



**TFS High School**  
5635 Yong St. Suite 204,  
Toronto, Ontario M2M 3S9  
**COURSE OUTLINE**  
**Career Studies**  
**(Open)**

<b>Department</b>	Guidance and Career Education
<b>Instructor</b>	Saren Saunders
<b>Course Development Date</b>	September 2019
<b>Ministry Course Code</b>	GLC20
<b>Credit Value</b>	0.50
<b>Ministry Curriculum Document</b>	<u><a href="http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf">Guidance and Career Education, The Ontario Curriculum, Grades 9 and 10, 2019 (Revised)</a></u> <a href="http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf">http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf</a>
<b>Prerequisites</b>	None
<b>Course Revision Date</b>	2023

## Course Description:

This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends, and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school.

## Overall Expectations – GLC20

<b>A. Strand A. Developing the Skills, Strategies, and Habits Needed to Succeed</b>	
A1	<b>Skills, Strategies, and Habits That Contribute to Success:</b> Demonstrate an understanding of the skills, strategies, and habits that can contribute to success in the pursuit of educational and career/life opportunities and in the achievement of a healthy school/life/work balance
A2	<b>Decision-Making Strategies and Goal Setting:</b> Apply various decision-making strategies to help them set goals, reflecting on and documenting their goal-setting process.
<b>B. Exploring and Preparing for the World of Work</b>	
B1	<b>Exploring Work Trends and the Importance of Transferable Skills:</b> demonstrate an understanding, based on research, of a variety of local and global trends related to work and employment, including the effect some of those trends have had on workers' rights and responsibilities and on the role of transferable skills in career development today.
B2	<b>Preparing for Future Opportunities:</b> develop a personal profile based on an exploration of their interests, values, skills, strengths, and needs, and examine the range of factors that can influence their future education and career/life opportunities
B3	<b>Identifying Possible Destinations and Pathways:</b> Taking their personal profile into account, explore, research, and identify a few postsecondary destinations of interest, whether in apprenticeship training, college, community living, university, or the workplace, and investigate the secondary school pathways that lead to those destinations.
<b>C. Planning and Financial Management to Help Meet Postsecondary Goals</b>	
C1	<b>Creating a Postsecondary Plan:</b> develop a plan for their first postsecondary year, whether in apprenticeship training, college, community living, university, or the workplace, and prepare a variety of materials for communicating their strengths and aspirations to prospective mentors, program administrators, employers, and/or investors.
C2	<b>Budgeting and Financial Management:</b> Demonstrate an understanding of responsible management of financial resources and of services available to support their financial literacy as they prepare a budget for their first postsecondary year

## Units of Study

<b>Unit Titles and Descriptions</b>	<b>Time and Sequence</b>
<p><b>Finding a Job</b></p> <p>Students already have a range of skills, interests and experiences that make them employable, the challenge is finding just the right match between their current profile and employment that is available. In this unit, students analyze current strengths and interests. They then discuss what strategies they might employ right now to become more competitive in the job market. Students discuss what to expect, in terms of their rights and responsibilities, if they get a job. Finally, students go through strategies for résumé and cover letter writing, approaching employers with or without job ads, interviewing, and other skills prerequisite to the job hunt.</p>	14 hours
<p><b>Taking the Reins</b></p> <p>While students might be employable now, they might not yet be in a position to go after their dream career. That might take some more schooling, experience or other skills. Students are provided with an overview in this unit of a wide range of educational opportunities available to them beyond secondary school. Students discuss types of jobs available in a number of different sectors, and some of the professional organizations that regulate them. Then, students analyze one interesting possibility-that of entrepreneurship, or being their own boss.</p>	12 hours
<p><b>Future Career</b></p> <p>Students now have a sense of their skills and interests, they have identified one or more careers that they might like to have in the future, and they've been presented with a variety of opportunities available to them after high school to get there. Where do they begin? This unit is about taking what students know about themselves and about what is available, and making a plan. The unit goes over planning a path for education, job experience, and acquiring skills that will make them competitive. They discuss the virtues of, and strategies for, networking both in person and on the web. Finally, there is a section all about the more realistic aspects of the job hunt-job futures analysis, what to do in the case of unemployment and strategies for planning alternate career paths without compromising their primary goals.</p>	13 hours
<p><b>Life after High school</b></p> <p>Students have worked out a plan for what they want to do throughout the course, but they need to consider how they will pay for it all. This unit goes through various methods of paying, saving, and budgeting for their future. It explores expenses they will face in their first year living on their own, post-secondary education costs, financial planning, sources of income, options for loans, bursaries, banking, and creating a post-secondary that will help them achieve their financial goals.</p>	13 hours
<b>Final Assessment</b>	
<p><b>Presentation and exam</b></p> <p>This Assessment includes presentation (using power point and 3 pages of essay worth 15%) and written exam worth 15%, Total 30% of final grade.</p>	3 hours
<b>Total</b>	<b>55 hours</b>

