



## NIAGARA ACADEMY COURSE OUTLINE

COURSE:	Career Studies, Grade 10, Open (GLC20)
SCHOOL:	Niagara Academy
DEVELOPED BY:	C. Nolman, August, 2003
REVISED BY:	S. Duff, 2009, C. Nolman, 2011, M. Corrigan, 2012, M. Chudyk, 2014, R. Lott, 2016
COURSE TITLE:	Career Studies
COURSE TYPE:	Open
COURSE GRADE:	Ten
COURSE CODE:	GLC20
DEVELOPED FROM:	The Ontario Curriculum Grades 9 and 10, Guidance and Career Education, 2006, <a href="http://www.edu.gov.on.ca/eng/curriculum/secondary/guidance910currb.pdf">http://www.edu.gov.on.ca/eng/curriculum/secondary/guidance910currb.pdf</a>
PREREQUISITE:	None
COURSE DURATION:	55 hours
COURSE VALUE:	.5 credits
COURSE TEXT:	None

## **COURSE DESCRIPTION AND RATIONALE**

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**

By this 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.

## ASSESSMENT AND EVALUATION

**Evaluation and Reporting of Student Achievement:** Student achievement is communicated formally to students and parents by means of the Provincial Report Card, Grades 9–12. The report card provides a record of the student’s achievement of the curriculum expectations in every course, at particular points in the school year or semester, in the form of a percentage grade. The percentage grade represents the quality of the student’s overall achievement of the expectations for the course which are described in the achievement chart on pages 16-17 of The Ontario Curriculum Grades 9 and 10, Guidance and Career Studies, 2006, Website: <http://www.edu.gov.on.ca/eng/curriculum/secondary/guidance910curr.pdf>.

**Learning Skills** will also be assessed and reported on the Provincial Report Card, Grades 9-12. The quality of the learning skills demonstrated by a student are recorded in six categories – Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-Regulation – are assessed throughout the semester using a four-point scale (E - Excellent, G - Good, S - Satisfactory, N - Needs Improvement). Reference: page 11, Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010, (<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>) .

**Assessment for Learning** will be used as a process for seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there. Teachers will use diagnostic assessment before instruction and formative assessment will occur frequently and in an ongoing manner to monitor students’ progress. Observation and conversation will be used to determine the needs of individual student learning.

**Assessment as Learning** will focus on the explicit fostering of student’s capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves. Formative assessment be used by students to monitor their own and their peers’ progress.

**Assessment of Learning** will be used as the assessment that becomes public and results in statements or symbols about how well students are learning. Summative assessment will be used by the teacher to summarize learning at a given point in time. (Ref: page 31 of Growing Success,)

The teacher will use assessment strategies that:

- are fair, transparent and equitable for all students;
- are clearly communicated to students at the beginning of the course and at other points throughout the semester
- are varied in nature, administered over a period of time and designed to provide opportunities for students to demonstrated the full range of their learning
- are appropriate for the learning activities used, the purposes of instruction and the needs and experiences of the students
- relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs and experiences of all students

- accommodate students with special education needs, consistent with the strategies outlined in their Individual Education Plan
- accommodate the needs of students who are learning the language of instruction
- ensure that each student is given clear directions for improvement
- promote students' ability to assess their own learning and to set specific goals
- ensure that each student is given clear directions for improvement

A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher. The final grade for each course in Grades 9–12 will be determined as follows:

- Seventy per cent of the grade will be based on evaluations 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. Please see the chart below for an explanation of how course work marks will be obtained.
- Thirty per cent of the grade will be based on a final evaluation in the form of an examination, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course. This final evaluation consists of the following: Culminating Activity 10% and Final Exam 20%.

## COURSE CONTENT AND EVALUATION

Evaluation in each unit will include Knowledge/Understanding - 25%, Thinking - 25%, Communication - 25%, Application - 25%. The following will be included in course work evaluation: notebooks, journals/reflections, discussion, observation-conversation, decision-making models, reports, resumes, tests, research assignments, oral/PowerPoint presentations, dramatizations.

