



myBlueprint

Ontario



GLC20 Career Studies

COURSE PACKAGE



Career Studies (GLC20)

Course Content Overview

This half-credit Career Studies Course Package was developed by the myBlueprint Education Service team to provide enhanced support for Ontario educators teaching the Grade 10 Career Studies course. It has been updated to align with the revised GLC20 Curriculum.

Best Practices in Using this Guide

- View, monitor, and assess student work through your myBlueprint Teacher Account.
- New to myBlueprint? Download the *Getting Started Guide for Teachers* to get started.
- Ensure students create a Career Studies (GLC20) Portfolio.
- Have students check in after each unit.
- At the end of the course, have students present their Portfolio.

Assessments

There are multiple ways to assess students in this course. However, based on the design of the course package, we recommend using the Teacher Account to provide feedback on individual learning outcomes, track student progress throughout the course, and guide students in creating a GLC20 Portfolio. This Portfolio serves as the cumulative activity and a comprehensive assessment of their learning journey.

1. Building a Student Portfolio

- Use the **Course Package** as a guide, along with additional resources, to help students build their **GLC20 portfolio**. This package provides **structured tasks, reflections, and resources** that students can engage with both **inside and outside the myBlueprint Education Planner**, ensuring a comprehensive learning experience.

This portfolio will serve as a **body of evidence** that demonstrates the student's achievement of course learning outcomes.

2. Assessment and Feedback

- **Assessment Rubrics:**

Each **general outcome** is accompanied by a **rubric** to support assessment and provide meaningful feedback. At the beginning of each general outcome in this document, you will find **two types of rubrics**:

- ① A **point-based rubric** for streamlined evaluation.
- ② A **detailed rubric** aligned with the Ministry's **Knowledge, Thinking, Communication, and Application (KTCA) framework** for comprehensive assessment.

- **Feedback:**

Set up a [classroom in your teacher account](#) to provide students with **feedback on their GLC20 Portfolio submissions**, helping them reflect, improve, and document their learning effectively.

- **Cumulative Activity:**

Encourage students to present their Portfolio as a final project, which can showcase their entire learning journey.

- **Optional Format:** Portfolios can be [presented as a slideshow](#) within myBlueprint Education Planner.
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3. Student Support

- This checklist ensures their portfolio is complete and aligned with the learning outcomes.

- It serves as a practical tool for self-assessment and organization.
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This structured approach not only helps students document their progress but also ensures their work is meaningful and aligned with course objectives.

New to myBlueprint?

New educators will be able to view, monitor, and assess student work through their [myBlueprint Teacher Account](#).
New to myBlueprint? Download the [Getting Started Guide for Teachers](#).

Note: New Mental Health Addition

While **myBlueprint offers several Mental Health Resources**, we encourage you to explore the [specialized resources and videos developed by the Ministry of Education](#), designed to align with the new learning outcomes.

After engaging with these materials and completing the reflection activities, we recommend **uploading them to the students' GLC20 portfolio** to document their learning and personal growth.

TABLE [1] – COURSE UNIT BREAKDOWN

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

Rubric: [Achievement Chart for Career Studies \(GLC20\) – - Google Docs](#)

One point rubric: [One-Point Rubric for A1 – Resilience, Stress Management, & Support Systems](#)

Specific Curriculum Expectation(s)	myBlueprint Resources and Activities
A1.2 identify a range of strategies to help manage stress as they navigate a healthy school/life/work balance; explain how they have used such strategies in their lives so far and how they might apply them in the future; and recognize signs that could indicate stress is becoming problematic	<p>Mental Health Resources (external)</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> • Climbing the Learning Pit: Embracing Productive Struggle • Coping Skills Class Activities <p>Suggested Journal Entry and Student Reflection:</p> <ul style="list-style-type: none"> • <i>What strategies have you used to manage stress while balancing school, life, and work? Which have been most effective, and how might you adjust or improve your approach in the future?</i>

	<ul style="list-style-type: none"> <i>What signs do you notice in yourself when stress becomes overwhelming? What steps can you take to address stress before it negatively impacts your well-being?</i>
A1.3 identify people, resources, and services in the school and the community that can provide support when a person is experiencing mental health concerns, and describe how to access these supports	<p>Mental Health Resources</p> <p>Suggested Reading:</p> <ul style="list-style-type: none"> Student Guide: Mental Health <p>Suggested Journal Entry and Student Reflection:</p> <ul style="list-style-type: none"> <i>Identify at least two reasons why someone might hesitate to seek help.</i> <i>Think about ways to overcome these barriers—how can schools, communities, or individuals make support more accessible?</i> <i>Reflect on what might help you or a friend feel more comfortable asking for support when needed.</i>

