



Course: Career-Life Connections

Course Description:

Today's graduates must be able to adapt to ongoing change in many aspects of their lives. Purposeful career-life development, where students learn how to set personally meaningful goals, recognize and cultivate relevant opportunities and supportive relationships, and continually re-evaluate and revise their plans, is a requirement for educated citizens in an ever-changing world. Educated citizens are lifelong learners who continually build on their self-awareness about evolving interests and strengths, and who can use this personal knowledge to inform their career-life choices with flexibility as opportunities and challenges arise. In Grades 10 to 12, students explore and research a multitude of education, work-related, and life opportunities to develop the knowledge and the personal and social competencies to manage the next steps in their career-life journeys.

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/career-education/en_career-education_10-12_career-education-guide.pdf

Big Ideas: By the end of this course, students will understand:

- 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.

Core Competencies:

Communication

- encompasses the knowledge, skills, processes and dispositions we associate with interactions with others.
- students will acquire, develop and transform ideas and information, and make connections with others to share their ideas, express their individuality

Thinking

- encompasses the knowledge, skills and processes we associate with intellectual development.
- students can take content and transform them into a new understanding.
- thinking competence includes specific thinking skills as well as habits of mind, and metacognitive awareness.
- used to process information from a variety of sources, including thoughts and feelings to create new understandings.

Personal & Social

- set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society.
- encompasses what students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.



Resources: including the following but not limited to:

www.goypi.org

www.Workbc.ca

www.Chatterhigh.com

www.Careertrekbc.ca

www.Educationplannerbc.ca

www.Piktochart.com

www.commonsense.org

Assessment:

Components	Due by: **	Percentage
15 hours <u>+15 hours</u> TOTAL 30 hours of Volunteering or Work Experience MANDATORY	Midterm Final	 20
Charity Presentation	Midterm	20
Portfolio: Vision Board, Updated: Resume, Cover Letter, Budget, Transition Plan, etc.	Various dates	 20
Capstone Project – Day of Celebration/Presentations MANDATORY	Final	40

With respects to the First People's Principles of Learning, students may be alternatively assessed in ways that people can display knowledge and subject mastery. The alternative assessment can be storytelling, art or other expressions of self, knowing and learning.

- Learning involves generational roles and responsibilities.
- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning involves patience and time.

Expectations: Attendance is mandatory. Students are expected to use their electronics responsibly, speak English, and participate in daily activities. Students will take an active role by discussing, doing work, working in partners or groups, and taking notes. Students are responsible for any missed assignments.

****Late assignments may be penalized.**

“A goal without a plan is just a wish.” - Antoine de Saint-Exupéry



WEEKLY COURSE OUTLINE

Week	UNITS	Assignment
1	INTRO PORTFOLIO (Transition Requirements, Capstone, 30 Hours of Volunteering) Time- Management Who Am I and Who Do I Want to Be?	Career Stats Pomodoro Technique Vision Board
2	Values and Social Issues Volunteerism – Welcome Fair Choose: Social Issue/ Charity / groups	Charity Project (YPI) Interview three organizations Divide Tasks
3	Research Charity Develop Interview Questions Resume mini lesson ** Introduce ChatterHigh – checked weekly for enrichment	Typed Notes 10 Interview Questions Permission Forms to visit Resume
4	Email Script lesson Cover Letter mini lesson with www.indeed.com posting	Contact Charity via email Cover Letter
5	Create PowerPoints -Death by Powerpoint	PowerPoint Storyboard
6	Charity Presentations Submit Volunteering (15 hours) proof	MIDTERM Presentation Competition
7	Capstone Intro PPT and Examples Vimeo (Independent Learning Project, How to make a Successful Capstone) <i>Grit</i> - Angela Duckworth Curiosity- Matt Perren and Kelvin Doe, <i>The Boy Who Harnessed the Wind</i> Risk- Yes Theory	Capstone Proposal
8	Inquiry Question to Research Plan and Pitch – Dragon’s Den Who is a Mentor?	Schedule- Time Management Contact mentor – invite to celebration
9	Research notes/ Evidence of Learning and Sources Financial Plan/ Budget	Action Log Reflections/Conference
10	Research notes/ Evidence of Learning and Sources Transition Plan – Goals/ Plan A and B	Reflections/Conference
11	Research notes/ Evidence of Learning and Sources	Reflections/Conference
12	Draft project plan – supplies needed?	Reflections/Conference



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13	Prepare Projects and Answer Transition Plan Questions	Reflections/Conference
14	Capstone Celebrations – invite high school classes, teachers and administration	FINAL Project Presentations Collect Proof of 30 Hours Volunteering