## **Experiential Learning in Career Studies:**

The Career Studies course helps prepare students for the world of work, supporting their exploration of different kinds of work in different fields as well as their development of transferable skills. Experiential learning opportunities help broaden students' knowledge of themselves and of career opportunities in a wide range of fields. Planned learning experiences in the community, including job shadowing and job twinning, field trips, work experience, and cooperative education, provide students with opportunities to see the relevance of their classroom learning in a work setting, make connections between school and work, and explore a career of interest as they plan their pathway through secondary school and on to their postsecondary destination. Through experiential learning, students develop the skills and work habits required in the workplace and acquire a direct understanding of employer and workplace expectations. In addition, experiential learning helps students develop self-knowledge and awareness of opportunities – two areas of learning in the education and career/life planning program outlined in *Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools – Policy and Program Requirements, Kindergarten to Grade 12, 2013*

## **Assessment and Evaluation and Reporting Strategies of Student Performance:**

Our theory of assessment and evaluation follows the Ministry of Education's *Growing Success* document, and it is our firm belief that doing so is in the best interests of students. We seek to design assessment in such a way as to make it possible to gather and show evidence of learning in a variety of ways to gradually release responsibility to the students, and to give multiple and varied opportunities to reflect on learning and receive detailed feedback.

*Growing Success* articulates the vision the Ministry has for the purpose and structure of assessment and evaluation techniques. There are seven fundamental principles that ensure best practices and procedures of assessment and evaluation,

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to 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;
- are communicated clearly to students and parents at the beginning of the course and at other points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- Develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

For a full explanation, please refer to [\*Growing Success\*](#).

## **The Final Grade:**

The evaluation for this course is based on the student's achievement of curriculum expectations and the demonstrated skills required for effective learning. The final 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 the discipline. A credit is granted and recorded for this course if the student's grade is 50% or higher. The final grade will be determined as follows:

- 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 final evaluations administered at the end of the course. The final assessment is a combination of both an exam and a presentation.

For a full explanation, please refer to Success. Term work: 70%	<p><b>25% Knowledge &amp; Understanding:</b> subject-specific content acquired (knowledge), and the comprehension of its meaning and significance (understanding).</p> <p><b>25 % Application:</b> the use of knowledge and skills to make connections within and between various contexts.</p> <p><b>25 % Thinking:</b> the use of critical and creative thinking skills and/or processes.</p> <p><b>25 % Communication:</b> the conveying of meaning through various forms (oral, visual, and/or written).</p>
Final Exam: 30%	<p><b>30% Exam and presentation.</b></p> <p>- consisting of short answer, long answer and presentation.</p>
Your final grade will be calculated by combining your Term (70%) grade and Final Assessment (Exam and presentation) (30%).	

## THE ACHIEVEMENT CHART FOR CAREER STUDIES (GLC20)

Categories	50-59% (Level 1)	60-69% (Level 2)	70-79% (Level 3)	80-100% (Level 4)
<b>Knowledge and Understanding</b> – Knowledge of subject-specific content of the course, and understanding of its meaning and significance				
	The student:			
<b>Knowledge of content</b> (e.g., information, terminology, vocabulary)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
<b>Understanding of content</b> (e.g., skills, processes, concepts, strategies)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
<b>Thinking</b> - The use of critical and creative thinking skills and/or processes				
	The student:			
<b>Use of planning skills</b> (e.g., setting goals, gathering and organizing information and ideas)	uses planning skills with limited effectiveness	uses planning skills with moderate effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
<b>Use of processing skills</b> (e.g., analysing, reflecting, revising, refining, evaluating, extending, integrating, and detecting point of view and bias)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
<b>Use of critical/creative thinking processes</b> (e.g., use of decision-making, research and inquiry, problem-solving, and metacognition processes)	uses critical / creative thinking processes with limited effectiveness	uses critical / creative thinking processes with some effectiveness	uses critical / creative thinking processes with considerable effectiveness	uses critical / creative thinking processes with a high degree of effectiveness
<b>Communication</b> - The conveying of meaning through various forms				
	The student:			

