



Course Plan: Éducation à la vie professionnelle (Career Life Education)

COURSE DESCRIPTION:

Éducation à la vie professionnelle (Career Life Education) 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-lifededucation>

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:

Career-life choices are made in a recurring cycle of planning,

Career-life decisions are influenced by internal and external factors, including local and global trends

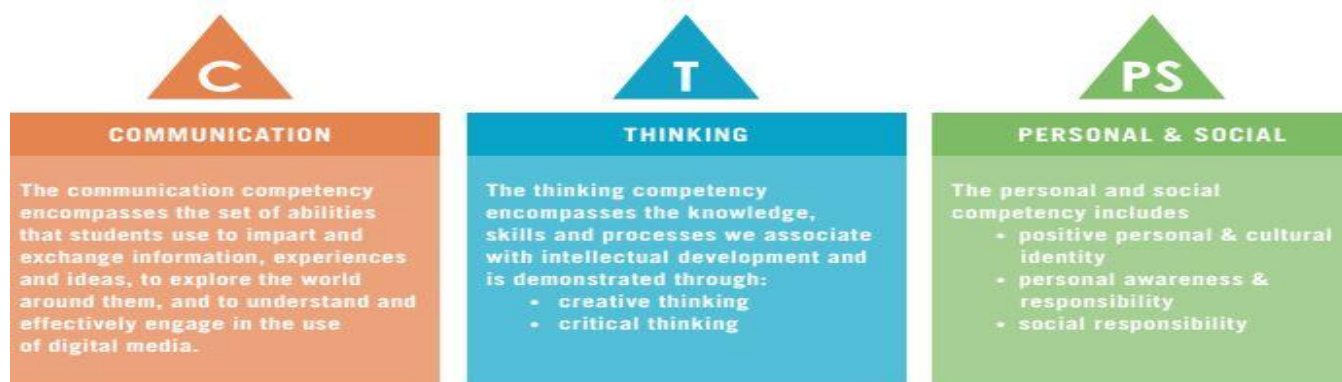
Cultivating networks and reciprocal relationships can support and broaden career-life awareness and options.

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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 the course requires that students manage their time effectively to complete the course by the deadline (June 1st or as determined by program requirements). Each unit has a specific deadline indicated at the start of the unit. Successful students engage in coursework at least an hour each 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 myBlueprint ePortfolio.
- 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. Communicate with the teacher if you would like to complete a project with a partner or group.
- 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.

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 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

Unit 1 will cover the following Learning Outcomes (Curricular Competencies)

- Examine the influences of personal and public profiles on career-life opportunities
- Identify risks and appreciate benefits associated with personal and public digital footprints
- Communicate with the intent to highlight personal strengths, talents, accomplishments, and abilities

These are 3 of the 12 learning outcomes in the course curriculum, which comprises 25% of the course Learning Outcomes/Activities. (3/12 = 25%)

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*

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”. 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 and explore mental wellness and mental disorders. 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. They will also review the secondary courses they have taken and will need to complete in order to graduate and pursue the post-secondary program they wish to study. The final performance task will allow students to do an in-depth research assignment into a career of their choice.

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 location/economic factors, and their ability to save for post-secondary education. The final assignment in this unit asks students to video the key financial learnings they believe to be the most valuable for adolescents.

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 Culture 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 People's Principles 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. They will conduct a networking interview with someone in their community to gain a better understanding of how that person has progressed in their different careers.

The final task of the course is a self-reflection video summarizing the key learnings and experiences that the student has gained throughout the course.

STUDENT LEARNING ACTIVITIES AND STRATEGIES:

- course readings
- quizzes
- interactive activities
- reflective writing
- ePortfolio projects, which may include:
 - PowerPoint, Prezi, and other presentation forms
 - digital voice recordings
 - visual tools such as word clouds, digital concept maps,
- 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

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>	10%
<i>Unit 2: Work/Life Balance</i>	10%
<i>Unit 3: Career Exploration</i>	10%
<i>Unit 4: Post-Secondary Preparation</i>	10%
<i>Unit 5: Financial Literacy</i>	10%
<i>Unit 6: Relationships, Mentorship and Community Connections</i>	10%
Summative ePortfolio Video Presentation	20%
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. The DL Centre is available for students who do not have computer access at home or who would like to meet with the teacher for academic and tech support.