

The Ontario Curriculum
Grades 9 and 10

REVISED

Guidance and Career Education

2006



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Une publication équivalente est disponible en français sous le titre suivant : *Le curriculum de l'Ontario, 9^e et 10^e année – Orientation et formation au cheminement de carrière, 2006.*

This publication is available on the Ministry of Education website at www.edu.gov.on.ca.

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Introduction

This document replaces *The Ontario Curriculum, Grades 9 and 10: Guidance and Career Education, 1999* and the sections of *The Ontario Curriculum: Guidance and Career Education, Open Courses (Draft), Grades 10 and 12, 2004* that pertain to Grade 10. Beginning in September 2006, all Grade 9 and 10 guidance and career education courses will be based on expectations outlined in the present document.

Secondary Schools for the Twenty-First Century

The goal of Ontario secondary schools is to support high-quality learning while giving individual students the opportunity to choose programs that suit their skills and interests. The updated Ontario curriculum, in combination with a broader range of learning options outside traditional classroom instruction, will enable students to better customize their high school education and improve their prospects for success in school and in life.

The Place of Guidance and Career Education in the Curriculum

The guidance and career education program plays a central role in secondary school by providing students with the tools they need for success in school, in the workplace, and in their daily lives. In particular, the curriculum focuses on skill development that will help students better manage their time, resources, and dealings with other people to improve their opportunities for success both in school and in their future lives. Courses in guidance and career education actively involve students in research, inquiry, problem-solving, and decision-making processes related to planning for postsecondary education, training, or work. The guidance and career education program is designed to recognize the diverse abilities, strengths, and aspirations of all students, providing them with knowledge and skills that will benefit them throughout their lives.

The goals of the guidance and career education curriculum are to enable students to:

- *understand* concepts related to lifelong learning, interpersonal relationships, and career planning;
- *develop* learning skills, social skills, a sense of social responsibility, and the ability to formulate and pursue educational and career goals;
- *apply* this learning to their lives and work in the school and the community.

These goals are organized into three areas of knowledge and skills: *student development*, *interpersonal development*, and *career development*, as outlined in *Choices Into Action: Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools, 1999*.

The guidance and career education program aims to help students become more confident, more motivated, and more effective learners. Students learn how to identify and assess their own competencies, characteristics, and aspirations. They explore a broad range of options related to learning, work, and community involvement through a variety of school and experiential learning opportunities. Students develop learning and employability skills and strategies

that they can apply in their secondary and postsecondary studies and in the workplace. They identify and develop essential skills and work habits that are required for success in the workplace, as well as skills needed for effective communication, teamwork, and leadership. In their guidance and career education courses, students learn about the changing nature of work and trends affecting the workplace, and gain insights into the challenges and opportunities they will encounter in the modern economy. The curriculum allows for opportunities for students to practise the skills they are developing in both school and community contexts and to become aware of the importance of contributing to their communities.

As they learn about the career-planning process, students set goals for postsecondary education and work and develop the knowledge and skills they need to achieve those goals. The program helps prepare students for a changing world by demonstrating that a career is not just an occupational destination but also a journey that involves lifelong learning. It also teaches them to recognize and create opportunities, make informed choices, and pursue their personal and career goals more effectively.

Through the guidance and career education program, students learn to manage the various transitions they will be making in the course of their lives, starting with their next major transition, from secondary school to postsecondary education or training, and work. Students prepare for a world that will demand adaptability and resourcefulness by developing the personal knowledge and skills they will need to navigate the future confidently and effectively.

Teachers in all disciplines of the secondary school curriculum share some responsibility for developing students' learning skills, interpersonal skills, and knowledge and skills related to career planning. In guidance and career education, however, these three areas of development are at the centre of the curriculum and are taught explicitly. Students relate what they are learning in various subjects in their secondary school program to their personal aspirations and interests and to possible work and life roles. Awareness of these connections increases the personal relevance of the curriculum for students and, hence, their motivation to learn and to set and pursue educational and career goals.

The secondary school guidance and career education curriculum builds on the work begun in the elementary program in the three interconnected areas of development – learning, interpersonal skills, and career planning. As *Choices Into Action, 1999* makes clear, growth in these areas is an ongoing process that continues from Kindergarten to Grade 12 and throughout life. In both the elementary and secondary school programs, students acquire knowledge and skills that help them to become responsible and contributing members of communities, workplaces, families, and peer groups; to turn learning into a lifelong enterprise; and to create and prepare for futures that include meaningful, productive roles in work, personal life, and the community.

From Grade 7 to Grade 12, all students develop and complete an annual education plan. The secondary school guidance and career education curriculum supports this process by teaching students the knowledge and skills they need to complete their annual education plans successfully. (Further information about the annual education plan can be found in *Choices Into Action, 1999*.)

Roles and Responsibilities in Guidance and Career Education

Students. Students have many responsibilities with regard to their learning in school. Students who make the effort required to succeed in school and who apply themselves will soon discover that there is a direct relationship between this effort and their achievement, and will therefore be more motivated to work. There will be some students, however, who will find it more difficult to take responsibility for their learning because of special challenges they face. For these students, the attention, patience, and encouragement of teachers can be extremely important factors for success. However, taking responsibility for one's progress and learning is an important part of education for all students, regardless of their circumstances.

Mastery of concepts and skills in guidance and career education requires a sincere commitment to work, study, and the development of appropriate skills. Students should also be encouraged to actively pursue opportunities outside the classroom, through extracurricular activities and community service, to extend and enrich their knowledge and skills. Many guidance and career education courses provide students with the opportunity to develop a portfolio documenting their skills, experiences, and skills credentials (e.g., CPR, WHMIS, equipment training) as part of their ongoing learning and career development.

Parents. Parents have an important role to play in supporting student learning. Studies show that students perform better in school if their parents or guardians are involved in their education. By becoming familiar with the curriculum, parents can find out what is being taught in the courses their children are taking and what their children are expected to learn. This awareness will enhance parents' ability to discuss their children's work with them, to communicate with teachers, and to ask relevant questions about their children's progress. Knowledge of the expectations in the various courses also helps parents to interpret teachers' comments on student progress and to work with them to improve their children's learning.

The guidance and career education curriculum promotes lifelong learning. In addition to supporting regular school activities, parents may want to encourage their sons and daughters to explore opportunities available to students through greater school and community involvement and participation in leadership-development activities. Attending parent-teacher interviews, participating in parent workshops, becoming involved in school council activities (including becoming a school council member), and encouraging students to complete their assignments at home are just a few examples of effective ways to support learning.

Teachers. Teachers and students have complementary responsibilities. Teachers are responsible for developing appropriate instructional strategies to help students achieve the curriculum expectations, as well as appropriate methods for assessing and evaluating student learning. Teachers also support students in developing the reading, writing, oral communication, and numeracy skills needed for success in their courses. Teachers bring enthusiasm and varied teaching and assessment approaches to the classroom, addressing different student needs and ensuring sound learning opportunities for every student.

Using a variety of instructional, assessment, and evaluation strategies, teachers provide numerous opportunities for students to develop research and inquiry skills; interpersonal skills, including both oral and written communication skills; and the personal-management, learning, and employability skills needed for success in school and in future work. Opportunities to connect these skills and concepts to real-life situations will help make learning more meaningful for students and will motivate them to become lifelong learners.

Principals. The principal works in partnership with teachers and parents to ensure that each student has access to the best possible educational experience. In addition, principals work to support and encourage partnerships between the school and the broader community in order to facilitate the experiential learning opportunities that benefit students in the guidance and career education program.

To support student learning, principals ensure that the Ontario curriculum is being properly implemented in all classrooms using a variety of instructional approaches. They also ensure that appropriate resources are made available for teachers and students. To enhance teaching and learning in all subjects, including guidance and career education, principals promote learning teams and work with teachers to facilitate teacher participation in professional development.

Principals are also responsible for ensuring that every student who has an Individual Education Plan (IEP) is receiving the modifications and/or accommodations described in his or her plan – in other words, for ensuring that the IEP is properly developed, implemented, and monitored.

