

**Teacher Name:**

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.

### What will you be expected to learn? (Overall Expectations)

*In this course, you will be expected to provide evidence that you can:*

**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, 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 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.

**You will be expected to demonstrate your understanding of these key learnings through your knowledge, thinking, communication and application of the learning.**

<b>Knowledge</b> Emphasizes the ability to recall factual information, recognize fundamental concepts and the foundational skills of the subject/discipline.	25%
<b>Thinking</b> Emphasizes the thinking skills used in thinking processes to demonstrate the student's understanding of information they have processed.	25%
<b>Communication</b> Emphasizes the clear, precise and effective use of oral, written and visual language to communicate the student's understanding of information and ideas	25%
<b>Application</b> Emphasizes the application and integration of knowledge, skills, processes and techniques to produce evidence of the student's understanding.	25%

## Course Assessment and Evaluation

<b>70% of your learning will be assessed through:</b>	<i>Formative and Summative Evaluations</i>	Class Work, Presentations, Vision Board/Family Tree, Resume, Cover Letter, Ontario Skills Passport, Workplace Trends, Job Interviews
<b>30% of your learning will be assessed at the end of the course through:</b>	<i>Final Evaluation</i>  <b>20% Culminating</b>  <b>10% IPP (Individual Pathways Plan) Completion Standards in Career Cruising</b>	Culminating Activities – 20%  IPP Completion Standards – 10%
<b>100% of your learning will be recorded as:</b>	<i>Final Grade on Report Card</i>	

### ***Your skills as a learner will be assessed in the way you demonstrate:***

<b><i>Independent Work</i></b>	<ul style="list-style-type: none"> <li>• Follow instruction with minimal supervision</li> <li>• Independently monitor, assesses and revises plans to complete tasks and goals</li> </ul>
<b><i>Collaboration</i></b>	<ul style="list-style-type: none"> <li>• Accept an equitable share of work.</li> <li>• Work with others to resolve conflicts and build consensus to achieve group goals.</li> <li>• Respond positively to the ideas, opinions, values, and traditions of others.</li> <li>• Share information, resources, and expertise.</li> </ul>
<b><i>Organization</i></b>	<ul style="list-style-type: none"> <li>• Devise and follow a plan or process to complete work.</li> <li>• Establish priorities and manage time to complete tasks.</li> <li>• Identify, gather, evaluate, and use information, technology and resources to complete tasks.</li> </ul>
<b><i>Self Regulation</i></b>	<ul style="list-style-type: none"> <li>• Set goals and monitor progress toward achieving them.</li> <li>• Assess and reflect critically on own strengths.</li> <li>• Seek clarification or assistance when needed.</li> <li>• Persevere and make an effort when responding to challenges.</li> </ul>
<b><i>Initiative</i></b>	<ul style="list-style-type: none"> <li>• Look for and act on new ideas and opportunities for learning.</li> <li>• Approach new tasks with a positive attitude.</li> </ul>
<b><i>Responsibility</i></b>	<ul style="list-style-type: none"> <li>• Fulfill responsibilities and commitments within the working environment.</li> <li>• Take responsibility for and manage own behaviour.</li> </ul>

<b>Expectations and Demonstration of Learning</b>		
<b>Inquiry Question</b>	<b>What are you expected to learn? Area of Learning (Knowledge &amp; Skills)</b>	
<b>Units</b>	<b>Overall Expectations</b>	<b>Your learning will be demonstrated by what you say, write and do.</b>
<b>1 What are my opportunities?</b>	<p><b>Exploring Opportunities</b></p> <ul style="list-style-type: none"> <li>-Explain how individual learning can be enhanced through community-based learning experiences. Describe opportunities for learning in all stages of life.</li> <li>-Understand the importance and relevance of pathway planning options</li> <li>-Describe through investigation, learning opportunities (e.g. Cooperative Education, Specialist High Skills Majors, Ontario Youth Apprenticeship Program, school courses, industry certification) that are related to their education and career goals.</li> </ul>	<ul style="list-style-type: none"> <li>- Personal Mind Map</li> <li>- Adult Life/Work Interview</li> <li>- Job Satisfaction/Sectors</li> <li>- Pathways</li> <li>- Graduate Expectations</li> <li>- SHSM</li> <li>- Co-op group activity</li> <li>- OYAP</li> <li>- Career Cruising/IPP</li> </ul>
<b>2 Who am I?</b>	<p><b>Knowing Yourself</b></p> <ul style="list-style-type: none"> <li>-Identify internal and external influences that may limit or expand the range of educational and career opportunities they may consider</li> <li>-Use a variety of assessment tools to produce a personal profile that describes their current interests, skills, competencies, and identify occupations that are suited to their personal profile.</li> <li>- Describe on the basis of research selected occupations using identified criteria</li> <li>-Identify the essential skills (e.g. reading text, computer use, working with others, numeracy) that they have developed through school, extra-curricular, and/or community experiences and explain how these skills relate to career development</li> </ul>	<ul style="list-style-type: none"> <li>- Influence Wheel</li> <li>- Vision Board/Family Tree</li> <li>- NOC codes</li> <li>- COPS Interest Inventory</li> <li>- CIP Interest Inventory</li> <li>- Ontario Skills Passport</li> <li>- Learning Styles</li> <li>- Career Cruising/IPP</li> </ul>
<b>3 Who do I want to become?</b>	<p><b>Making Decisions and Setting Goals</b></p> <ul style="list-style-type: none"> <li>-Use assessment tools to produce a personal profile that describes their current interests, skills, competencies, accomplishments and characteristics</li> <li>-Describe and explain the importance of personal management skills, habits and characteristics for success in career development</li> <li>-Identify economic and societal trends and explain how they influence available jobs and work environments and identify strategies to transition during change.</li> <li>-Describe the characteristics of transitions and changes and identify some of the personal and work –related transitions and changes that they or others have experienced</li> </ul>	<ul style="list-style-type: none"> <li>- Job Trends</li> <li>- Decision Making</li> <li>- Changes in the Workplace/ Managing Conflict</li> <li>Adult Interview Review</li> <li>- Financial Literacy</li> <li>- Career Cruising/IPP</li> </ul>
<b>4 What is my plan for achieving my goals?</b>	<p><b>Achieving Goals and Making Transitions</b></p> <ul style="list-style-type: none"> <li>- Demonstrate an understanding of, and the ability to prepare for the job-search process using appropriate decision making and planning processes.</li> <li>- Use a research process to locate and select relevant career information from a variety of sources for inclusion in a portfolio and their IPP (Individual Pathway Plan) in Career Cruising.</li> <li>-Create effective resumes and cover letter for the work search process, using word processing software and appropriate formatting and vocabulary</li> <li>-Produce a preliminary career plan that identifies secondary school courses, activities in the school and community, and postsecondary education options that will help them achieve their goals.</li> </ul>	<ul style="list-style-type: none"> <li>- Getting a Job</li> <li>- Job Bank Activity</li> <li>- Resume</li> <li>- References</li> <li>- Cover Letter</li> <li>- Job Interviews</li> <li>- Health and Safety</li> <li>- Gender in the Job</li> <li>- Letter of Resignation</li> <li>- Employment Standards</li> <li>- Unions</li> <li>- Career Cruising/IPP</li> </ul>