



Gladstone Secondary School

4105 Gladstone Street
Vancouver BC V5N 4Z2
604-713-822

<https://www.vsb.bc.ca/gladstone>

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliłwətał (Tsleil-Waututh Nation).

Career Education 8 & 9

TEACHER:	Mr. B. Yu	EMAIL:	byu@vsb.bc.ca
AVAILABILITY:	By Email: byu@vsb.bc.ca MS-Teams, FIT (room-D105)	ONLINE RESOURCES:	MS-Team

COURSE DESCRIPTION

The purpose of the Career Education program is to help students discover and explore potential future career paths. In grades 8 and 9, students engage in hands-on **Skills Development** activities and attend **Career Profile** workshops/presentations covering diverse career profiles.

Program Expectations

- Complete a combination of 10 activities and presentations per year.
- These activities and workshop sessions will take place during FIT periods.
- Tailor selections to individual interests, ensuring a personalized experience.

By offering this flexible format, the program empowers students to investigate diverse fields and design a personalized roadmap toward their future goals.

COURSE STRUCTURE

The BC Curriculum is based on the “**Know-Do-Understand**” model to support a concept-based, competency-driven approach to deeper learning.

BIG IDEAS: These are the **Understandings** you will develop as we learn throughout this course.

Reflecting on our preferences and skills helps us identify the steps we need to take to achieve our career goals.	The value of work in our lives, communities, and society can be viewed from diverse perspectives.	Achieving our learning goals requires effort and perseverance.	Adapting to economic and labour market changes requires flexibility.	Our career paths reflect the personal, community, and educational choices we make.
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Indigenous knowledge and perspectives are an important part of the historical foundation of both BC and Canada and are integrated into every subject in the curriculum. All students will have opportunities to better understand and respect a variety of cultures, both their own and others.

For more information about what you will be learning: [Building Student Success - B.C. Curriculum](#)

CURRICULAR COMPETENCIES: Students are expected to understand and do the following:

Specific/Main Curricular Competencies

Personal Reflections

- Use self-assessment and reflection to develop awareness of their strengths, preferences, and skills
- Question self and others about how individual purposes and passions can support the needs of the local and global community when considering career choices
- Appreciate the value of a network of resources and mentors to assist with career exploration
- Question self and others about the role of family expectations and traditions, and of community needs in career choices

Skills Development

- Recognize the impact of personal public identity in the world of work
- Demonstrate respect, collaboration, and inclusivity in working with others to solve problems
- Recognize and explore diverse perspectives on how work contributes to our community and society
- Demonstrate safety skills and appreciate the importance of workplace safety
- Apply a variety of research skills to expand their knowledge of diverse career possibilities and understand career clusters
- Apply decision-making strategies to a life, work, or community problem and adjust the strategies to adapt to new situations

Career Profile

- Set and achieve realistic learning goals with perseverance and resilience
- Recognize the influence of curriculum choices and co-curricular activities on career paths
- Explore volunteer and other new learning experiences that stimulate entrepreneurial and innovative thinking

CONTENT: Students are expected to **Know** the following:

Personal Development

- goal-setting strategies, [self-assessment](#) for career research, reflection, [project management](#)

Connections to Community

- [local and global needs and opportunities](#), cultural and social awareness
- factors affecting types of jobs in the community, career value of volunteering

Life and Career Plan

- graduation requirements, role of mentors, family, community, school, and personal network in decision making
- influence of technology in learning and working, workplace safety
 - hazard evaluation and control
 - rights and responsibilities of the worker
 - emergency procedures
- role of community, school, personal network, and mentorship in career planning

CORE COMPETENCIES: Activities in this course will help you develop your skills with BC's Core Competencies, a cross-curricular set of skills that you develop in different ways in every subject area.

COMMUNICATION	THINKING	PERSONAL AND SOCIAL
Develop the set of abilities that will allow you to effectively share ideas, gather new information, and interact with others. - Communicating - Collaborating	Develop the skills and processes that will allow you to think both critically and creatively. - Creative Thinking - Critical Thinking	Develop an understanding of yourself as a person and as a learner, so you can reach your goals, take pride in your identity, and contribute positively to your community. - Positive Personal & Cultural Identity - Personal Awareness & Responsibility - Social Responsibility

Students will have opportunities to reflect on the Core Competencies by using evidence of learning within this course.

CLASSROOM EXPECTATIONS

REQUIRED MATERIALS:

- School GO Card – for attendance and scanning
- Access to Technology (Internet Access)
- Access to MS-Teams

CLASSROOM EXPECTATIONS:

- Attendance and Assignments – If you miss a class or know you will be absent, please present a note signed by your parent or guardian. We will have a conversation to ensure you are up to date with information and assignments, or to determine alternatives.
- Cellphones – Cell phones are expected to be turned off and put away during class time. Occasionally, we will use them as learning tools.
- Academic Integrity – Students are expected to submit work that is their own and to cite any resources 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 and alternate arrangements to demonstrate learning.
- Additional **Course Expectations** and **Safety Instructions** will be covered at the begin of the course (in-person and will be posted to teams).

