



**Course:** Career-Life Education

**Course Description:** Students will know: Career Life Education (CLE) helps students develop the skills they need to become self-directed individuals who set goals, make thoughtful decisions, and take responsibility for pursuing them throughout life. The course encourages students to explore a range of pathways beyond secondary school, develop health and wellness goals, and polish their employability and financial planning skills.

CLE is organized into the following units:

• Unit 1	Self-Assessments for Career and Life	10%
• Unit 2	Career Explorations	20%
• Unit 3	Career and Education Planning	15%
• Unit 4	Workplace	25%
• Unit 5	Finances and Budgeting	10%
• Unit 6	Wellness and Work-Life Balance	5%
• Unit 7	Final Plan	10%
**ChatterHigh		5%

**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**

- Listen, connect, and engage with others through conversation, sharing my ideas, and being respectful of other's ideas
- Understand, interpret, and present information to different audiences
- Collaborate with others and contribute to a group by taking on a role or responsibility
- Explain and retell an event and identify what I learned from it through reflection

**Thinking**

**Creative**

- Generate new ideas inspired by connecting with others' ideas
- Create new ideas by my interests or my environment

**Critical**

- Analyze and evaluate facts, information, ideas and solutions and draw conclusions



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- Explore questions or challenges related to key issues or needs in my studies, my life or the media
- Create, develop, and refine a plan in response to my questions or challenges

**Personal & Social**

- Understand that my identity is made up of many interconnected aspects (life experiences, family, community, cultural contexts)
- Describe my values and how they affect personal choices
- Identify my individual characteristics including strengths and areas I need to focus on
- Positively contribute to my classroom, my community, and/or a larger environment

**Resources: including the following but not limited to:**

[www.Workbc.ca](http://www.Workbc.ca)

[www.Chatterhigh.com](http://www.Chatterhigh.com)

[www.Careertrekbc.ca](http://www.Careertrekbc.ca)

[www.Educationplannerbc.ca](http://www.Educationplannerbc.ca)

[www.Piktochart.com](http://www.Piktochart.com)

[www.commonsense.org](http://www.commonsense.org)

**Assessment:**

Formative: Assignments, participation, conferences

Summative: Projects, presentations, quizzes

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 is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning requires exploration of one's identity.

**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.**

*"Choose a job you love, and you will never have to work a day in your life." —Confucius*



### WEEKLY COURSE OUTLINE

#### Career Life Education

Week	UNITS	Activities/ Assignments
1	Self-Assessment for Career and Life	Learning Styles and Inventories Create a PPT including Interests, Skills, Values and Aptitudes
2	Career Explorations	Focus Areas – 5/15 occupations and descriptions/prioritization  Start ChatterHigh to learn about post-secondary options
3		Career Trek: Research and analyze possible careers re: skills, education, industry
4		Internal and External Factors Labour Market Research – Compare 3 careers (Work BC)
5	Career and Education Planning	Create a Work BC account– <i>My Blue Print</i> Post Secondary Scavenger Hunt Institution Comparison Infographic of Analysis (Piktochart.com)
6	Workplace	Job Searching/ Sean Aiken 52 Jobs Employability skills/ Job Applications Resume
7		Cover Letter Elevator Pitch
8		Mock Interviews
9		WorkSafe <ul style="list-style-type: none"><li>• Lost Youth Videos T/F</li><li>• Rights and Responsibilities</li><li>• Scenarios: See it/Think it/ Do it</li></ul>
10	Finances/ Budgeting	Speaker from RBC/ TD Needs vs Wants, Cost of living, Inflation, Compound interest, Credit/Debt
11		Project: Budget after high school



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12	Wellness and Work -Life Balance	Mental Health Speaker: Art of Living/ CMHA Mindfulness Communication in diverse environments Wellness Wheel/ Resilience
13		Digital Citizenship
14	FINAL PROJECT DUE	i.e. Transition Plan