The Program in Guidance and Career Education

Overview of the Program

The guidance and career education program consists of courses that are intended to help students develop learning and interpersonal skills and to enable them to explore careers and the pathways that lead to them. All students are encouraged to explore and assess their own strengths, needs, and interests and to investigate a broad range of opportunities as they pursue their educational pathways and prepare for postsecondary destinations.

At the centre of the guidance and career education program is the compulsory Grade 10 Career Studies course (GLC2O), in which students learn how to identify, investigate, and pursue goals in education, work, and community activity. This is a half-credit course that provides students with an introduction to self-assessment, development of personal and interpersonal skills, and a general understanding of career planning.

The other courses in the guidance and career education curriculum are optional courses, but any one of them may be used to fulfil the Group 1 compulsory credit requirement for the Ontario Secondary School Diploma, as outlined in Policy/Program Memorandum No. 139, “Revisions to *Ontario Secondary Schools (OSS) to Support Student Success and Learning to 18*”, February 1, 2006. (The PPM also states that these courses may now be used as substitutions to meet compulsory credit requirements.)

The Grade 9 course Learning Strategies 1: Skills for Success in Secondary School (GLS1O) focuses on the development of knowledge and skills that can help all students achieve success in secondary school. The course can be modified to suit the individual needs of the learner, and Grade 9 students who have an Individual Education Plan (IEP) would benefit considerably from such a modified course (course code GLE1O). A learning strategies course may also be developed for students in Grade 10 who have an IEP (course code GLE2O). The learning expectations for this course would be based on the Learning Strategies 1 course, but the focus of the course would be different, in order to reflect the content and requirements of the particular courses the student is currently taking. A student who has an IEP may receive a maximum of one credit for the Learning Strategies 1 course at each grade level – one credit in Grade 9 and one credit in Grade 10.

The Grade 10 course Discovering the Workplace (GLD2O) focuses on helping students develop the knowledge, essential skills, and work habits that are required for success in today’s workplace, and prepares them for the work experiences and other experiential learning activities in the community that may be a part of their educational program.

All guidance and career education courses encourage career exploration and skill development through experiential learning activities, such as job shadowing, community involvement, work experience, and cooperative education.¹ In addition, guidance and career education courses are particularly well suited for inclusion in programs designed to provide pathways to apprenticeship or workplace destinations, including the Ontario Youth Apprenticeship Program (OYAP), and in programs leading to a diploma with a Specialist High-Skills Major.

1. See Policy/Program Memorandum No. 139 for information about the use of cooperative education courses to fulfil additional compulsory credit requirements for the Ontario Secondary School Diploma.

The courses offered in guidance and career education are “open” courses, which comprise one set of expectations for all students. The course type is defined as follows:

Open courses are designed to prepare students for further study in the subject and to enrich their education generally. These courses comprise a set of expectations that are appropriate for all students.

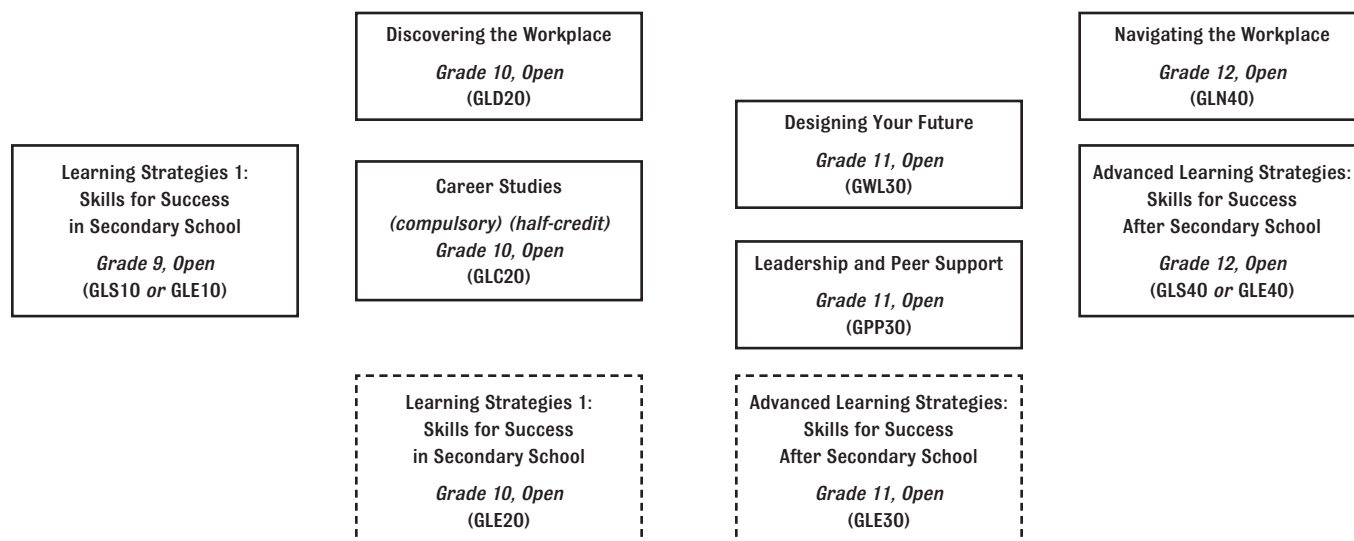
Courses in Guidance and Career Education, Grades 9 and 10*

Grade	Course Name	Course Type	Course Code	Credit Value	Prerequisites
9	Learning Strategies 1: Skills for Success in Secondary School**	Open	GLS1O	1.0	None
			GLE1O (modified for Grade 9 students who have an IEP)	1.0	Recommendation of principal
			GLE2O (modified for Grade 10 students who have an IEP)	1.0	Recommendation of principal
10	Career Studies	Open (compulsory)	GLC2O	0.5	None
10	Discovering the Workplace	Open	GLD2O	1.0	None

* Career Studies is a compulsory course. In addition, any other guidance and career education course may be used to fulfil the Group 1 additional compulsory credit requirement or may serve as a substitution for another course fulfilling a compulsory credit requirement (see PPM No. 139).

** Students may receive only one credit for Grade 9 Learning Strategies 1, either for GLS1O or for GLE1O. Students who have an IEP may also receive a credit in Grade 10 for GLE2O.

Course Chart for Guidance and Career Education, Grades 9–12



Half-Credit Courses. The compulsory Grade 10 Career Studies course outlined in this document is designed as a half-credit course. The other courses are designed as full-credit courses, but they may also be *delivered* as half-credit courses. Half-credit courses developed from full courses require a minimum of fifty-five hours of scheduled instructional time and must adhere to the following conditions:

- Two half-credit courses created from a full course must together contain all of the expectations of the full course. The expectations for the two half-credit courses must be divided in a manner that best enables students to achieve the required knowledge and skills in the allotted time.
- A course that is a prerequisite for another course in the secondary curriculum may be offered as two half-credit courses, but students must successfully complete both parts of the course to fulfil the prerequisite. (Students are not required to complete both parts unless the course is a prerequisite for another course they wish to take.)
- The title of the half-credit course must include the designation *Part 1* or *Part 2*. When a student successfully completes a half-credit course, a half-credit (0.5) will be recorded in the credit-value column of both the report card and the Ontario Student Transcript.

Boards will ensure that all half-credit courses comply with the conditions described above, and will report all half-credit courses to the ministry annually in the School October Report.

Curriculum Expectations

The expectations identified for each course describe the knowledge and skills that students are expected to acquire, demonstrate, and apply in their class work, on tests, and in various other activities on which their achievement is assessed and evaluated.

Two sets of expectations are listed for each strand, or broad curriculum area, of each course.

- The *overall expectations* describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each course.
- The *specific expectations* describe the expected knowledge and skills in greater detail. The specific expectations are arranged under subheadings that reflect particular aspects of the required knowledge and skills and that may serve as a guide for teachers as they plan learning activities for their students.

The organization of expectations in strands and subgroupings is not meant to imply that the expectations in any one strand or group are achieved independently of the expectations in the other strands or groups. The subheadings are used merely to help teachers focus on particular aspects of knowledge and skills as they plan lessons and learning activities for their students. The concepts, content, and skills identified in the different strands of each course should, wherever appropriate, be integrated in instruction throughout the course.

