Career Studies, Grade 10, Open (GLC2O)
2025-2026 Course Outline
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Credit Value: 0.5

Prerequisite Courses: None

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COURSE DESCRIPTION

To prepare students for the future, it is necessary to empower them to take an active role in finding their path in the world of work and the community. With the rapid pace of technological, social, and cultural change in today's global economy and with new understandings of what a career looks like in this context, it is more important than ever that students be supported in their transition from secondary school to their initial postsecondary destination, whether in apprenticeship training, college, community living, university, or the workplace. Thoughtful and intentional education and career/life planning that involves both parents and educators is essential in ensuring that students make well-informed decisions as they look ahead. It is also important that students learn about the fundamentals of financial management, so that they can be informed about and responsible for the implications of their decisions, and better managers of their own lives.

The revised Career Studies course will enable students to consolidate and share what they have learned in the four areas of learning of the education and career/life planning framework – Knowing Yourself, Exploring Opportunities, Making Decisions and Setting Goals, and Achieving Goals and Making Transitions – at a key time in their education. While exploring the career opportunities that are available to them, their own interests, values, and goals, and their particular pathway options, students will also learn about the skills, strategies, and resources that can help them adapt to change and challenges and become lifelong learners.

Credit Value: 0.5
Prerequisite Courses: None

OVERALL CURRICULUM EXPECTATIONS

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.
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.

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.
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.
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.

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.
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.

OUTLINE OF COURSE CONTENT

The course has been broken down and will be taught via individual units that will encompass the previously stated strands.

Unit Number	Unit Name	Topics Covered	Instructional Hours	Overall Expectations
1	Discovering Your Strengths	Types of Intelligences; Personality Types; Learning Styles; Setting Personal Goals – short/long term; Career Interest Survey; Skills for Success in School/Workplace.	19	A1, A2
2	Discovering Pathways	Educational Opportunities University, College, Apprenticeship; Career Clusters; Work-Life Balance and Benefits; Workplace Safety, Discrimination/Harassment; Workplace Hazards; Health and Safety at the Workplace for Employees/Employers; Know Your Rights.	18	B1, B2, B3
3	Post-Secondary Goals/Financial Awareness	Individual Habits/Skills; Interviewing/Resume/Cover Letter; Post-Secondary Options; Career/Education Pathways; Job Searching; Planning and Financial Management; Budgeting.	18	C1, C2

TOTAL INSTRUCTIONAL HOURS - 55

TEACHING/LEARNING STRATEGIES

Students will be involved in a variety of learning activities including presentations, debates, class discussion, internet/media research, and independent research on topics related to the course. Students will participate in activities by following instructions and giving it their best effort and will maximize achievement with basic learning strategies such as note-taking, studying, re-reading, asking questions, and participating in all class activities.

STRATEGIES FOR ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

Assessment Policy

For information about assessment, evaluation, and reporting of student achievement, educators should refer to Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010. This document sets out the provincial assessment, evaluation, and reporting policy. The policy aims to maintain high standards, improve student learning, and benefit students, parents, and teachers in elementary and secondary schools across the province. Successful implementation of this policy depends on the professional judgement of educators at all levels as well as on their ability to work together and to build trust and confidence among parents and students.

To support student learning and to ensure that the assessment and evaluation encourage and promote student achievement as much as possible, course evaluations will be designed with a mind to being:

- balanced and equitable, with clear instructions and criteria;
- reflective of the overall and specific expectations for the course;
- ongoing and varied, allowing students to demonstrate achievement throughout the year;
- ongoing descriptive feedback giving students indications of goals and strategies for improvement;
- supportive of student skills in assessing their own learning (for self-improvement, not for marks) so that they can set personal goals and strategies

Assessment Types

This course will contain all three types of assessment recommended by the Ministry of Education.

Assessment *for* learning where the teacher will gather information about student skill and understanding in order to plan teaching activities to maximize student achievement. In addition, the teacher will give feedback on work which is designed to help the student direct his efforts to particular skills or content so that he can improve his results. These assessments are generally not completed for marks, but rather for feedback, and include such things as checklists, student reflections, practice activities, and sample questions.

Assessment *as* learning where the student is asked to demonstrate progress in developing skills and understanding of content in a way which allows him to set goals, reflect on his work, and determine strategies for progress. These assessments may or may not be assessed for marks and include such things as small tests, quizzes, small writing assignments, brief presentations, and self and peer-assessed (not for marks) activities.

Assessment *of* learning where the student is asked to demonstrate that he has acquired the skills taught and has developed a strong understanding of the content and performance standards related to the topic. These assessments are done in preparation for moving forward to new content and performance standards or in completion of the course itself. These are assessed for marks and are used to record and report what has been learned; they include such things as unit tests, larger writing assignments, essays, projects, and exams.

