

Designing Your Future, Grade 11, Open

Course Title: Designing Your Future

Course Code: GWL30

Grade: 11

Course Type: Open

Credit Value: 1.0

Prerequisites: None

Curriculum Document: [Guidance and Career Education](#)

Course Developer: Jenna Drennan

Department: Guidance and Career Studies

Development Date: August 2022

Most Recent Revision Date: August 2022

Teacher(s):

Mark Hindermeier B. Kin. (Hon), B. Ed., M. Ed. (Candidate) [OCT](#)

Course Description:

This course prepares students to make successful transitions to postsecondary destinations as they investigate specific postsecondary options based on their skills, interests, and personal characteristics. Students will explore the realities and opportunities of the workplace and examine factors that affect success, while refining their job-search and employability skills. Students will develop their portfolios with a focus on their targeted destination and develop an action plan for future success.

Throughout the course students are reminded to keep God at the forefront of their plans, as He will provide them with courage and confidence. Students are encouraged to explore the wonderful gifts and talents God has bestowed upon them and encourages them to share with the world. As students plan and prepare for the future, they are encouraged to continue to pray for guidance and wisdom, and to trust that the Lord will walk with them step-by-step on their journey.

Unit Title and Description	Time Allocated
<p>My Profile</p> <p>In this unit, students develop their vision of their future and learn about the career planning process. Through a variety of inventories, students examine their own skills, interests and values. Students are encouraged to develop their personal management skills, including time management, conflict resolution and stress management. Students will develop a career blueprint based on their findings and use that information to explore opportunities throughout the course.</p>	27 Hours
<p>What Affects Future Change?</p> <p>In this unit, students use a research process to investigate a variety of social and economic trends. Students explore emerging trends in the workplace and look ahead to the future. Students investigate the transition process and have an opportunity to interview an individual and discuss strategies used to facilitate change.</p>	17 Hours

<p>Opportunities: What's Possible? What's Right for Me?</p> <p>In this unit, students analyze their personal inventories and assessments completed earlier in the course. Students will identify occupational possibilities and strategies to find work. Students will research post-secondary opportunities, while reflecting on their skills, interests and experience. Students will explore post-secondary opportunities including university, college, apprenticeship and the workplace. Students will be encouraged to attend campus/career events and set up informational interviews to gain experience in their field of interest.</p>	17 Hours
<p>What's the Plan?</p> <p>In this unit, students use the decision-making process to select an occupational goal. Students reflect on their skills, interests and abilities and develop a career action plan including short and long-term goals. Students are encouraged to contribute to their communities through experiential learning, including job shadowing and volunteer experience.</p>	17 Hours
<p>What's Happening in the World of Work?</p> <p>In this unit, students use strategies such as networking and marketing to locate work opportunities. Students develop an effective resumé and cover letter and refine their interview skills. Students will demonstrate an understanding of entrepreneurship and self-employment opportunities in their field of interest. Students explore relevant workplace legislation, health and safety, and the development of labour unions.</p>	22 Hours
<p>Final Assessment: Project</p> <p>This project is worth 30% of the final grade. Throughout the course students will develop a portfolio to showcase their skills, interests, and experiences. Students will organize their completed assessments into a Personal Portfolio and showcase their work in an oral presentation. Students will reflect upon their learning as part of the final project.</p>	10 Hours

Overall Curriculum Expectations

Personal Knowledge and Management Skills

1. Analyse their personal characteristics, strengths, interests, skills, and competencies to determine career-related goals.
2. Maintain a portfolio for use in career planning that provides up-to-date evidence of knowledge, skills, interests, and experience.
3. Demonstrate an understanding of the personal-management skills, habits, and characteristics that could contribute to success in their selected postsecondary destinations and independent adult life.

Interpersonal Knowledge and Skills

1. Demonstrate interpersonal and teamwork skills required for success in their school, work, and community activities.
2. Demonstrate an understanding of the elements of group dynamics in a variety of settings.

3. Explain ways in which they can make a contribution to their communities and ways in which the community can assist them with career planning.

Exploration of Opportunities

1. Use research skills and strategies to gather and interpret relevant information about work and learning opportunities.
2. Analyse emerging social and economic trends and their impact on individuals, workplaces, and career opportunities.
3. Describe, on the basis of research, opportunities in various occupational sectors and explain the requirements and challenges of selected occupations.
4. Demonstrate an understanding of types of workplaces, their related workplace issues, and legislation governing the workplace.

Preparation for Transitions and Change

1. Demonstrate an understanding of the transition process and the strategies used to facilitate change.
2. Demonstrate effective use of a variety of strategies and resources for finding work and creating work.
3. Apply goal-setting and action planning processes to prepare for the transition from secondary school to their first postsecondary destination and for future transitions in their career.

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

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 core values: responsibility, perseverance, integrity, compassion, and community. These core values determine our business operations, as well as exemplify what we, as educators, 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.