

THE ONTARIO CURRICULUM

REVISED COURSE

CAREER STUDIES

GRADE 10, OPEN (GLC20)

Guidance and Career Education

Advance Release of the Curriculum Expectations

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Ontario 

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CAREER STUDIES

GRADE 10

OPEN

(GLC20)

This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends, and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school.

Prerequisite: None

Expectations At a Glance

Strand A. Developing the Skills, Strategies, and Habits Needed to Succeed

Throughout this course, students will:

A1. Skills, Strategies, and Habits That Contribute to Success

demonstrate an understanding of the skills, strategies, and habits that can contribute to success in the pursuit of educational and career/life opportunities and in the achievement of a healthy school/life/work balance

- A1.1** demonstrate an understanding of the importance of resilience and perseverance in school, life, and work – why it is helpful to acquire skills for adapting to change, persevering in the face of adversity, learning from mistakes, and thinking positively about setbacks – and analyse how developing resilience and perseverance can help them in all areas of their lives
- A1.2** identify a range of strategies to help manage stress and achieve and maintain a healthy school/life/work balance, and explain how they have used such strategies in their lives so far and how they might apply them in the future

A2. Decision-Making Strategies and Goal Setting

apply various decision-making strategies to help them set goals, reflecting on and documenting their goal-setting process

- A2.1** apply various decision-making strategies as they set personal, social, educational, and career/life goals, then evaluate and revise those goals based on what they learn about themselves during this course
- A2.2** reflect on and document the process of developing and revising goals, commenting on the effectiveness of the strategies they have used in the process and identifying areas where more work may be needed

Strand B. Exploring and Preparing for the World of Work

By the end of this course, students will:

B1. Exploring Work Trends and the Importance of Transferable Skills

demonstrate an understanding, based on research, of a variety of local and global trends related to work and employment, including the effect some of those trends have had on workers' rights and responsibilities and on the role of transferable skills in career development today

- B1.1** identify some recent and evolving technological, economic, and social trends that have influenced the world of work, both locally and globally, noting their impact on the kind of work we do and how we do it as well as on workers' rights and responsibilities, and analyse the possible impact of those trends on their own choices now and in the future
- B1.2** explain how transferable skills are developed through school, extracurricular, and/or community experiences, and analyse how they contribute to a person's readiness for future educational, life, and work opportunities and to their career development
- B1.3** reflect on how the transferable skills they have developed so far have aided them in their learning and in life, and identify the skills that they may need to develop further

B2. Preparing for Future Opportunities

develop a personal profile based on an exploration of their interests, values, skills, strengths, and needs, and examine the range of factors that can influence their future education and career/life opportunities

- B2.1** investigate their own interests, values, skills (including transferable skills), strengths, and areas that require further development, documenting their insights in a personal profile
- B2.2** identify factors and conditions other than an individual's strengths, interests, and needs that inform education and career/life choices, and explain which of these factors may be influencing their own decisions
- B2.3** explain how digital media use and a social media presence can influence their education and career/life opportunities, while at the same time demonstrating an understanding of the importance of managing their personal information and protecting their privacy online
- B2.4** analyse the role of networking, including traditional and online social networking, in exploring and securing education and career/life opportunities

B3. Identifying Possible Destinations and Pathways

taking their personal profile into account, explore, research, and identify a few postsecondary destinations of interest, whether in apprenticeship training, college, community living, university, or the workplace, and investigate the secondary school pathways that lead to those destinations

- B3.1** use a research process to identify and compare a few postsecondary options that suit their aspirations, skills, interests, values, and personal circumstances
- B3.2** identify the pathways towards their preferred destinations, including the courses and/or specialized programs that lead to the destination and meet the requirements for a secondary school certificate or diploma, as well as the supports available at school and in the community that can enhance their secondary education

Strand C. Planning and Financial Management to Help Meet Postsecondary Goals

By the end of this course, students will:

C1. Creating a Postsecondary Plan

develop a plan for their first postsecondary year, whether in apprenticeship training, college, community living, university, or the workplace, and prepare a variety of materials for communicating their strengths and aspirations to prospective mentors, program administrators, employers, and/or investors

- C1.1** select and organize information related to the postsecondary options that best suit their specific interests, values, strengths, and aspirations to refine their goal(s) for their first postsecondary year
- C1.2** develop a plan that identifies steps and strategies for working towards their initial postsecondary goal(s), addressing potential opportunities and challenges
- C1.3** use effective and appropriate forms, media, and styles to communicate their skills, experience, and achievements to prospective mentors, program administrators, employers, community organizations, scholarship funders, or investors

C2. Budgeting and Financial Management

demonstrate an understanding of responsible management of financial resources and of services available to support their financial literacy as they prepare a budget for their first postsecondary year

- C2.1** describe fundamentals of financial responsibility, assessing the benefits of a variety of savings options and exploring planning tools available through financial institutions and other avenues
- C2.2** compare different forms of borrowing and identify some of the risks and benefits associated with each
- C2.3** identify key considerations related to preparing a personal budget, and apply them in developing a budget for their first postsecondary year