A2. Decision-Making Strategies and Goal Setting

Rubric: [Achievement Chart for A2: Decision-Making Strategies and Goal Setting](#)

One point rubric: [Student-Facing One-Point Rubric for A2: Decision-Making Strategies and Goal Setting](#)

Specific Curriculum Expectation(s)	myBlueprint Resources and Activities
<p>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</p>	<p>Suggested Activity:</p> <ul style="list-style-type: none"> • Decision Making Activity • Goal Setting Activity <p>Suggested Journal Entry and Student Reflection:</p> <ul style="list-style-type: none"> • <i>Why is it important to have short-, medium-, and long-term goals?</i> • <i>Why is it important to develop your decision-making skills? How can they help you to achieve your goals?</i> • <i>Why are some decisions easier to make than others? What strategies have you used when you have had to make a difficult decision? Why is it helpful to seek different perspectives before making a decision?</i> • <i>Have you ever made a decision that a friend or a caring adult did not approve of? How did you cope with that?</i>
<p>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</p>	<p>Journal Entry and Reflection:</p> <ul style="list-style-type: none"> • <i>Why is it important to review and evaluate your choices and objectives, and possibly revise them?</i> • <i>In the review process, what did you ask yourself in order to assess if you were on a path that would get you closer to your goal?</i> • <i>What did you learn about yourself and about areas you may need to work on?</i>

	<ul style="list-style-type: none"> How was this information helpful in identifying or rethinking your goals?
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B1. Exploring Work Trends and the Importance of Transferable Skills

Rubric: [Achievement Chart for B1: Exploring Work Trends and the Importance of Transferable Skills - Google Docs](#)

One point rubric: [Student-Facing One-Point Rubric for B1: Work Trends & Transferable Skills - Google Docs](#)

Specific Curriculum Expectation(s)	myBlueprint Resources and Activities
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 analyze the possible impact of those trends on their own choices now and in the future	<p>Suggested Activity:</p> <p>Job Industries Then, Now, and Tomorrow</p> <p>Suggested Reading:</p> <p>Student Guide: Emerging Occupations</p>

<p>B1.2 explain how transferable skills are developed through school, extracurricular, and/or community experiences, and analyze how they contribute to a person's readiness for future educational, life, and work opportunities and to their career development</p>	<p>Suggested Activity:</p> <p>Transferable Skills</p>
<p>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</p>	<p>Suggested activities:</p> <p>Instruct students to add their skills to the Resume section in their myBlueprint account to showcase their strengths and experiences.</p> <p>Developing a skill</p> <p>Suggested Journal Entry and Student Reflection:</p> <ul style="list-style-type: none"> • <i>Consider the communication skills you have developed so far, both in and outside of school. How would you assess your ability to communicate effectively in various situations? What works and what needs further work?</i> • <i>How might you take responsibility and demonstrate initiative when it comes to identifying and getting practice in the skill areas</i>

	<p><i>you need to work on in order to succeed in an education or work environment?</i></p> <ul style="list-style-type: none"> • <i>Which transferable skills are your strongest? What evidence do you have to support that idea? What other transferable skills do you think could be useful in your career/ life journey? Why? How might you work on developing these skills?</i>
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B2. Preparing for Future Opportunities

Rubric: [Achievement Chart for B2: Preparing for Future Opportunities - Google Docs](#)

One point Rubric: [Student-Facing One-Point Rubric for B2: Preparing for Future Opportunities - Google Docs](#)

Specific Curriculum Expectation(s)	myBlueprint Resources and Activities
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	<p>Suggested Activities:</p> <p>Who Am I Surveys: Personality Traits Lesson Plan</p> <p>Who Am I Survey: Interest Codes Lesson Plan</p> <p>Personal Values -Lesson Plan - Google Docs</p>

	How I View Myself & How Others View Me
<p>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 decision</p>	<p>Suggested Activities:</p> <p>Equity in Pathways: Considering Misconceptions</p> <p>SDG Goals and Careers</p> <p>SDG Goals and Mission Statement</p> <p>Career Exploration Discussion Cards</p> <p>Journal Entry and Reflection:</p> <ul style="list-style-type: none"> • What influence might your personal perspectives and cultural worldview have on your education and career choices? • How might the wishes of your family affect your choice of personal career/life goals? What can you do to help your family understand your personal career/life goals? • How might your cultural and/or social affiliations influence your choice of personal career/life goals? • How can you persevere, stay positive, and get support when certain factors and conditions present challenges to attaining your goals? • Have you been influenced by people you know and admire when making your education, career, and community activity

