



Senior High

Canadian Advanced Senior High

<u>Department:</u>	Guidance and Career Education
<u>Course Development Date:</u>	November 2017
<u>Course Title:</u>	Career Studies
<u>Grade:</u>	10
<u>Course Type:</u>	Open
<u>Ministry Course Code:</u>	GLC20
<u>Credit Value:</u>	0.5
<u>Hours:</u>	55
<u>Ministry Curriculum Policy:</u>	The Ontario Curriculum Grades 9 – 10 Guidance and Career Education, 2006 (Revised)
<u>Pre-requisite:</u>	None

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 EXPECTATIONS

1. Personal Management

By the end of this course, students will:

1. Use a self-assessment process to develop a personal profile for use in career development planning;
2. 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;
3. Demonstrate effective use of interpersonal skills within a variety of settings.

2. Exploration of Opportunities

By the end of this course, students will:

1. Use a research process to locate and select relevant career information from a variety of sources for inclusion in a portfolio;
2. Identify current trends in society and the economy and describe their effect on work opportunities and work environments;
3. Identify a broad range of options for present and future learning, work, and community involvement.

3. Preparation for Transitions and Change

By the end of this course, students will:

1. Use appropriate decision-making and planning resources to set goals and develop a career plan;
2. Analyze changes taking place in their personal lives, their community, and the economy, and identify strategies to facilitate smooth transitions during change;
3. Demonstrate an understanding of, and the ability to prepare for, the job-search process.

Outline of Course Content

Unit One – Personal Management

20 hours

(Online components: 14 hours; Offline components: 6 hours)

Expectations include: demonstrating an understanding of the purpose of self-assessment and the use of standardized assessment tools; use a variety of assessment tools to produce a personal profile that describes their current interests, skills, competencies, accomplishments, and characteristics, and identify occupations that are suited to their personal profile; identify the essential skills they have developed through school, extracurricular, and/or community experiences, and explain how these skills relate to career development; identify internal and external influences that may limit or expand the range of educational and career opportunities they would consider; describe and explain the importance of personal-management skills, habits, and characteristics for success in career development; create a portfolio that documents personal information and career-related information; demonstrate effective use of their personal-management skills and habits in order to address areas for improvement; describe a variety of situations in school, at home, and in the community; identify a range of teamwork and leadership skills and explain their use in a variety of settings.

Unit Two – Exploration of Opportunities

17 hours

(Online components: 11 hours; Offline components: 6 hours)

Expectations include: identify and describe, using an occupational classification system, various fields of work that are of interest to them; demonstrate effective use of research skills to locate and select career-related information from a variety of sources; describe, on the basis of research, selected occupations or fields of work, using identified criteria, and describe the ways in which secondary school students can prepare for those occupations; explain the importance of safety in the workplace and related employee and employer rights and responsibilities; organize and integrate selected career information into a portfolio; identify economic and societal trends and explain how they influence available job opportunities and work environments; explain how knowledge of and respect for various cultures and languages can be an asset in the global job market; identify a broad range of local and regional work opportunities, including self-employment and entrepreneurship, using a variety of resources; demonstrate an understanding of the secondary school program and graduation requirements and related terms; identify and describe a variety of learning opportunities for secondary school students, including secondary school courses, community-based

learning, and co-curricular activities; compare a variety of postsecondary learning options and identify those most suited to them based on their personal interests, competencies, and aspirations.

Unit Three – Preparation for Transitions and Change

18 hours

(Online components: 12 hours; Offline components: 6 hours)

Expectations Include: demonstrate an understanding of the decision-making process as it relates to career planning; articulate personal, learning, community, and occupational goals, taking into consideration the results from their personal profile and their exploration of selected occupations; produce a preliminary career plan that identifies secondary school courses, activities in the school and community, and postsecondary education options that will help them achieve their goals; identify potential barriers that could interfere with the achievement of their goals, and use problem-solving strategies to identify appropriate actions; demonstrate an understanding of career development as a lifelong process that will include transitions, changes, and lifelong learning; describe the characteristics of transitions and changes, and identify some of the personal and work-related transitions and changes that they or others have experienced; identify positive ways of dealing with transitions and change; compare the “open” (publicly advertised) job market and the “hidden” (unadvertised) job market, and identify appropriate strategies to access each market; use a variety of resources to identify summer or part-time job opportunities in their community; create effective résumés and cover letters for the work-search process, using word-processing software and appropriate formatting, vocabulary, and conventions; demonstrate the ability to complete job applications effectively; demonstrate the ability to prepare effectively for the job interview process.

Assessment and Evaluation

The assessment techniques used in this course are Assessment as, for and of Learning. Their purpose is to provide students with opportunity for engage into self-directed ongoing learning, consistent student and teacher communication, consistent teacher monitoring of student-learning and the instructional strategies have been successful in facilitating the acquisition of the skills described in the Ministry of Education’s curriculum expectations for each unit. Assessment tools include but are not limited to:

Group and individual presentations; story writing assignments; quizzes and written tests; organization of binders; student-teacher conferences;

formal/informal teacher observation and on-going verbal feedback; oral presentations; instructional videos and independent work.

70% of the grade will be based on assessment for and of learning tests, quizzes and assignments evaluated throughout the course (term work).

30% of the grade will be based on evaluation in the form of an examination and/or project (summative evaluation).

Term work (70%)

Knowledge and Understanding	20 %
Thinking and Inquiry	20 %
Communication	15 %
Application	15 %

Final Evaluation (30%)

Culminating Activity	15%
Final Examination	15%

Assessment for Learning (Growing Success) will implement the use of diagnostic assessments to determine the students' readiness skills for the ensuing lessons and skills required. Formative assessments, including frequent informal question and discussion during class, will take place in an ongoing and frequent manner to assure students' are acquiring and practicing skills.

Assessment as Learning (Growing Success) will be monitored to ascertain that students' are developing the ability to self-correct and to determine individual skills that are required for success and in determining individual learning styles. Students are provided with adequate time and resources to engage in individuated practice and learning of the materials.

Assessment of Learning (Growing Success) will be done upon completion of units and course to convey the success of the students' achievement of the content and concepts learned.

Teaching/Learning Strategies

- Binder checks
- Cooperative learning groups
- Direct teaching/Socratic method
- Graphic organizers

- Think/pair/share
- Worksheets
- Individual practice of questions
- Viewing and responding to videos
- Questionnaires, Ticket out the Door
- Oral presentations
- Independent and group research projects
- Note-taking
- Mini-whiteboard activities

Resources

- **Textbook:** None required.
- **Supplementary teaching materials:** worksheets organized by teacher.
- **Websites**
 1. Introduction to Careers Video: <https://youtu.be/QpEFjWbXog0>
 2. Video on Multiple Intelligences: <https://youtu.be/cf6lqfNTmaM>
 3. Career Exploration Survey: <http://www.educations.com/career-test>
 4. Exploring Careers: <http://whatcanidowiththismajor.com/major/majors/>
 5. Job Bank: www.jobbank.gc.ca