

# Career - Life Connections (Fall 2023)

Room 112

Period 3, 12:35 pm to 2:05 pm (Wednesdays 12:05 pm to 1:20 pm)



Teacher: Ms. Walker

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## 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 are 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:

### *Big Ideas*

Career-life decisions influence and are influenced by internal and external factors, including local and global trends.	Engaging in networks and reciprocal relationships can guide and broaden career-life awareness and options.	A sense of purpose and career-life balance support well-being.
Lifelong learning and active citizenship foster career-life opportunities for people and communities.	Career-life development includes ongoing cycles of exploring, planning, reflecting, adapting, and deciding	

## Course Outline

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 Guidelines:

Written Assignments	50%
Daily Engagement and Participation	10%
Capstone Project	40%

### Classroom Expectations:

#### *Our Norms:*

1. We respect our minds - participate and engage with the material, use respectful language, ask questions when you need to, allow everyone to contribute ideas, come to class ready to learn
2. We respect our space - practice classroom safety, treat all classroom materials carefully, clean up after yourself
3. We respect our time - be on time to class, make the most of your time in class by getting clarification when it is needed, only one person talks at a time

#### *Absences:*

If you are absent from class, please check the Class folder on Teams for any notes or handouts you missed. You have the number of days you were absent plus an additional day to make up work. If you have a note from a parent/guardian or doctor, you will be able to make up in class assignments, quizzes, and/or tests for full marks. Otherwise, only partial marks will be granted.

*Plagiarism:*

Your work must be your own. Plagiarism from other students or internet sources without proper citations will **not** be tolerated and will result in a **zero** for that particular assignment.

**Course Materials:**

Students are required to have the following supplies for class:

- Laptop
- Pencil and paper

**Textbook:**

No textbook is required for this course.