

Career Life Connections



Fall Semester 2025, Period 4

Instructor: Ms. Pettinger

Email: erin.pettinger@pattisonhighschool.ca

Office Location & Hours: Room 114

Course Objective:

For students to create a concrete, well-thought, post-secondary/graduation plan that can be organized at the end of the year in a cohesive Capstone presentation.

Course Description:

Career-identity is an emergent educational concept of great importance that is continuously challenged in the modern era. Post-secondary models – whether they be university, corporate or industrial companies – now stress that professionals in the 21st century be able to solve problems upon graduation. As a result, employers in many sectors of society (including post-secondary institutions) are hiring young-professionals who are authentic, curious, dynamic, empathetic, motivated and resilient in their respective career-roles. In response to this demand, Career Life Connections has been developed to teach students about the universal skills required to understand the forces that inform the concept of “professional-identity” in the 21st century and, subsequently, how that post-secondary identity is highly desired by employers who exist in a world where social, international, cultural, technological, and religious systems intersect and - in some situations - conflict. Overall, this course will be especially beneficial to students who intend to enter into universities, colleges or jobs immediately after high school.

Throughout this course, students will have an advanced understanding of the following:

1. How to locate, research, contextualize, collect and present information that can be used to self-describe post-secondary futures.
2. Develop, critically analyze and communicate how global, communal and local trends inform the role of career-professionals in the 21st century.
3. How to create documents such as resumes, cover and admissions letters, while simultaneously practicing how to prepare for job-interviews, public speaking, debates and academic defenses.
4. How to self-assess, and collaboratively inquire, the ways by which we examine, interact, experience, share and self-advocate post-secondary opportunities in multiple contexts.

Course Overview:

More specifically, Career Life Connections covers 6 major units and culminates in a final major project called a Capstone. During the semester, students will continuously self-assess and critically analyze each

other in the following units as they prepare their Capstone project:

1. How personal and professional identities are developed, expanded upon and communicated in post-secondary environments as an example of social capital.
2. Examination of how large scale political, social, global, educational and economic systems externally influence sustainable career-life development along with individual career decision making.
3. The design and completion of resumes, cover letters along with how to find, apply for and secure intern, work-study and job placements.
4. To understand the process of establishing long term goals derived from interests, values and perspective while exploring how to utilize post-graduation resources to improve social capital within the context of healthy social, emotional and mental well-being management.
5. How to introduce one-self, gather information and hone post-secondary strategies through ongoing consultation and exposure with professional mentors.
6. Self-reflect, analyze, prepare and present a Capstone project in the student's chosen format.

Assessment Guideline:

1. Written Assignments: 25%
2. Reflection Journals: 28%
3. Capstone Assignments: 12%
4. Capstone Project: 35%

Class Rules and Expectations:

1. Attendance & Punctuality

- a. Attend class every day for guidance and direction for daily assignments and projects. Attendance will be taken at the beginning of class.
- b. If you are sick, notify the teacher via TEAMS chat. 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. Multiple occurrences must and will be reported to the principal.

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.