Learning Skills

Student achievement also reflects a variety of specific learning skills, through which students complete course assessments. These learning skills are not assigned specific marks, but are rather indicated on the student report card using letters (E=excellent, G=good, S=satisfactory, N=needs improvement) in order to indicate which learning skills should receive increased endeavour by the student in order to improve his learning. They are behaviours considered essential and integral to student learning and to the evaluation of a student's achievement as he progresses through each course and grade. These learning skills and the accompanying descriptors reflecting a "Good" level of achievement are:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-regulation

Assessment Structure

Student achievement is communicated formally to students and parents by means of the Provincial Report Card. The report card provides a record of the student's achievement of the curriculum expectations in the form of a percentage grade. The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart. A final grade is recorded, and a credit is granted and recorded if the student's grade is 50% or higher.

The final grade in this course is determined as follows:

Term Work*	70%
Portfolio (Summative)	20%
Visual (Summative)	10%
Final Grade	100%

*Term work is based on evaluations conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration may be given to more recent evidence of achievement.

Achievement Chart Categories

There are four categories into which student evaluations are divided: Knowledge and Understanding, Thinking, Communication, and Application. This means that a student's evaluated work will contain marks in all, or some of these categories as indicated by the teacher and based on the teacher's professional judgement. Students are evaluated according to the criteria established for the course, not according to the achievement of other students. Achievement of a level 3 in these categories represents the provincial standard.

There are four levels of student achievement, Levels 1-4 (as well as the possibility that a student's work can be evaluated as below level 1). See the full achievement chart for Guidance and Career Studies Grade 10 in Appendix 1.

PROGRAM PLANNING CONSIDERATIONS

Outlined below are some policy considerations that are of particular importance to program planning for the Career Studies course. For more information about considerations for program planning, educators should refer to *"Some Considerations for Program Planning" in The Ontario Curriculum, Grades 11 and 12: Cooperative Education, 2018.*

Education and Career/Life Planning

The curriculum expectations in Career Studies provide opportunities for educators to relate classroom learning to the education and career/life planning policy outlined in *Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools – Policy and Program Requirements, Kindergarten to Grade 12, 2013.* This policy, which is designed to prepare students for success in school, work, and life, identifies the following goals for students in Kindergarten to Grade 12:

- ensure that all students develop the knowledge and skills they need to make informed education and career/life choices;
- provide classroom and school-wide opportunities for this learning; and
- engage parents and the broader community in the development, implementation, and evaluation of the program, to support students in their learning.

The intent of the program is to ensure that students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, college, community living, university, or the workplace, and with confidence in their ability to implement, and revise or adapt, their plan throughout their lives as they and the world around them change.

The framework of the program is a four-step inquiry process based on four questions linked to four areas of learning: (1) Knowing Yourself – Who am I?; (2) Exploring Opportunities – What are my opportunities?; (3) Making Decisions and Setting Goals – Who do I want to become?; and (4) Achieving Goals and Making Transitions – What is my plan for achieving my goals?

Classroom teachers support students in education and career/life planning by providing them with learning opportunities, filtered through the lens of the four areas of learning, that allow them to apply subject-specific knowledge and skills; explore subject-related education and career/life options; and become competent, self-directed planners. Students reflect on and consolidate their learning in an Individual Pathways Plan (IPP), which typically contains: a record of their initial postsecondary destination, whether in apprenticeship training, college, community living, university, or the workplace, and of their other postsecondary goals or plans; a detailed plan for completing the courses and experiences required to achieve their goals; and strategies to support the plan, overcome obstacles and challenges, and access the resources and assistance needed. Students' work in the Career Studies course can inform the development of their IPP, and vice versa.

Experiential Learning in Career Studies

The Career Studies course helps prepare students for the world of work, supporting their exploration of different kinds of work in different fields as well as their development of transferable skills. Experiential learning opportunities help broaden students' knowledge of themselves and of career opportunities in a wide range of fields. Planned learning experiences in the community, including job shadowing and job twinning, field trips, work experience, and cooperative education, provide students with opportunities to see the relevance of their classroom learning in a work setting, make connections between school and work, and explore a career of interest as they plan

their pathway through secondary school and on to their postsecondary destination. Through experiential learning, students develop the skills and work habits required in the workplace and acquire a direct understanding of employer and workplace expectations. In addition, experiential learning helps students develop self-knowledge and awareness of opportunities – two areas of learning in the education and career/life planning program outlined in *Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools – Policy and Program Requirements, Kindergarten to Grade 12, 2013.*

