



Vanier Catholic Secondary

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School Year: 2019-20

Course Outline for: Career Life Education (12) **Teacher(s):** Katrina Brogdon, Tanis Giczi, & Ryan Sikkes

Course Description: This course, required for graduation, is intended to help students reflect and develop a plan for their “next steps” beyond secondary school. The big ideas of the course include:

- **Career-life development** includes ongoing cycles of exploring, planning, reflecting, adapting, and deciding.
- **Career-life decisions** influence and are influenced by **internal and external factors**, including **local and global trends**.
- **Engaging in networks** and **reciprocal relationships** can guide and broaden career-life awareness and options.
- A sense of purpose and career-life balance support **well-being**.
- Lifelong learning and active citizenship foster **career-life opportunities** for people and communities.

A successful Capstone Project is required to pass this course. In addition, each student will complete three modules that are based on Halbert and Kaiser’s notion of the definition of a successful graduate – one who “crosses the stage with dignity, purpose, and options”.

Assessment and Unit Overview:

| Time Period | UNDERSTAND Big Idea | KNOW Key Content Standard | DO Key Curricular Competencies | FORMATIVE PIECES | SUMMATIVE PIECES |
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| Aug.-Dec. | Career-life development includes ongoing cycles of exploring, planning, reflecting, adapting, and deciding. | <ul style="list-style-type: none">• reflection strategies• career-life exploration• capstone guidelines• approaches to showcasing the learning journey | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• Core Competency Reflection Sheet• Proposal and Planning Form• Logbook (Freshgrade posts) | <ul style="list-style-type: none">• Capstone Project• Personal Reflection |

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| <p>Module 1 - Dignity (Sikkés)</p> | <p>Engaging in networks and reciprocal relationships can guide and broaden career-life awareness and options.</p> <p>Lifelong learning and active citizenship foster career-life opportunities for people and communities.</p> | <ul style="list-style-type: none"> • factors that shape personal identity and inform career-life choices • reflection strategies • social capital and transferrable skills, including intercultural, leadership, and collaboration skills • self-assessment to achieve goals that advance preferred career-life futures • diverse post-graduation possibilities, including personal, educational, and work options | <ul style="list-style-type: none"> • Recognize personal worldviews and perspectives, and consider their influence on values, actions, and preferred futures • 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 | <ul style="list-style-type: none"> • Active listening exercises and interview training • Critical perspectives analysis • Informed conscience analysis | <ul style="list-style-type: none"> • Three (3) prompted interviews / conversations with mentors • Obituary/Tribute (500-750 words) |
| <p>Module 2 - Purpose (Giczi)</p> | <p>A sense of purpose and career-life balance support well-being.</p> <p>Engaging in networks and reciprocal relationships can guide and broaden career-life awareness and options.</p> | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 • Create and critique personal and public profiles for self-advocacy and marketing purposes | <ul style="list-style-type: none"> • worksheets • class presentations • group discussions • interview practice sessions | <ul style="list-style-type: none"> • Financial knowledge poster • job interview |

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| <p>Module 3 – Options (Brogdon)</p> | <p>Career-life decisions influence and are influenced by internal and external factors, including local and global trends.</p> | <ul style="list-style-type: none"> • diverse post-graduation possibilities, including personal, educational, and work options • methods of organizing and maintaining authentic career-life evidence • influences of labour market trends and local and global influences on career-life choices • how to plan for and create viable paths for the immediate years following high school graduation • self assessment to achieve goals and to understand personal preferences, values, and skills for future careers | <ul style="list-style-type: none"> • Create methods of organizing and maintaining authentic career-life evidence • Map career-life roles and transitions • Explore diverse post-graduation possibilities, including personal, educational, and work options • Research labour market trends and local and global influences on career-life choices • Draft post-graduation budget planning • Understand capstone guidelines and continue making progress to completion • Investigate approaches to showcasing the learning journey | <ul style="list-style-type: none"> • Reflections on information provided by guest speakers • Completed self assessment activities • One to one student teacher conferences | <ul style="list-style-type: none"> • Complete and provide evidence of self-assessment to achieve goals that advance preferred career-life futures • Create a viable and detailed plan for the next 2 years, including financial, travel, work-life balance, physical and spiritual health and education/training plans |
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Capstone - 52% of overall mark, graded pass (52%) or fail (0%):

Your first module's instructor (who's class you were assigned to on your schedule) will be responsible for monitoring your capstone project and providing formative feedback. A rubric (marking guide) will be distributed early in the semester to outline what is necessary for a passing grade.

All three instructors will assess the capstone projects before Christmas break and provide substantive written feedback on necessary changes/improvements in order to pass. A high level of achievement is expected to pass the capstone and you may need to do several revisions before it meets the necessary standard.

Each module – 16% of overall mark from each instructor (0% through 16% possible):

Each instructor will provide marking guides for the summative assignments.

Overall grade = Capstone (52%) + Module 1 (16%) + Module 2 (16%) + Module 3 (16%)

Resources required:

- Freshgrade – used for capstone management, assignment submission, feedback and grading. Students will be able to use their personal digital devices (or school devices) to access Freshgrade.
- Guest speakers – each Friday double block will feature a guest speaker who will present on a topic relevant to students – student feedback will be used to help select guests as the semester progresses.
- Module resources – each instructor will

Connections to Yukon First Nation Ways of Knowing and Doing:

- Constant and consistent feedback on assignments and capstone progress using Freshgrade.
- A primary goal of this course is to help students connect their cultural heritage, values, and experiences to their future plans including, perhaps, creating a meaningful and dignified life specifically in Yukon.
- Use of interviewing/story telling to explore and communicate learning.
- Engaging community members (including people whom students may consider “elders”) to share stories and wisdom.
- Guest speakers will include YFN individuals who deliberately integrate their cultural heritage and worldviews into their career-life planning.

Specific policies/procedures for this course:

- As this course is for students who are on the cusp of leaving secondary school to pursue their various desired pathways, there will be ample self-directed time made available to students.
- The capstone is intended to reflect at least 30 hours of work towards the project’s goal. Students will be required to maintain a log of time spent
- The capstone is intended to be completed by the end of the semester, but students may re-submit as necessary until the end of the year in order to obtain the passing grade, if necessary.