Many of the expectations are accompanied by examples, given in parentheses. These examples are meant to illustrate the kind of knowledge or skill, the specific area of learning, the depth of learning, and/or the level of complexity that the expectation entails. Some examples may also be used to emphasize the importance of diversity or multiple perspectives. The examples are intended only as suggestions for teachers. Teachers may incorporate the examples into their lessons, or they may choose other topics or approaches that are relevant to the expectation.

Strands

The curriculum expectations for courses in the Grade 9 to 12 guidance and career education program are organized into a number of different *strands*, or major areas of knowledge and skills.

The strands in the *Grade 9 Learning Strategies 1* course are:

- Learning Skills
- Personal Knowledge and Management Skills
- Interpersonal Knowledge and Skills
- Exploration of Opportunities

Each of these strands is described below.

Learning Skills. In this strand, students develop learning and thinking skills and strategies. They discover how to manage their own learning and acquire knowledge and skills that they can transfer to a variety of situations related to learning, work, and daily life. Along with literacy and numeracy skills, they develop the habits and skills they need in order to become self-directed, lifelong learners.

Personal Knowledge and Management Skills. In this strand, students develop their ability to describe and assess their personal strengths and interests, and to use their knowledge of themselves to help them focus on education, career, and life goals. Students learn the components of effective decision making and apply them to develop plans, act on those plans, and evaluate and modify those plans as required. Students also develop the personal-management skills needed for success in work, learning, and life.

Interpersonal Knowledge and Skills. In this strand, students develop the knowledge and skills necessary for effective communication, teamwork, and leadership. They learn how to get along with others at school, in the workplace, and in the community. They learn about the importance of understanding diversity and respecting others, and they become actively involved in contributing to their communities.

Exploration of Opportunities. In this strand, students develop the skills needed to research information about learning, work, and community opportunities. Students make connections between these opportunities and their personal career goals and learn to plan for secondary school success.

The strands in the *Grade 10 Career Studies* course are:

- Personal Management
- Exploration of Opportunities
- Preparation for Transitions and Change

The strands in the *Grade 10 Discovering the Workplace* course are:

- Essential Skills for Working and Learning
- Personal Management
- Exploration of Opportunities
- Preparation for Transitions and Change

Each of these strands is described below.

Essential Skills for Working and Learning. This strand focuses on the development of the nine essential skills that have been identified by the Government of Canada and other national and international agencies as necessary for success in any occupation. These essential skills are reading text, document use, writing, numeracy, oral communication, thinking skills, working with others, computer use, and continuous learning. Students learn about the importance and transferability of the essential skills and become actively involved in developing and applying them in preparation for future work. Students practise selected essential skills in authentic situations, using real workplace materials, both at school and in community and workplace settings.

Personal Management. This strand incorporates components of both personal and interpersonal knowledge and skills to facilitate the organization of expectations into one strand in some of the courses. The expectations in this strand focus on developing students' abilities to describe and assess their personal strengths and interests and to draw on their knowledge of themselves when exploring and deciding on work and life goals. Students develop an awareness of their needs and learn the skills required to ensure that they get the resources and support they need. They develop skills, habits, and characteristics that will help them to interact positively and effectively with others in school and in the community. They develop resiliency, learn to be effective members of a team, and learn to manage the resources required to complete tasks and achieve their goals.

Exploration of Opportunities. In this strand, students develop the skills needed to research information about learning, work, and community opportunities. Students make connections between these opportunities and their personal career goals. They learn about trends in the workplace, in the local and global economy, and in society. Students learn the benefits of having a broad range of skills to meet the demands of the changing global market.

Preparation for Transitions and Change. In their work in this strand, students learn to anticipate and respond to change. They develop knowledge, skills, and strategies that can smooth the transitions between different stages and roles in life. They prepare themselves for post-secondary learning and for the challenges of finding and creating work opportunities. They also develop their ability to make effective decisions, set goals, plan, act on plans, and evaluate and modify plans in response to changes.

Assessment and Evaluation of Student Achievement

Basic Considerations

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment helps teachers to determine students' strengths and weaknesses in their achievement of the curriculum expectations in each course. This information also serves to guide teachers in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programs and classroom practices.

Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well a student is achieving the curriculum expectations in a subject. As part of assessment, teachers provide students with descriptive 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.

Assessment and evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in this document.

In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers must use assessment and evaluation strategies that:

- address both what students learn and how well they learn;
- are based both on the categories of knowledge and skills and on the achievement-level descriptions given in the achievement chart on pages 16–17;
- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;
- are fair to all students;
- accommodate the needs of students with special education needs, consistent with the strategies outlined in their Individual Education Plan;
- accommodate the needs of students who are learning the language of instruction (English or French);
- ensure that each student is given clear directions for improvement;
- promote students' ability to assess their own learning and to set specific goals;
- include the use of samples of students' work that provide evidence of their achievement;
- are communicated clearly to students and parents at the beginning of the course or the school term and at other appropriate points throughout the school year.

All curriculum expectations must be accounted for in instruction, but evaluation focuses on students' achievement of the overall expectations. A student's achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations. Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be covered in instruction and assessment (e.g., through direct observation) but not necessarily evaluated.

The characteristics given in the achievement chart (pages 16–17) for level 3 represent the “provincial standard” for achievement of the expectations in a course. A complete picture of overall achievement at level 3 in a course in guidance and career education can be constructed by reading from top to bottom in the shaded column of the achievement chart, headed “70–79% (Level 3)”. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent courses.

Level 1 identifies achievement that falls much below the provincial standard, while still reflecting a passing grade. Level 2 identifies achievement that approaches the standard. Level 4 identifies achievement that surpasses the standard. It should be noted that achievement at level 4 does not mean that the student has achieved expectations beyond those specified for a particular course. It indicates that the student has achieved all or almost all of the expectations for that course, and that he or she demonstrates the ability to use the specified knowledge and skills in more sophisticated ways than a student achieving at level 3.

The Ministry of Education has provided teachers with materials that will assist them in improving their assessment methods and strategies and, hence, their assessment of student achievement. These materials include samples of student work (exemplars) that illustrate achievement at each of the four levels. (Adaptations can be made within the exemplar documents to align them with the revised curriculum.)

Achievement Chart for Guidance and Career Education

The achievement chart that follows identifies four categories of knowledge and skills in guidance and career education. The achievement chart is a standard province-wide guide to be used by teachers. It enables teachers to make judgements about student work that are based on clear performance standards and on a body of evidence collected over time.

The purpose of the achievement chart is to:

- provide a common framework that encompasses all curriculum expectations for all courses outlined in this document;
- guide the development of quality assessment tasks and tools (including rubrics);
- help teachers to plan instruction for learning;
- assist teachers in providing meaningful feedback to students;
- provide various categories and criteria with which to assess and evaluate students' learning.

Categories of Knowledge and Skills. The categories, defined by clear criteria, represent four broad areas of knowledge and skills within which the expectations for any given guidance and career education course are organized. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning.

The categories of knowledge and skills are described as follows:

Knowledge and Understanding. Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding).

Thinking. The use of critical and creative thinking skills and/or processes, as follows:

- planning skills (e.g., focusing research, identifying a problem, locating and gathering information, organizing an inquiry)
- processing skills (e.g., analysing, reflecting, integrating, synthesizing, evaluating, forming conclusions)
- critical/creative thinking processes (e.g., reading process, inquiry, decision making, research, problem solving)

Communication. The conveying of meaning through various oral, visual, and written forms (e.g., interviews, presentations, portfolios, graphic organizers, posters, letters, résumés, personal profiles, charts, reports, summaries).

Application. The use of knowledge and skills to make connections within and between various contexts.

Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories.

Criteria. Within each category in the achievement chart, criteria are provided, which are subsets of the knowledge and skills that define each category. For example, in Knowledge and Understanding, the criteria are “knowledge of content (e.g., terminology, vocabulary, information)” and “understanding of content (e.g., theories, concepts, skills, processes)”. The criteria identify the aspects of student performance that are assessed and/or evaluated, and serve as guides to what to look for.