	<p>choices? What can you learn from these people when considering the choices that are available to you?</p>
<p>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</p>	<p>Suggested Activities:</p> <p>Experiential Activity</p> <p>My life Map</p> <p>Journal Entry and Reflection:</p> <p><i>Imagine yourself five years from now. What skills will you need to succeed in your education, career, or personal life?</i></p> <ul style="list-style-type: none"> • <i>List three transferable skills that will be essential for your future goals.</i> • <i>Reflect on how you can develop these skills now—what experiences, habits, or opportunities could help you strengthen them?</i> • <i>Describe one small step you can take this week to start building your future skill set.</i>

<p>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</p>	<p>Suggested Activities:</p> <p>Digital Citizenship: Being A Responsible Digital Citizen</p> <p>Journal Entry and Reflection:</p> <ul style="list-style-type: none"> • <i>How can you intentionally shape your online presence to align with your future goals?</i> • <i>Describe one step you will take to create a more professional, positive, or secure digital footprint.</i>
<p>B2.4 analyze the role of networking, including traditional and online social networking, in exploring and securing education and career/life opportunities</p>	<p>Suggested Activities:</p> <p>Networking - Slideshow - Google Slides</p> <p>Networking: Activity - Google Docs</p>

B3. Identifying Possible Destinations and Pathways

Rubric: [Achievement Chart for B3: Identifying Possible Destinations and Pathways - Google Docs](#)

One point rubric: [Student-Facing One-Point Rubric for B3: Identifying Possible Destinations and Pathways - Google Docs](#)

Specific Curriculum Expectation(s)	myBlueprint Resources and Activities
<p>B3.1 use a research process to identify and compare a few postsecondary options that suit their aspirations, skills, interests, values, and personal circumstances</p>	<p>Suggested Activities:</p> <p>Career Exploration with ChatGPT * (please check on your school's AI policy as this resource requires student to explore ChatGPT)</p> <p>Navigating the career market (using the myBlueprint Job Search tool)</p> <p>Occupation Hunt</p> <p>Journal Entry and Reflection:</p> <ul style="list-style-type: none"> What factors are most important to you when choosing a postsecondary path (e.g., career opportunities, affordability, location, program reputation)? How do your skills, interests, values, and personal circumstances influence your decision? Compare two or more postsecondary options you've researched. What are the key differences, and which one currently feels like the best fit for your aspirations? What questions do you still need to answer?

<p>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</p>	<p>Suggested Activities:</p> <p>Instruct students to review and update their high school course plan to ensure it aligns with their preferred postsecondary pathway and career goals. Encourage them to:</p> <ul style="list-style-type: none"> • Check if their current courses meet the prerequisites for their desired program or career. • Identify any gaps or adjustments needed to stay on track. <p>Pathways To A Career Activity</p> <p>Forwards and Backwards Planning Lesson</p> <p>Journal Entry and Reflection:</p> <ul style="list-style-type: none"> • <i>What courses, specialized programs, or certifications are required for your preferred career or postsecondary pathway? How does your current course selection align with these requirements?</i> • <i>What school and community resources (e.g., guidance counselors, career centers, mentorship programs, extracurricular activities) can support you in reaching your goals? How can you take advantage of these opportunities?</i> • <i>If you encounter challenges in achieving your preferred destination, what alternative pathways or backup plans could</i>

	<i>help you stay on track while still aligning with your interests and goals?</i>
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C1. Creating a Postsecondary Plan

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

Rubric: [Achievement Chart for C1 & C2: Postsecondary Planning & Budgeting - Google Docs](#)

One point rubric: [Student-Facing One-Point Rubric for C1 & C2: Postsecondary Planning & Budgeting - Google Docs](#)

Specific Curriculum Expectation(s)	myBlueprint Resources and Activities
C1.1 select and organize information related to the postsecondary options that best suit their specific	<p>Suggested Activity:</p> <p>This Financial Literacy Student Guide guides students through the key principles of financial literacy over 6-7 days, helping</p>

<p>interests, values, strengths, and aspirations to refine their goal(s) for their first postsecondary year</p> <p>C1.2 develop a plan that identifies steps and strategies for working towards their initial postsecondary goal(s), addressing potential opportunities and challenges</p>	<p>them explore post-secondary options and create a detailed budget for their post-secondary education.</p> <p>Financial Literacy GLC20.pdf</p>
<p>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</p>	
<p>C2.2 compare different forms of borrowing and identify some of the risks and benefits associated with each</p>	
<p>C2.2 compare different forms of borrowing and identify some of the risks and benefits associated with each</p>	