<b>Expression and organization of ideas and information</b> (e.g., clarity of expression, logical organization) <b>in oral, visual, and/or written forms</b> (e.g., interviews, presentations, portfolios, graphic organizers, posters, letters, résumés, emails)	expresses and organizes mathematical thinking with limited effectiveness	expresses and organizes mathematical thinking with some effectiveness	expresses and organizes mathematical thinking with considerable effectiveness	expresses and organizes mathematical thinking with a high degree of effectiveness
<b>Communication for different audiences</b> (e.g., peers, adults, potential employers) <b>and purposes</b> (e.g., to inform, to persuade, to solve problems) <b>in oral, visual, and/or written forms</b>	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
<b>Use of conventions</b> (e.g., style, format, level of language, forms of address), <b>vocabulary, and terminology of the career sector of interest to the student in oral, visual, and/or written forms</b>	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
<b>Application</b> - The use of knowledge and skills to make connections within and between various contexts				
	The student:			
<b>Application of knowledge and skills</b> (e.g., education and career/life planning, goal setting, use of technology) <b>in familiar contexts</b>	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
<b>Transfer of knowledge and skills</b> (e.g., transferable skills, education and career/life planning) <b>to new contexts</b> (e.g., refining and extending skills in authentic classroom scenarios)	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
<b>Making connections within and between various contexts</b> (e.g., between learning in the course and the development of their Individual Pathways Plan (IPP); within and between courses; between learning in school, personal experiences, and future opportunities)	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

## Potential Resources:

**Career Studies10:** Nelson, Thomson Learning. Author: Lee Wallace. Writers: Sean Armstrong, David Massey, Hilary Mcleod, Michael Schultz, Cathy Semler, Dana Tokar

<https://www.bing.com/videos/search?q=how+to+make+proper+resume+ontario&docid=608042931064212278&mid=996386ADED2691818F24996386ADED2691818F24&view=detail&FORM=VIRE>

<https://www.youtube.com/watch?v=u75hUSShvnc>

<https://www.youtube.com/watch?v=jLAhGJzhdzk>

[\*Guidance and Career Education, The Ontario Curriculum, Grades 9 and 10, 2019 \(Revised\)\*](#)

<http://www.ontario.ca/edu>

## Learning Skills:

*Learning Skills* are skills and habits are essential to success in school and in the workplace. Teachers report achievement on the six Learning Skills in the table below using letter codes:

E = Excellent

G = Good

S = Satisfactory

N = Needs Improvement.

Learning Skills	Sample Behaviors
Responsibility	The student fulfils responsibilities and commitments within the learning environment; completes and submits class work, homework, and assignments according to agreed-upon timelines; takes responsibility for and manages own behavior.
Organization	The student devises and follows a plan and process for completing work and tasks; establishes priorities and manages time to complete tasks and achieve goals; identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
Independent Work	The student independently monitors, assesses, and revises plans to complete tasks and meet goals; uses class time appropriately to complete tasks; follows instructions with minimal supervision.
Collaboration	The student accepts various roles and an equitable share of work in a group; responds positively to the ideas, opinions, values, and traditions of others; builds healthy peer-to-peer relationships through personal and media-assisted interactions; works with others to resolve conflicts and build consensus to achieve group goals; shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.
Initiative	The student looks for and acts on new ideas and opportunities for learning; demonstrates the capacity for innovation and a willingness to take risks; demonstrates curiosity and interest in learning; approaches new tasks with a positive attitude; recognizes and advocates appropriately for the rights of self and others.
Self-Regulation	The student sets own individual goals and monitors progress towards achieving them; seeks clarification or assistance when needed; assesses and reflects critically on own strengths, needs, and interests; identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; perseveres and makes an effort when responding to challenges.

### **Academic Honesty: Cheating and Plagiarism:**

Teacher ensure that she thoroughly address the issue of plagiarism with students. In a digital world in which we have easy access to abundant information, it is very easy to copy the words of others and present them as one's own. Students need to be reminded, even at the secondary level, of the ethical issues surrounding plagiarism, and the consequences of plagiarizing should be clearly discussed before students engage in research and writing. Students often struggle to find a balance between writing in their own voice and acknowledging the work of theorists and researchers in the field. Merely telling students not to plagiarize, and admonishing those who do, is not enough. The skill of writing in one's own voice, while appropriately acknowledging the work of others, must be explicitly taught to all students in social sciences and humanities classes.

### **Program Planning Considerations:**

Teacher supports students in education and career/life planning by providing them with learning opportunities, filtered through the lens of the four areas of learning that allow them to apply subject-specific knowledge and skills; explore subject-related education and career/life options; and become competent, self-directed planners. Students reflect on and consolidate their learning in an Individual Pathways Plan (IPP), which typically contains: a record of their initial postsecondary destination, whether in apprenticeship training, college, community living, university, or the workplace, and of their other postsecondary goals or plans; a detailed plan for completing the courses and experiences required to achieve their goals; and strategies to support the plan, overcome obstacles and challenges, and access the resources and assistance needed. Students' work in the Career Studies course can inform the development of their IPP, and vice versa.