In addition to following classroom rules, students are expected to follow the VSB Codes of Conduct. Please refer to the Gladstone Student Handbook for more details and / or the link: (<https://tinyurl.com/Gladstone-Code-of-Conduct>)

ASSESSMENT AND EVALUATION

As learning is an individual journey, assessment and evaluation is cumulative. This means that the grade on a written report reflects your current level of achievement at that point in the course and will continually be adjusted throughout the learning process.

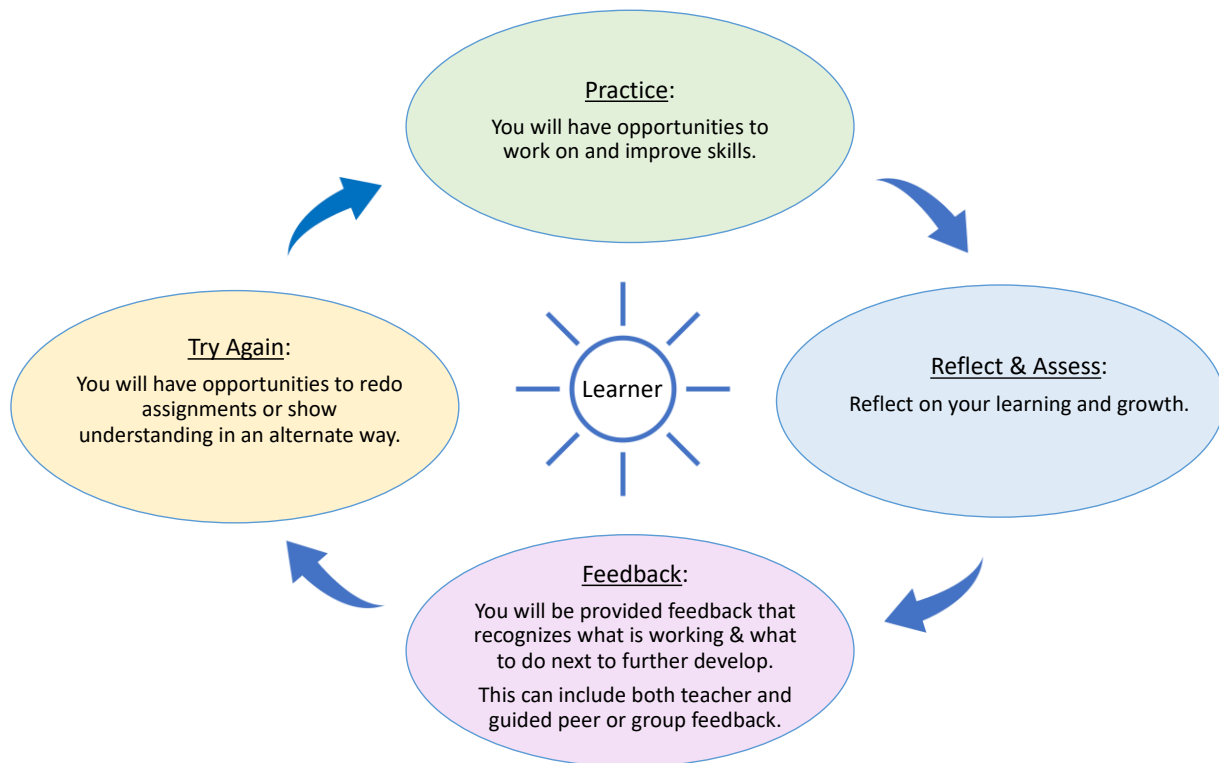
The purpose of assessment is to facilitate learning and move it forward in an equitable and inclusive way. Assessment helps students answer three questions about their learning:

Where am I now?

Where am I going?

How do I get there?

The Feedback Loop:



GRADING:

Student progress towards the learning targets of this course are evaluated using the following scale.

Grade 8-9, the 4-point proficiency scale for assessment and reporting.

Emerging			Developing			Proficient		Extending	
The student demonstrates an initial understanding of the competencies.			The student demonstrates a partial understanding of the competencies.			The student demonstrates a complete understanding of the competencies.		The student demonstrates a sophisticated understanding of the competencies.	
Number of Activities Completed and Presentation Attended									
1	2	3	4	5	6	7	8	9	10

COMMUNICATING STUDENT LEARNING

The Reporting Timeline chart details dates for communicating student learning. Families may receive further updates through email or phone calls.

Please note that the Interim Report will contain comments, while the Mid-Semester and Final Reports will also include a grade.

WORK HABITS: Work habits are important to develop and contribute to both academic and personal success. Work habits can include aspects related to responsibility, self-regulation, respect, collaboration, and participation. Work habits may be commented upon and are separated from the academic grade.

Reporting Timeline:

- Interim Report
 - Mid-Semester Report
 - Parent Teacher Conference
 - Final Report
- ** Please check the school website 'Calendar' for specific dates ****

I look forward to getting to know you better this year and to starting our learning journey together. Please contact me to share any needed information or if you have any further questions.

To contact Mr. B. Yu:

- Room D105 (Computer Lab)
- Room V105 (Robotics Lab)
- Room V109 (AutoShop)
- Email: byu@vsb.bc.ca
- MS-Teams

Please see Mr. Yu's FIT schedule posted outside D105 to know where/when Mr. Yu will be available during each FIT period.