Ontario eSecondary School
Course Outline
2018-2019

Course Title: Career Studies	
Course Code: GLC2O	
Course Type: Open	
Grade: 10	
Credit Value: 0.5	
Prerequisites: None	
Department: Guidance and Career Education	
Course developed by: Riyad Khan	**Date: September 2015**
Course revised by: Riyad Khan	**Date: July 2017**
Length: **One Semester**	**Hours:** **55**
Course based on Ministry curriculum document: The Ontario Curriculum, Grades 9 and 10: Guidance and Career Education, 2006	

Course Description:

This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan

Overall Curriculum Expectations

Personal Management
- use a self-assessment process to develop a personal profile for use in career development planning;
- evaluate and apply the personal-management skills and characteristics needed for school success, document them in their portfolio, and demonstrate their use in a variety of settings;
- demonstrate effective use of interpersonal skills within a variety of setting

Exploration of Opportunities
- use a research process to locate and select relevant career information from a variety of sources for inclusion in a portfolio;
- identify current trends in society and the economy and describe their effect on work opportunities and work environments;
- identify a broad range of options for present and future learning, work, and community involvement

Preparation for Transition and Change
- use appropriate decision-making and planning processes to set goals and develop a career plan;
- analyse changes taking place in their personal lives, their community, and the economy, and identify strategies to facilitate smooth transitions during change;
- demonstrate an understanding of, and the ability to prepare for, the job-search process

Outline of Course Content

Unit 1: Personal Management – 16 Hours

In this unit students will think about why they are here on a variety of levels, but the unit focuses on a much smaller scale and place. The unit asks students to consider why they are in school? What is their job in being there? Students are introduced to the five processes involved in producing quality work. And the third part of this unit takes students through the steps of acquiring a job as follows: application form, resume, references, cover letter, interview and follow-up.

Unit 2: Exploration of Opportunities – 17 Hours
This unit is designed to help students take an in-depth look at the marvelous people they are and can be. No matter what students end up doing, it will still be them doing it. So, the more students know about themselves, the better choices they will make; and the better choices they make, the happier they will be doing whatever they decide in their lives and work. From multiple intelligences, to learning styles, to skills and values students will finish the unit with a deeper understanding of who they are and therefore where they are heading.

Unit 3: Preparation for Transition and Change – 17 Hours
This unit takes what students know about themselves and applies it to figuring out what they are going to do with their lives. It does so through the use of another simulation. Students look at post secondary planning, careers as lives and careers as jobs. Trends and transitions in the workforce are also examined.

Final Evaluation – 5 Hours
30% of the grade will be based on a final integrative Careers Day project to be done at the end of the course. This project, which consists of several subsections, sees the student compiling what they have learned so far with research and planning.
Total: 55 Hours

Teacher/Learning Strategies
Teacher-directed strategies
Lecture, Questioning, Visual organizers, Demonstration, Group project, Peer helping, Case Studies, Guest Speakers, Field Trip, and Handouts.

Self-directed strategies
Sharing, Displays, Research, Electronic Media Research, Computer Assisted Learning, Text referencing, Note-taking, Study notes, Checklists, and Questionnaires

Strategies For Assessment And Evaluation Of Student Performance:

Assessment & Evaluation of Student Achievement
Evaluation in this course will be continuous throughout the semester and will include a variety of evaluation methods.

Assessment for Learning	Assessment as Learning	Assessment of Learning
Student Product	**Student Product**	**Student Product**
Journals/Letters/Emails (checklist)	**Assignment**	**Assignment**
Learning Logs (anecdotal)	**Journals/Letters/Emails (checklist)**	**Journals/Letters/Emails (checklist)**
Entrance tickets	**Portfolios (rubric)**	**Tests (scale/rubric)**
Exit tickets	**Posters (rubric/scale)**	**Exam**
	Graphic organizers (scale)	**Rough drafts (rubric)**
	Peer feedback (anecdotal/checklist)	**Portfolio (rubric)**
		Posters (rubric/scale)

	Reports (rubric) Essays (rubric) Entrance ticket Vocabulary notebooks (anecdotal) Visual Thinking Networks (rubric)	Graphic organizers (scale) Reports (rubric) Essays (rubric) Visual Thinking Networks (rubric)

Observation
    Whole class discussions (anecdotal)
 	
    Self-assessments (checklist)
	Observation
	    Class discussions (anecdotal)
	
	    PowerPoint presentations (rubric)
	
	    Performance tasks (anecdotal/scale)
		Observation
		    Debate (rubric)
		
		    PowerPoint presentations (rubric)
		
		    Performance tasks (anecdotal/scale)

Conversation
    Student teacher conferences (checklist)
 	
    Small Group Discussions (checklist)
 	
    Pair work (checklist)
	Conversation
	    Student teacher conferences (checklist)
	
	    Small group discussions (checklist)
	
	    Pair work (anecdotal)
	
	    Peer-feedback (anecdotal)
		Conversation
		    Student teacher conferences (checklist)
		
		    Question and Answer Session (checklist)
		
		    Oral Presentation with question and answer session

Learning skills, effort, punctuality, and recorded absences are reported separately and are not considered in the determination of the percentage grade. The evaluation will be based on testing, product development and product delivery using a variety of media. Factored into this evaluation is the degree to which a student uses both independent and collaborative product development strategies.