Descriptors. A “descriptor” indicates the characteristic of the student’s performance, with respect to a particular criterion, on which assessment or evaluation is focused. In the achievement chart, *effectiveness* is the descriptor used for each criterion in the Thinking, Communication, and Application categories. What constitutes effectiveness in any given performance task will vary with the particular criterion being considered. Assessment of effectiveness may therefore focus on a quality such as appropriateness, clarity, accuracy, precision, logic, relevance, significance, fluency, flexibility, depth, or breadth, as appropriate for the particular criterion. For example, in the Thinking category, assessment of effectiveness might focus on the degree of relevance or depth apparent in an analysis; in the Communication category, on clarity of expression or logical organization of information and ideas; or in the Application category, on appropriateness or breadth in the making of connections. Similarly, in the Knowledge and Understanding category, assessment of knowledge might focus on accuracy, and assessment of understanding might focus on the depth of an explanation. Descriptors help teachers to focus their assessment and evaluation on specific knowledge and skills for each category and criterion, and help students to better understand exactly what is being assessed and evaluated.

Qualifiers. A specific “qualifier” is used to define each of the four levels of achievement – that is, *limited* for level 1, *some* for level 2, *considerable* for level 3, and *a high degree* or *thorough* for level 4. A qualifier is used along with a descriptor to produce a description of performance at a particular level. For example, the description of a student’s performance at level 3 with respect to the first criterion in the Thinking category would be: “the student uses planning skills with *considerable* effectiveness”.

The descriptions of the levels of achievement given in the chart should be used to identify the level at which the student has achieved the expectations. In all of their courses, students should be given numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations across all four categories of knowledge and skills.

Achievement Chart – Guidance and Career Education, Grades 9–12

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge and Understanding <i>Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)</i>				
The student:				
Knowledge of content (e.g., terminology, vocabulary, information)	– demonstrates limited knowledge of content	– demonstrates some knowledge of content	– demonstrates considerable knowledge of content	– demonstrates thorough knowledge of content
Understanding of content (e.g., theories, concepts, skills, processes)	– demonstrates limited understanding of content	– demonstrates some understanding of content	– demonstrates considerable understanding of content	– demonstrates thorough understanding of content
Thinking <i>The use of critical and creative thinking skills and/or processes</i>				
The student:				
Use of planning skills (e.g., focusing research, identifying a problem, locating and gathering information, organizing an inquiry)	– uses planning skills with limited effectiveness	– uses planning skills with some effectiveness	– uses planning skills with considerable effectiveness	– uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., analysing, reflecting, integrating, synthesizing, evaluating, forming conclusions)	– uses processing skills with limited effectiveness	– uses processing skills with some effectiveness	– uses processing skills with considerable effectiveness	– uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., reading process, inquiry, decision making, research, problem solving)	– uses critical/creative thinking processes with limited effectiveness	– uses critical/creative thinking processes with some effectiveness	– uses critical/creative thinking processes with considerable effectiveness	– uses critical/creative thinking processes with a high degree of effectiveness
Communication <i>The conveying of meaning through various forms</i>				
The student:				
Expression and organization of ideas and information (e.g., clarity of expression, logical organization) in oral, visual, and written forms (e.g., interviews, presentations, portfolios, graphic organizers, posters, letters, résumés, personal profiles, charts, reports, summaries)	– expresses and organizes ideas and information with limited effectiveness	– expresses and organizes ideas and information with some effectiveness	– expresses and organizes ideas and information with considerable effectiveness	– expresses and organizes ideas and information with a high degree of effectiveness

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Communication (cont.)				
The student:				
Communication for different audiences (e.g., peers, employers, adults) and purposes (e.g., to inform, to persuade) in oral, visual, and written forms	– communicates for different audiences and purposes with limited effectiveness	– communicates for different audiences and purposes with some effectiveness	– communicates for different audiences and purposes with considerable effectiveness	– communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions (e.g., appropriate style and format for cover letters, applications, résumés, e-mails, journals, telephone calls) and of appropriate vocabulary and terminology in oral, visual, and written forms	– uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	– uses conventions, vocabulary, and terminology of the discipline with some effectiveness	– uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	– uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application <i>The use of knowledge and skills to make connections within and between various contexts</i>				
The student:				
Application of knowledge and skills (e.g., in the areas of personal management, interpersonal relations, learning, technology, goal setting, planning) in familiar contexts	– applies knowledge and skills in familiar contexts with limited effectiveness	– applies knowledge and skills in familiar contexts with some effectiveness	– applies knowledge and skills in familiar contexts with considerable effectiveness	– applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., in the areas of personal management, interpersonal relations, learning, technology, goal setting, planning) to new contexts	– transfers knowledge and skills to new contexts with limited effectiveness	– transfers knowledge and skills to new contexts with some effectiveness	– transfers knowledge and skills to new contexts with considerable effectiveness	– transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., within and between disciplines; between learning in school and learning in the workplace; between different jobs within a workplace)	– makes connections within and between various contexts with limited effectiveness	– makes connections within and between various contexts with some effectiveness	– makes connections within and between various contexts with considerable effectiveness	– makes connections within and between various contexts with a high degree of effectiveness

Note: A student whose achievement is below 50% at the end of a course will not obtain a credit for the course.

Evaluation and Reporting of Student Achievement

Student achievement must be communicated formally to students and parents by means of the Provincial Report Card, Grades 9–12. The report card provides a record of the student's achievement of the curriculum expectations in every course, at particular points in the school year or semester, in the form of a percentage grade. The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline.

A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher. The final grade for each course in Grades 9–12 will be determined as follows:

- Seventy per cent of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

Reporting on Demonstrated Learning Skills

The report card provides a record of the learning skills demonstrated by the student in every course, in the following five categories: Works Independently, Teamwork, Organization, Work Habits, and Initiative. The learning skills are evaluated using a four-point scale (E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement). The separate evaluation and reporting of the learning skills in these five areas reflects their critical role in students' achievement of the curriculum expectations. To the extent possible, the evaluation of learning skills, apart from any that may be included as part of a curriculum expectation in a course, should not be considered in the determination of percentage grades.

Some Considerations for Program Planning in Guidance and Career Education

Teachers who are planning a program in guidance and career education must take into account considerations in a number of important areas, including those discussed below.

Teaching Approaches

Students learn best when they are engaged in a variety of ways of learning. Guidance and career education courses lend themselves to a wide range of approaches in that they require students to research, think critically, work cooperatively, discuss relevant issues, and learn through practice in a variety of settings. Helping students become self-directed, lifelong learners is a fundamental aim of the guidance and career education curriculum. When students are engaged in active and experiential learning strategies, they tend to retain knowledge for longer periods and develop meaningful skills. Active and experiential learning strategies also enable students to apply their knowledge and skills to real-life issues and situations.

Some of the teaching and learning strategies that are suitable to material taught in guidance and career education include cooperative small-group learning, one-on-one teaching, guided learning, personal reflection, role playing, simulations, case-study analysis, presentations, tasks involving real workplace materials, experiential learning, and independent study. Teachers must provide a wide range of activities and assignments that promote mastery of basic concepts and development of inquiry/research skills. Learning activities should always be age-appropriate or developmentally appropriate, as necessary.

In the guidance and career education program, teachers provide students with opportunities to develop self-knowledge and make connections with the world around them. Students learn how to work independently and with others as they acquire the essential skills and work habits needed for success in school, in the workplace, and in daily life. Students learn how to make decisions about future learning and work, how to put plans into action responsibly, and how to reflect on the actions they've taken and revise their plans as necessary. They learn by doing. They synthesize what they have learned by reflecting, analysing, evaluating, making decisions, and setting goals. They apply their learning both in the classroom and in other contexts, and they evaluate their progress. Ultimately, students learn to take responsibility for their own learning in preparation for life beyond secondary school.

It is essential to emphasize the relationship of guidance and career education to the world outside the classroom, so that students recognize that what they learn in these courses can have a significant influence on the rest of their lives, from their educational choices to decisions about their careers and personal lives.

