

**York Region District School Board**  
**The Dr. G. W. Williams Secondary School**  
Personalized Alternative Education Department  
**Grade Ten Careers(GLC2O)**  
Subject Head: C. Cluff

**Credit Value:** 1/2 Credit **Prerequisite:** None **Course Fee:** None

**Curriculum Policy Document:** *The Ontario Curriculum, Grades 9 and 10, 2006, revised*

**Department:** Guidance and Career Education

**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.

**Units of Study:**

**1- Personal Management**

Developing a personality profile, identifying essential skills and describing their importance, verbal and non-verbal communication skills, teamwork and leadership skills.

**2- Exploration of Post-Secondary Options**

Fields of work, researching career-related information, workplace safety, workplace trends, identifying personal options, examining post-secondary options

**3- Preparations for Transitions and Change**

Producing a career plan, managing change, searching for work, (resumes, interviews, cover letters etc...)

**Overall Course Expectations (Students can...)**

- 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
- 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
- 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.

Learning Skills will be assessed, modelled, and reflected upon throughout the course. Students will be required to address several critical questions regarding their own development of essential learning skills and how effective use of learning skills impacts their learning process.

- completes and submits class work, homework, and assignments according to agreed-upon timelines
- takes responsibility for and manages own behavior

- devises and follows a plan and process for completing work and tasks
- establishes priorities and manages time to complete tasks and achieve goals

- uses class time appropriately to complete tasks
- follows instructions with minimal supervision

- responds positively to the ideas, opinions, values, and traditions of others
- shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions

- demonstrates the capacity for innovation and a willingness to take risks
- demonstrates curiosity and interest in learning

- sets own individual goals and monitors progress towards achieving them
- seeks clarification or assistance when needed

- *Diagnostic assessment* is used at the beginning of a unit to help determine a starting point for instruction.
- *Formative assessment* provides information to students, as they are learning and refining their skills.
- *Summative assessments* at the end of units and a course give students an opportunity to synthesize/apply/demonstrate their learning. Summative assessments are counted toward the student's final mark.

<b>Evaluation Breakdown:</b> Knowledge / Understanding 17.5% Thinking / Inquiry 17.5% Communication 17.5% Application 17.5%		+	Course Culminating ISU 30%
<hr/> <b>Term Mark 70%</b>			<hr/> <b>Final Mark 100%</b>

**Instructional Strategies:**

Any course can offer traditional and creative approaches to learning. Current research indicates that students can learn more effectively if given time and opportunity (*Growing Success*, 2010)- teachers incorporate a wide variety of differentiated instructional methods to respond to the varied intelligences and needs of our school community. Students will, through a miscellany of activities, explore the various skills required in this course. As such, many instructional strategies, which include (but are not limited to):

- socratic learning
- concept attainment
- collaborative learning
- peer learning and assessment
- written and verbal reflection
- performance

When deemed appropriate, either through a student's IEP, or through in-class needs, alternate means of instruction and assessment will be used.