



**CANTERBURY HIGH SCHOOL**  
Ottawa-Carleton District School Board  
**Guidance and Careers Department**  
Semester I -- 2010-2011 Course Outline

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**Course Title:** Career Studies, Open  
**Course Code:** GLC2O  
**Prerequisite:** None

**Grade Level:** 10  
**Credit Value:** .5

Ms. Kelly Anderson, Mr. David Andrews, and Dr. John Frogley

**Course Overview:** 55 Hours

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.

**Strands:**

**Personal Management: Who am I?**

By the end of this course, students will:

- 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.

**Preparation for Transitions and Change: Why am I Here?**

By the end of this course, students will:

- 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.

**Exploration of Opportunities: What am I Going to Do about It?**

By the end of this course, students will:

- 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.

## Units of Study:

### Term

Unit 1: Introduction	(1 Week)
Unit 2: Personal Exploration: Who am I?	(3 Weeks)
Unit 3: Preparation for Transitions and Change: Why am I Here?	(3 Weeks)

### Summative

Unit 4A: Exploration of Opportunities Presentation: What am I Going to Do about It?	(3 Weeks)
Unit 4B: Exploration of Opportunities Portfolio: What am I Going to Do about It?	

## Teaching Strategies:

A diversity of teaching strategies are used based on class interest, individual needs, student strengths, proven learning theory, and best practices. For example: discussions, presentations, videos, speakers, dramatic enactments, lectures, Internet research, interviews, role plays, fishbowls, movement, art, music, etc.

## Assessment and Evaluation Strategies

A variety of assessment and evaluation strategies based on the provincial curriculum expectations and the achievement levels are used to improve student learning. They are varied in nature, administered over time, and are designed to provide opportunities for students to demonstrate the full range of their learning. They are not simply measurements *of* learning, but more importantly they are used *for* and *as* learning.

Hence, term work is worth 70% of the student's final mark composed of the Introduction, Personal Exploration Report, and Preparation for Transitions and Change Report.

Summative work is worth 30% and is divided into two parts. The Exploration of Opportunities Presentation, worth 15%, showcases the student's ability to critically and creatively integrate his or her learning, while the Exploration of Opportunities Portfolio, worth 15%, integrates three concurrent features of the course: Quotes of the Day, Team Exercises, and Guest Speakers.

## Evaluation Summary:

The term work worth 70% is made up of three units equally weighted in terms of the Ministry's KUTCA categories, and fully covering the three strands and addressing the expectations. A two-part summative worth 30% is composed of a presentation and portfolio.

## References

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

## Student Resources / Texts

A variety of resources are used to give the students a rich learning experience.