Career Studies, Grade 10, Open

Course Title: Career Studies
Course Code: GLC2O
Grade: 10
Course Type: Open
Credit Value: 0.5
Prerequisites: None

Curriculum Document: Career Studies
Course Developer: Jenna Drennan
Department: Guidance and Career Studies
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Teacher(s):

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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.

Unit Title and Description	Time Allocated
Skills for Success Who am I? What are my skills? These are questions that students ask themselves as they begin to explore their journey through secondary school and beyond. *In this unit, students will explore the skills, interests and experiences that make them who they are. Students will complete personality and interest quizzes to learn more about themselves. In addition, students will learn the importance stress management, along with goal setting and decision-making strategies. Students will explore the role of transferable skills and how they apply to their own personal career development.*	12 Hours
The World of Work *In this unit students learn about the purpose of work and how to conduct themselves in the workplace. Students will explore their rights and responsibilities as an employee*	14 Hours

and will review the different types of jobs, including the Skilled Trades. The importance of leadership skills is highlighted, and students reflect on developing their own leadership skills. In addition, students review the job search process and learn how to formulate a proper cover letter, resumé and practice their interviewing skills.	
Pathway Planning What are my opportunities? This is a question students ask themselves as they explore the many options available to them. *In this unit, students will examine trends in work, include STEM careers and the gig economy. Students will explore the importance of planning their pathway, the advantages to volunteer work and review alternative career paths, should they be needed. In addition, students will identify several post-secondary destinations and the specific pathway requirements. In addition, students will also explore what it means to be a digital citizen and the importance of privacy in an ever-changing online world.*	14 Hours
Life After Secondary School Financial skills are one of the most important skills students can develop. Preparing for life after secondary school requires careful review of available finances. *Students will explore the cost of living, income, expenses and the importance of budgeting. Students will review the many options for saving, borrowing, and explore opportunities for post-secondary scholarships and bursaries. In addition, students will develop their own budget, which will prove to be a valuable tool as they embark on life after secondary school.*	13 Hours
Final Assessments The final assessment in this course consists of a project that is worth 20% of the final grade and a final exam worth 10% of the final grade.	2 Hours

Overall Curriculum Expectations
Developing the Skills, Strategies, and Habits Needed to Succeed 1. 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. 2. 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 1. 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.

2. 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.
3. 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.

Preparation for Transitions and Change

1. 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.
2. 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.

Resources Required:

This course is entirely online and does not require nor rely on any textbook. The materials required for the course are:

- A scanner, smart phone camera, or similar device to upload handwritten or hand-drawn work

- A digital video camera, a web camera, or similar device to record and upload video recordings

- A computer microphone, smart phone microphone, or similar device to record and upload audio recordings

- Drawing materials such as pencils, paint, pastels for a variety of visual art activities

- Room to move about when planning a short dramatic presentation and experimenting with some dance steps

- Ability to interview a local artist

Resources for Parents

- Career Studies Fact Sheet

Teaching and Learning Strategies

Helping students become self-directed, lifelong learners is a fundamental aim of the guidance and career education curriculum. When students are engaged in active and experiential learning strategies, they tend to retain knowledge for longer periods and develop meaningful skills. Active and experiential learning strategies also enable students to apply their knowledge and skills to real-life issues and situations.

Some of the teaching and learning strategies that are suitable to material taught in guidance and career education include cooperative small-group learning, one-on-one teaching, guided learning, personal reflection, role playing, simulations, case-study analysis, presentations, and tasks involving real workplace materials, experiential learning, and independent study. Teachers must provide a wide range of activities and assignments that promote mastery of basic concepts and development of inquiry/research skills.

In the guidance and career education program, teachers provide students with opportunities to develop self-knowledge and make connections with the world around them. Students learn how to work independently and with others as they acquire the essential skills and work habits needed for success in school, in the workplace, and in daily life. Students learn how to make decisions about future learning and work, how to put plans into action responsibly, and how to reflect on the actions they've taken and revise their plans as necessary. They learn by doing. They synthesize what they have learned by reflecting, analysing, evaluating, making decisions, and setting goals. They apply their learning both in the classroom and in other contexts, and they evaluate their progress.

Ultimately, students learn to take responsibility for their own learning in preparation for life beyond secondary school. It is essential to emphasize the relationship of guidance and career education to the world outside the classroom, so that students recognize that what they learn in these courses can have a significant influence on the rest of their lives, from their educational choices to decisions about their careers and personal lives.

Assessment and Evaluation Strategies

Every student attending Christian Virtual School is unique. We believe each student must have the opportunities to achieve success according to their own interests, abilities, and goals. Like the Ministry of Education, we have defined high expectations and standards for graduation, while introducing a range of options that allow students to learn in ways that suit them best and enable them to earn their diplomas. Christian Virtual School's Assessment, Evaluation, and Reporting Policy is based on seven fundamental principles, as outlined in the [Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools](#) document.

When these seven principles are fully understood and observed by all teachers, they guide the collection of meaningful information that helps inform instructional decisions, promote student engagement, and improve student learning. At Christian Virtual School, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning English, 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 or guardians at the beginning of the school year or course and at other appropriate 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; and
- develop students' self-assessment skills to enable them to access their own learning, set specific goals, and plan next steps for their learning.

For more information on Christian Virtual School's assessment and evaluation strategies, you can refer to our [Assessment, Evaluation, and Reporting Policy](#).