Achievement Categories
Marking schemes and rubrics used for evaluation is organized to include the four achievement categories. Student work is evaluated under the following categories:

Category	Weight
Knowledge/Understanding	30%
Thinking/Inquiry	20%
Communication	20%
Application	30%

Final Course Evaluation
Seventy per cent of the grade will be based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade will be based on a final evaluation in the form of an examination and research essay.

Evaluation:

Percentage of Final Mark	Weight	Categories of Mark Breakdown
70%	70%	*Assignments:* 7 X 10% each Personal Surveys, Resume Cover letter, HS planning, Post-Secondary Planning, Budgeting, Career Planning, Job Search Brochure
30%	10%	*Summative Assignment: Career Portfolio*
	20%	*Careers Exploration Culminating Task*

Achievement Policy
For Grades 9 to 12, a final grade (percentage mark) is recorded for every course. The final grade will be determined as follows:
• Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
• Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course. **Growing Success. Assessment, Evaluation and Reporting in Ontario Schools. 2010**

Some Considerations for Program Planning in Guidance and Career Education

Students learn best when they are engaged in a variety of ways of learning. Guidance and career education courses lend themselves to a wide range of approaches in that they require students to research, think critically, work cooperatively, discuss relevant issues, and learn through practice in a variety of settings. Helping students become self-directed, lifelong learners is a fundamental aim of the guidance and career education curriculum. When students are engaged in active and experiential learning strategies, they tend to retain knowledge for longer periods and develop meaningful skills. Active and experiential learning strategies also enable students to apply their knowledge and skills to real-life issues and situations.

Antidiscrimination Education in Guidance and Career Education
The guidance and career education curriculum is designed to help students acquire the habits of mind essential in a complex democratic society characterized by rapid technological, economic, political, and social change. These involve respect and understanding with regard to individuals, groups, and cultures in Canada and the global community, including an appreciation and valuing of the contributions of Aboriginal people to the richness and diversity of Canadian life.They also involve respect and responsibility for the environment and an understanding of the rights,

privileges, and responsibilities of citizenship. Learning the importance of protecting human rights and of taking a stand against racism and other expressions of hatred and discrimination is also part of the foundation for responsible citizenship.

Literacy, Numeracy, and Inquiry/Research Skills
Success in all their secondary school courses depends in large part on students' literacy skills. Many of the activities and tasks students undertake in guidance and career education involve the use of written, oral, and visual communication skills. For example, students use language to record their observations, to describe their inquiries in both informal and formal contexts, and to present their findings in oral presentations and written reports. The language of guidance and career education includes special terms that are recognized as belonging to this field. Study in these courses will thus encourage students to use language with greater care and precision so that they are able to communicate effectively.

The Ontario Skills Passport and Essential Skills
Teachers planning programs in guidance and career education need to be aware of the purpose and benefits of the Ontario Skills Passport (OSP).The OSP is a bilingual web-based resource that enhances the relevancy of classroom learning for students and strengthens school-work connections. The OSP provides clear descriptions of essential skills such as reading, writing, computer use, measurement and calculation, and problem solving and includes an extensive database of occupation-specific workplace tasks that illustrate how workers use these skills on the job. The essential skills are transferable, in that they are used in virtually all occupations. The OSP also includes descriptions of important work habits, such as working safely, being reliable, and providing excellent customer service. The OSP is designed to help employers assess and record students' demonstration of these skills and work habits during their cooperative education placements. Students can use the OSP to identify the skills and work habits they already have, plan further skill development, and show employers what they can do.

Health and Safety in Guidance and Career Education
In addition to taking all possible and reasonable steps to ensure the physical safety of students, teachers must also address the personal well-being of students. Students require reassurance and help with transitions. In addition, they must understand their rights to privacy and confidentiality as outlined in the Freedom of Information and Protection of Privacy Act and be able to function in an environment free from abuse and harassment. They need to be aware of harassment and abuse issues in establishing boundaries for their own personal safety. They should be informed about school and community resources and school policies and reporting procedures with regard to all forms of abuse and harassment.

The Role of Technology in Guidance and Career Education
ICT can be used to connect students to other schools, locally and abroad, and to bring the global community into the local classroom. Through Internet websites and CD-ROM technology, students can now access resources that provide current labour market information, statistics and trends, occupational data, community agency information, apprenticeship information, and a host of options for exploring work, learning, and career opportunities locally, nationally, and internationally. ICT resources allow secondary school students to conduct more far-ranging and authentic research than ever before. Applications such as databases, spreadsheets, word processors, and presentation software can be used to support various methods of inquiry. Although the Internet is a powerful learning tool, however, all students must be made aware of issues of privacy, safety, and responsible use, as well as of the ways in which the Internet can be used to promote hatred.