# Career Studies, Grade 10, Open (GLC2O)

This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.

**Prerequisite:** None

# Personal Management

## Overall Expectations

By the end of this course, students will:

- use a self-assessment process to develop a personal profile for use in career development planning;
- evaluate and apply the personal-management skills and characteristics needed for school success, document them in their portfolio, and demonstrate their use in a variety of settings;
- demonstrate effective use of interpersonal skills within a variety of settings.

## Specific Expectations

### Developing Personal Knowledge

By the end of this course, students will:

- demonstrate an understanding of the purpose of self-assessment and the use of standardized assessment tools (e.g., aptitude and interest tests, skills inventories, learning styles inventories);
- use a variety of assessment tools to produce a personal profile that describes their current interests, skills, competencies, accomplishments, and characteristics, and identify occupations that are suited to their personal profile;
- identify the essential skills (e.g., reading text, computer use, working with others, numeracy) they have developed through school, extracurricular, and/or community experiences, and explain how these skills relate to career development;
- identify internal and external influences (e.g., previous successes, peer pressure, parental expectations, family responsibilities) that may limit or expand the range of educational and career opportunities they would consider.

### Applying Personal-Management Skills

By the end of this course, students will:

- describe and explain the importance of personal-management skills (e.g., organizational skills, problem solving), habits (e.g., maintaining a personal planner), and characteristics (e.g., adaptability) for success in career development;

- create a portfolio that documents personal information (e.g., interests, skills, talents, achievements, credentials) and career-related information;
- demonstrate effective use of their personal-management skills and habits (e.g., being punctual, maintaining well-organized notes, completing assignments, studying for tests and examinations) in order to address areas for improvement.

### Communicating With Others

By the end of this course, students will:

- describe a variety of verbal and non-verbal communication skills (e.g., active listening; using and interpreting facial expressions, gestures, and body language appropriately; giving and receiving feedback);
- demonstrate effective use of communication skills in a variety of situations in school, at home, and in the community (e.g., information interviews, presentations, role play, group work);
- identify a range of teamwork and leadership skills (e.g., task assessment, task management, consensus building, understanding and respecting diversity, mediation, conflict resolution) and explain their use in a variety of settings (e.g., family, classroom, school, community, workplace).

# Exploration of Opportunities

## Overall Expectations

By the end of this course, students will:

- use a research process to locate and select relevant career information from a variety of sources for inclusion in a portfolio;

- identify current trends in society and the economy and describe their effect on work opportunities and work environments;

- identify a broad range of options for present and future learning, work, and community involvement.

## Specific Expectations

### Accessing and Managing Information

By the end of this course, students will:

- identify and describe, using an occupational classification system (e.g., National Occupational Classification), various fields of work that are of interest to them;

- demonstrate effective use of research skills to locate and select career-related information from a variety of sources (e.g., information interviews; print, video, and computer-based resources);

- describe, on the basis of research, selected occupations or fields of work, using identified criteria (e.g., education, training, and skill requirements; duties; safety issues; employment prospects; security and benefits; knowledge and skills valued by the employer), and describe the ways in which secondary school students can prepare for those occupations;

- explain the importance of safety in the workplace and related employee and employer rights and responsibilities;

- organize and integrate selected career information into a portfolio.

### Identifying Trends and Opportunities

By the end of this course, students will:

- identify economic and societal trends (e.g., globalization, developments in information technology, the changing role of unions and professional organizations, outsourcing or "contracting out", emerging work-style alternatives, self-employment, entrepreneurship, changing demographics) and explain how they influence available job opportunities and work environments;

- explain how knowledge of and respect for various cultures and languages (e.g., understanding customs and practices, multilingualism) can be an asset in the global job market;

- identify a broad range of local and regional work opportunities, including self-employment and entrepreneurship, using a variety of resources (e.g., Internet websites, field trips, guest speakers, employment centres).

### Identifying Personal Options

By the end of this course, students will:

- demonstrate an understanding of the secondary school program and graduation requirements and related terms (e.g., compulsory credit, transcript, full disclosure, types of courses, literacy test, community involvement, diploma, certificate of achievement, Specialist High-Skills Major);

- identify and describe a variety of learning opportunities for secondary school students, including secondary school courses, community-based learning (e.g., school–work transition programs, community

involvement, work experience, volunteering, cooperative education), and co-curricular activities;

– compare a variety of postsecondary learning options (e.g., apprenticeship, college, distance education, on-the-job training, private training, university) and identify those most suited to them based on their personal interests, competencies, and aspirations.

# Preparation for Transitions and Change

## Overall Expectations

By the end of this course, students will:

• use appropriate decision-making and planning processes to set goals and develop a career plan;

• analyse changes taking place in their personal lives, their community, and the economy, and identify strategies to facilitate smooth transitions during change;

• demonstrate an understanding of, and the ability to prepare for, the job-search process.

## Specific Expectations

### Developing a Career Plan

By the end of this course, students will:

– demonstrate an understanding of the decision-making process as it relates to career planning;

– articulate personal, learning, community, and occupational goals, taking into consideration the results from their personal profile and their exploration of selected occupations;

– produce a preliminary career plan that identifies secondary school courses, activities in the school and community, and postsecondary education options that will help them achieve their goals;

– identify potential barriers (e.g., learning difficulties, financial constraints, distance from opportunities) that could interfere with the achievement of their goals, and use problem-solving strategies to identify appropriate actions.

### Managing Change

By the end of this course, students will:

– demonstrate an understanding of career development as a lifelong process that will include transitions, changes, and lifelong learning;

– describe the characteristics of transitions and changes, and identify some of the personal and work-related transitions and changes that they or others have experienced (e.g., moving to a new country, losing a job, going to a new school);

– identify positive ways of dealing with transitions and change.

### Searching for Work

By the end of this course, students will:

– compare the "open" (publicly advertised) job market and the "hidden" (unadvertised) job market, and identify appropriate strategies to access each market;

– use a variety of resources (e.g., personal networks, employment centres, Internet job postings) to identify summer or part-time job opportunities in their community;

– create effective résumés and cover letters for the work-search process, using word-processing software and appropriate formatting, vocabulary, and conventions;

– demonstrate the ability to complete job applications effectively;

– demonstrate the ability to prepare effectively for the job interview process (e.g., setting up appointments; delivering résumés and applications; identifying and preparing answers to common interview questions; preparing follow-up activities, including thank-you letters).