

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: GLC20

Teacher's Name: Kevin Dempsey

Developed by: Kevin Dempsey

Date: September 2009

Revision Date: September 2009

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

Profile Name: Referred to Public Profile, Career Studies, Grade 10, Open,
2000

Text: None

Prerequisite: None

Credits: 0.5

Length: 55 hours

Principal's Name: Darrin Potter

Principal's Approval (signature) _____

Approval Date:

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 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 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 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

<i>Unit</i>	<i>Length</i>
About Me: Self-Assessment and Building Skills	20 hours
Researching Career Paths	15 hours
My Career Plan	20 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 practise 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

The course is delivered to students via Internet to computers set up at KIHS classrooms in the communities. Most communication between students and the teacher is done using the Internet connection with the teacher mentor assuming the role as liaison between the course instructor and the student.

The teaching of lessons incorporate the following list of teaching approaches:

Direct Instruction (online lecture)

On-line inquiry

Reading

Structured Discussion

Practical Exercise

Brainstorming

Group work

Research project

Portfolio

Independent study

Interpretation
Interview skills

Evaluation

The student's final grade for the course will be determined as outlined in Program Planning and Assessment 2000 (p.15).

Seventy per cent (70%) of the grade will be based on evaluations conducted throughout this course. This portion of the grade should reflect the students' ***most consistent level of achievement*** throughout the course, although special consideration should be given to the more recent evidence of achievement.

Thirty per cent (30%) of the grade will be based on a final evaluation in the form of an examination, performance, essay and /or other method of evaluation suitable to the course content and administered towards the end of the course.

Type of Assessment	Category	Details		Weighting (%)
Formative (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/ Inquiry	-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 (e.g., conventions of form, map conventions), vocabulary, and terminology of the discipline in oral, written, and visual forms		19
	Application	-Application of knowledge and skills (e.g., concepts, procedures, processes, and/or technologies) 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
Summative (30%)	Culminating Activity	Students will assemble and complete a portfolio containing a resume and sample cover letter, a personal profile of interests and skills, and a career plan with educational and training goals	Knowledge/ Understanding	3
			Thinking/ Inquiry	4
			Communication	4
			Application	4
	Final Exam	60 minutes testing on key concepts and applications of skills learned in the course.	Knowledge/ Understanding	3
			Thinking/ Inquiry	4
			Communication	4
			Application	4
TOTAL				100

Assessment/Evaluation Strategies

Online submissions
rating scales
rubrics
Performance Methods
projects
presentations
assignments
tests
quizzes
work sheets
examinations
Other exemplars
checklists
rubrics
rating scales
Performance Methods
projects
presentations
map
diagrams
Personal Communication
online discussions
self evaluation

Resources

Career Matters Quiz

http://www.ilc.org/cfm/CM/Assessment/index.cfm?Menu_ID_Sel=200&Lang_Sel=1

Career Self-Assessment <http://www.nextsteps.org/career/index.html>

Interview Tips <http://youth.ednet.ns.ca/development/Interview.asp>

Ministry of Education and Training <http://www.edu.gov.on.ca/>

Job Connect <http://www.jobconnectontario.org/newsite/index.html>

Program Planning

This course is offered to 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 800 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 resources 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.