

Career Education 9



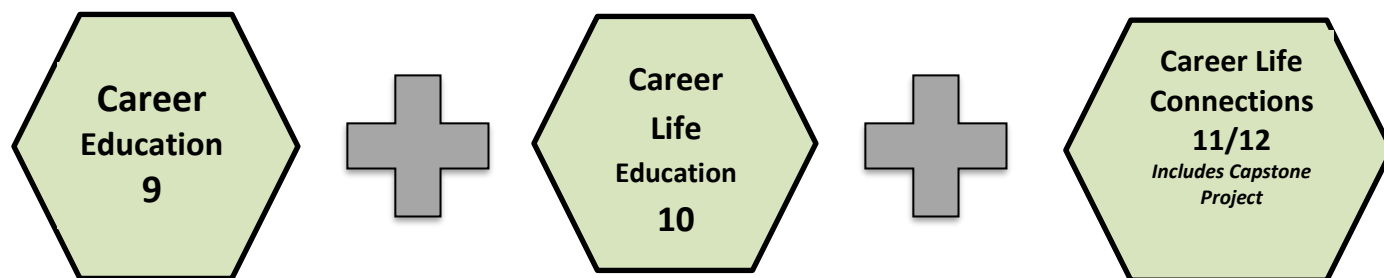
"The best way to predict the future is to create it."
— Abraham Lincoln



Course Overview

Career Education 8/9 provides students opportunities to acquire the knowledge and competencies necessary for success in school, in the workplace, and in their daily lives. Career Education 8/9 offers students many opportunities to explore and develop personal interests, passions, and competencies while making connections with learning opportunities, and career and life path possibilities. Students discover that careers are not simply occupational destinations but a journey that involves lifelong planning and learning. Students are at the centre of their own learning, with meaningful interactions with community experts, online research, and field experiences. Students will develop curricular competencies related to: Self-Discovery, Careers, Education, Finances, Health, and Emotional Well-being. The course lays the foundation for self-awareness, career exploration, and the beginnings of an integrated post-graduation plan presented in the form of a Capstone Project.

ALL students are required to complete the following Career Education courses in order to graduate.



Career Centre – Ms. Bertrand, Ms. Levinsky & Mr. Deol

- District programs: culinary, carpentry, electrical, plumbing, automotive, hairdressing
- Co-ops: Core Academic courses taught with 2-full immersion work experiences in careers of students' choice. Highly personalized and valuable learning unable to get in any other course
- Volunteer opportunities: JumpStart, Big Brothers, BLAST, Sticks & Stars, and REACH program
- Specialized Learning and Leadership Experiences: Legal Boot Camp, The Company Program, Discovery Days in Health Science, RCMP Youth Academy, Archimedes Talks, and many more
- Post-Secondary outreach: Career fair, post-secondary information sessions, PSI guidance
- My Blueprint, Capstone Guidance, resume, cover letter and interview assistance

Big Ideas

This course is designed to provide learning experiences for issues that affect you now and in your future, as well as develop your skills to be purposeful, confident decision-makers. The big ideas are:

- *Our attitudes toward careers are influenced by our view of ourselves as well as by our friends, family, and community.*
- *Our personal digital identity forms part of our public identity. We must exercise digital citizenship.*
- *Reflecting on our preferences and skills helps identify the steps we need to take to achieve our career goals.*
- *The value of work in our lives, communities, and society can be viewed from diverse perspectives.*
- *Achieving our learning goals requires effort, perseverance and flexibility. Learning is a life-long process that requires reflection and resilience.*
- *Our personal choices, educational choices, and community involvement directly affects our possible career paths*

Curricular Competencies

Students are expected to know the following:

