

Career-Life Connections

Credits: 2 **Type:** Online

Course Description:

Career-Life Connections is an important course that gives high school students the space and time to answer some big questions, such as: “What do I really want to do with my life?” and “How will I get there?” Through intentionally designed lessons, activities, and assignments, students will participate in learning opportunities that will help them dig deeper into their personal strengths, consider how those strengths relate to potential career pathways, and determine a post-high school plan. Along with more typical learning experiences within a high school course, CLC has two unique features that support students as they plan forward. First, they participate in 30 hours of experiential learning through work or volunteer opportunities to try out real-life work scenarios. Second, they engage in a capstone experience that results in them creating a celebration Capstone Project that reflects their personal learning journey and highlights their future plans. Both of these features give students valuable experience and ideas that can help them successfully transition to their next great adventure in life.

Major Units and Topics:

- Continuing the Career-Life Journey
- Unpacking the Capstone
- Workplace Health and Safety
- Tools of the Journey
- Shaping my Capstone Project
- Tools for Marketing
- Factors that Shape Career Pathways
- Looking Back, Planning Forward
- Completing the Capstone
- The Career-Life Exploration Experience

Assessment Requirements:

- Response questions
- Guided research activities
- Each lesson is designed to take approximately 45-60 minutes, with the exception of a few identified lessons
- Students must complete all lessons and assignments
- Students must complete 30 hours of Career-Life Exploration
- Final Capstone Project



Learning Standards Overview:

Curriculum Competencies <i>Students are expected to know the following:</i>	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
Recognize personal worldviews and perspectives, and consider their influence on values, actions, and preferred futures				✓				✓	✓	
Analyze internal and external factors to inform personal career-life choices for post-graduation planning		✓		✓	✓	✓	✓	✓	✓	✓
Assess personal transferable skills, and identify strengths and those skills that require further refinement				✓		✓	✓			✓
Explore and evaluate personal strategies, including social, physical, and financial, to maintain well-being			✓	✓		✓	✓	✓	✓	
Collaborate with a mentor to inform career-life development and exploration	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Engage with personal, education, and employment networks to cultivate post-graduation resources and social capital			✓	✓		✓	✓	✓	✓	
Create and critique personal and public profiles for self-advocacy and marketing purposes						✓			✓	
Demonstrate and reflect on inclusive, respectful, and safe interactions in multiple career-life contexts			✓	✓		✓	✓		✓	✓



Explore possibilities for preferred personal and education/employment futures, using creative and innovative thinking							✓	✓	✓	✓
Identify and apply preferred approaches to learning for ongoing career-life development and self-advocacy				✓			✓	✓	✓	✓
Engage in, reflect on, and evaluate career-life exploration	✓								✓	✓
Reflect on experiences in school and out of school, assess development in the Core Competencies, and share highlights of their learning journey		✓			✓				✓	
Design, assemble, and present a capstone		✓			✓				✓	

Content <i>Students are expected to know the following:</i>	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
Mentorship opportunities	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Competencies of the educated citizen	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Self-advocacy strategies				✓		✓	✓	✓	✓	✓
Factors that shape personal identity and inform career-life choices				✓		✓	✓		✓	
Strategies for personal well-being and work-life balance			✓	✓		✓	✓	✓	✓	✓



Reflection strategies	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Employment marketing strategies						✓	✓			
Rights and regulations in the workplace, including safety			✓				✓			
Social capital and transferable skills, including intercultural, leadership, and collaboration skills				✓		✓				
Career-life exploration	✓									✓
Ways to represent themselves, including consideration of personal and public profiles, digital literacy, and citizenship				✓	✓	✓			✓	
Self-assessment to achieve goals that advance preferred career-life futures	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Methods of organizing and maintaining authentic career-life evidence		✓			✓				✓	
Career-life roles and transitions							✓	✓		
Diverse post-graduation possibilities, including personal, educational, and work options						✓	✓	✓	✓	✓
Labour market trends and local and global influences on career-life choices							✓	✓		
Post-graduation budget planning								✓	✓	
Capstone guidelines	✓	✓			✓			✓	✓	
Approaches to showcasing the learning journey		✓			✓				✓	