<b>Unit Unit</b>	<b>Description</b>	<b>Evaluation</b>	<b>Percentage Hours</b>
Unit One	<b>Why Am I Doing This?</b> Choices, making decisions, choosing a career, building careers and credentials, knowing yourself, changing technologies and the effect on the workplace.	8%	5 hrs
Unit Two	<b>Who Am I?</b> Identifying interests, skills, multiple intelligences, learning styles, personality types, creating a profile, establishing values, family and peer groups, visualizing the future, skills (transferable, academic, personal management, time management, organizational, stress management, self-motivation, good habits, communication, teamwork).	19%	15 hrs
Unit Three	<b>What is Out There for Me?</b> Identifying and exploring fields of work and occupations, entrepreneurship, understanding the rights and responsibilities of the work field, choosing school courses and extra-curricular activities, dealing with change, watching trends, universities and colleges, apprenticeships, distance education, other post-secondary options.	19%	15 hrs
Unit Four	<b>How Do I Get Where I Want to Go?</b> Making good decisions, setting and redefining goals, creating a plan of action, planning education, job market, summer and part-time employment, networking, applying for jobs, résumés, cover letter, interviews	19%	15 hrs
Unit Five	<b>How Far Have I Come?</b> developing key attitudes, lifetime learning,	5%	3 hrs
	<b>Total Term Work</b>	<b>70%</b>	<b>55 hrs</b>
<b>Final Evaluation</b>	<b>Culminating Activity</b>	<b>10%</b>	
	<b>Final Exam</b>	<b>20%</b>	
	<b>Final Mark</b>	<b>100%</b>	

## **TEACHING AND LEARNING STRATEGIES**

The goals of the guidance and career education curriculum are to enable students to:

- understand concepts related to lifelong learning, interpersonal relationships, and career planning;
- develop learning skills, social skills, a sense of social responsibility, and the ability to formulate and pursue educational and career goals;
- apply this learning to their lives and work in the school and the community.

Teachers will bring enthusiasm and varied teaching and assessment approaches to the classroom, addressing individual students' needs and ensuring sound learning opportunities for every student. The activities offered should enable students to relate and apply these concepts to the social, environmental, and economic conditions and concerns of the world in which they live. Opportunities to relate knowledge and skills to these wider contexts will motivate students to learn in a meaningful way and to become life-long learners.

One of the keys to student success is high-quality instruction. Teachers who provide quality instruction respect students' strengths and address their learning needs, using assessment information to plan instruction. They clarify the purpose for learning, help students activate prior knowledge, and differentiate instruction for individual students and small groups according to need. Teachers explicitly teach and model learning strategies and encourage students to talk through their thinking and learning processes. They also provide many opportunities for students to practise and apply their developing knowledge and skills. Effective teaching approaches involve students in the use of higher-level thinking skills and encourage them to look beyond the literal meaning of texts and to think about fairness, equity, social justice, and citizenship in a global society. A variety of teaching strategies will be employed: cooperative small-group learning, role playing, simulations, independent research, issue-based analysis, personal reflection, problem posing, seminar presentations, constructive or creative dialogue.

## **CONSIDERATIONS FOR PROGRAM PLANNING**

The planning and administering of this course is based on the premise that all students can be successful language learners. The teacher will provide quality instruction that respects students' strengths and address their learning needs, using assessment information to plan instruction. The teacher will recognize the needs of students with special needs and those who are English language learners to provide instruction that enables those students to be successful. Information and communications technology will be used throughout the course where it is appropriate. The program will also include opportunities for students to apply their language skills to work-related situations, to explore educational and career options, and to become self-directed learners. The program will provide students with an opportunity for cooperative education and other forms of experiential learning so that they can apply the skills they have developed in the classroom to real-life activities in the community and in the world of business and public service.

## Resources

Career Studies 10, Nelson Thomson Learning, 2001, ISBN 0-17-620136-X  
Durham Continuing Education 2005