APPENDIX 1 – ACHIEVEMENT CHART

Achievement Chart – Guidance and Career Education, Grades 9–12

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge and Understanding *Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)*				
	The student:			
Knowledge of content (e.g., terminology, vocabulary, information)	– demonstrates limited knowledge of content	– demonstrates some knowledge of content	– demonstrates considerable knowledge of content	– demonstrates thorough knowledge of content
Understanding of content (e.g., theories, concepts, skills, processes)	– demonstrates limited understanding of content	– demonstrates some understanding of content	– demonstrates considerable understanding of content	– demonstrates thorough understanding of content
Thinking *The use of critical and creative thinking skills and/or processes*				
	The student:			
Use of planning skills (e.g., focusing research, identifying a problem, locating and gathering information, organizing an inquiry)	– uses planning skills with limited effectiveness	– uses planning skills with some effectiveness	– uses planning skills with considerable effectiveness	– uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., analysing, reflecting, integrating, synthesizing, evaluating, forming conclusions)	– uses processing skills with limited effectiveness	– uses processing skills with some effectiveness	– uses processing skills with considerable effectiveness	– uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., reading process, inquiry, decision making, research, problem solving)	– uses critical/creative thinking processes with limited effectiveness	– uses critical/creative thinking processes with some effectiveness	– uses critical/creative thinking processes with considerable effectiveness	– uses critical/creative thinking processes with a high degree of effectiveness
Communication *The conveying of meaning through various forms*				
	The student:			
Expression and organization of ideas and information (e.g., clarity of expression, logical organization) in oral, visual, and written forms (e.g., interviews, presentations, portfolios, graphic organizers, posters, letters, résumés, personal profiles, charts, reports, summaries)	– expresses and organizes ideas and information with limited effectiveness	– expresses and organizes ideas and information with some effectiveness	– expresses and organizes ideas and information with considerable effectiveness	– expresses and organizes ideas and information with a high degree of effectiveness

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Communication (cont.)				
	The student:			
Communication for different audiences (e.g., peers, employers, adults) and purposes (e.g., to inform, to persuade) in oral, visual, and written forms	– communicates for different audiences and purposes with limited effectiveness	– communicates for different audiences and purposes with some effectiveness	– communicates for different audiences and purposes with considerable effectiveness	– communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions (e.g., appropriate style and format for cover letters, applications, résumés, e-mails, journals, telephone calls) and of appropriate vocabulary and terminology in oral, visual, and written forms	– uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	– uses conventions, vocabulary, and terminology of the discipline with some effectiveness	– uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	– uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application *The use of knowledge and skills to make connections within and between various contexts*				
	The student:			
Application of knowledge and skills (e.g., in the areas of personal management, interpersonal relations, learning, technology, goal setting, planning) in familiar contexts	– applies knowledge and skills in familiar contexts with limited effectiveness	– applies knowledge and skills in familiar contexts with some effectiveness	– applies knowledge and skills in familiar contexts with considerable effectiveness	– applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., in the areas of personal management, interpersonal relations, learning, technology, goal setting, planning) to new contexts	– transfers knowledge and skills to new contexts with limited effectiveness	– transfers knowledge and skills to new contexts with some effectiveness	– transfers knowledge and skills to new contexts with considerable effectiveness	– transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., within and between disciplines; between learning in school and learning in the workplace; between different jobs within a workplace)	– makes connections within and between various contexts with limited effectiveness	– makes connections within and between various contexts with some effectiveness	– makes connections within and between various contexts with considerable effectiveness	– makes connections within and between various contexts with a high degree of effectiveness

Note: A student whose achievement is below 50% at the end of a course will not obtain a credit for the course.

APPENDIX 2 – LEARNING SKILLS & WORK HABITS

LEARNING SKILLS AND WORK HABITS IN GRADES 1 TO 12

Learning Skills and Work Habits	Sample Behaviours
Responsibility	The student: • fulfils responsibilities and commitments within the learning environment; • completes and submits class work, homework, and assignments according to agreed-upon timelines; • takes responsibility for and manages own behaviour.
Organization	The student: • devises and follows a plan and process for completing work and tasks; • establishes priorities and manages time to complete tasks and achieve goals; • identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
Independent Work	The student: • independently monitors, assesses, and revises plans to complete tasks and meet goals; • uses class time appropriately to complete tasks; • follows instructions with minimal supervision.
Collaboration	The student: • accepts various roles and an equitable share of work in a group; • responds positively to the ideas, opinions, values, and traditions of others; • builds healthy peer-to-peer relationships through personal and media-assisted interactions; • works with others to resolve conflicts and build consensus to achieve group goals; • shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.
Initiative	The student: • looks for and acts on new ideas and opportunities for learning; • demonstrates the capacity for innovation and a willingness to take risks; • demonstrates curiosity and interest in learning; • approaches new tasks with a positive attitude; • recognizes and advocates appropriately for the rights of self and others.
Self-regulation	The student: • sets own individual goals and monitors progress towards achieving them; • seeks clarification or assistance when needed; • assesses and reflects critically on own strengths, needs, and interests; • identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; • perseveres and makes an effort when responding to challenges.

APPENDIX 3 – RESOURCE LIST

The Ontario Curriculum, Career Studies, Grade 10 – Guidance and Career Education, revised, 2024

Misner, Judi and Butler, Susan, 2000. *Horizons 2000+ Career Studies*. McGraw-Hill Ryerson Limited. Toronto, ON.

Various On-line sites