

**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 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.

**Learning Skills**

Learning Skills are skills and habits that are 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	Brochure	Mind Maps and 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 descriptions of student achievement levels.

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

## **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 throughout the course. Evaluations that are late, missing, and/or incomplete will affect a student's 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: Developing the Skills, Strategies, and Habits Needed to Succeed**

<b>Weeks</b>	<b>Overall Expectations</b>
1 Week	<ul style="list-style-type: none"><li>○ 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</li><li>○ Apply various decision-making strategies to help them set goals, reflecting on and documenting their goal-setting process</li><li>○ 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</li></ul>

### **Unit 2: Exploring and Preparing for the World of Work**

<b>Weeks</b>	<b>Overall Expectations</b>
1.5 Weeks	<ul style="list-style-type: none"><li>○ 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</li><li>○ Develop a plan for their first postsecondary year, whether in apprenticeship, 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</li></ul>

### **Unit 3: Planning and Financial management to Help Meet Postsecondary Goals**

<b>Weeks</b>	<b>Overall Expectations</b>
1.5 Weeks	<ul style="list-style-type: none"><li>○ 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</li><li>○ 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</li><li>○ Mental Health and well Being of students in school and the workplace</li></ul>

## **Final Evaluations = 30%(Pending)**

### **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 week of classes.

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.

**Teacher-Specific Information**

- Teachers Are available for extra help upon request