



North Vancouver Online Learning

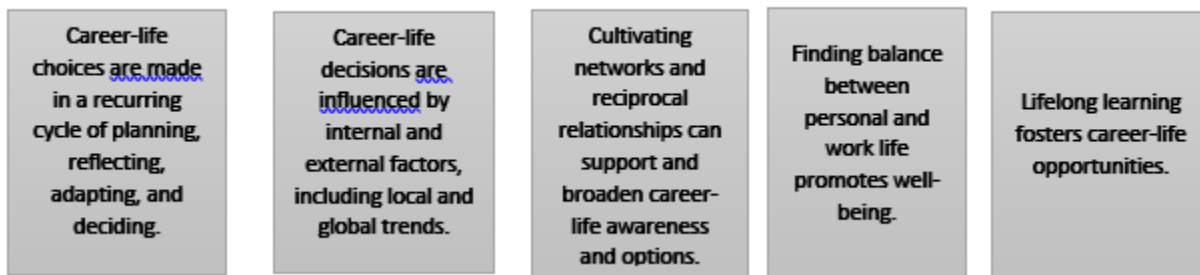
Course Plan: Career Life Education 10

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.

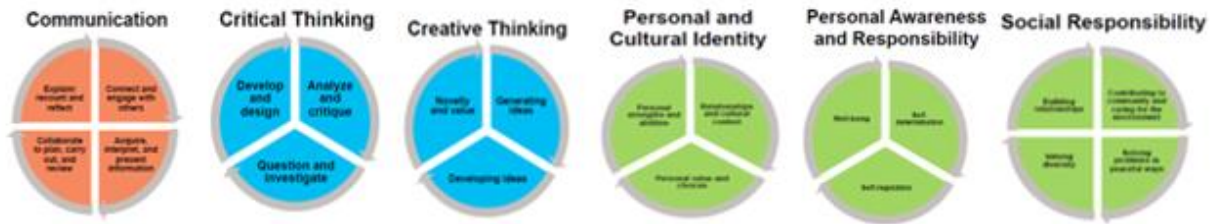
BIG IDEAS:

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.



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 EXPECTATIONS:

- The self-paced nature of the course requires that students manage their time effectively to complete the course by the deadline (June 1st or as determined by program requirements). Successful students engage in coursework at least an hour each day.
- Students should take care that their communication with the teacher and with other students, through email, or Moodle 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
- 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:

Learning Activity	Percentage of Final Mark
Quizzes	20%
ePortfolio check-ins and Performance Tasks:	

<i>Unit 1: Personal Development</i>	15%
<i>Unit 2: Work/Life Balance</i>	11%
<i>Unit 3: Career Exploration</i>	16%
<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%
FINAL SUBMISSION	5%
Course Total	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.