Planning for Experiential Learning and Cooperative Education

In courses within the guidance and career education program, there is a specific emphasis on experiential learning as a key method of instruction – that is, learning acquired wholly or in part through practical experiences inside and outside the classroom. The curriculum expectations incorporate a broad range of experiential learning opportunities (e.g., information interviews, worksite visits, job shadowing, community involvement, work experience, and virtual or

simulated work experience) that are intended to meet the needs of students at various stages of readiness for work. These experiences will also influence the direction students take in their career exploration and educational planning.

Cooperative education programs, which provide opportunities for learning in apprenticeship and workplace settings in combination with classroom studies, are designed to suit students' particular strengths, interests, and needs and further enhance their preparation for the future.

Students need opportunities to learn about the work world through experiences in workplaces and interaction with employers and employees. They can also learn about active and responsible citizenship through opportunities to make contributions to their communities and schools. Their personal, interpersonal, and learning development can be enhanced and supported through connections with community service agencies, postsecondary institutions, and the broader community. For all these reasons, strong connections with the community outside the school, including partnerships with employers and community organizations, are essential to the delivery of an effective guidance and career education program.

All experiential learning opportunities and cooperative education programs will be provided in accordance with the ministry's policy document entitled *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools, 2000*.

Planning Program Pathways and Programs Leading to a Specialist High-Skills Major

Guidance and career education courses are well suited for inclusion in programs leading to a Specialist High-Skills Major (SHSM) and in programs designed to provide pathways to particular apprenticeship or workplace destinations. In an SHSM program, guidance and career education courses can be bundled with other courses to provide the academic knowledge and skills important to particular industry sectors and required for success in the workplace and postsecondary education, including apprenticeship. Guidance and career education courses may also be combined with cooperative education credits to provide the workplace experience required for SHSM programs and for various program pathways to apprenticeship and workplace destinations. (SHSM programs would also include sector-specific learning opportunities offered by employers, skills-training centres, colleges, and community organizations.)

Planning Guidance and Career Education Programs for Students With Special Education Needs

In planning guidance and career education courses for students with special education needs, teachers should begin by examining both the curriculum expectations for the course and the needs of the individual student to determine which of the following options is appropriate for the student:

- no accommodations² or modifications; or
- accommodations only; or
- modified expectations, with the possibility of accommodations

2. "Accommodations" refers to individualized teaching and assessment strategies, human supports, and/or individualized equipment.

If the student requires either accommodations or modified expectations, or both, the relevant information, as described in the following paragraphs, must be recorded in his or her Individual Education Plan (IEP). For a detailed discussion of the ministry's requirements for IEPs, see *Individual Education Plans: Standards for Development, Program Planning, and Implementation, 2000* (referred to hereafter as *IEP Standards, 2000*). More detailed information about planning programs for students with special education needs can be found in *The Individual Education Plan (IEP): A Resource Guide, 2004* (referred to hereafter as the *IEP Resource Guide, 2004*). (Both documents are available at www.edu.gov.on.ca.)

Students Requiring Accommodations Only. With the aid of accommodations alone, some students are able to participate in the regular course curriculum and to demonstrate learning independently. (Accommodations do not alter the provincial curriculum expectations for the course.) The accommodations required to facilitate the student's learning must be identified in his or her IEP (see *IEP Standards, 2000*, page 11). A student's IEP is likely to reflect the same accommodations for many, or all, courses.

There are three types of accommodations. *Instructional accommodations* are changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia. *Environmental accommodations* are changes that the student may require in the classroom and/or school environment, such as preferential seating or special lighting. *Assessment accommodations* are changes in assessment procedures that enable the student to demonstrate his or her learning, such as allowing additional time to complete tests or assignments or permitting oral responses to test questions (see page 29 of the *IEP Resource Guide, 2004*, for more examples).

If a student requires "accommodations only" in guidance and career education courses, assessment and evaluation of his or her achievement will be based on the appropriate course curriculum expectations and the achievement levels outlined in this document. The IEP box on the Provincial Report Card will not be checked, and no information on the provision of accommodations will be included.

Students Requiring Modified Expectations. Some students will require modified expectations, which differ from the regular course expectations. For most students, modified expectations will be based on the regular course curriculum, with changes in the number and/or complexity of the expectations. It is important to monitor, and to reflect clearly in the student's IEP, the extent to which expectations have been modified. As noted in Section 7.12 of the ministry's policy document *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999*, the principal will determine whether achievement of the modified expectations constitutes successful completion of the course, and will decide whether the student is eligible to receive a credit for the course. This decision must be communicated to the parents and the student.

When a student is expected to achieve most of the curriculum expectations for the course, the modified expectations should identify how they differ from the course expectations. When modifications are so extensive that achievement of the learning expectations is not likely to result in a credit, the expectations should specify the precise requirements or tasks on which the student's performance will be evaluated and which will be used to generate the course mark

recorded on the Provincial Report Card. Modified expectations indicate the knowledge and/or skills the student is expected to demonstrate and have assessed in each reporting period (*IEP Standards, 2000*, pages 10 and 11). Modified expectations represent specific, realistic, observable, and measurable achievements and describe specific knowledge and/or skills that the student can demonstrate independently, given the appropriate assessment accommodations. The student's learning expectations must be reviewed in relation to the student's progress at least once every reporting period, and must be updated as necessary (*IEP Standards, 2000*, page 11).

If a student requires modified expectations in guidance and career education courses, assessment and evaluation of his or her achievement will be based on the learning expectations identified in the IEP and on the achievement levels outlined in this document. If some of the student's learning expectations for a course are modified but the student is working towards a credit for the course, it is sufficient simply to check the IEP box on the Provincial Report Card. If, however, the student's learning expectations are modified to such an extent that the principal deems that a credit will not be granted for the course, the IEP box must be checked and the appropriate statement from the *Guide to the Provincial Report Card, Grades 9–12, 1999* (page 8) must be inserted. The teacher's comments should include relevant information on the student's demonstrated learning of the modified expectations, as well as next steps for the student's learning in the course.

English as a Second Language and English Literacy Development (ESL/ELD)

Young people whose first language is not English enter Ontario secondary schools with diverse linguistic and cultural backgrounds. Some may have experience of highly sophisticated educational systems, while others may have had limited formal schooling. All of these students bring a rich array of background knowledge and experience to the classroom, and all teachers must share in the responsibility for their English-language development.

Students who come to Ontario from other countries will find the courses in guidance and career education particularly useful. They will develop learning skills that will assist them as they progress through secondary school. Students will develop interpersonal and communication skills and learn about their local community through career exploration activities.

Teachers of guidance and career education must incorporate appropriate strategies for instruction and assessment to facilitate the success of the English language learners in their classrooms. These strategies include:

- modification of some or all of the course expectations, based on the student's level of English proficiency;
- use of a variety of instructional strategies (e.g., extensive use of visual cues, graphic organizers, scaffolding; previewing of textbooks; pre-teaching of key vocabulary; peer tutoring; strategic use of students' first languages);
- use of a variety of learning resources (e.g., visual material, simplified text, bilingual dictionaries, and culturally diverse materials);
- use of assessment accommodations (e.g., granting of extra time; use of oral interviews and tasks requiring completion of graphic organizers and cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English).

Students who are no longer taking ESL or ELD courses may still require program adaptations to be successful. When learning expectations in a course other than ESL and ELD are modified, this must be clearly indicated on the student's report card by checking the ESL or ELD box. (See the *Guide to the Provincial Report Card, Grades 9–12, 1999*.)

For further information on supporting students who are English language learners, refer to *The Ontario Curriculum, Grades 9 to 12: English As a Second Language and English Literacy Development, 1999* and the resource guide *Many Roots, Many Voices: Supporting English Language Learners in Every Classroom* (Ministry of Education, 2005).

