OTTAWA CATHOLIC SCHOOL BOARD	**Grade 10 Exploration des choix de carrières GLC2OI**	Inspired Education. Inspiring Students.

Teacher: **Teacher Name**

Prerequisite Course: None

Description and Overall Expectations: 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. Through exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, regardless of their pathway. They will learn about personal financial management and develop a budget for their first year after secondary school. **The language of instruction for this immersion Career Studies course is French.**

Developing the Skills, Strategies, and Habits Needed to Succeed: outlines student learning about the skills, strategies, and habits that will contribute to long-term individual success and well-being. Students will develop decision-making strategies and apply them throughout the course. They will also focus on skills and strategies that support adaptability and resilience.

Exploring and Preparing for the World of Work: students explore the changing nature of work and the transferable skills they need to pursue work opportunities, with a focus on opportunities in key growth areas. They investigate how digital media use and a social media presence can influence their career/life opportunities. They assess and reflect on their own skills, values, and interests, developing a personal profile and taking it into account in their education and career/life planning, and they explore opportunities within their own communities and beyond.

Planning and Financial Management to Help Meet Postsecondary Goals: students apply information gathered to set a goal (or goals) for their first year after secondary school, develop an initial plan for fulfilling their goal(s), and then consolidate their discoveries and learning by preparing various materials related to applying for a job, internship, apprenticeship, scholarship, education or training program, or other next step of their choice. Students develop financial literacy, teaching them about the importance of responsible management of financial resources and learn about the different forms of saving and borrowing as they create a budget for their first year after secondary school.

Course Resources: Key resource(s) along with supplementary resources / digital tools and sites / passwords; include replacement cost for resources if lost/damaged.

Catholic Graduate Expectations: Our goal for all students is to experience an education based on our Catholic Graduate Expectations. **(**http://www.iceont.ca) We work in community to develop graduates that are:

- Discerning Believers Formed in the Catholic Faith Community
- Effective Communicators
- Reflective and Creative Thinkers
- Self-Directed, Responsible, Life-Long Learners
- Collaborative Contributors
- Caring Family Members
- Responsible Citizens

Assessment, Evaluation and Reporting: The primary purpose of assessment and evaluation is to improve student learning. Students will understand what is expected of them, using learning goals, and success criteria, based on the overall expectations. Feedback (self, peer, teacher) supports learning, and plays a critical role in academic achievement and success.

The development of learning skills and work habits is a key indicator of future success. The following learning skills and work habits will be developed, assessed, and reported during this course:

1.	Responsibility	fulfills responsibilities and commitments *(e.g. accepts and acts on feedback)*
2.	Organization	manages time to complete tasks and achieve goals *(e.g. meets goals, on time)*
3.	Independent work	uses class time appropriately to complete tasks *(e.g. monitors own learning)*
4.	Collaboration	works with others, promotes critical thinking *(e.g. provides feedback to peers)*
5.	Initiative	demonstrates curiosity and an interest in learning *(e.g. sets high goals)*
6.	Self-Regulation	sets goals, monitors progress towards achieving goals *(e.g. sets, reflects goals)*

Group work supports collaboration, an important 21st century skill. This will be assessed only as a learning skill. Homework may also be assessed as a learning skill. Evaluation completed in class will be based only on individual student work. Regular attendance is important to support group work, various forms of feedback, and to allow students to demonstrate evidence of their learning. Students are responsible for providing evidence of their own learning (with references where required), in class, within given timelines. Next steps in response to academic integrity issues, such as lack of work completion, plagiarism, or other forms of cheating, range from providing alternate opportunities, to a deduction of marks.

The achievement chart identifies four levels, based on achievement of the overall expectations:

Level 1	achievement falls below the provincial standard	(50-59%)
Level 2	achievement approaches the provincial standard	(60-69%)
Level 3	achievement is at the provincial standard	(70-79%)
Level 4	achievement surpasses the provincial standard	(80-100%)

The report card grade will be based on evidence of student performance, including observations, conversations and student products. Consideration will be given to more recent evidence (skill development) and the most consistent level of achievement.

Mark Breakdown:

Term Work (65%) will include a variety of assessment tasks designed to demonstrate students' development in their knowledge and understanding, thinking and inquiry, communication and application, of all overall expectations.

Attendance and Participation (15%) - see more information here

Final Evaluation (20%) takes place towards the end of the semester, is completed in class, and provides the final opportunity for students to demonstrate what they know and the skills they have learned, based on the overall expectations. In GLC2O, the summative evaluation will consist of a culminating task (15%) and the Financial Literacy Graduation Requirement (FLGR) assessment (5%).

Awarding of Course Credit: Students who demonstrate evidence of achievement of overall expectations, ***and*** earn a mark of 50% or greater, will earn one credit for the course with the following exception:

Students who do not attempt the summative evaluation (exam and/or culminating task) will not earn their credit regardless of their mark.

Student and Parent/Guardian Acknowledgement

We have read the above course outline and are aware of the student responsibilities to attend class on a regular basis and to provide evidence of learning within the established timelines.

Student's Name (print): _____ Student's Signature: _____

Parent/Guardian Name (print):_____ Parent/Guardian Signature: _____