



Building Connections

Careers 8-12 Curriculum Delivery



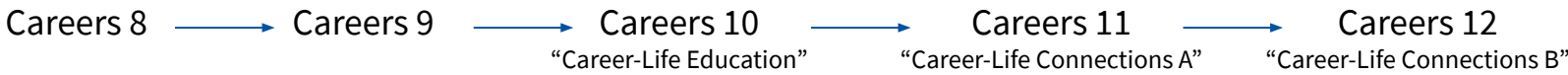
Agenda

- * Career Courses
- * Methods of Delivery
- * Course Components
- * Curriculum Criteria



Career Courses

Mandatory Courses:



Optional Courses:



Methods of Delivery



Google Classroom

Students review weekly lessons ('stream') and various resources ('classwork').



In-Person/Google Meet

Students attend daily, weekly, monthly and/or quarterly sessions.



myBlueprint

Students explore career-related content and submit their work in their portfolios.



Google Calendar

Students explore, register and attend various post-secondary presentations and fairs.



Emails

Students can reach out to their Careers' teachers at anytime.



Calendly

Students book one-on-one appointments to discuss their personalized career plans.

Course Components

Careers 8 & 9

<ul style="list-style-type: none">• Reflecting on our preferences and skills helps us identify the steps we need to take to achieve our career goals.• Our career paths reflect the personal, community, and educational choices we make.• Adapting to economic and labour market changes requires flexibility.	<ul style="list-style-type: none">• The value of work in our lives, communities, and society can be viewed from diverse perspectives.	<ul style="list-style-type: none">• Achieving our learning goals requires effort and perseverance.
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Careers 10

<p><u>Career-life choices</u> are made in a recurring cycle of planning, reflecting, adapting, and deciding.</p>	<p><u>Career-life decisions</u> are influenced by <u>internal and external</u> factors, including local and global trends.</p>	<p><u>Cultivating networks</u> and <u>reciprocal relationships</u> can support and broaden career-life awareness and options.</p>	<p><u>Finding balance</u> between personal and work life promotes well-being.</p>	<p><u>Lifelong learning</u> fosters career-life opportunities.</p>
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Careers 11 & 12

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

C

Communication

1. Connect and engage with others
2. Acquire, interpret, and present information
3. Collaborate to plan, carry out, and review constructions and activities
4. Explain/recount and reflect on experiences and accomplishments

PS

Positive Personal & Cultural Identity

1. Relationship and cultural contexts
2. Personal values and choice
3. Personal strengths and abilities

T

Creative Thinking

1. Novelty and value
2. Generating ideas
3. Developing ideas

PS

Personal Awareness & Responsibility

1. Self-determination
2. Self-regulation
3. Well-being

T

Critical Thinking

1. Analyze and critique
2. Question and investigate
3. Develop and design

PS

Social Responsibility

1. Contributing to community and caring for the environment
2. Solving problems in peaceful ways
3. Valuing diversity
4. Building Relationships

Career Curriculum Criteria

Career Life Education 10: Self-Evaluation Rubric				
Criteria	Emerging (1)	Developing (2)	Proficient (3)	Extending (4)
Professionalism	I rarely attend or are engaged in CLE sessions.	I occasionally attend and are somewhat engaged in CLE sessions.	I consistently attend and am thoroughly engaged in CLE sessions.	I always attend and contribute meaningfully to CLE sessions.
Personal Goals	I have communicated an initial understanding of my home, school, future or life goals with no explanation or detail.	I have communicated a partial understanding of my home, school, future and/or life goals. I have also identified micro-steps that are related to my goals with limited explanation or detail.	I have communicated a complete understanding of my home, school, future and/or life goals. I have also identified specific micro-steps that are related to my goals with adequate explanation and detail.	I have communicated a sophisticated understanding of my home, school, future and/or life goals. I have also identified specific micro-steps that are related to my goals with in-depth explanation and detail.
Continuous Reflections	My portfolio contains initial reflections with limited explanation.	My portfolio contains some reflections with only a partial explanation.	My portfolio contains several reflections with complete explanation and detail..	My portfolio contains all reflections with sophisticated explanations and detail.
Community Connections	I have engaged in initial career life conversations with mentors and have built initial connections with community networks.	I have engaged in some career life conversations with mentors and have built partial connections with community networks.	I have engaged in complete career life conversations with mentors and have built solid connections with community networks.	I have engaged in ongoing career life conversations with mentors and have built meaningful connections with community networks.
Experiential Learning	I have made initial connections to my Experiential Learning.	I have made partial connections to my Experiential Learning.	I have made complete connections to my Experiential Learning.	I have made sophisticated connections to my Experiential Learning.
Portfolio Organization	My portfolio follows a sequence of thoughts and ideas with initial organization.	My portfolio follows a sequence of thoughts and ideas with partial organization.	My portfolio follows a sequence of thoughts and ideas that is organized and complete .	My portfolio follows a sequence of thoughts and ideas that is organized and sophisticated .