Antidiscrimination Education in Guidance and Career Education

The guidance and career education curriculum is designed to help students acquire the habits of mind essential in a complex democratic society characterized by rapid technological, economic, political, and social change. These involve respect and understanding with regard to individuals, groups, and cultures in Canada and the global community, including an appreciation and valuing of the contributions of Aboriginal people to the richness and diversity of Canadian life. They also involve respect and responsibility for the environment and an understanding of the rights, privileges, and responsibilities of citizenship. Learning the importance of protecting human rights and of taking a stand against racism and other expressions of hatred and discrimination is also part of the foundation for responsible citizenship.

Learning activities used to implement the curriculum should be inclusive in nature, reflecting diverse points of view and experiences. They should enable students to become more sensitive to the experiences and perceptions of others and to understand and respect themselves. The critical thinking and analytic skills acquired in guidance and career education will allow students to recognize barriers, biases, and stereotypes that may be exhibited in social interactions and in the workplace, and to develop the skills needed to deal with these situations effectively. In guidance and career education courses, students will learn about the importance of cultural diversity and the value of a broad range of skills and knowledge needed to be successful in a global economy.

Antidiscrimination education promotes a school climate and classroom practice that encourage all students to work to high standards, ensure that they are given a variety of opportunities to be successful, affirm their self-worth, and help them strengthen their sense of identity and positive self-image. It is particularly important in guidance and career education that students from all backgrounds and experiences learn that they can aspire to a full range of careers. Both male and female students should be encouraged to consider any non-traditional careers to which their aptitudes, skills, and interests are well suited.

Literacy, Numeracy, and Inquiry/Research Skills

Success in all their secondary school courses depends in large part on students' literacy skills. Many of the activities and tasks students undertake in guidance and career education involve the use of written, oral, and visual communication skills. For example, students use language to record their observations, to describe their inquiries in both informal and formal contexts, and to present their findings in oral presentations and written reports. The language of guidance and career education includes special terms that are recognized as belonging to this field. Study in these courses will thus encourage students to use language with greater care and precision so that they are able to communicate effectively.

The Ministry of Education has facilitated the development of materials to support literacy instruction across the curriculum. Helpful advice for integrating literacy instruction in guidance and career education courses may be found in the following resource documents:

- *Think Literacy: Cross-Curricular Approaches, Grades 7–12, 2003*
- *Think Literacy: Cross-Curricular Approaches, Grades 7–12 – Guidance and Career Education: Subject-Specific Examples (Learning Strategies, Grade 9; Career Studies, Grade 10), 2006*

The guidance and career education curriculum also builds on and reinforces certain aspects of the mathematics curriculum. For example, clear, concise communication involves the use of various diagrams, charts, tables, and graphs to organize, interpret, and present information. In courses that include planning for future financial needs, students apply concepts related to budgeting and personal finance. Statistical information is used in some courses to help students understand trends in society and the economy.

In all guidance and career education courses, students will develop their ability to ask questions and to plan investigations to answer those questions. They need to learn a variety of research methods in order to carry out their investigations and to know which methods to use in a particular inquiry. Students need to learn how to locate relevant information from a variety of sources, such as books, newspapers, field studies and interviews, diagrams and charts, and electronic sources. As they advance through the grades, students will be expected to use these sources with increasing sophistication.

The Ontario Skills Passport and Essential Skills

Teachers planning programs in guidance and career education need to be aware of the purpose and benefits of the Ontario Skills Passport (OSP). The OSP is a bilingual web-based resource that enhances the relevancy of classroom learning for students and strengthens school-work connections. The OSP provides clear descriptions of essential skills such as reading, writing, computer use, measurement and calculation, and problem solving and includes an extensive database of occupation-specific workplace tasks that illustrate how workers use these skills on the job. The essential skills are transferable, in that they are used in virtually all occupations. The OSP also includes descriptions of important work habits, such as working safely, being reliable, and providing excellent customer service. The OSP is designed to help employers assess and record students' demonstration of these skills and work habits during their cooperative education placements. Students can use the OSP to identify the skills and work habits they already have, plan further skill development, and show employers what they can do.

The skills described in the OSP are the essential skills that the Government of Canada and other national and international agencies have identified and validated, through extensive research, as the skills needed for work, learning, and life. Essential skills provide the foundation for learning all other skills and enable people to evolve with their jobs and adapt to workplace change. For further information on the OSP and essential skills, visit <http://skills.edu.gov.on.ca>.

The Role of Technology in Guidance and Career Education

Information and communication technology (ICT) provides a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' learning in guidance and career education. These tools include online assessment tools, career exploration programs, simulations, multimedia resources, databases, and computer-assisted learning modules. Teachers can use ICT tools and resources for whole-class instruction as well as in the design of curriculum to meet diverse student needs.

ICT can be used to connect students to other schools, locally and abroad, and to bring the global community into the local classroom. Through Internet websites and CD-ROM technology, students can now access resources that provide current labour market information, statistics and trends, occupational data, community agency information, apprenticeship information, and a host of options for exploring work, learning, and career opportunities locally, nationally, and internationally. ICT resources allow secondary school students to conduct more far-ranging and authentic research than ever before. Applications such as databases, spreadsheets, word processors, and presentation software can be used to support various methods of inquiry.

Although the Internet is a powerful learning tool, however, all students must be made aware of issues of privacy, safety, and responsible use, as well as of the ways in which the Internet can be used to promote hatred.

Health and Safety in Guidance and Career Education

In addition to taking all possible and reasonable steps to ensure the physical safety of students, teachers must also address the personal well-being of students. Students require reassurance and help with transitions. In addition, they must understand their rights to privacy and confidentiality as outlined in the Freedom of Information and Protection of Privacy Act and be able to function in an environment free from abuse and harassment. They need to be aware of harassment and abuse issues in establishing boundaries for their own personal safety. They should be informed about school and community resources and school policies and reporting procedures with regard to all forms of abuse and harassment.

Because experiential learning is an important component of the guidance and career education curriculum, students taking guidance and career education courses are often engaged in activities in the community. Teachers must ensure that students are prepared for these community-based activities, paying particular attention to health issues and safety procedures in the workplace. In addition, students need to understand how matters relating to work ethics and work attitudes contribute to a healthy, positive work environment. Teachers, as well as board staff, should be aware of their responsibility and potential liability in terms of students' health and safety. Policy/Program Memorandum No. 76A, "Workplace Safety and Insurance Coverage for Students in Work Education Programs" (September 2000), outlines procedures for ensuring the provision of Health and Safety Insurance Board coverage for students who are at least 14 years of age and are on placements of more than one day. (A one-day job shadowing or job twinning experience is treated as a field trip.) Teachers should also be aware of the minimum age requirements outlined in the Occupational Health and Safety Act for persons to be in or to be working in specific workplace settings. Relevant ministry policies are outlined in *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools, 2000*.

**Learning Strategies 1:
Skills for Success in Secondary School,
Grade 9, Open**

(GLS1O/GLE1O/GLE2O)

This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal-management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.

Prerequisite: For GLS1O – None
For GLE1O and GLE2O – Recommendation of principal

Learning Skills

Overall Expectations

By the end of this course, students will:

- identify and use a variety of literacy skills and strategies to improve reading, writing, and oral communication in everyday contexts;
- identify and use a variety of numeracy skills and strategies to improve their practical application of mathematics in everyday contexts;
- demonstrate an understanding of learning skills and strategies required for success in school.

Specific Expectations

Developing Literacy Skills and Strategies

By the end of this course, students will:

- identify and use a variety of reading skills and strategies to improve understanding of texts (e.g., identifying purpose, applying prior knowledge, skimming and scanning, highlighting key words, using text features to find information);
- identify and use oral communication skills to support reading, writing, and positive interaction with others (e.g., asking questions to clarify meaning, using a think/pair/share strategy in problem solving, brainstorming to generate ideas, making oral presentations of group work);
- use appropriate forms of writing (e.g., report, summary, narrative) to suit audience and purpose;
- identify and use a variety of strategies to improve writing (e.g., identifying purpose and audience, organizing ideas, mapping, editing).

Developing Numeracy Skills and Strategies

By the end of this course, students will:

- apply their knowledge of mathematical facts and procedures (e.g., interpreting graphs, computing, using formulas) in various subject areas;
- connect and apply mathematical concepts and ideas in a variety of problem-solving situations;

- develop and demonstrate the key mathematical processes (problem solving, reasoning and proving, reflecting, selecting tools and strategies, connecting, representing, communicating) throughout their learning;
- describe how mathematics is applied in everyday situations (e.g., making financial transactions, budgeting, constructing, scheduling).

