Career Education 8

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Introduction

Welcome to Career Education 8! You may think you already know what you want to do when you grow up, or you may have no idea what your future career might be. Either way, this course is designed to give you an idea of the job market, how you connect to your world and community, and what skills you need to build to be successful.

Topics in

Topics covered in this course include:

- Personal Development
  - SMART goals
  - Independent study
- Connections to the Community
  - Job investigation
  - Job shadow/career event
  - Resume
- Life and Career Plans
  - Making a difference

Resources

Blackboard Learn 9   Website: http://sd68.blackboard.com
                        login: 3lastnamefirstinitial
                        password: firstname

Jupiter Grades: Mark update and assignment feedback at
                        https://jupitergrades.com

School Website: https://island-connected.sd68.bc.ca

Assessment

Students will be assessed based on the Student Competency Scale below.

Beginning to acquire knowledge, skills, strategies and processes.	Developing the ability to apply knowledge, skills, strategies and processes.	Applying knowledge, skills, strategies and processes consistently.	Extending knowledge, skills, strategies and processes creatively and strategically.
• Student is beginning to understand at grade-level expectations • Shows evidence that learner can demonstrate some progress towards the learning standards	• Student is developing understanding at grade-level expectations • Shows evidence that learner can understand the learning standards in basic or familiar situations	• Student is applying understanding at grade-level expectations • Shows evidence that learner can transfer understanding of the learning standards to both predictable and new situations	• Student is extending understanding at grade level expectations • Shows evidence that learner can insightfully and creatively apply an in-depth understanding of the learning standards in complex situations

Mastery is encouraged. Students who wish to improve their work and resubmit are invited to discuss their options with their teacher.

When the authenticity of student work is in question, the teacher reserves the right to base final grades on teacher supervised assignments and assessments.

Attendance

Please be aware that Island Connect K -12 does not have a general attendance requirement. However, it is in your best interests to make a habit of checking in with Mela Vallentgoed at least once a week – face to face, by email, phone or through the virtual office link above. Past learners have stated that such contact promotes engagement with the course materials and serves to motivate them to complete the work in a timely fashion.

Completion Timeline Expectations

Successful learners typically finish within four months of initial enrollment in this course. COMMIT to achieving your goals! Get a calendar out and plan how you and when you will complete each lesson in the first two units immediately. If you mess up, do your best to catch up, but change the timeline right away to reflect this change and, then, do your best to never let yourself fall behind again.

Ministry Curriculum Outcomes:

BIG IDEAS: *Students are expected **to understand** the following*:

1. Reflecting on our preferences and skills helps us identify the steps we need to take to achieve our career goals.
2. The value of work in our lives, communities, and society can be viewed from diverse perspectives.
3. Achieving our learning goals requires effort and perseverance.
4. Adapting to economic and labour market changes requires flexibility.
5. Our career paths reflect the personal, community, and educational choices we make.

CURRICULAR COMPETENCIES: *Students are expected to be able **to do** the following*:

1. Use self-assessment and reflection to develop awareness of their strengths, preferences, and skills
2. Question self and others about how individual purposes and passions can support the needs of the local and global community when considering career choices
3. Recognize the impact of personal public identity in the world of work
4. Demonstrate respect, collaboration, and inclusivity in working with others to solve problems
5. Recognize and explore diverse perspectives on how work contributes to our community and society
6. Demonstrate safety skills and appreciate the importance of workplace safety
7. Set and achieve realistic learning goals with perseverance and resilience
8. Recognize the influence of curriculum choices and co-curricular activities on career paths
9. Appreciate the value of a network of resources and mentors to assist with career exploration
10. Question self and others about the role of family expectations and traditions, and of community needs in career choices
11. Apply a variety of research skills to expand their knowledge of diverse career possibilities and understand career clusters
12. Explore volunteer and other new learning experiences that stimulate entrepreneurial and innovative thinking
13. Apply decision-making strategies to a life, work, or community problem and adjust the strategies to adapt to new situations

CONTENT: *Students are expected **to know** the following*:

Personal Development

1. goal-setting strategies
2. self-assessment for career research
3. reflection
4. project management

Connections to Community

5. local and global needs and opportunities
6. cultural and social awareness
7. factors affecting types of jobs in the community
8. career value of volunteering

Life and Career Plan

9. graduation requirements
10. role of mentors, family, community, school, and personal network in decision making
11. influence of technology in learning and working
12. workplace safety
13. hazard evaluation and control
14. rights and responsibilities of the worker
15. emergency procedures

16. role of community, school, personal network, and mentorship in career planning