

Student Course Outline

COURSE DETAILS

CURRICULUM POLICY DOCUMENT	Guidance and Career Education, Grade 9/10, 2006
SCHOOL BOARD	St. Clair Catholic District School Board
SCHOOL	Ursuline College Chatham Catholic Secondary School
DEPARTMENT	Guidance
DEPARTMENT HEAD	Mr. A. Estoesta
DEVELOPERS OF THIS DOCUMENT	
DATE OF DEVELOPMENT	June 2009
COURSE TITLE	Career Studies
COURSE TYPE	Open
GRADE	10
COURSE CODE	GLC 201
CREDIT VALUE	.50
PREREQUISITE(S)	None

How This Course Supports the Ontario Catholic Graduate Expectations:

A Self Directed, responsible, lifelong learner who demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.

Throughout this course, students will reflect on their personal relationship with God and the role this relationship plays when goal setting and planning for the future. Students will also develop their personal management skills in the areas of communication, organization, stress management, and conflict resolution. They will gain an understanding of economic trends, workplace organization, work opportunities, and ways to search for work.

How this Course Supports the competencies of Choices Into Action:

The secondary school guidance and career education curriculum builds on the work begun in the elementary program in three interconnected areas – learner, interpersonal, and career development. As the ministry document *Choices Into Action, 1999* makes clear, personal development in these areas is an ongoing process that continues from Kindergarten to Grade 12 and throughout life. In both elementary and secondary programs, students acquire knowledge and skills that help them to become responsible and contributing members of communities, families, workplaces, and peer groups; to turn learning into a lifelong enterprise; and to create and prepare for futures that include meaningful, productive roles in work, personal life, and the community.

Course Description.

Career Studies is a compulsory ½ credit course for all Ontario secondary school students. 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.

OVERALL COURSE EXPECTATIONS

The curriculum in this course is organized into three strands as listed below. These learning strands also comprise the basis for evaluation in the course. In addition, students will create and keep a Career Portfolio to store evidence of their learning and of the skills they have identified in themselves. This portfolio will also be included in the evaluation structure of the course. The overall expectations for each strand have been taken from the Ministry of Education and Training documents as a basis for describing the Career Studies course. Strands may be taught in an independent or an integrated manner; they are listed in no particular order below. Different interpretations of the curriculum will arise in schools based on the needs of their student population or program needs.

1. Personal Management

- 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.

2. Exploration of Opportunities

- 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.

3. Preparation for Transitions and Change

- 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.

Assessment and Evaluation Guidelines

Assessment and evaluation are based on the provincial expectations and levels of achievement outlined in the provincial curriculum document for each subject in secondary school. A wide range of assessment and evaluation opportunities allows students to demonstrate their learning in a variety of ways. This information provides the bases for reporting student grades on the provincial Report Card. Achievement, reflected in a final mark, will be calculated using the achievement chart found in Guidance and Career Education, Grades 9/10, 2006, pages 16 – 17.

Knowledge/Understanding	25%
Thinking/Inquiry	25%
Communication	25%
Application	25%

Term Evaluation – 70%

Final Evaluation – Culminating Activity– 30%

Assessment and Evaluation Strategies

- Oral communication rubric
- Rubrics for writer work
- Worksheet checklist
- Self – assessment checklist
- Quiz
- Portfolio

Learning Skills

The following learning skills will be taught and assessed throughout the course and will be shown on the report card. Student performance in these skill areas will not be included in the final numeric mark. and will be reported separately from student achievement of the curriculum expectations. They include: Works Independently, Teamwork skills, Organization, Work Habits/homework, Initiative.

The student's demonstrated learning skills in each course will be evaluated using the four-point scale (E-excellent, G-Good, S-Satisfactory, N-Needs Improvement) and will be separated from the reporting of achievement.

Special Considerations

Job Shadowing (Mid term)

Students will job shadow for one day with a person who works in a career area the student is interested in.

College/University Tour

Visit St. Clair or Lambton College

Visit the University of Windsor or Western

Supports For Higher Learning

Whenever accommodations are made to address student learning needs, or alternative or modified expectations are identified for a student, these accommodations, modifications, or alternative expectations will be outlined in an IEP and will be communicated to parents.

Exceptional students will benefit from the curriculum's emphasis on acquiring self-knowledge, developing effecting learning and personal management skills, getting along with others, exploring career/life opportunities, and building competencies that prepare students to deal effectively with change and lifelong learning.

Textbook and Resources

There is no single textbook in this course but rather a number of current resources.

<http://mypathway.st-clair.net>

www.myBlueprint.ca

Career Cruising

Ontario Prospects (www.ontario.ca/ontarioprosects)

Ontario Skills Passport

National Occupational Classification

Ontario School Counsellors Association www.osca.ca

School, Department and Classroom Policies:

The following policies apply to this course:

- Wearing of school uniform at all times
- Care and proper use of computers in the classroom
- Respect each other and your teacher at all times
- Use your day planner on a daily basis for assignments and homework

Missed Evaluations

- Students who know ahead of time that they will miss an evaluation are expected to discuss the situation beforehand with the subject teacher.
- Students who are absent on the day of an evaluation for reasons such as illness, field trip, or suspension, are responsible for meeting with the teacher to make alternative arrangements to submit/complete the evaluation.

Deadlines

Deadlines are realistic in the normal working life outside the school setting. Deadlines are also set as a reasonable management strategy for teachers so that workloads can be varied and balanced. We also set deadlines as a way of bringing closure to one unit or work and moving ahead to another. Students are expected to:

- Seek assistance from the teacher when they feel unable to complete a task/assignment due to insufficient knowledge or skill. Be sure to advise the teacher of any difficulty well before a task/assignment is due.
- Negotiate alternate deadlines well before an established due date.
- Understand that some deadlines are negotiable; some are absolute.
- Students are expected to demonstrate that they have met the expectations of the course.

(PLEASE DETACH & RETURN)

To the Student and Parent(s) or Guardian(s):

We have read and understood this Student Information Sheet / Outline of Course of Study.

Course Code: _____

Subject: _____

Student: _____

Parent/Guardian: _____

Date: _____

Parent email: _____

Date: _____

