

## 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: GLC20

Teacher's Name: Mikail-Kaii Newby

Developed by: Thomas Choong

Date: September 2009

Revision Date: September 2021

Developed from:

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

Text: None

Prerequisite: None

Credits: One

Length: 110 hours

Principal's Name: Angela Batsford-Mermans

Principal's Approval:



Approval Date: September 8, 2021

## **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**

### **Developing the Skills, Strategies, and Habits Needed to Succeed**

- 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
- Apply various decision-making strategies to help them set goals, reflecting on and documenting their goal-setting process

### **Exploring and Preparing for the World of Work**

- 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
- 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
- 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

### **Planning and Financial Management to Help Meet Postsecondary Goals**

- 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
- 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

## **Course Content**

<b>Unit</b>	<b>Length</b>
<b>1. About Me: Self-assessment and Building Skills</b>	23.5 hours
<b>2. Researching Career Paths</b>	8 hours
<b>3. My Career Plan</b>	23.5 hours
<b>Total</b>	<b>110 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), in their local communities, regionally and beyond. They will use various resources to examine career fields within their community and beyond as well as 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) and opportunities in their communities.

### **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. Students may wish to consider their needs as well as the needs of their communities as they explore career paths. 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 an eight-week series of lessons and activities that is presented to students in remote northern communities via the internet. The eighth week is used for course consolidation, review, and the final examination. Teacher and students communicate over the internet through timely activity feedback, emails, messages, video and audio calls. Classroom mentors assume the role of liaison between the teacher and student while also supporting a holistic approach to motivate, engage and support each individual 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 and checklists.

## ***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 percent 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. 41).

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	Knowledge of content (e.g., information, terminology, vocabulary) Understanding of content (e.g., skills, processes, concepts, strategies)	13
	Thinking	Use of planning skills (e.g., setting goals, gathering and organizing information and ideas) Use of processing skills (e.g., analysing, reflecting, revising, refining, evaluating, extending, integrating, and detecting point of view and bias) Use of critical/creative thinking processes (e.g., use of decision-making, research and inquiry, problem-solving, and metacognition processes)	19
	Communication	Expression and organization of ideas and information (e.g., clarity of expression, logical organization) in oral, visual, and/or written forms (e.g., interviews, presentations, portfolios, graphic organizers, posters, letters, résumés, emails) Communication for different audiences (e.g., peers, adults, potential employers) and purposes (e.g., to inform, to persuade, to solve problems) in oral, visual, and/or written forms Use of conventions (e.g., style, format, level of language, forms of address), vocabulary, and terminology of the career sector of interest to the student in oral, visual, and/or written forms	19
	Application	Application of knowledge and skills (e.g., education and career/life planning, goal setting, use of technology) in familiar contexts Transfer of knowledge and skills (e.g., transferable skills, education and career/life planning) to new contexts (e.g., refining and extending skills in authentic classroom scenarios) Making connections within and between various contexts (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)	19
Final Evaluation (30%)	Culminating Activity (15%)	Knowledge/Understanding	3
		Thinking	4
		Communication	4
		Application	4
	Exam (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 *for* learning and assessment *as* learning 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 (assessment *of* learning) 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

The Ministry of Education's 2010 document, *Growing Success*, outlines the seven fundamental principles that guide best practice in the assessment and evaluation of students. KiHS teachers use practices that:

- 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 (p.6).

## ***Resources***

Government of Canada. (n.d.). *Young Canadians*. <https://www.canada.ca/en/services/youth.html>

Government of Canada. (1999). Job search toolkit for Aboriginal youth. [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)

MyBlueprint. (2017). *MyBlueprint education planner*. [www.myblueprint.ca](http://www.myblueprint.ca)

Ontario Ministry of Education. (n.d.). *Indigenous education strategy*.  
<http://www.edu.gov.on.ca/eng/aboriginal/>

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

Ontario Ministry of Education. (2016). *Ontario schools, kindergarten to grade 12: Policy and program requirements*. <http://edu.gov.on.ca/eng/document/policy/os/index.html>

Ontario Ministry of Education. (2019). *The Ontario curriculum, grade 10: Career studies*.  
<http://edu.gov.on.ca/eng/curriculum/secondary/career-studies-grade10.pdf>

Toulouse, P.R. (2016). What matters in Indigenous education: Implementing a vision committed to holism, diversity and engagement. <https://peopleforeducation.ca/wp-content/uploads/2017/07/MWM-What-Matters-in-Indigenous-Education.pdf>

## **Program Planning**

This course is offered to Indigenous students living in isolated, northern Ontario communities. It is offered by qualified teachers in a blended classroom with a balance of academic, wellness, land-based learning, local language and culture to support the success of the whole student. 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 support as required.

Indigenous and local content is used throughout the course to meet students' learning needs. Opportunities for outdoor activities and land-based learning are also incorporated and students are encouraged to use local knowledge in their products. Considerations are made to the learning preferences of the student population and lessons can be adjusted for individual students as required. Opportunities have been provided for students to apply ideas and concepts encountered in this course to their lives as an individual and as a member of a First Nations community. Teachers consult the Ontario Ministry of Education policies, guidelines and important initiatives when planning a comprehensive program in this area.