

Career-Life Education

Credits: 4 **Type:** Online

Course Description:

Career-Life Education is an important course that gives high school students the space and time to answer some important life questions, such as: “What can I see myself doing five, ten, and fifteen years in the future?” and “What do I need to know and do to achieve my career-life goals?” 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 their career-life goals, and begin putting a plan in place to work toward their preferred futures. Each lesson is designed to take approximately 30-45 minutes, except for identified lessons where exploration activities or assignments will take more than one sitting.

Major Units and Topics:

- Introducing the Career-Life Journey
- Starting the Journey
- Completing High School in B.C.
- Tools for the Journey
- Skills for the Journey
- Preparing for the Workplace
- Health and Safety in the Workplace
- Shaping a Career Pathway
- Planning Forward
- Final Showcasing Project

Assessment Requirements:

- Lesson reflection questions
- Lesson response questions
- Lesson activities
- Guided exploration activities
- Students must complete all lessons and assignments
- Unit assignments or quizzes
- Final Project



Learning Standards Overview:

Curricular Competencies <i>Students are expected to be able to do the following:</i>	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
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			✓	✓		✓		✓		✓
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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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				✓		✓		✓	✓	✓
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		✓	✓	✓	✓	✓		✓	✓	✓

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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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 publically				✓	✓	✓				✓
Appropriate workplace behaviour and workplace safety				✓		✓	✓			



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 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		✓	✓		✓	✓		✓	✓	✓

