



Course Outline

Course Title:	Career Studies Grade 10
Department:	Guidance and Career Education
Grade Level:	Grade 10
Course Code:	GLC20
Developed from:	<i>The Ontario Curriculum, Grades 9 and 10: Guidance and Career Education, 2019 (revised)</i>
Prerequisite:	None
Credits:	.5
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Development Date:	November 2016
Revised By:	Gillian Matthews
Revision date	January 2023

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

Personal Management

By the end of this course, students will:

- 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 settings.

Exploration of Opportunities

By the end of this course, students will:

- 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 Transitions and Change

By the end of this course, students will:

- 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.

Units: Titles and Timing

Unit	Title	Content	Time hours
1	Developing Personal Skills, Strategies and Goals	Students will develop personal skills, strategies and habits that are needed to succeed in school, life and work. Students will identify and develop skills and strategies for managing stress and achieving a healthy lifestyle, while learning to apply decision-making strategies that will help to bring them personal, school and work success. Students will reflect on their progress in these areas.	17
2	Exploration and Preparation For Career and Opportunities	Students will explore current work trends and will identify and evaluate the importance of transferable skills, while preparing for future work and career opportunities. Students will identify and create possible work and career destinations and pathways.	18
3	Planning and Financial Management	Students will create a plan for their post-secondary education in order to communicate their goals and objectives. Students will account for their financial needs by establishing a budget and using financial management practices.	17
4	Final Evaluation	Oral and Visual Presentation of Personal Growth, Career Objectives and Pathways	3
Total			55

Teaching/Learning Strategies

Some strategies, which are consistent with the assessment techniques referred to in the activities are:

- Share the rubrics for culminating activities at the beginning of the unit, so expectations are clear for students and can be used to support the learning in all activities of the unit.
- Develop rubrics with students, or involve them in translating them into student language.
- Emphasize the language of assessment and evaluation in your discussion with students.
- Provide sample work demonstrating achievement at different levels for students.
- Provide different opportunities to assess the achievement of the expectations.
- Provide opportunities for self- and peer assessment to be used as formative assessment to support and improve student learning.
- Provide multiple opportunities for students to demonstrate their achievement of expectations.

- Provide opportunities for students to retry assignments to demonstrate their learning.
- Develop tests that provide opportunities to demonstrate all categories on the Achievement Chart (not just knowledge) at all levels.
- Give practice tests as an opportunity for formative assessment.
- Use assessment tools that are appropriate for the expectations being addressed and relate to the categories on the Achievement Chart.
- Provide prompt feedback so that students can use it to improve their learning.
- Design a variety of assessment tasks to address different learning styles.
- Provide activities/assessment tasks to accommodate needs of the learners in the classroom.
- Provide opportunities for students to track their own progress.

Assessment For, As, and Of Learning Strategies

Diagnostic Assessment (For)

is the process of gathering evidence of student learning prior to commencing instruction. This information is useful for planning instruction, and in particular for individualizing program delivery. It is not used to determine student achievement levels.

Implementation Strategy

- History vocabulary / idioms English competency assessment at beginning of course
- Pretest for each section of the Course
- Interview with teacher

Formative assessment (As)

is the process of gathering information during the learning process. It involves constructive and specific feedback to students aimed to improve learning. This evidence may be used for determining a grade/level when there is insufficient evidence from summative assessments.

Implementation Strategy

- Learning expectations and criteria for assessment are communicated to students in advance.
 - Frequent use of quizzes or short art assignments to provide feedback to student and teacher
 - Class room observation with teacher feedback to student
 - Provide rubrics to that clarify performance expectations and levels of achievement for rich assignments
 - Discuss how the achievement chart levels relate to selected specific expectations
 - Provide ongoing feedback on their learning to help them establish goals for improvement
 - Peer assessment of selected assignments, performances, presentations etc.
 - Provide students with guidance to learn how to assess their own work and to set goals for improvement.
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- Examples of student work are stored in student portfolios
 - Provided students with exemplars to illustrate achievement levels
 - Provide students with opportunity to demonstrate authentic performance and investigation skills

Summative assessment (Of)

May occur throughout a course. Summative assessment is designed to allow students to demonstrate achievement toward the expectations of a course. It forms the primary basis for establishing the report card levels of achievement.

Implementation Strategy

- Summative tests at end of each unit referencing the achievement charts
- Assign at least one rich project (e.g. independent investigation involving map work)
- Determination of grading levels for formal reporting purposes should primarily reflect student performance on summative tasks. Students' level grades will reflect their most consistent level of achievement with an eye to their most recent levels of achievement at the time of reporting.
- Theory Tests and art history presentation
- Final portfolio and presentation

Evaluation

Evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in the curriculum document. Student achievement of the learning expectations will be evaluated according to the following breakdown.

