

# Career Life Education

Spring Semester 2025, Period 4

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**Office Location:** Room 112



## Course Description:

In Career Life Education, students define, gather, interpret and analyze “career evidence” that begins to communicate their professional role in the complexity of an interconnected 21<sup>st</sup> century world. Students will work collaboratively to create reasoned ethical judgements on the external factors that affect career-life-decision making. Such features include technology, culture, law and environmental social changes, specifically in relation to their roles in challenging the norms and values held by Canadian society.

First, from this perspective, Career Life Education highlights the more practical skills required by an educated citizen – e.g., critical thinking, research, document writing, resume and cover letter writing, along with interview strategy. Next, this course enlists abstract components intended to introduce students to questions that will ask them to consider their role in education and how each student’s role begins to identify as “professional”. After, students will explore networking opportunities to define and enact career-life balance strategies.

Overall, it is the goal of Career Life Education to introduce students to the persona – and equip them with the skills - of an “educated citizen”. Lastly, students will excel in this class if they are responsive, open and thoughtful towards engagement in discussion and critical analysis of major topics.

## Course Overview:

Among other topics, students will examine and be introduced to the following throughout the semester:

Academic and professional documents such as resumes, cover letters, professional communications, mission and vision statements, etc.

How the development and proliferation of communication and social media technologies in the 21<sup>st</sup> century alter personal career-identity.

Coaching on how to use research strategies to professionally navigate the post-secondary world.

Revealing the diversity and complexity of cultural expressions in a multi-cultural society such as Canada, specifically, in regard to professional, personal and academic ethics.

How professionals cultivate working relationships in cultural, political, judicial-legal, First Nation’s contexts and ordinary sectors of society.

## Assessment Guideline:

1. Module 1 (Personal Exploration): 35%
2. Module 2 (Resume, Cover Letter, Interview): 20%

3. Work Life Balance & Safety (Module 3): 25%
4. Module 4 (Personal Finance & Entrepreneurship): 20%

### Class Rules and Expectations:

#### **1. Attendance & Punctuality**

- a. Attendance will be taken at the beginning of class as usual and you must be in class on time.
- b. If you are sick, notify the teacher via TEAMS. You will be responsible for finding out what assignments and work you missed.

#### **2. Plagiarism & Academic dishonesty**

- a. Plagiarism and academic dishonesty cannot be tolerated under any circumstance. From the Teacher's perspective, it is very simple to recognize when a student is not using original work.

#### **3. Missed Work & Grades**

- a. Ultimately, if you have missing work your grades will be negatively affected. I will always give students the chance to make up work (within reasonable circumstance) to earn better marks. However, **be prepared to defend your position** as to why you should have the privilege to re-do, complete extra or make up missed work. If you miss a course-work deadline and subsequently skip your make-up date, you will be awarded a zero – no exceptions.

#### **4. Participation, Work Periods, Classroom Resources & Class Conduct**

- a. Discussion, synthesizing information and sharing thoughts are essential for an educated citizen. You're expected to contribute and complete daily assignments as these will help prepare you for the major projects.
- b. Always respect yourself, the teacher and fellow students during class.