Developing Learning Skills and Strategies

By the end of this course, students will:

- demonstrate effective use of study skills and test-preparation strategies in a variety of subjects and evaluate their impact on academic success;
- select and use strategies to improve their performance in school (e.g., taking notes, using an agenda daily, regularly completing homework, using memory strategies);
- identify school and community resources (e.g., library, the Internet, tutors, guidance office, school personnel, community agencies) and explain how they can be used to support their learning needs;
- demonstrate effective use of technology (e.g., CD-ROMs, the Internet, word processors) to enhance research, learning, and presentation skills.

Personal Knowledge and Management Skills

Overall Expectations

By the end of this course, students will:

- apply knowledge of their personal skills and learning strengths to develop strategies for success in secondary school;
- identify and describe personal-management skills required for success, and explain their use to help maximize learning;
- demonstrate the use of personal-management skills and strategies to enhance learning.

Specific Expectations

Personal Knowledge and Learning

By the end of this course, students will:

- create a personal profile of their competencies and interests, and explain how these affect their attitude towards learning;
- identify their learning styles, personal qualities, and learning challenges by analysing their past experiences, both successful and unsuccessful;
- describe their most effective ways of demonstrating learning (e.g., writing, oral presentation, performance, graphic presentation) and identify areas that need improvement;
- use personal knowledge and an understanding of self-advocacy to develop effective strategies for enhancing success in school (e.g., scheduling homework, seeking academic assistance).

Personal Management and Learning

By the end of this course, students will:

- identify their personal-management skills (e.g., time management, organizational skills, punctuality, reliability) and describe how they affect learning performance;
- analyse the importance of personal-management skills in school, work, and daily life (e.g., dealing with stress related to test taking, managing time to accomplish

multiple tasks, persisting with work-related tasks until completion) and their impact on success;

- identify and describe personal lifestyle strategies that enhance health and wellness and improve one's readiness to learn (e.g., exercising regularly, getting enough rest, following a nutritious diet, maintaining a balance among priorities; adopting holistic approaches to well-being, such as those found in Aboriginal cultures);
- produce an action plan for improving personal-management skills that identifies personal strengths, challenges, and steps for improvement.

Applying Personal-Management Skills

By the end of this course, students will:

- use personal-management skills (e.g., prioritizing tasks, being punctual, completing assignments) to improve learning in different environments (e.g., classroom, school, workplace, community);
- identify internal and external factors that affect behaviour and school performance (e.g., emotional stress, motivation, racism, peer attitudes, exclusion, physical distractions), and identify strategies for improving behaviour to enhance learning;

- demonstrate behaviours that reflect self-motivation and self-reliance (e.g., taking initiative, being persistent in pursuing a goal, completing tasks independently);
- explain how stress can positively and negatively affect learning performance (e.g., with regard to test taking and work completion), and demonstrate effective use of stress-management techniques to maximize performance.

Interpersonal Knowledge and Skills

Overall Expectations

By the end of this course, students will:

- identify and describe the knowledge and skills necessary for successful interpersonal relations and teamwork;
- assess their interpersonal and teamwork skills and strategies, and explain how those skills requiring further development affect their learning;
- demonstrate the ability to apply appropriate interpersonal and teamwork skills in a variety of learning environments.

Specific Expectations

Understanding Interpersonal Knowledge and Skills

By the end of this course, students will:

- identify and describe a variety of verbal and non-verbal communication skills (e.g., active listening, making appropriate eye contact, exhibiting appropriate body language) necessary for successful interpersonal relations in a variety of settings (e.g., school, workplace, community);
- identify and describe positive teamwork skills (e.g., sharing ideas, managing tasks, offering constructive criticism, using conflict-resolution strategies) used in different learning environments;
- describe how interpersonal and teamwork skills can promote achievement of individual learning goals.

Assessing Interpersonal Knowledge, Skills, and Strategies

By the end of this course, students will:

- assess their interpersonal and teamwork skills and identify those needing improvement by analysing past experiences, both successful and unsuccessful;
- describe how interpersonal and teamwork challenges (e.g., inability to listen actively, interpersonal conflicts, negative peer influences) affect their learning;

- identify interpersonal and teamwork strategies that will help them overcome the challenges they experience when working with others;
- describe how interpersonal and teamwork skills are enhanced by respect for individuals with different backgrounds and experiences, and explain the significance of respect in Aboriginal cultures.

Applying Interpersonal Skills

By the end of this course, students will:

- use appropriate interpersonal skills to maximize learning (e.g., following instructions from a teacher, working with a peer tutor, clarifying directions from a workplace supervisor);
- use appropriate teamwork skills (e.g., encouraging participation of group members, planning and delegating tasks, sharing decision making, showing respect for diverse points of view) in a variety of learning situations;
- evaluate the importance of various interpersonal and teamwork skills in a variety of learning situations.

Exploration of Opportunities

Overall Expectations

By the end of this course, students will:

- apply their knowledge of school, work, and community involvement opportunities to develop a personal learning plan;
- demonstrate an understanding of school and community resources and how these can be utilized to support their learning needs;
- develop a portfolio of documents pertaining to self-assessment, research, and career exploration that are necessary for planning a pathway for secondary school success.

Specific Expectations

Making Connections

By the end of this course, students will:

- describe how academic studies, volunteer activities, part-time employment, and participation in school activities can contribute to the development and enhancement of employability skills;
- identify the employability skills being developed through their school studies;
- create a learning plan that is based on identified learning strengths, challenges, needs, goals, and strategies for success in secondary school.

Learning Through the Community

By the end of this course, students will:

- identify school and community resources available to support learning, and explain how they can be accessed;
- identify and describe individuals or programs that can assist with their specific learning needs (e.g., peer tutors, mentors, community youth programs);
- use appropriate communication skills to gather information and request assistance from peers, teachers, and/or school and community programs;
- explain how individual learning can be enhanced through community-based learning experiences.

Exploring Careers

By the end of this course, students will:

- explain the organization and graduation requirements of the secondary school program, including types of courses and program pathways and the possible destinations for which they are appropriate;
- describe opportunities for learning in all stages of life and in various contexts (e.g., evening courses, on-the-job training, workshops, presentations by guest speakers);
- identify, on the basis of research, selected occupations or fields of work most suited to them based on their personal profile;
- organize relevant documents (e.g., learning plan, personal profile, career research, action plan) into a portfolio and use them to select an appropriate pathway for secondary school studies.

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).

Discovering the Workplace, Grade 10, Open

(GLD2O)

This course provides students with opportunities to discover and develop the workplace essential skills and work habits required to be successfully employed. Students will develop an understanding of work through practical hands-on experiences in the school and in the community, using real workplace materials. They investigate occupations of interest through experiential learning opportunities, such as worksite visits, job shadowing, work experience, simulations, and entrepreneurial projects. This course helps students make plans for continued learning and work.

Prerequisite: None

Essential Skills for Working and Learning

Overall Expectations

By the end of this course, students will:

- identify and describe the workplace essential skills necessary for success in life, school, and work;
- identify the literacy and numeracy strategies that support the application of workplace essential skills, and use them to complete specific tasks in school, in the community, or in real or simulated workplace settings;
- describe learning and thinking strategies, and use them effectively in school or in the community;
- plan for, assess, and document their ongoing development and demonstration of selected workplace essential skills.

Specific Expectations

Understanding Workplace Essential Skills

By the end of this course, students will:

- identify and describe the workplace essential skills, using a variety of electronic, print, and human resources (e.g., the Human Resources and Social Development Canada [HRSDC] website, the Ontario Skills Passport, brochures on essential skills, employers);
- identify the most important workplace essential skill requirements for a range of occupations, using various resources and personal workplace experiences (e.g., Essential Skills Profiles from the HRSDC website, the Ontario Skills Passport, employers);
- describe how the essential skills are transferable from home to school, school to work, occupation to occupation, and sector to sector.

