

**Forest Hill Collegiate Institute**  
**Course of Study and Evaluation Statement**  
**Grade 10 Career Studies (GLC20)**

**Department: Guidance**

**Credit Value: 0.5**

**Course Description**

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.

**Learning Skills**

Learning Skills are skills and habits essential to success in school and in the workplace. The Learning Skills evaluated are: Responsibility, Organization, Independent Work, Collaboration, Initiative and Self Regulation. Teachers report achievement on the six Learning Skills using letter symbols: E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement. *Learning Skills clearly affect levels of achievement, but they are not part of the evaluation of achievement and are not included in the midterm mark or final course mark.*

**Academic Honesty: Cheating and Plagiarism**

Students are expected to submit only their own original work on evaluations done in class or out of class. Plagiarism is the passing off the ideas or writings of another as one's own. Cases of academic dishonesty (cheating and/or plagiarism) will be dealt with on a case-by-case basis, but each case will involve an investigation, communication with the student and his/her parent/guardian, and a mark of zero for the plagiarized work. Whether the student has an opportunity to demonstrate his/her learning in another assignment will be at the discretion of the teacher and/or Principal.

**Assessment and Evaluation Strategies**

Assessment and Evaluation of Student Achievement

The primary purpose of assessment and evaluation is to improve student learning. Assessment is the process of gathering information from assignments, demonstrations, projects, performances, and tests that accurately reflects how well a student is achieving the curriculum expectations in a course. As part of assessment, teachers provide students with feedback that guides their efforts towards improvement.

Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade.

- In this course, the following evaluation strategies may be used:

Data Analysis	Reports	Small Group Cooperative Learning
Oral Presentation	Graphing	Work & Task Sheets
Guided Internet Research	Mapping	Graphic Organizers

**Achievement Chart**

The achievement chart provides a standard, province-wide method for teachers to use in assessing and evaluating their students' achievement. Students are evaluated according to the major categories or strands in each course. Ministry curriculum documents provide detailed description of student achievement levels.

In this course, students are evaluated in four strands, according to the weightings shown:

Knowledge/Understanding	Thinking/Inquiry	Communication	Application
25%	25%	25%	25%

N.B. Factors such as time, student needs, and unforeseen events can affect the delivery of a course. Therefore, this plan is subject to change.

## **Term Work: 70%**

Students need to demonstrate achievement of all the overall expectations of the course. 70% of the final mark in the course will be based on work done prior to the culminating activities. Evaluations that are late, missing, and/or incomplete will affect a student's 70% grade. See FHCI Evaluation Policy as printed in the Student Agenda Book for information about late, missed, and/or incomplete assignments.

The term is divided into three main units:

### **Unit 1: Personal Management and Understanding**

<b>Weight</b>	<b>Weeks</b>	<b>Overall Expectations</b>
15%	2 Weeks	<ul style="list-style-type: none"><li>• use a self-assessment process to develop a personal profile for use in career development planning;</li><li>• 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;</li><li>• demonstrate effective use of interpersonal skills within a variety of settings.</li></ul>

### **Unit 2: Transitions and Change**

<b>Weight</b>	<b>Weeks</b>	<b>Overall Expectations</b>
25%	2.5 Weeks	<ul style="list-style-type: none"><li>• use appropriate decision-making and planning processes to set goals and develop a career plan;</li><li>• analyse changes taking place in their personal lives, their community, and the economy, and identify strategies to facilitate smooth transitions during change;</li><li>• demonstrate an understanding of, and the ability to prepare for, the job-search process.</li></ul>

### **Unit 3: Exploration of Pathways and Opportunities, and Financial Literacy**

<b>Weight</b>	<b>Weeks</b>	<b>Overall Expectations</b>
30%	3.5 Weeks	<ul style="list-style-type: none"><li>• use a research process to locate and select relevant career information from a variety of sources for inclusion in a portfolio</li><li>• identify current trends in society and the economy and describe their effect on work opportunities and work environments</li><li>• use appropriate decision-making and planning processes to set goals and develop a career plan</li></ul>

## **Final Evaluations = 30%**

### **Culminating Activity: My Educational and Career Path**

#### **Grade Based on Course Culminating Activities**

- All students must take part in the culminating activities for each course at every grade and level of study. The steps to follow when a student is absent from one or more culminating activities is included in the FHCI evaluation policy as printed in the Student Agenda Book.
- Culminating activities that occur in class are held within the last three weeks of classes. Culminating activities that are formal examinations occur within the last nine days of the semester

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