



École secondaire
Windsor
Secondary School

ÉDUCATION AU CHOIX DE CARRIÈRE ET DE VIE 10

2019-2020

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CURRICULUM

This course was developed to meet the learning outcomes of [BC's new curriculum](#), prescribed by the British Columbia Ministry of Education. The following big ideas will transpire through the course:

- 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.

Students will have the opportunity to meet the learning outcomes through the following units:

UNIT 1: WELL-BEING AND WORK-LIFE BALANCE

UNIT 2: PERSONAL IDENTITY & PROFILE

UNIT 3: CAREER EXPLORATION

UNIT 4: PERSONAL FINANCES

UNIT 5: WORKSAFE BC

UNIT 6: EMPLOYMENT

UNIT 7: NETWORKING AND BEYOND

COURSE WEBSITES

Weebly

Homework, important dates, most handouts, and resources will be posted on Mme Ouellet's teacher website: madameouellet.weebly.com.

MyBlueprint.ca

This secure portal will be used for the submission of some assignments as well as to research life and career options.

EVALUATION

A. METHODS OF EVALUATION

The three main means of summative evaluation for this course will be:

- Reflections
- Demonstration of skills and abilities (for example, role play a job interview, formal presentation skills, etc.)
- Projects

B. GUEST SPEAKERS

Students are expected to attend a minimum of 3 guest speaker presentations throughout the school year. Guest speaker presentations will take place during lunch time and there will be a variety of offerings to choose from. For each presentation, students must submit a 1-page debriefing on the presentation.

C. GRADING SCALE FOR MARKS

Letter grade	%
A+	100
A	93
B+	84
B	80
B-	75
C+	70
C	60
C-	50

A: Advanced application. Consistent and independent demonstration of performance; shows curiosity and can explore further; shows in-depth comprehension; articulates clearly and thoroughly one's reasoning; shows strong skills development in all aspects

B: Meets standards. Frequent (most-of-the-time) demonstration of performance; shows strong overall understanding, but may not cover all aspects consistently; provides accurate, coherent explanations; is developing strength in most areas

C: Working toward standards. Uneven demonstration of performance; provides inconsistent demonstration of understanding; has a partial grasp, or demonstrates good grasp in some areas while other areas need more support; gives some support for ideas, but needs to elaborate; needs regular support and guidance to complete tasks

REQUIRED MATERIAL

- ☐ Agenda
- ☐ Binder and separators
- ☐ Letter-sized lined paper
- ☐ Pencil, red pen, highlighter, eraser
- ☐ Students may bring their own laptop to use when we are doing computer work

COURSE POLICIES AND PROCEDURES

A. ATTENDANCE

- Missing classes for any reason will have an impact on learning, assessment and evaluation.
- Students absent from class, whether excused or unexcused, are solely responsible for obtaining and completing any missed assignments, work or homework. The school and teaching staff are not required to make special arrangements for unexcused absences.
- Family vacations are not considered an excused absence.
- Repeated unexcused absences or lates will result in consequences from the classroom teacher and from the grade administrator.
- Please refer to the [NVSD attendance policy](https://www.sd44.ca/District/CurriculumResources/Documents/AttendanceMatters.pdf) for further details:
<https://www.sd44.ca/District/CurriculumResources/Documents/AttendanceMatters.pdf>

B. PLAGIARISM AND CHEATING

Students are expected to abide by the Policy on Plagiarism and Cheating as outlined in their agenda book. **In addition, students are expected to abide by the following French Immersion guidelines:**

- The use of translators, electronic or otherwise, is strictly prohibited on assignments handed in for marks. Students are to use dictionaries, concordancers (e.g. Linguee), and other tools for individual words or expressions, not for sentences or paragraphs.
- Work previously corrected or enhanced by a tutor (or someone in higher knowledge of the language) may not be handed in as your own.
- If it is suspected that an assignment has been enhanced by the aid of a translator or tutor, the student may be asked to reproduce similar work in the presence of the teacher.
- Plagiarism and cheating will result in a mark of zero (0), and a mention will be made on the student's transcript.

C. MISSED TESTS

Any test or exam missed due to an unexcused absence will result in a zero (0). If a student cannot attend school due to illness or a family emergency, the parent or guardian must excuse the absence on the same day. In addition, the student must e-mail the teacher in order to explain their absence and to schedule a re-take.

Acceptable Absence Reasons	Unacceptable Absence Reasons (no re-take)
"I was sick with the flu" "My grandmother died" "I have to go to the doctor/hospital" "I have a special school activity for which I was formally excused AND I was granted the privilege to go because I have all my assignments in order"	"I slept in" "My alarm didn't go off" "I decided to go on a holiday" "I have a hairdresser appointment" "I was under the influence" "I didn't sleep because I partied all night" "I wasn't ready for the test / my presentation" "I was studying for an important math exam"

D. LATE WORK

Late work will not be accepted if the assignment has already been handed back to students, in which case the student will get a zero (0). If the student was absent, it is their responsibility to obtain and complete work before the due date, regardless of whether the absence was excused or not.