Program Planning Considerations

Each of our courses have been designed by a team of educators to create an environment infused with creativity, flexibility, choice, and variety, with the goal to help every student succeed. We also take into consideration several topics that span disciplines and ensure we incorporate these into each of our courses.

Program Planning Considerations
Students with Special Needs Christian Virtual School is committed to ensuring that all students are provided with the learning opportunities and supports they require to succeed. Our courses are made to offer flexible, personalized learning experiences. By maintaining an asynchronous model, students can move through their courses at their own pace, ensuring they are able to take the time they need to understand concepts or work with their teacher if they hit roadblocks. Christian Virtual School courses also incorporate choice, allowing students to submit work in a variety of mediums or formats to communicate their ideas. In addition to the flexibility built into the courses, Christian Virtual School will implement the accommodations that are listed in a student's Individual Education Plan (IEP) that are applicable to the online learning environment. In these cases, the learning expectations will be the same as or similar to the expectations outlined in the curriculum document but supports will be provided to help students achieve those expectations. Common accommodations in the environment are reducing the workload, simplifying tasks and materials, providing extra time for tests and exams, allowing scribing or the use of specialized equipment, and not deducting marks for spelling.
English Language Learners Although all our courses are only offered in English at this time, Christian Virtual School welcomes students learning the English language. Students do need to meet a baseline proficiency level to access the content, but Christian Virtual School teachers are responsible for helping students develop their English literacy skills no matter the course they are enrolled in. Upon enrollment, students are asked if they would like to provide information about their English language background, and this information is used by our teachers to help them adjust their instruction and suggest accommodations within the courses. English language learners are encouraged to reach out to their teacher or the Christian Virtual School administration to talk about the accommodation options in their courses so that the appropriate opportunities are given to everyone.
Environmental Education Christian Virtual School operates with 5 cores values: responsibility, perseverance, integrity, compassion, and community. These core values determine our business operations, as well as exemplify what we, as educations, want to instill in our students. Environmental education, among other causes, are important

to us as a school and we strive to promote learning about these issues and solutions within our courses. We work to educate students on the environment, its threats, and the importance of sustainability. We also work to inspire students to make an impact within their community and identify an alignment between their passions and the local, or global, needs.

Environmental education is woven throughout our course content, across all disciplines. Depending on the course and subject matter, this education can be subtle or explicit, but the goal is to ensure that students have the opportunity to acquire the knowledge, skills, perspective and practices needed to become an environmentally literate citizen.

Equity and Inclusive Education

Christian Virtual School stands on the belief that every person is unique and, regardless of ancestry, culture, ethnicity, sex, physical or intellectual ability, race, religion, sexual orientation, socio-economic status, or other similar factor, they are to be welcomed, included, accepted, treated fairly, and respected. As a school, we teach students about multiple worldviews, how to identify and acknowledge similarities and differences, and how to communicate with others in an inclusive, kind, loving, and compassionate way.

Diversity is valued at Christian Virtual School, and it is our goal to ensure all members of the community feel safe, comfortable, and accepted. Our courses are written to draw attention to the contributions of men and woman alike, the different perspectives of various cultural, religious, and racial communities, and the beliefs and practices of First Nations, Métis, and Inuit peoples, to showcase a wide range of backgrounds and allow all of our students to see themselves reflected in the curriculum.

As a school, we see and recognize the diversity of families, children, and people in the world in need of Christ's love. We work every day to spread the love and acceptance of Christ.

Financial Literacy Education

Whenever possible, Christian Virtual School emphasizes the importance of financial literacy. Making financial decisions has become an increasingly complex task, and students need to have knowledge in many areas and a wide range of skills in order to make informed decisions about financial matters. In addition to the concrete skills of numeracy and finances from a mathematical point of view, students need to develop an understanding of the economic forces and ways in which they can respond to those influences.

Lessons that promote skill building in problem solving, inquiry, research, decision making, reflection, and critical thinking are present throughout Christian Virtual School courses. The goal is to help students acquire the knowledge and skills required to understand their own finances, as well as to develop an understanding of local and global effects of world economic forces and the social, environmental, and ethical implications of their own choices.

The Role of Information and Communication Technology

Technology is rapidly changing, and the requirements for literacy in technology is growing just as quickly. Students entering the workforce are expected to have a firm grasp of information and communication technologies and be skilled their use.
Due to the nature of Christian Virtual School courses, students are exposed to a wide range of technologies to both facilitate and communicate their learning. As a result, students will develop transferable skills through their experience with word processing, information processing, internet research, presentation software, communication tools, and more.

Career Education

Opportunities are present throughout Christian Virtual School courses to explore careers related to the different disciplines and subject areas. Students are exposed to a wide variety of modern careers, fields of study, and employment opportunities.

In addition, teachers are available to help the student prepare for employment in a number of diverse areas. With the help of teachers, students will learn to set and achieve goals and gain experience in making meaningful decisions concerning career choices. The skills, knowledge, and creativity that students acquire through our course are essential for a wide range of careers.

Health and Safety

In order to provide a suitable learning environment for the Christian Virtual School staff and students, it is critical that the courses and the learning environment complies with relevant federal, provincial, and municipal health and safety legislation and by-laws, including, but not limited to, the Workplace Safety and Insurance Act, the Workplace Hazardous Materials Information System (WHMIS), the Food and Drug Act, the Health Protection and Promotion Act, the Ontario Building Code, and the Occupational Health and Safety Act (OHSA).

Consideration of students' health and safety is taken when planning activities, investigations, and experiments for our courses to ensure that proper safety precautions are communicated to and attainable for students.