Categories of the Achievement Chart		Wt.
Knowledge/ Understanding	<ul style="list-style-type: none"> · knowledge of facts · understanding of concepts · understanding of relationships between concepts 	25%
Thinking/ Inquiry/ Problem Solving	<ul style="list-style-type: none"> · critical and creative thinking skills · inquiry skills (e.g., formulating questions; planning; selecting strategies and resources; analysing and interpreting information; forming conclusions) 	25%
Communication	<ul style="list-style-type: none"> · critical and creative thinking skills · inquiry skills (e.g., formulating questions; planning; selecting strategies and resources; analysing and interpreting information; forming conclusions) 	25%
Application	<ul style="list-style-type: none"> · application of ideas and skills (e.g., personal management skills) in familiar contexts · transfer of ideas and skills (e.g., interpersonal skills) to new contexts · application of current technology (e.g., use of the Internet) · making connections (e.g., between personal experiences and the subject, between subjects, and between subjects and the world outside the school) 	25%
Total		100%

Final Mark

The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for Canadian and World Studies.

70% of the grade will be based upon evaluations conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.

30% of the grade will be based on a final evaluation. At least 20% of this evaluation will be a formal examination. The other 10% may be any one of a variety of assessment tools that suit the students learning style.

SOME CONSIDERATIONS FOR PROGRAM PLANNING IN GUIDANCE AND CAREER EDUCATION

Teaching Approaches

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.

Some of the teaching and learning strategies that are suitable to material taught in guidance and career education include:

- cooperative small-group learning
- one-on-one teaching, guided learning
- personal reflection
- role playing
- simulations
- case-study analysis
- presentations
- tasks involving real workplace materials
- experiential learning
- and independent study

It is essential to emphasize the relationship of guidance and career education to the world outside the classroom, so that students recognize that what they learn in these courses can have a significant influence on the rest of their lives, from their educational choices to decisions about their careers and personal lives.

PLANNING FOR EXPERIENTIAL LEARNING AND COOPERATIVE EDUCATION

This is not applicable since The Erindale Academy does not offer experiential learning and cooperative education.

PLANNING PROGRAM PATHWAYS AND PROGRAMS LEADING TO A SPECIALIST HIGH-SKILLS MAJOR

This is not applicable since The Erindale Academy does not offer programs leading to a specialist skills major.

PLANNING GUIDANCE AND CAREER EDUCATION PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

This is not applicable since The Erindale Academy does not have students with special needs.

English as a Second Language and English Literacy Development (ESL)

Young people whose first language is not English enter Ontario secondary schools with diverse linguistic and cultural backgrounds. Some may have experience of highly sophisticated educational systems, while others may have had limited formal schooling. All of these students bring a rich array of background knowledge and experience to the classroom, and all teachers must share in the responsibility for their English-language development.

Teachers of guidance and career education must incorporate appropriate strategies for instruction and assessment to facilitate the success of the English language learners in their classrooms.

These strategies include:

- accommodations regarding some or all of the course expectations, based on the student's level of English proficiency;
- use of a variety of instructional strategies (e.g., extensive use of visual cues, graphic organizers, scaffolding; previewing of textbooks; pre-teaching of key vocabulary; peer tutoring; strategic use of students' first languages);
- use of a variety of learning resources (e.g., visual material, simplified text, bilingual dictionaries, and culturally diverse materials);
- use of assessment accommodations (e.g., granting of extra time; use of oral interviews and tasks requiring completion of graphic organizers and cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English).

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 Ministry of Education has facilitated the development of materials to support literacy instruction across the curriculum. Helpful advice for integrating literacy instruction in guidance and career education courses may be found in the following resource documents:

- *Think Literacy: Cross-Curricular Approaches, Grades 7–12, 2003*
- *Think Literacy: Cross-Curricular Approaches, Grades 7–12 – Guidance and Career Education: Subject-Specific Examples (Learning Strategies, Grade 9; Career Studies, Grade 10), 2006*

The guidance and career education curriculum also builds on and reinforces certain aspects of the mathematics curriculum. For example, clear, concise communication involves the use of various diagrams, charts, tables, and graphs to organize, interpret, and present information. In courses that include planning for future financial needs, students apply concepts related to budgeting and personal finance. Statistical information is used in some courses to help students understand trends in society and the economy.

In all guidance and career education courses, students will develop their ability to ask questions and to plan investigations to answer those questions. They need to learn a variety of research methods in order to carry out their investigations and to know which methods to use in a particular inquiry. Students need to learn how to locate relevant information from a variety of sources, such as books, newspapers, field studies and interviews, diagrams and charts, and electronic sources. As they advance through the grades, students will be expected to use these sources with increasing sophistication.

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.

The skills described in the OSP are the essential skills that the Government of Canada and other national and international agencies have identified and validated, through extensive research, as the skills needed for work, learning, and life. Essential skills provide the foundation for learning all other skills and enable people to evolve with their jobs and adapt to workplace change. For further information on the OSP and essential skills, visit <http://skills.edu.gov.on.ca>.

