

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:	GLC2O

Teacher's Name: Lorne Goring

Developed by: Kevin Dempsey Date: September 2009

Revision Date: September 2017

Developed from: The Ontario Curriculum, Grades 9 and 10, Guidance and Career Education, 2006

Text:

Prerequisite: None

Credits: 0.5

Length: 55 hours

Principal's Name: Kevin Dempsey

Principal's Approval (signature)



Approval Date: September 11, 2017

Course Description/Rationale

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 post-secondary 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 Curriculum Expectations

Personal Knowledge and Management Skills

- 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.

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.

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.

Course Content

Unit	Length
1. About Me: Self-Assessment and Building Skills	23.5 hours
2. Researching Career Paths	8 hours
3. My Career Plan	23.5 hours
Total	55 hours

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.) They will use various resources to examine career fields and what type of education and training is required for various fields. Finally, they will look at trends in the job market (skilled trades, technology, business).

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. 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 a four-week series of lessons and activities that will be presented to students in remote northern communities via the internet. The fourth week will be used for course consolidation, review and the final examination. Teacher and students will communicate over the internet, while mentors in the classrooms will assume the role of liaison between the teacher and 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, checklists, and exemplars.

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 per cent 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. 47).

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., facts, terms, definitions). -Understanding of content (e.g., concepts, ideas, theories, procedures, processes, methodologies, and/or technologies)	13
	Thinking	-Use of planning skills (e.g., focusing research, gathering information, organizing an inquiry, asking questions, setting goals) -Use of processing skills (e.g., analysing, generating, integrating, synthesizing, evaluating, detecting point of view and bias) -Use of critical/creative thinking processes (e.g., inquiry process, problem-solving process, decision-making process, research process)	19
	Communication	-Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, written, and visual forms -Communication for different audiences (e.g., peers, adults) and purposes (e.g., to inform, to persuade) in oral, written, and visual forms -Use of conventions, vocabulary, and terminology of the discipline in oral, written, and visual forms	19
	Application	-Application of knowledge and skills in familiar contexts -Transfer of knowledge and skills (e.g., concepts, procedures, methodologies, technologies) to new contexts -Making connections within and between various contexts (e.g., past, present, and future; environmental; social; cultural; spatial; personal; multi-disciplinary)	19
Final Evaluation (30%)	Culminating Activity (15%)	Knowledge/Understanding	3
		Thinking	4
		Communication	4
		Application	4
	Final Examination (15%)	Knowledge/Understanding	3
		Thinking	4
		Communication	4
		Application	4
		TOTAL	100

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 information 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 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

Resources

Career Planning. Retrieved from <http://www.nextsteps.ca/career/index.php>

Job Search Toolkit for Aboriginal Youth. Retrieved from https://www.aadnc-aandc.gc.ca/DAM/DAM-INTER-HQ/STAGING/texte-text/tk_1100100033661_eng.pdf

Learning Style Inventory. Retrieved from <http://www.personal.psu.edu/bxb11/LSI/LSI.htm>

Ministry of Education. Retrieved from <http://www.edu.gov.on.ca/>

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. Toronto, ON: Queen's Printer for Ontario.

Ontario Ministry of Education. (2016). *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements*. Retrieved from <http://edu.gov.on.ca/eng/document/policy/os/index.html>

Ontario Ministry of Education. (2006). *The Ontario curriculum grades 9 and 10: Guidance and Career Education*. Toronto, ON: Queen's Printer for Ontario.

Preparing for a job interview. Retrieved from <http://www.youth.gc.ca/eng/topics/jobs/interview.shtml>

Youth Connect. Retrieved from <http://www.youthconnect.ca/htdocs/english/index.asp>

Program Planning

This course is offered to Indigenous students living in isolated northern Ontario communities which do not have access to regular high school facilities, equipment or teachers associated with secondary education. 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 tutoring as required. Students may also receive support from various programs at KiHS, including the First Nation Student Success Program and the Special Education Program.

Indigenous and local content is used throughout the course to meet students' learning needs. Considerations are made to the learning preferences of the student population and lessons can be adjusted for individual students as required.