

CAREER STUDIES COURSE OUTLINE



York Region District School Board
Bur Oak Secondary School
Guidance Department

Grade 10 Career Studies
GLC 201 – Career Studies
0.5 credit value

Course Description

“To prepare students for the future, it is necessary to empower them to take an active role in finding their path in the world of work and the community. With the rapid pace of technological, social, and cultural change in today’s global economy and with new understandings of what a career looks like in this context, it is more important than ever that students be supported in their transition from secondary school to their initial postsecondary destination, whether in apprenticeship training, college, community living, university, or the workplace. Thoughtful and intentional education and career/life planning that involves both parents* and educators is essential in ensuring that students make well-informed decisions as they look ahead. It is also important that students learn about the fundamentals of financial management, so that they can be informed about and responsible for the implications of their decisions, and better managers of their own lives.” (Ministry of Education, 2019, pg. 5).

Overall Expectations

- ✓ Strand A. Developing the Skills, Strategies, and Habits Needed to Succeed This strand outlines student learning about the skills, strategies, and habits that will contribute to long-term individual success and well-being. Students will develop decision-making strategies and apply them throughout the course. They will also focus on skills and strategies that support adaptability and resilience.
- ✓ Strand B. Exploring and Preparing for the World of Work Students explore the changing nature of work and the transferable skills they need to pursue work opportunities, with a focus on opportunities in key growth areas. They investigate how digital media use and a social media presence can influence their career/life opportunities. They assess and reflect on their own skills, values, and interests, developing a personal profile and taking it into account in their education and career/life planning, and they explore opportunities within their own communities and beyond.
- ✓ Strand C. Planning and Financial Management to Help Meet Postsecondary Goals In this strand, students apply information gathered throughout the course to set a goal (or goals) for their first year after secondary school. They develop an initial plan for fulfilling their goal(s), and then consolidate their discoveries and learning by preparing various materials related to applying for a job, internship, apprenticeship, scholarship, education or training program, or other next step of their choice. Learning in this strand develops students’ financial literacy, teaching them about the importance of responsible management of financial resources. Among other things, they learn about the different forms of saving and borrowing and the risks and benefits associated with each as they create a budget for their first year after secondary school.

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What are we learning this term?			
UNIT	BIG Question	What will I do?	
Who Am I	Who Am I? What are the interests, skills and characteristics that define me?	<ul style="list-style-type: none"> > Use a variety of assessment tools to identify personal interests, skills, competencies > Identify occupations that correspond to your results 	
Exploring Pathways	What is happening in the world around me as it affects my postsecondary and career choice?	<ul style="list-style-type: none"> > Identify changes taking place in the workplace and identify strategies to make transitions occur more smoothly > Compare a variety of postsecondary learning options and identify those most suited to you based on your personal interests, competencies and aspirations > Plan how to pay for post-secondary learning options 	
Resume and Cover Letter	How do I set realistic goals and use appropriate job related skills to create a successful resume and cover letter?	<ul style="list-style-type: none"> > Learn how to set goals and develop action plans > Learn about and identify personal employability skills > Produce personal documentation (e.g. cover letter, resume) in searching for work 	
Time to Work	How do I find work and what do I need to do to secure a job?	<ul style="list-style-type: none"> > Explore the processes of finding and creating work > Demonstrate an understanding of, and the ability to prepare for, the job-search process 	
Final Evaluation	The culminating activity includes the “Time to Work” simulation, completion of the Portfolio on My Blueprint and a Reflection component.		
Term Work	70%	Final Evaluation	30%
Knowledge	15%		
Thinking	25%		
Communication	15%		
Application	15%		



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Timely Completion of Assessment and Evaluation

Students are responsible for completing and submitting assignments, understanding the consequences for not completing/submitting assignments and demonstrating the work habits to support their lifelong learning.

If a student does not submit an assessment or evaluation on time:

- Students will take responsibility for informing the teacher if an assignment cannot be submitted on an agreed upon date in advance of the due date.
- If a student has not submitted an assignment on the agreed upon due date, the teacher will determine the appropriate next steps. These may include all or some of the following:
 - Conference with the student regarding reasons;
 - Negotiate a mutually acceptable timeline for the completion and submission of the late/missed assignment (or alternate assignment);
 - Provide alternative;
 - Referral to Administration;
 - Inform parents/guardians of new agreed upon new date and next steps;
 - Use professional judgment based on issues, circumstances and special needs;

Instruction Approaches

Effective instruction motivates students and instills positive habits of mind, such as curiosity and open-mindedness; a willingness to think, question, challenge, and be challenged; and an awareness of the value of listening or reading closely and communicating clearly. In this class we will use a variety of approaches designed to support your learning.

Program Planning Considerations

Assessment, instructional and environmental accommodations are provided to individual students as per their IEP. Similarly, adaptations for ELLs are provided based upon the student's level of language development, strengths and needs.

Learning Environment

This course provides students with a variety of opportunities to learn about diversity and diverse perspectives. In an inclusive learning environment all students see themselves reflected in the curriculum so that they can be engaged and empowered through their learning experiences. The learning environment will foster a sense of community where all students feel included and appreciated

I can be successful in Career Studies!

A successful student in career studies can do the following things:

- ✓ I can maintain a good attendance record.
- ✓ I can arrive to class on time.
- ✓ I can come to class prepared, with organized materials (binder, pen, pencil, ruler, eraser, English dictionary, if applicable).
- ✓ I can keep a positive attitude, even when the work is challenging.
- ✓ I can contribute positively to classroom discussions and activities.
- ✓ I can demonstrate respect for myself, my teacher, my peers, classroom resources and the classroom environment.
- ✓ I can work both individually and in a group.
- ✓ I can make productive use of my class time.
- ✓ I can hand in **all** of my assignments **on time**.
- ✓ I can take initiative for my own learning (for example, seeking extra help at lunch, or after school).