

## Course Outline

School Name:	KEEWAYTINOOK INTERNET HIGH SCHOOL
Department Name:	Guidance and Career Education
Ministry of Education Course Title:	Career Studies
Grade Level:	10
Ministry Course Code:	GLC2O

Teacher's Name: Thomas Choong

Developed by: Thomas Choong

Date: August 29, 2019

Developed from: The Ontario Curriculum, Career Studies: Grade 10, OPEN, (GLC2O)

Text: None

Prerequisite: None

Credits: 0.5

Length: 55 hours

Principal's Name: Angela Batsford-Mermans

Principal's Approval:



Approval Date: September 12, 2019

## ***Course Description/Rationale***

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 Curriculum Expectations Overview***

### **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.

# Course Content

Unit	Length
1. About Me: Self-Assessment and Building Skills	23.5 hours
2. Researching Career Paths	8 hours
3. My Career Plan	23.5 hours
<b>Total</b>	<b>55 hours</b>

## Unit Descriptions

### Unit 1 - About Me: Self-Assessment and Building Skills

This unit will look at the difference between skills and interests. Students will identify and weigh their own skills and interests and determine which jobs or careers might suit those skills and interests. They will learn about communication skills, leadership skills, personal management skills, and workplace safety. They will begin work on a personal profile and portfolio.

### Unit 2 - Researching Career Paths

This unit will focus on learning the requirements for the OSSD (diploma) and the various options students have in course selection. They will look at what educational and training options are available after high school (university, college, apprenticeship, on the job training.) They will use various resources to examine career fields and what type of education and training is required for various fields. Finally, they will look at trends in the job market (skilled trades, technology, and business).

### Unit 3 - My Career Plan

This unit will build towards the culminating activity of a personal portfolio. The portfolio will contain earlier work on skills and interests. It will also contain their sample resume and cover letter. Students will develop these documents, and they will practice completing job applications and taking job interviews. Students will develop an action plan to steer themselves towards jobs that interest them. This career path will focus on secondary and post-secondary education and training that they need to fulfill their goals.

## Teaching/Learning Strategies

This course is organized into a four-week series of lessons and activities that will be presented to students in remote northern communities via the internet. The fourth week will be used for course consolidation, review and the final examination. Teacher and students will communicate over the internet, while mentors in the classrooms will assume the role of liaison between the teacher and student.

A variety of strategies will be used in the online delivery of this course. Some instructional strategies include:

- skills checklists and questionnaires to help students find learning styles, strengths, and career interests
- online research of various careers
- small-group and partner support and interaction during reading, viewing, listening, and speaking tasks;
- opportunities for rehearsal/practice; job interview

- assigned questions based on prior reading
- templates and graphic organizers as tools to understand text and make notes;
- prompts and starter statements to encourage response and reflection;

Learning goals will be discussed at the beginning of each assignment and success criteria will be provided to students. The success criteria are used to develop the assessment tools in this course, including rubrics, checklists, and exemplars.

## ***Evaluation***

The final grade will be determined as follows (Ontario Ministry of Education, 2010):

- Seventy per cent of the grade will be based on evaluation 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.
- Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course (p. 47).

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. Toronto ON: Queen's Printer for Ontario.

Type of assessment	Category	Details	Weighting (%)
Term Work (70%)	Knowledge/Understanding	<p><b>Knowledge of content</b> (e.g., information, terminology, vocabulary)</p> <p><b>Understanding of content</b> (e.g., skills, processes, concepts, strategies)</p>	13
	Thinking	<p><b>Use of planning skills</b> (e.g., setting goals, gathering and organizing information and ideas)</p> <p><b>Use of processing skills</b> (e.g., analysing, reflecting, revising, refining, evaluating, extending, integrating, and detecting point of view and bias)</p> <p><b>Use of critical/creative thinking processes</b> (e.g., use of decision-making, research and inquiry, problem-solving, and metacognition processes)</p>	19
	Communication	<p><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)</p> <p><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></p> <p><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></p>	19
	Application	<p><b>Application of knowledge and skills</b> (e.g., education and career/life planning, goal setting, use of technology) <b>in familiar contexts</b></p> <p><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)</p> <p><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)</p>	19
Final Evaluation (30%)	Culminating Activity (15%)	Knowledge/Understanding	3
		Thinking	4
		Communication	4
		Application	4
	Final Examination (15%)	Knowledge/Understanding	3
		Thinking	4
		Communication	4
		Application	4
		<b>TOTAL</b>	<b>100</b>

# Assessment/Evaluation Strategies

A variety of assessment and evaluation methods, strategies and tools are required as appropriate to the expectation being assessed. These include diagnostic, formative and summative within the course and within each unit.

Assessment information is obtained through a variety of means, including the following:

- Ongoing descriptive feedback of student submissions
- Small-group conversations to develop their opinions and communication skills
- Preparation and review of resume and cover letter
- Self-assessment of skills, strengths, and learning styles
- Observations of practice job interview
- Conversations with student on a regular basis (synchronous and asynchronous)
- Student interview with community members

Evidence of student achievement is collected from various sources, including the following:

- Ongoing observations of most consistent work, with consideration given to most recent work
- Conversation about student's portfolio, including discussions about personal growth and areas for improvement
- Final exam

## Resources

*Career Planning*. Retrieved from <http://www.nextsteps.ca/career/index.php>

*Job Search Toolkit for Aboriginal Youth*. Retrieved from [https://www.aadnc-aandc.gc.ca/DAM/DAM-INTER-HQ/STAGING/texte-text/tk\\_1100100033661\\_eng.pdf](https://www.aadnc-aandc.gc.ca/DAM/DAM-INTER-HQ/STAGING/texte-text/tk_1100100033661_eng.pdf)

*Learning Style Inventory*. Retrieved from <http://www.personal.psu.edu/bxb11/LSI/LSI.htm>

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. Toronto, ON: Queen's Printer for Ontario.

Ontario Ministry of Education. (2016). *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements*. Retrieved from <http://edu.gov.on.ca/eng/document/policy/os/index.html>

Ontario Ministry of Education. (2019). *The Ontario Curriculum Career Studies Grade 10: Guidance and Career Education*. Toronto, ON: Queen's Printer for Ontario

*Preparing for a job interview*. Retrieved from <http://www.youth.gc.ca/eng/topics/jobs/interview.shtml>

*Youth Connect*. Retrieved from <http://www.youthconnect.ca/htdocs/english/index.asp>

## ***Program Planning***

This course is offered to Indigenous students living in isolated northern Ontario communities which do not have access to regular high school facilities, equipment or teachers associated with secondary education. This course uses the internet for instruction, demonstration and research. It utilizes a student-centered semi-virtual classroom which capitalizes on the strengths of internet program delivery to minimize the disadvantages of geographic remoteness.

Students are presented with 1320 minutes of instruction/activity via the internet over the period of one week. All lessons, assignments, questions and course material is presented in this manner, with approved print materials available as a student resource in each classroom. The student and instructor communicate via the internet, while a classroom mentor (a fully qualified teacher) assists students in completing tasks in a timely manner and provides tutoring as required. Students may also receive support from various programs at KiHS, including the First Nation Student Success Program and the Special Education Program.

Indigenous and local content is used throughout the course to meet students' learning needs. Considerations are made to the learning preferences of the student population and lessons can be adjusted for individual students as required.