- Use self-assessment and reflection to develop awareness of their strengths, preferences, and skills
- Recognize the impact of **personal public identity** in the world of work
- Demonstrate respect, collaboration, and inclusivity in working with others to solve problems
- Recognize and **explore diverse perspectives** on how work contributes to our community and society
- Demonstrate safety skills and appreciate the importance of workplace safety
- Set and achieve realistic learning goals with perseverance and **resilience**
- Recognize the influence of curriculum choices and activities on **career paths**
- Appreciate the value of new experiences, **innovative** thinking and **risk taking** in broadening their career options
- Work towards developing a network of resources and **mentors** to assist with career exploration and appreciate their value

- Question self and others about the role of family expectations and traditions, and the influence of peers on career choices and **attitudes toward work**
- Apply a variety of **research skills** to expand their knowledge of diverse career possibilities and understand **career clusters**
- Apply decision-making strategies to a life, work, or community problem and adjust the strategies to **adapt to new situations**
- Develop **public speaking** skills for clear, engaging and professional communication

Learning Standards

Students are expected to know the following:

- ❖ Personal Development:
 - goal-setting strategies
 - **self-assessment** for career research
 - reflection
 - **project management**
- ❖ Connections to Community
 - **local and global needs and opportunities**
 - cultural and social awareness
 - factors affecting types of jobs in the community
 - career value of volunteering
- ❖ Life and Career Plan
 - graduation requirements
 - role of mentors, family, community, school, and personal network in decision making
 - influence of technology in learning and working
 - workplace safety
 - hazard evaluation and control
 - rights and responsibilities of the worker
 - role of community, school, personal network, and mentorship in career planning

Formative Assessment

Helps the student gain a progressive understanding of what they have learned and what they need to continue to work on.

- may include connections to the curriculum learning standards, rubrics, written and oral feedback and contribution to a digital portfolio.

Summative Assessment

Helps the student gain a final understanding of what the student has learned in Career Education 9.

- may include: projects, written pieces, presentations, reflections, interviews, blog creation and student choice of the methods they want to demonstrate their understandings.

Letter Grade	Descriptor	Student Understanding
A	Exceeding	Outstanding
B	Fully Meeting	Very Good
C+	Meeting	Good
C	Minimally Meeting	Satisfactory
C-	Minimally Meeting	Minimally Acceptable
I	Incomplete	Incomplete Progress
F	Failing	Did not Demonstrate

General Expectations

1. **Respect** – yourself and all others in the classroom
2. **Complete** - all assigned work, quizzes, and tests to the best of your ability.
3. **Cooperate** - participate in class discussions and oral presentations.
4. **Completion** – if you don't get it, please come in for extra help either during lunch or after-school

Procedure for assignments

Note that some assignments will be collected for formative assessment (in other words, some assignments will come back with feedback and not marks). Students are expected to complete them as they are the preparation for assignments, projects, and tests that will be graded.

Late assignments:

Except in the case of serious illness, it will be expected that students hand-in their completed assignments by the due date. If a student is absent, assignments should be submitted upon return to school.

Rewriting assignments:

Revision and re-submission of major assignments is permitted for students who wish to improve marks or understanding of material. A brief consultation with the teacher is required prior to an assignment being re-submitted to ensure that the student understands how to best improve work, and the original must be submitted with the revised submission.

Work Habits (G,S,N)

There is a work habits mark (G, S, N), which includes, but is not limited to, classroom behaviour, participation, homework/assignment completion, preparedness, and punctuality.

Assignment Criteria:

Criteria will be developed with students and explained prior to work beginning on any major assignment. This will allow for greater understanding, clarity, and ownership of assignments resulting in higher achievement and embedded knowledge.

Specific requirements for each project will be given upon its assignment. However, the general expectation for all work is as follows:

First and last name written in the top right corner of your page

Course and period written below your name

Title centered and underlined

Double space all formal writing assignments. Include proper quotation, paraphrasing and **citation of sources**

Write neatly in **blue or black ink** or type using **12 point font**

Proofread assignments and hand them in **ON TIME**

“If you can DREAM it, you can DO it.” —Walt Disney