Professionalism



Punctuality is not about being on time. It's basically about respecting your own commitments.



Dear Stephanie Mascoc,

BIANCA FERRAJOHN

Email: bferrajohn@wvschools.ca
Cell: (604) ***-****
Address: *****
Gibson, B.C., *****

As a nurturing and innovative professional, with excellent educational credentials and strong employment experience, I feel that I possess key qualities that would allow me to continue to make a valuable contribution as an educator in the West Vancouver School District International Program: New Student Orientation. I am confident that my experiences gained over the past 10+ years, specifically working with ELL International students locally and abroad, will help to engage students in exciting lessons for Summer Camp 2019. I thoroughly enjoyed the chance to teach students in this program over the past two years and would genuinely appreciate another opportunity to do so again this year.

Throughout my working and academic life I have always been goal oriented. I have a strong desire to succeed and work towards outstanding results in all of my endeavors. My employment record to date has been one of responsibility, dedication, advancement and achievement of high quality results. Employers and colleagues would describe me as a highly motivated, passionate educator dedicated to enriching the learning environment of students.

While my resume goes into greater detail, some of the key strengths that I would like to highlight are:

- **ELL Teacher** with the West Vancouver School District International student summer program and new student orientation who worked with Japanese students and a diverse group of incoming secondary school students.
- **ELL Principal & Head Teacher** at Bodwell High School in North Vancouver who refined and tailored a Canadian preparatory program for International students and worked with teachers to implement a high standard of teaching.
- **ELL Head Teacher** at a language school in Vancouver who created and executed a program that assisted International students with becoming integrated into the Canadian culture.
- **ELL Educator** in Japan to students of all ages who designed curriculum and created authentic assessment to help evaluate students on their critical thinking as well as ELA skills.
- **High School Administrator** that hired and guided a team of ten counsellors who represented cultures from around the world, developed and mentored student leaders in a newly transformed house system, and created programs such as peer tutoring and mentorship.
- **Master of Education degree** in Educational Administration and Leadership from the University of New Brunswick (in progress) that focuses on responsive leadership, authentic assessment, research design, educational technology and quality observations.
- **Master of Teaching/Bachelor of Education degree** for secondary education in science and geography from Griffith University, Brisbane, Australia while having the opportunity to work with three different types of curriculum and taking part in action research.

I would truly appreciate the opportunity to discuss with you, more personally, how I can continue to enrich the lives of the students in the West Vancouver School District through the International Program.

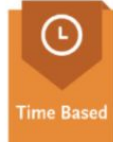
Kind Regards,

Bianca Ferrajohn



S M A R T

Personal Goals



Goal

My goal is to go mountain biking more often, at least once a week, so that biking is a part of my regular schedule.

Physical • 0-6 Month

Progress:

- Make a plan of the places and trails I would like to ride.
- Find free days in my schedule, plan in some rides
- Focus and get work done in class so that I have more time after school and on weekends
- Schedule in time fore homework so that I can get it done and then ride
- Go to sleep at a reasonable time so that I have the energy to ride
- Remember to use the Strava app to track my riding



Continuous Reflections

Careers 8 & 9

Breakout video Reflection

Which Breakout session did you watch?

Your answer _____

Why did you pick this breakout session? (2 reasons)

Your answer _____

List 2 things you learned from the video?

Your answer _____

What appeals to you about this career pathway?

