



Career-Life Education

Ms. Lum (2024 - 2025)

CONTACT INFO

Room: Lib Lab

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MS TEAMS: Alison Lum

COURSE OVERVIEW

The aim of Career Life Education is to enable students to develop the skills they need to become self-directed individuals who set goals, make thoughtful decisions, and take responsibility for pursuing their goals throughout life. Career Life Education provides relevant and experiential learning opportunities, helping students relate their learning in school to the demands of the working world and the expectations of society. It also provides opportunities for students to develop those skills, attitudes and behaviours that will allow them to manage their lives more purposely and effectively, enhance their personal well-being, and realize their full potential.

BIG IDEAS

The Big Ideas are the key concepts, principles, and theories that are used to organize knowledge within an area of learning. For this class, we'll be covering the following concepts: self-awareness, collaboration, career awareness, and career planning. By the end of the course, students will explore and understand the following Big Ideas throughout the Career-Life Education course:

<p>Career-life choices are made in a recurring cycle of planning, reflecting, adapting, and deciding.</p>	<p>Career-life decisions are influenced by internal and external factors, including local and global trends.</p>	<p>Cultivating networks and reciprocal relationships can support and broaden career-life awareness and options.</p>	<p>Finding balance between personal and work life promotes well-being.</p>	<p>Lifelong learning fosters career-life opportunities.</p>
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ASSESSMENT	REQUIRED MATERIALS
<ul style="list-style-type: none"> • Projects • Assignments • Quizzes and tests • Presentations • Interactive activities • Reflective writing • Group work • Participation 	<ul style="list-style-type: none"> • Pencil or Pen • Binder or duotang with lined paper

CLASSROOM EXPECTATIONS

Attendance & Absences

- Students are expected to regularly attend class, while being punctual and prepared.
- Students who are away from class must contact Ms. Lum by email or MS TEAMS, and attend tutorial to catch up on any missed work. Failure to comply will result in a “0” for the missed assignment.

NOTE: Parents/Guardians may be contacted if punctuality and attendance becomes an issue that impacts the student’s participation in class.

Completing Work

- All assignments are to be completed and submitted on time and in full as per the assignment’s guidelines. If assignments are not submitted on-time, the student is expected complete the assignment for homework and/or attend tutorial till the assignment is complete and submitted.
- Students that have questions regarding assignments may attend tutorial for additional support.
- Students who participate in extra-curricular activities are expected to complete their work by the assigned deadlines. Extra time will not be given to accommodate extra-curricular schedules.

NOTE: Failure to completed assigned work or participate in class activities may result in emails home and/or discussions with the administration.

Preparation

Students are expected to be prepared to learn everyday in class, which includes:

- Giving your best effort in all assignments, in-class contributions, & self-reflections.
- Having a writing utensil available.
- Using your time effectively and respectfully to complete your work and meet assignment due dates.
- Behaving politely and in a respectful manner, in line with the Windsor Code of Conduct.
- Taking care of yourself both physically and mentally (i.e. getting enough sleep, using the washroom before class, drinking enough water and eating enough food to nourish yourself, etc.). Please get in touch with Ms. Lum in-person or via email or MS TEAMS if you ever need to chat.

Cell Phones & Other Electronic Devices

Cell phones, music players, headphones, and ALL other electronics are NOT permitted in class at anytime, unless specifically mentioned by Ms. Lum. This course requires maturity in regards to communications technology, and there will be many times when electronic devices will be used for learning in the classroom. At other times, devices should be off and away. If these rules are not respected, all cell phones will be collected by the teacher at the beginning of each class.

CURRICULAR COMPETENCIES - *Learning standards set by the BC Ministry of Education*

Students are expected to be able to do the following:

Examine

- 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

Interact

- 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

Experience

- 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

Initiate

- 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 - *Learning standards set by the BC Ministry of Education*

Students are expected to be able to do the following:

Career-life development

- 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 publicly
- Appropriate workplace behaviour and workplace safety

CONTENT (cont.) - Learning standards set by the BC Ministry of Education

Students are expected to be able to do the following:

Connections with Community

- 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 planning

- 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

EVALUATION - Students are evaluated on an ongoing cumulative basis

“I” (incomplete) Policy

The “I” symbol is used to alert students and parents/guardians that the student is not demonstrating minimally acceptable performance in relation to expected learning outcomes. Students will be informed of an “I” by either an Interim Report or an “I” on a Report Card.

When students and parents/guardians are informed of an “I”, the teacher will specify a plan of action that the student must undertake to achieve the necessary learning outcomes. It is the responsibility of the student to complete the necessary learning by the specified date or the “I” will be converted to an “F”.

ACADEMIC INTEGRITY

Students are expected to submit work that is their own and to cite any resources (ChatGPT/AI) used in research. **“Plagiarism”** means to take someone else’s words or ideas and pass it off as one’s own original thoughts. Plagiarized work does not count towards demonstrating evidence of learning and will necessitate further discussion with students, parents/guardians, and admin, and alternate arrangements to demonstrate learning.

Please print and sign your name below to indicate that you have read and agreed to expectations indicated in this handout:

Parent/Guardian Name: _____ Signature: _____

Student Name: _____ Signature: _____