



THAMES VALLEY DISTRICT SCHOOL BOARD
London Central Secondary School



COURSE OUTLINE 2019-2020

Course Name:	Career Studies	Course Code:	GLC 205
Course Type:	Grade 10 Open	Credit Value:	0.5
Teachers(s):	A. Chisholm, L. Morland, J. Nielsen		

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.

Course Overall Expectations:	
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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, 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;
	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.
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 Strategies:

The purpose of assessment and evaluation is to improve student learning. Assessment and evaluation is based on the provincial curriculum expectations and the achievement levels outlined in the curriculum document. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers use a variety of strategies throughout the course, including: providing students with feedback about their work (known as assessment for learning), helping to set learning goals and monitor their own progress (known as assessment as learning), and evaluation and reporting of progress in the form of grades and marks (known as assessment of learning).

Assessment and Evaluation Categories and Weights:

Achievement Chart Categories		Evaluation/Weight of Marks	
Achievement Category	Percentage	Evaluation	Percentage
Knowledge/Understanding	20	Term Evaluation	70
Thinking/Inquiry	25	Final Evaluation	30
Communication	30		
Application	25	Exam	N/A

Unit Overview	Assessment and Evaluation Methods
<p><u>Personal Investigation - 16 hours</u></p> <p>-take interest, aptitude, and values inventories -identify personal management and interpersonal management skills -what is your definition of success? -what are the short term goals you have set for the next 2-3 years -what type of learner you are and how you have adapted this knowledge into strategies to improve your learning.</p>	<p>- a variety of assessments are used so all learning styles are addressed.</p> <p>- Interview Assignment - Interview an individual in an occupation of interest. Compile research and present your findings to the class. Submit requested documentation (job notes, website info etc) (major assignment)</p>
<p><u>Explore and Use Resources - 15.5 hours</u></p> <p>-identify options for learning, work, and community involvement -demonstrate knowledge of occupations and trends in society</p>	<p>- a variety of assessments are used so all learning styles are addressed -myBlueprint exploration and research (major assignment)</p>
<p><u>Transition and Change - 15.5 hours</u></p> <p>-understanding the process of finding work and preparing documentation -setting goals and developing action plans</p>	<p>- a variety of assessments are used so all learning styles are addressed - students will create personalized resumes and cover letters</p>
<p><u>Course Culminating Activity/Independent Study</u> The purpose of this assignment is to research an occupation that is of interest to the student and explore the path needed to reach both short and long term goals. Select an occupation that interests you. Include a job description. Your research should include the following:</p> <ol style="list-style-type: none"> 1. Education/training requirements 2. Occupation availability 3. Projected income and advancement opportunities 4. Essential personal skills needed 	<p>The culminating activity will be an oral presentation to the class using visual aids (powerpoint, posterboard). (major assignment)</p> <p>(Note: For any major assignments, marks will be deducted as per the revised TVDSB Assessment and Evaluation Policy.)</p>

Learning Skills and Work Habits Assessment:

The development of learning skills and work habits is an integral part of student learning. These skills are:

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|--------------------|-------------------|
| • Responsibility | • Collaboration |
| • Organization | • Initiative |
| • Independent Work | • Self-Regulation |

Learning skills and work habits influence student achievement and are included as a formal part of the assessment and evaluation process. Learning skills and work habits will be assessed through a variety of teacher strategies. (e.g. observation, student /teacher conference, self-reflection, checklists, exit cards, etc.) These important learning skills and work habits will be formally reported on the Provincial Report Card according to the following scale: E- Excellent, G- Good, S- Satisfactory, N- Needs Improvement.

Academic Dishonesty - Cheating and Plagiarism:

Learning tasks that students complete, as well as all assignments, tests and exams which students submit for evaluation must be their own work. Cheating and plagiarism is a serious offence which will not be condoned. Academic consequences will result.

Late and Missed Assignments - Student Roles and Responsibilities

- be responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher;
- understand that there will be consequences for not completing assignments for evaluation and/or for submitting those assignments late;
- use class time productively;
- in extenuating circumstances, request an extension from the teacher before the due date.

Mark deductions for late and missed assignments may apply to major assignments only.

References: *TVDSB Assessment & Evaluation Policy*, September 2011; *Growing Success - Assessment and Evaluation, and Reporting in Ontario Schools*, 2010.
Student Planner and School Web site