

**ST. ROBERT C.H.S. – Course Information Sheet**

Course Title:	Course Code:	Prerequisite:
Career Studies	GLC2O	None

COURSE DESCRIPTION

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.

CONNECTION TO OUR CATHOLIC FAITH

Through various activities, assignments, and reflections, the learner will come to a deeper understanding of who they are and the gifts, talents, and abilities God has blessed them with. As they deepen their knowledge, students will gain insight into the ways in which God wants them to use these gifts. Students will examine a variety of potential occupations through the perspective of job satisfaction, and moral and ethical standards.

Strands	Overall Expectations
A. DEVELOPING THE SKILLS, STRATEGIES, AND HABITS NEEDED TO SUCCEED	<ul style="list-style-type: none">• A1. 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. apply various decision-making strategies to help them set goals, reflecting on and documenting their goal-setting process
B. EXPLORING AND PREPARING FOR THE WORLD OF WORK	<ul style="list-style-type: none">• B1. 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. 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. 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
C. PLANNING AND FINANCIAL MANAGEMENT TO HELP MEET POSTSECONDARY GOALS	<ul style="list-style-type: none">• C1. 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

	<ul style="list-style-type: none"> C2. 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
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Units and Timelines	
Unit Title	Approximate Time
Developing the skills, strategies & habits needed to succeed	15 lessons
Exploring & Preparing for the world of work	15 lessons
Planning & Financial management to help meet postsecondary goals	15 lessons

Instructional strategies: modeled, shared and guided instruction, cooperative group learning, accountable talk, independent application and consolidation, experiential learning, inquiry-based learning, robust thinking (critical analysis and reflection).

Assessment and Evaluation Breakdown		
CATEGORIES 100%		
Knowledge/Understanding	17.5%	TERM 70%
Thinking	17.5%	
Communication	17.5%	
Application	17.5%	
		FINAL 30%
		CPT

Assessment and Evaluation Strategies: classroom presentations, conferences, essays, response journals, demonstrations, interviews, learning logs, quizzes, tests, and exams, observations, performance tasks, portfolios, question and answers, self-assessment. **Assessment and Evaluation Tools:** Checklists, exemplars, rating scales, rubrics, metacognition, self and peer assessment, anecdotal notes.

Focus on Learning Skills

Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-Regulation
Fulfills 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.	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.	Independently monitors, assesses, and revises plans to complete tasks and meet goals. Uses class time appropriately to complete tasks. Follows instructions with minimal supervision.	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 decisions.	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	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.

N.B. Additional Information Found in Student's School Agenda/Board Policy: Lates, Absences and Missed Assignments follow the <u>YCDSB Assessment & Evaluation Guidelines</u> , in compliance with the Ministry of Education Policy on Assessment, Evaluation and Reporting.

Student Fees: In accordance with Board Policy 312B, there are no course fees for basic course materials (e.g. textbooks, workbooks, handouts). Some courses may offer enhancements (e.g. field trips, musical instruments, activities) for which there may be a fee. Board Policy 601 is available on the board website at www.ycdsb.ca.

Name of Teacher: M. BOCCIA

Student Signature

Parent/Guardian Signature