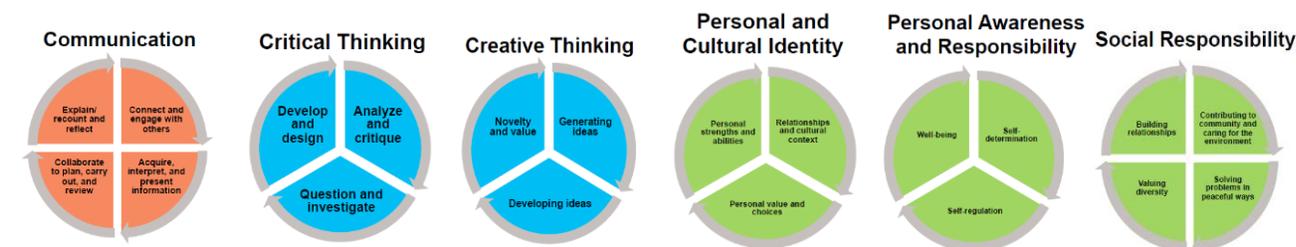
BIG IDEAS

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:



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 6 core competencies: Communication, Critical Thinking, Creative Thinking, Personal Awareness and Responsibility, Social Responsibility and Personal and Cultural Identity. Throughout the Career Life Education course, students will focus on one of these competencies in each unit.



GENERAL EXPECTATIONS

- Regular attendance
- Be punctual and prepared for class
- All assignments completed to the best of your ability and handed in on time
- Exhibit responsible and appropriate behaviour at all times
- Encourage a positive environment
- No food or drinks in the computer lab

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

COURSE CONTENT**Unit 1: Self-Assessment for Career and Life**

- learning about oneself (strengths, passions and challenges)
- show how personal skills, knowledge, interests, aptitudes and values relate to education and career planning

Unit 2: Career Exploration / Career and Education Planning

- exploring possible careers
- labour market information (career sectors, employment trends and prospects)
- course requirement for graduation
- exploring a variety of post secondary options (programs and their credentials)
- cost and funding

Unit 3: Workplace Readiness

- preparing for work
- employability skills
- work safety
- resume, cover letter, interviews

Unit 4: Financial Literacy

- personal budgeting
- investing
- debt and income as related to career choice
- reporting personal income
- financial plan

Unit 5: Relationships, Mentorships and Community Connections

- focus on “soft skills” necessary to be successful
- networking and its benefits
- volunteering

Unit 6: Work Life Balance

- strategies for maintaining well being
- sustain wellness in both personal and career situations

ASSESSMENT / EVALUATION:

Students will be assessed and evaluated through formative and summative assessments.

Various evaluation tools will be utilized throughout the course, such as:

- Projects
- Assignments
- Quizzes and tests
- Presentations
- Participation / In class discussions
- Reflective writing
- Group work
- Interactive activities

EVALUATION:

Students are evaluated on an ongoing, cumulative basis throughout the semester.

All 6 Units will be equally weighted with a Final project at the end.

“I” policy

The “I” symbol is used to alert students and parents that the student is not demonstrating minimally acceptable performance in relation to expected learning outcomes. Students will be informed of an “I” by either an Interim Report mailed home or an “I” on a report card.

When students and parents are informed of an “I”, the teacher will specify a plan of action that the student must undertake to achieve the necessary learning outcomes. It is the responsibility of the student to complete the necessary learning by the specific date or the “I” will be converted into an “F”.

Plagiarism and Cheating

Plagiarism and cheating are serious offences. Any student caught plagiarizing or cheating will receive a zero for that assignment and will not be given an opportunity to make up the mark. Parents and school administrators will be notified.