



North Vancouver Online Learning

North Vancouver School District

COURSE PLAN: CAREER LIFE CONNECTIONS 12/CAPSTONE PROJECT

COURSE DESCRIPTION:

Career Life Connections allows students to further refine their understanding of the links between personal development and their career decisions. They consider regional and global trends to reflect on career possibilities, refine their understanding of safety requirements associated with occupational areas and related technologies, and further develop and refine their understanding of career possibilities through planning, practice, and application of competencies and knowledge. Students may explore and experience various career options before they discover the most appropriate and meaningful direction for them. For some students, a successful transition will involve a direct path to further education, while for others it will involve a direct path to the world of work. For the complete Ministry curriculum Careers document, go to:

<https://curriculum.gov.bc.ca/curriculum/career-education/all/career-lifeconnections>

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 Connections course:

- ✓ Career-Life development includes ongoing cycles of exploring, planning, reflecting, adapting and deciding.
- ✓ Career-life decisions influence and are influenced by internal and external factors, including local and global trends.
- ✓ Engaging in networks and reciprocal relationships can guide and broaden career-life awareness and options.
- ✓ A sense of purpose and career-life balance support well-being.
- ✓ Lifelong learning and active citizenship foster career-life opportunities for people and communities.

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 & Responsibility, Social Awareness & Responsibility, Positive Personal & Cultural Identity



COURSE EXPECTATIONS:

- ✓ The guided nature of the courses require that students manage their time effectively to complete the course by Sutherland's Grad 2022 deadline: CLC12 by 16 December, 2021; Capstone before Spring Break 2022). Successful students engage in coursework at least an hour each school day.
- ✓ Students must attempt all activities in the course to receive a passing grade, including quizzes, readings, research, reflections, and the documentation of learning in their ePortfolio.
- ✓ Students communicate through Teams, Blueprint and Moodle; email and Moodle message are discouraged. They should take care that their communication with the teacher and with other students 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.
- ✓ The core of this course is research based. Therefore, students are encouraged to make use of other resources on the internet, but they must cite their sources. A variety of quality resources in the creation of your ePortfolio is a sign of academic depth, with OPVL to check the credibility of each source and acknowledge its use in work.

LEARNING STANDARDS: CURRICULAR COMPETENCIES

Students are expected to be able to do the following:

Examine

- ✓ Recognize personal worldviews and perspectives, and consider their influence on values, actions, and preferred futures
- ✓ Analyze internal and external factors to inform personal career-life choices for post-graduation planning
- ✓ Assess personal transferable skills, and identify strengths and those skills that require further refinement
- ✓ Explore and evaluate personal strategies, including social, physical, and financial, to maintain well-being

Interact

- ✓ Collaborate with a mentor to inform career-life development and exploration
- ✓ Engage with personal, education, and employment networks to cultivate post-graduation resources and social capital
- ✓ Create and critique personal and public profiles for self-advocacy and marketing purposes
- ✓ Demonstrate and reflect on inclusive, respectful, and safe interactions in multiple career-life contexts

Experience

- ✓ Explore possibilities for preferred personal and education/employment futures, using creative and innovative thinking
- ✓ Identify and apply preferred approaches to learning for ongoing career-life development and self-advocacy
- ✓ Engage in, reflect on, and evaluate career-life exploration

Share

- ✓ Reflect on experiences in school and out of school, assess development in the Core Competencies, and share highlights of their learning journey
- ✓ Design, assemble, and present a capstone project

CLC1 will cover the following Learning Outcomes (Curricular Competencies)

- ✓ Assess personal transferable skills, and identify strengths and those skills that require further refinement
- ✓ Identify and apply preferred approaches to learning for ongoing career-life development and self-advocacy
- ✓ **These are 2 of the 13 learning outcomes in the course curriculum, which comprises 15% of the course Learning Outcomes/Activities. (2/13 = 15%)**

LEARNING STANDARDS: COURSE CONTENT

Students are expected to know the following:

- ✓ Personal career-life development
- ✓ mentorship opportunities
- ✓ competencies of the educated citizen
- ✓ self-advocacy strategies
- ✓ factors that shape personal identity and inform career-life choices
- ✓ strategies for personal well-being and work-life balance
- ✓ reflection strategies
- ✓ employment marketing strategies
- ✓ rights and regulations in the workplace, including safety
- ✓ Connections with community
- ✓ social capital and transferrable skills, including intercultural, leadership, and collaboration skills
- ✓ career-life exploration
- ✓ ways to represent themselves, including consideration of personal and public profiles, digital literacy, and citizenship
- ✓ Career-life planning
- ✓ self-assessment to achieve goals that advance preferred career-life futures
- ✓ methods of organizing and maintaining authentic career-life evidence
- ✓ career-life roles and transitions
- ✓ diverse post-graduation possibilities, including personal, educational, and work options
- ✓ labour market trends and local and global influences on career-life choices
- ✓ post-graduation budget planning
- ✓ capstone guidelines
- ✓ approaches to showcasing the learning journey

STUDENT LEARNING ACTIVITIES AND STRATEGIES:

- ✓ course readings
- ✓ quizzes
- ✓ interactive activities
- ✓ reflective writing
- ✓ ePortfolio projects, which may include presentation forms such as powerpoint, prezi, podcasts, digital voice recordings; visual tools such as word clouds, digital concept maps, Glogs, dramatizations, videos, screen casts; other digital tools of choice

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. The North Vancouver Curriculum Hub Principles of Assessment - <http://nvsd44curriculumhub.ca/assessment/> will be used.

Formative

- ✓ ePortfolio unit check-ins – written feedback and rubric assessment
- ✓ Teacher – student conferences to discuss drafts and progress
- ✓ 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:

| Learning Activity | Percentage of Final Mark |
|---|--------------------------|
| CLC12: 2-credit course | 100% |
| Quizzes, Participation | 5 |
| ePortfolio check-ins and Performance Tasks: | |
| <i>CLC References/Orientation to CLC/Moodle/Blueprint</i> | |
| <i>CLC 1: Who Am I?</i> | 20 |
| <i>CLC 2: Resilience</i> | 10 |
| <i>CLC 3: Career Exploration</i> | 12 |
| <i>CLC 4: Post-Secondary Plan</i> | 12 |
| <i>CLC 5: Financial Literacy</i> | 12 |
| <i>CLC 6: Networking and Relationships</i> | 12 |
| <i>CLC Artifacts: Evidence to date for Capstone</i> | 10 |
| CLC12 [2-credit course] Course Total | 100% |
| CAPSTONE [2-credit course] Course Total | 100% |

RESOURCES:

There is no required textbook for this course. Students will create ePortfolios in MyBlueprint to document and record their work. Resources for readings and assignments are listed in the instructions of each lesson, occasionally supplemented by messages in Blueprint and posted in D209. These include websites maintained by government and non-profit organizations.

Students need access to a computer and/or cellphone with Internet capabilities. Throughout the course, students will have the choice to engage with a variety of applications and online digital tools.

Students attend the Online Centre in D209 for any of many reasons:

- ✓ to meet with the teacher
- ✓ a quiet study spot for CLC or other work with printer, scanner, academic and technical support.
- ✓ lack computer/internet access at home

NVSD online courses including CLC12 are priorities.

The Online Centre is open to students during all 4 periods, in Tutorial, at lunch and after school by appointment.

Health guidelines must be followed. Everyone must wear a mask over mouth and nose unless actively eating/drinking at a table. All visitors must sign in; work without disrupting others; sanitize their work station including chair; sign out.