E. TECHNOLOGY

In order to maximize learning and to promote a sense of community, all students are required to mute their cell phones and to **store them in their backpacks or lockers or in the designated storage pockets before the beginning of class**. Class iPads are available for students to use for academic purposes.

In the computer lab, students must abstain from drinking and eating around the computers. In addition, students are expected to treat all school property, including computers and iPads, with utmost respect. Online conduct must abide with Windsor Secondary's code of conduct.

F. USE OF FRENCH

Since this is a French Immersion course, instruction will be given in French. Similarly, students are expected to communicate exclusively in French in class. Whenever possible, the materials used will be in French. With that said, English materials will also be used to complement the course materials wherever there is no French equivalent.

GRANDES IDÉES

Les **choix de carrière et de vie** sont effectués dans le cadre d'un cycle répété de planification, de réflexion, d'adaptation et de décision.

Les **décisions de carrière et de vie** sont influencées par des **facteurs internes et externes**, notamment par les tendances locales et mondiales.

L'**entretien du lien social** et de **rapports de réciprocité** peut favoriser la prise de conscience et générer de nouvelles possibilités en matière de carrière et de vie et en élargir la portée.

L'**équilibre** entre travail et vie personnelle est propice au bien-être.

L'**apprentissage continu** ouvre des possibilités de carrière et de vie.

Normes d'apprentissage

Compétences disciplinaires	Contenu
<p><i>L'élève sera capable de :</i></p> <p>Examiner</p> <ul style="list-style-type: none"> Examiner l'influence des profils personnel et public sur les possibilités de carrière et de vie Reconnaître les risques et les avantages associés aux empreintes numériques de la vie personnelle et de la vie publique Envisager le rôle des réseaux personnels et professionnels dans l'exploration des possibilités de carrière et de vie <p>Interagir</p> <ul style="list-style-type: none"> Mettre en application les conseils d'un mentor pour l'exploration des possibilités de carrière et de vie Collaborer avec les membres de la communauté de soutien pour explorer les influences réciproques des choix de carrière et de vie Communiquer avec l'intention de mettre en valeur ses forces, ses talents, ses capacités et ses réalisations 	<p><i>L'élève connaîtra :</i></p> <p>Développement de carrière et de vie</p> <ul style="list-style-type: none"> les possibilités de mentorat les stratégies pour cultiver son bien-être personnel et professionnel les méthodes privilégiées pour connaître et apprendre les compétences d'un citoyen instruit, les compétences relatives à l'employabilité, les compétences essentielles, les compétences de collaboration et le sens des responsabilités les stratégies d'autoévaluation et de réflexion les manières de se présenter à la fois sur le plan personnel et en public les comportements appropriés au travail et la sécurité au travail

Normes d'apprentissage (suite)

Compétences disciplinaires	Contenu
<p>Expérimenter</p> <ul style="list-style-type: none"> Savoir interagir de manière ouverte sur les autres, respectueuse et prudente dans divers milieux de travail et de vie Relever les défis et les possibilités touchant la carrière et la vie, puis élaborer et mettre en œuvre des stratégies Explorer l'apprentissage par l'expérience et établir des liens avec ses cheminement de carrière et de vie privilégiés, dans le milieu scolaire aussi bien qu'à l'extérieur de celui-ci Appliquer des stratégies efficaces pour établir un bon équilibre entre l'école, le travail et la vie personnelle <p>Exécuter</p> <ul style="list-style-type: none"> Découvrir et analyser les choix de comportement, l'épanouissement personnel et la planification initiale des choix de parcours en matière de carrière et de vie Élaborer des profils préliminaires et des plans flexibles pour les parcours d'apprentissage touchant la carrière et la vie 	<p>Liens avec la collectivité</p> <ul style="list-style-type: none"> les pratiques axées sur l'ouverture, notamment le fait de tenir compte des différentes visions du monde et des diverses perspectives les stratégies de réseautage personnel et de mise en valeur pour la recherche d'un emploi les facteurs qui éclairent les choix de carrière et de vie en plus d'être influencés par ces derniers, notamment les facteurs liés à la vie personnelle, à l'environnement et à l'utilisation des terres les manières de contribuer à la collectivité et à la société en tenant compte des influences culturelles la valeur du bénévolat pour soi-même et pour la collectivité <p>Planification de la carrière et de la vie</p> <ul style="list-style-type: none"> la recherche sur le développement de carrière et de vie les méthodes d'organisation et de suivi des pièces justificatives relatives aux choix de parcours de carrière et de vie les modèles de prise de décision et de réflexion novatrice pour permettre de planifier et d'établir des objectifs avec souplesse les outils de planification financière, les débouchés avant et après l'obtention du diplôme et les tendances locales et mondiales dans les domaines de l'emploi et des marchés