

# Sir Robert Borden High School - Career Studies (GLC20)

## Course Description:

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.

**Prerequisite:** None

**Course Text:** Career Studies 10

**Curriculum:** The major strands and the overall expectations for the course are summarized below. To learn more about the curriculum follow the link:

<http://www.edu.gov.on.ca/eng/curriculum/secondary/guidance.html>

The course is divided into three strands that connect to the overall curriculum expectations. By the end of the course, students will...

### A. Personal Management

1. use a self-assessment process to develop a personal profile for use in career development planning;
2. 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;
3. demonstrate effective use of interpersonal skills within a variety of settings.

### B. Exploration of Opportunities

1. use a research process to locate and select relevant career information from a variety of sources for inclusion in a portfolio;
2. identify current trends in society and the economy and describe their effect on work opportunities and work environments;
3. identify a broad range of options for present and future learning, work, and community involvement.

### C. Preparation for Transitions and Change

1. use appropriate decision-making and planning processes to set goals and develop a career plan;
2. analyse changes taking place in their personal lives, their community, and the economy, and identify strategies to facilitate smooth transitions during change;
3. demonstrate an understanding of, and the ability to prepare for, the job-search process.

**Attendance Policy:** You are responsible for catching up on class notes and completing any assignments for which you were absent.

**Assignments and Homework:**

Homework will not be assigned on a regular basis, as class and computer lab time will be provided for most of the assignments. Students will, however, be responsible for completion of all assignments that they were unable to complete in the provided time.

### Assessment Strategies:

A variety of teaching/assessment strategies to address students' needs will be used during this course. Assessment strategies will include assessment *for*, *as* and *of* learning. Assessment and evaluation strategies align with *Growing Success* and the Sir Robert Borden AER policy.

Source of Evidence		Description
Observations		The teacher may record evidence of student achievement observed as students work on investigations in class.
Conversations		The teacher may record evidence of student achievement obtained during a conversation with a student
Products	Assignments	Students will complete in-class assignments.
	Tasks	Students will demonstrate their creativity, knowledge and understanding of the material through in-class performance tasks.
	Summative Portfolio	Students will show evidence of their learning by performing a task that will include many overall expectations of the course.
	Summative Presentation	There will be a presentation during the final week.

### Units of Study:

1. *“Why Am I Doing This?”* - An introduction to the course and the opportunities and challenges that they will likely face as students and as adults.
2. *“Who Am I?”* - A personal examination of values, interests, skills, learning styles, and personal characteristics.
3. *“What Is Out There For Me?”* - Exploring the world of work and learning how to identify jobs well suited to the abilities, interests, values, and skills of the individual.
4. *“How Do I Get Where I Want To Go?:* developing skills in decision making and creating personal plans and objectives as well as developing the skills and techniques required for success in the world.

### Term Work and Summative Evaluation:

The term work will account for 70% of the course

Summative work will account for 30% of the course: 15% summative portfolio, 15% summative PowerPoint Presentation

### Achievement Level & Percentage Mark Range:

Student evaluation will be reported in the form of levels with the following percentages:

4 + 95 - 100	4 87 - 94	4 - 80 - 86
3 + 77 - 79	3 73 - 76	3 - 70 -72
2 + 67 - 69	2 63 - 66	2 - 60 - 62
1 + 57 - 59	1 53 - 56	1 - 50 - 52