Your answer _____

Careers 10



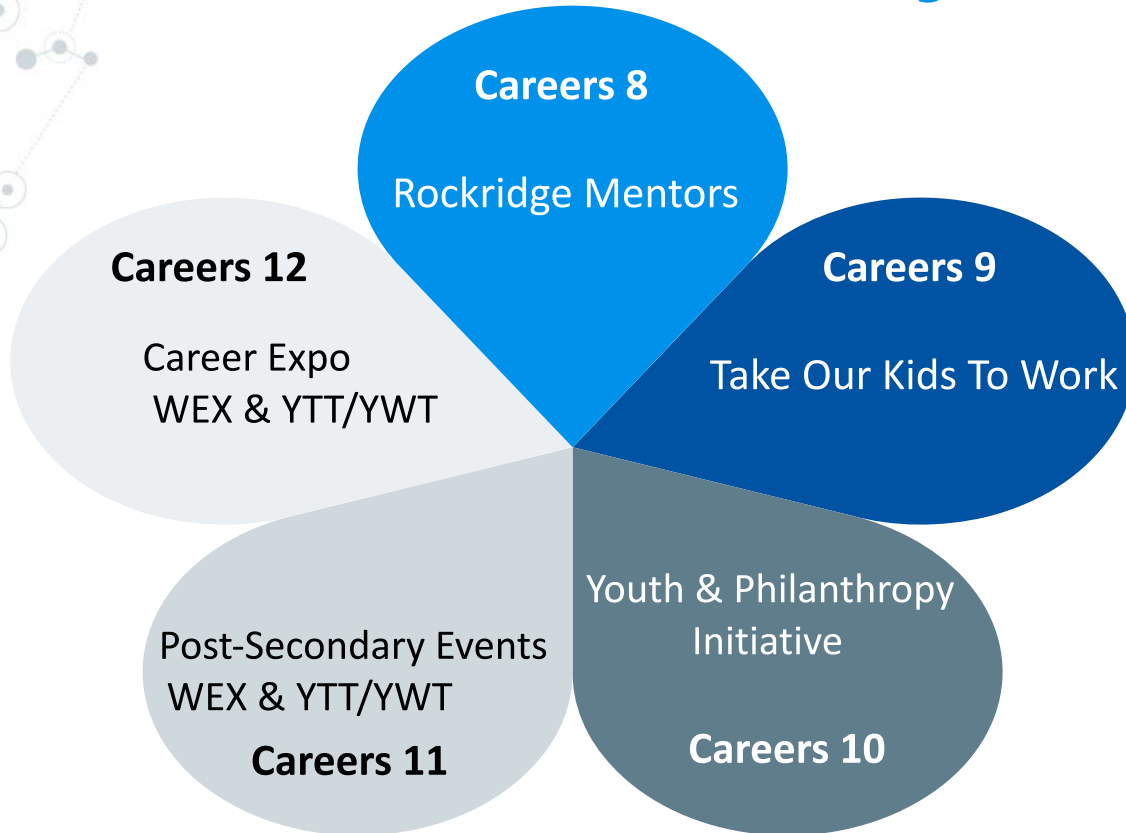
Careers 11 & 12

Pathway Comparison: College/University

Use this worksheet to help guide you with making a decision regarding which institution you are thinking about attending after high school. You might also want to weigh each category differently by using a 1 to 5 scale (5 being really important) depending on which aspects of your post-secondary education are most important to you.

Things to Think About....	Scale (1-5)	Institution #1	Institution #2	Institution #3
Name of Institution & Program	N/A	Institution: Program:	Institution: Program:	Institution: Program:
Choice Order (1 st , 2 nd , 3 rd)	N/A			
Distance from Home <ul style="list-style-type: none"> How long is the travel time? How much does it cost? How often will you travel between school and home? 		Pros Cons	Pros Cons	Pros Cons

Community Connections



Careers 8 & 9

Proof of Service

The name, username and photo associated with your Google account will be recorded when you upload files and submit this form. Not bferrajohn@sd45.bc.ca? [Switch account](#)

* Required

What is your LAST name? *

Your answer

What is your FIRST name? *

Your answer

Date (or dates) of service *

Date

mm/dd/yyyy

Experiential Learning



Careers 10, 11 & 12

Activity Name	Short Description	Start Date (mmddyy)	Finish Date (mmddyy)	Total Hours	Supervisor's Name