The Role of Technology in Guidance and Career Education

Information and communication technology (ICT) provides a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' learning in guidance and career education. These tools include online assessment tools, career exploration programs, simulations, multimedia resources, databases, and computer-assisted learning modules. Teachers can use ICT tools and resources for whole-class instruction as well as in the design of curriculum to meet diverse student needs.

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.

Because experiential learning is an important component of the guidance and career education curriculum, students taking guidance and career education courses are often engaged in activities in the community. Teachers must ensure that students are prepared for these community-based activities, paying particular attention to health issues and safety procedures in the workplace. In addition, students need to understand how matters relating to work ethics and work attitudes contribute to a healthy, positive work environment. Teachers, as well as board staff, should be aware of their responsibility and potential liability in terms of students' health and safety. Policy/Program Memorandum No. 76A, "Workplace Safety and Insurance Coverage for Students in Work Education Programs" (September 2000), outlines procedures for ensuring the provision of Health and Safety Insurance Board coverage for students who are at least 14 years of age and are on placements of more than one day. (A one-day job shadowing or job twinning experience is treated as a field trip.) Teachers should also be aware of the minimum age requirements

outlined in the Occupational Health and Safety Act for persons to be in or to be working in specific workplace settings. Relevant ministry policies are outlined in Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools, 2000.

Resources:

Wallace, Lee. Career Studies 10, Nelson

<http://www.jobspepledo.com/>

Various Websites and Video Links on Personal Goal Setting and Career Management

Achievement Chart – Grades 9–10, Guidance And Career Education

Category	50-59% (Level 1)	60-69% (Level 2)	70-79% (Level 3)	80-100% (Level 4)
Knowledge/ Understanding	The student:			
knowledge of facts	demonstrates limited knowledge of facts	demonstrates some knowledge of facts	demonstrates considerable knowledge of facts	demonstrates thorough knowledge of facts
understanding of concepts	demonstrates limited understanding of concepts	demonstrates some understanding of concepts	demonstrates considerable understanding of concepts	demonstrates thorough and insightful understanding of concepts
understanding of relationships between concepts	demonstrates limited understanding of relationships between concepts	demonstrates some understanding of relationships between concepts	demonstrates considerable understanding of relationships between concepts	demonstrates thorough and insightful understanding of relationships between concepts
Thinking/ Inquiry	The student:			
critical and creative thinking skills	uses critical and creative thinking skills with limited effectiveness	uses critical and creative thinking skills with moderate effectiveness	uses critical and creative thinking skills with considerable effectiveness	uses critical and creative thinking skills with a high degree of effectiveness
inquiry skills (e.g., formulating questions; planning; selecting strategies and resources; analysing and interpreting information; forming conclusions)	applies few of the skills involved in an inquiry process	applies some of the skills involved in an inquiry process	applies most of the skills involved in an inquiry process	applies all or almost all of the skills involved in an inquiry process
Communication	The student:			
communication of information, ideas, and experiences	communicates information, ideas, and experiences with limited clarity	communicates information, ideas, and experiences with some clarity	communicates information, ideas, and experiences with considerable clarity	communicates information, ideas, and experiences with a high degree of clarity, and with confidence
use of language and visuals	uses language and visuals with limited accuracy and effectiveness	uses language and visuals with some accuracy and effectiveness	uses language and visuals with considerable accuracy and effectiveness	uses language and visuals with a high degree of accuracy and effectiveness
communication for different audience and purposes	communicates with a limited sense of audience and purpose	communicates with some sense of audience and purpose	communicates with a clear sense of audience and purpose	communicates with a strong sense of audience and purpose
use of various forms of communication (e.g., reports, memos)	demonstrates limited command of the various forms	demonstrates moderate command of the various forms	demonstrates considerable command of the various forms	demonstrates extensive command of the various forms
Application	The student:			
application of ideas and skills (e.g., personal management skills) in familiar contexts	uses ideas and skills in familiar contexts with limited effectiveness	uses ideas and skills in familiar contexts with moderate effectiveness	uses ideas and skills in familiar contexts with considerable effectiveness	uses ideas and skills in familiar contexts with a high degree of effectiveness
transfer of ideas and skills (e.g., interpersonal skills) to new contexts	transfers ideas and skills to new contexts with limited effectiveness	transfers ideas and skills to new contexts with moderate effectiveness	transfers ideas and skills to new contexts with considerable effectiveness	transfers ideas and skills to new contexts with a high degree of effectiveness
application of current technology (e.g., use of the Internet)	uses technology with limited appropriateness and effectiveness	uses technology with moderate appropriateness and effectiveness	uses appropriate technology with considerable effectiveness	uses appropriate technology with a high degree of effectiveness
making connections (e.g., between personal experiences and the subject, between subjects, and between subjects and the world outside the school)	makes connections with limited effectiveness	makes connections with moderate effectiveness	makes connections with considerable effectiveness	makes connections with a high degree of effectiveness