



Windsor Secondary School

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Mission Statement

Windsor aspires to be a vibrant learning environment where individuals respect & encourage each other to develop the competencies to thrive in a rapidly changing world.
"We strive to foster engaged, critical thinkers and compassionate, educated citizens."

Career Life Connections 12 and Capstone

COURSE DESCRIPTION:

Career Life Connections looks at today's graduates that must be able to adapt to ongoing change in many aspects of their lives. Purposeful career-life development, where students learn how to set personally meaningful goals, recognize and cultivate relevant opportunities and supportive relationships and continually re-evaluate and revise their plans, is a requirement for educated citizens in an ever-changing world.

Educated citizens are lifelong learners who continually build on their self-awareness about evolving interests and strengths, and who are able to use this personal knowledge to inform their career-life choices with flexibility as opportunities and challenges arise.

Some students will go further in their education, while for others it will involve a direct path to the world of work. For the complete Ministry curriculum Careers document, go to: [Career Education | Building Student Success - B.C. Curriculum \(gov.bc.ca\)](http://www.ed.gov.bc.ca/curriculum/careers/) and select Career Life Connections.

COURSE EXPECTATIONS:

The nature of the course demands that students manage their time effectively to meet all due dates and to complete the course by the May 28th, 2025 deadline. Successful students will engage in the course work on a regular, planned basis that allows them to keep up with the suggested pace and set by the teacher.

The course assignments are designed to be completed at home or in their spare blocks without students attending face to face classes. However, meetings will be scheduled throughout the year and attendance is mandatory. Work assigned in the Career Life Connections course directly relates to the Big Ideas. Therefore, failure to complete assignments in Career Life Connections 12 **may be an indication of being unprepared for the final Capstone Presentation.**

BIG IDEAS:

Big Ideas are the key understandings that students will achieve by the end of the course. These Big Ideas cover the following concepts: Personal career-life development, Connections with community and Career-life planning. Students will explore and understand the following Big Ideas throughout the Career Life Education course:



CORE COMPETENCIES:

A Core Competency is a skill that all learners need to have to be successful in all aspects of their life. There are 3 main core competencies: Communication, Thinking, and Personal and Social Responsibility and Personal. Throughout the Career Life Education course, students will focus on one of these competencies in each unit.



LEARNING STANDARDS: Curricular Competencies

Students are expected to be able to do the following:

Examine

- 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

Interact

- 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 as for self-advocacy and marketing purposes
- Demonstrate and reflect on inclusive, respectful, and safe interactions in multiple career-life contexts

Experience

- 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

Share

- 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

LEARNING STANDARDS: Course Content

Students are expected to know the following:

Personal career-life development:

- 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

Connections with community

- social capital and transferrable 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

Career-life planning

- 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

ASSESSMENT:

The course will include many formative assessment opportunities where students will receive teacher feedback. After each assignment, the teacher will provide feedback based on criteria and performance standards that have been provided.

Course Assignments/Quizzes	40%
Capstone	60%
- Proposal (5%)	
- Journals 1-6 (10%)	
- Final Capstone Product & Presentation (40%)	
- Reflection (5%)	

The nature of the course allows the opportunity of assignments to be done ahead of the assigned due dates, except for the journals. However, students are responsible to submit work on time.

RESOURCES:

There is no required textbook for this course. Resources for assignments are listed in the instructions of each lesson. These include websites maintained by government and non-profit organizations. Students need access to a computer with Internet capabilities. Throughout the course, students will have the choice to engage with a variety of applications and online digital tools. The Library and room 203 are available for students who do not have computer access at home.

Teacher contact: email cmisceo@sd44.ca, message TEAMS chat, or in room 207 or 203