### **Websites**

<http://osap.gov.on.ca> (Ontario Student Assistance Program)  
[www.jobfutures.ca/en/home.shtml](http://www.jobfutures.ca/en/home.shtml) (Job Futures)  
[www.jacan.org](http://www.jacan.org) (Junior Achievement of Canada)  
<http://www23.hrdc-drhc.gc.ca/2001/e/generic/welcome.shtml> (National Occupational Classification)  
<http://www.seekingsuccess.com/article/art138.php3> (Seeking Success)  
[www.careercruising.com](http://www.careercruising.com) (Career Cruising)  
[http://www15.hrdc\\_drhc.gc.ca/english/general/ES\\_Profiles\\_e.asp](http://www15.hrdc_drhc.gc.ca/english/general/ES_Profiles_e.asp) (Essential Skills Profile)  
<http://www.mazemaster.on.ca/> (Mazemaster)  
[www.nextsteps.org](http://www.nextsteps.org) (Next Steps)  
<http://skills.edu.gov.on.ca> (Ontario Skills Passport)  
<http://www.edu.gov.on.ca/eng/document/brochure/stepup/high.html>  
<http://www.edu.gov.on.ca/eng/document/curricul/secondary/progplan/progplan.html#career>  
[http://cdev.concordia.ca/CnD/studentlearn/Help/Ten\\_Tips.html](http://cdev.concordia.ca/CnD/studentlearn/Help/Ten_Tips.html)  
[https://secure.cottonwoodpress.com/product\\_page/hwp.htm](https://secure.cottonwoodpress.com/product_page/hwp.htm)  
<http://www.aitkin.k12.mn.us/elementary/rippleside/staff/eder/tips.htm>  
[http://www.evcc.ctc.edu/template.cfm?doc\\_id=1457](http://www.evcc.ctc.edu/template.cfm?doc_id=1457)  
[http://www.organizedenough.com/homework\\_tips.htm](http://www.organizedenough.com/homework_tips.htm)  
<http://www.geocities.com/Heartland/9120/index.html>  
<http://hrsbstaff.ednet.ns.ca/macintyr/Homework%20and%20Study%20Skills.htm>  
<http://www.studygs.net/>  
[http://www.ldpride.net/learning\\_style\\_work.html](http://www.ldpride.net/learning_style_work.html)  
<http://www.bcps.org/offices/lis/models/tips/styles.html>  
[http://online.ctcd.edu/orientation/text\\_only.htm](http://online.ctcd.edu/orientation/text_only.htm)  
[http://careerplanning.about.com/cs/aboutassessment/a/assess\\_overview.htm](http://careerplanning.about.com/cs/aboutassessment/a/assess_overview.htm)  
<http://www.rileyguide.com/assess.html>  
<http://www.healthyplace.com/site/tests/psychological.asp>  
[http://www.mindtools.com/pages/main/newMN\\_HTE.htm](http://www.mindtools.com/pages/main/newMN_HTE.htm)  
<http://www.time-management-guide.com/time-management-skills.html>  
<http://www.gmu.edu/gmu/personal/time.html>  
<http://www.support4learning.org.uk/health/stress.htm>  
<http://www.collegeboard.com/article/0,3868,2-9-0-116,00.html>  
<http://www.utexas.edu/student/cmhc/booklets/stress/stress.html#anchor79724>  
[http://www.smu.ca/administration/studentservices/peers\\_stress.html](http://www.smu.ca/administration/studentservices/peers_stress.html)  
<http://www.montgomerycollege.edu/Departments/studev/skills.htm#TIME%20MANAGEMENT>  
<http://www.hellofriend.org/parents/organizational.html>  
<http://planet.tvi.cc.nm.us/darryld/studyskills/studntresp.htm>  
<http://www.workshopsinc.com/manual/Ch7L3.html>  
<http://www.oncourseworkshop.com/Student%20Success%20Strategies.htm>

<http://www.selfhelpsolutions.homestead.com/selfmotivation1.html>  
[http://www.more-selfesteem.com/self\\_motivation.htm](http://www.more-selfesteem.com/self_motivation.htm)  
<http://www.saferchild.org/poorskills.htm>  
<http://www.google.com/search?sourceid=navclient&ie=UTF-8&rls=GGLC,GGLC:1969-53,GGLC:en&q=good+habits+>  
<http://www.gurusoftware.com/GuruNet/Personal/Topics/Organization.htm>  
<http://web.cba.neu.edu/~ewertheim/interper/commun.htm>  
<http://www.isma.org.uk/stressnw/effcomm.htm>  
<http://www.couns.msu.edu/self-help/suggest.htm>  
<http://www.inc.com/guides/growth/23032.html>  
<http://www.bbraham.com/html/negotiation.html>  
<http://www.crnhq.org/windskill10.html>  
<http://muextension.missouri.edu/xplor/hesguide/humanrel/gh6830.htm>