Service Learning



School-Based Service Awards



30-60 hours

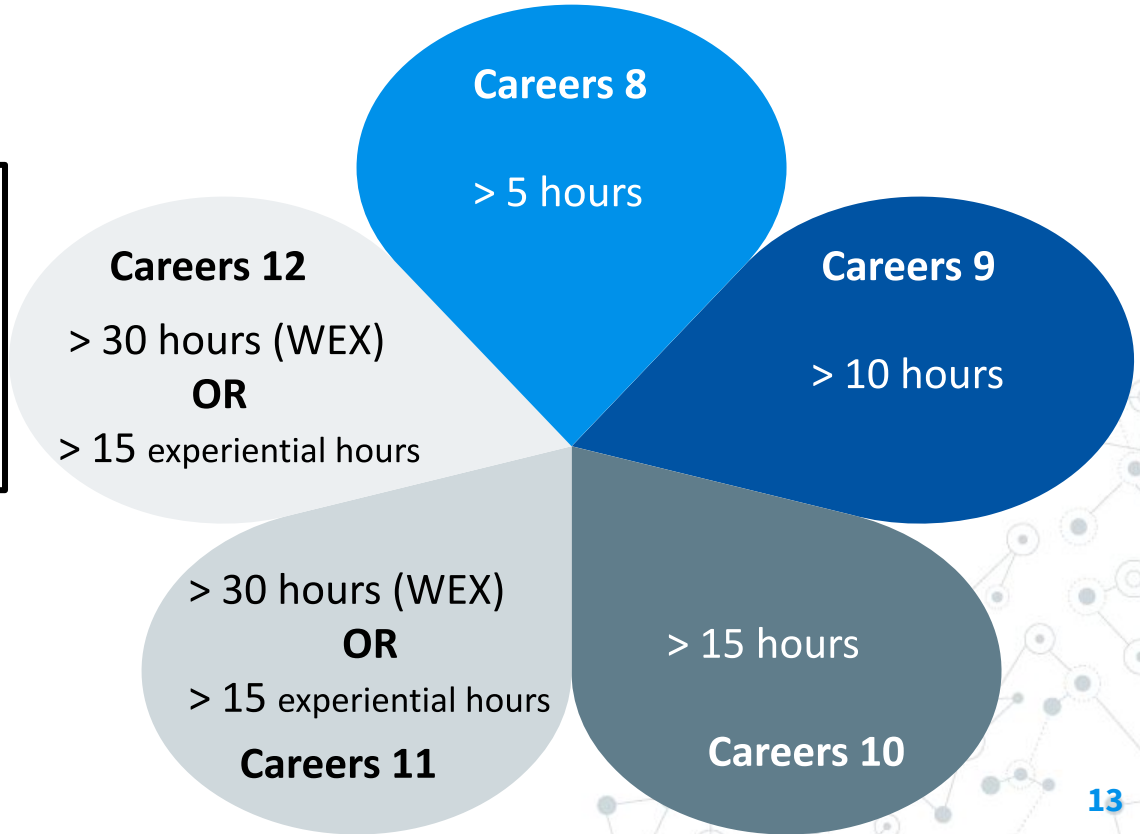


61-100 hours



101+ hours

- Backpack Buddies
- Conquering Cancer
- DECA Rockridge
- Dovie Club
- Gardening Club
- Hands of Service Foundation
- Interact Club
- Kanata Club
- QSA
- Rockridge Post
- Social Justice Activism
- We Care
- Yearbook



Portfolio Organization

A screenshot of a student's portfolio dashboard for the course 'Careers 10'. The interface is dark-themed and organized into a grid of cards. At the top, there's a header with 'Careers 10' and a 'Log Out' button. Below that, a 'Flows' section contains a '+ Add Flow' button. The main area is a grid of cards, each representing a different activity or assignment. Some cards have 'View' buttons, while others have 'Share' buttons. The cards are arranged in a grid that is partially visible, showing various educational content related to careers.

A screenshot of a teacher's 'Home' portfolio management dashboard. The interface is light-themed and features a navigation bar with 'Dashboard', 'Tasks', 'Class Activities', 'Goals', and 'Portfolios'. A 'Class Pass' button is located in the top right. Below the navigation bar, there's a grid of portfolio cards. Each card displays the portfolio name (e.g., 'Careers 8', 'Careers 9', 'Careers 10', 'Careers 11/12'), a date (e.g., 'Dec. 22, 2020'), and a box count (e.g., '0 Box(es)'). An 'Add Portfolio' button is in the top right of the grid. The 'Careers 10' card is highlighted with a red border, and a red arrow points from this card towards the 'Careers 10' portfolio card in the student dashboard screenshot on the left.

Any Questions?

Bianca Ferrajohn

Career Coordinator

bferrajohn@wvschools.ca

<https://calendly.com/ferrajohn>