Using Literacy and Numeracy Strategies

By the end of this course, students will:

- identify the numeracy strategies required for calculation and estimation, and use them effectively to manage money (e.g., make change), to work with schedules and budgets (e.g., schedule room reservations), to analyse data (e.g., compare monthly

reports), and to measure and make numerical calculations (e.g., measure ingredients and reduce quantity by half) using real workplace materials in school, in the community, or in real or simulated workplace settings;

- identify strategies for reading and interpreting text (e.g., pre-reading strategies, such as identifying signal words; strategies used during reading, such as sorting ideas using a concept map; post-reading strategies, such as writing brief notes in response to a text) and use them effectively for specific tasks in school, in the community, or in real or simulated workplace settings, using real workplace materials;
- identify strategies for writing text with or without a computer (e.g., generating ideas using rapid writing; developing ideas using mapping; revising using peer editing) and use them effectively for specific tasks in school, in the community, or in real or simulated workplace settings, using real workplace materials;
- identify strategies for communicating orally (e.g., active listening, paraphrasing, verbal affirmation) and use them effectively in school or in the community;

- explain how non-verbal communication (e.g., body language, dress, facial expressions, gestures) can affect the communication of an intended message.

Using Learning and Thinking Strategies

By the end of this course, students will:

- describe and effectively use a process for reflecting on their home, school, or community experiences (i.e., describe their experience, assess their performance, set goals for future performance, identify strategies for achieving them, apply the learning in a new situation), and explain how this reflection process contributes to continuous learning;
- describe how they learn best (e.g., by visual means, in kinesthetic ways, by using various technologies, through discussion) and use this knowledge to develop effective strategies for learning in school and in the community;
- describe strategies for remembering (e.g., using mnemonics, dividing written materials into memorable “chunks”) and use these effectively in situations that require significant use of memory in school and in the community;

- describe a process for decision making and use it effectively in situations in school (e.g., in selecting school subjects) and in the community;
- describe a process for problem solving and use it effectively in challenging situations (e.g., in dealing with problems that arise in group work) in school or in the community.

Developing Workplace Essential Skills

By the end of this course, students will:

- assess their use of selected workplace essential skills, using feedback from others (e.g., peers, teachers, supervisors);
- demonstrate the ability to plan for the development of the workplace essential skills that they require to complete specific tasks in school and in the community;
- document their development of selected workplace essential skills, including evidence of demonstration of these skills from their Ontario Skills Passport.

Personal Management

Overall Expectations

By the end of this course, students will:

- identify their interests, strengths, and needs, and describe how these influence their decisions about education and work;
- identify and use effectively the strategies required to manage their behaviour in school and in the community;
- identify and use effectively the interpersonal and teamwork skills and strategies required when working with others in school or in the community;
- demonstrate the ability to use the task-planning and organizing skills and strategies that are required for success in school and in the workplace.

Specific Expectations

Self-Knowledge

By the end of this course, students will:

- identify, summarize, and document various aspects of their personal profile (e.g., interests, skills, needs, values), using feedback from others, personal reflection, and information from standardized assessment tools, and explain how this information contributes to the development of their goals and plans (e.g., decisions about course selection, part-time work, work experience placements);
- describe how learning from experience (e.g., work done in school subjects, volunteer work, part-time jobs) can influence their plans for learning and work;
- identify and describe internal and external factors that motivate them (e.g., sense of satisfaction, money, recognition), and explain how such factors may contribute to the achievement of their short-term goals for learning and work.

Self-Management

By the end of this course, students will:

- describe strategies used by people in school or in the workplace to manage themselves effectively when dealing with challenges (e.g., changes, stress, work overload);
- identify the strategies (e.g., change management, stress management, anger management) that they use to manage their behaviour in response to a variety of situations, and describe how their management of these situations influences their relationships with others, their achievement in school, and their accomplishments in the community and workplace;
- demonstrate effective use of strategies to manage their behaviour in challenging situations (e.g., work overload) in school and in the community (e.g., prioritizing to balance school and part-time job or home responsibilities);
- obtain the resources and support required to meet their needs in school and in the community in appropriate ways (e.g., by asking questions, clarifying needs).

Working With Others

By the end of this course, students will:

- explain how diversity (e.g., in perspective, ability, culture, gender) can contribute to effective and productive group work;
- identify strategies that contribute to effective teamwork (e.g., presuming positive intentions, managing conflict, paying attention to self and others, seeking diverse strengths and perspectives), and use them to work collaboratively to accomplish team goals in school or in the community;
- describe strategies for managing conflict (e.g., negotiation, mediation), and use these strategies effectively when working with others in school or in the community;
- identify a specific need in the school or the community, and respond to this need, working as part of a team (e.g., coordinate a food drive).

Task Planning and Organization

By the end of this course, students will:

- describe their use of time, and assess the effectiveness of their time-management skills;
- demonstrate effective use of time-management skills (e.g., prioritizing, allocating adequate time, limiting interruptions, overcoming procrastination) and time-management tools (e.g., personal planners, schedules, “to-do” lists) to complete tasks in school and in the community;
- develop and complete a project (e.g., set up a job-shadowing experience), using task-planning and organizing skills and strategies (e.g., clustering and sequencing of tasks, scheduling), and evaluate the success of the project.

Exploration of Opportunities

Overall Expectations

By the end of this course, students will:

- demonstrate the ability to research information about education and work opportunities, using print, electronic, and human resources;
- describe opportunities for learning and work, and identify ways in which they can prepare for these opportunities;
- demonstrate an understanding of the nature of work and of workplace expectations and issues;
- identify, explain, and follow health and safety policies and procedures in school and in workplace settings.

Specific Expectations

Researching Information

By the end of this course, students will:

- use an inquiry process (i.e., formulate and ask questions; gather, organize, interpret, assess, and present information) to locate information about education and work opportunities related to their career interests (e.g., school subjects, cooperative education, certification courses, work experience opportunities);
- locate information for a range of occupations, using print, electronic, and human resources (e.g., *Ontario Prospects*, National Occupational Classification, mentors, guidance counsellors);
- describe, through investigation, learning opportunities (e.g., cooperative education, Ontario Youth Apprenticeship Program, school courses, industry certification, first-aid training) that are related to their education and career goals, using resources in the school (e.g., guidance counsellors, teachers, the Internet) and in the community (e.g., career centres, local businesses, employment and community support agencies);
- report on occupations in selected fields of work, using information gathered from interviews (e.g., by e-mail, in person, by

telephone) and experiential learning (e.g., job shadowing, job twinning, simulations, site visits).

Exploring Learning and Work Opportunities

By the end of this course, students will:

- demonstrate knowledge of a range of occupations (e.g., duties, employment prospects, required knowledge and skills) and of the related education and/or training requirements;
- describe the educational opportunities available in school (e.g., specific courses), in the community/workplace (e.g., job shadowing, volunteer work, first-aid training), or on the Internet (e.g., e-learning, e-cooperative education) that can contribute to the achievement of their goals for learning and work;
- describe the characteristics and skills required for self-employment, including entrepreneurship;
- describe work-style alternatives (e.g., contract work, job sharing, “flex-time” arrangements, telecommuting) and identify which ones best suit their interests, skills, and values.

Understanding the Workplace

By the end of this course, students will:

- identify the attitudes, behaviours, work habits, and skills, including the workplace essential skills, required to obtain and keep a job;
- identify various workplace issues (e.g., ethics, confidentiality, harassment, equity, responsible use of technology) and explain how policies and procedures dealing with these issues contribute to a positive and productive work environment;
- explain workers' rights (e.g., right to refuse unsafe work, right to reasonable accommodation) and responsibilities (e.g., accident reporting), and identify federal and provincial legislation in which they are described (e.g., Hazardous Products Act, Ontario Human Rights Act);
- describe the role of unions in the workplace.

Demonstrating Health and Safety Awareness

By the end of this course, students will:

- identify health and safety hazards in school and in the workplace;
- explain and follow health and safety policies (e.g., proper handling of tools/equipment, correct use of personal protective equipment) and procedures (e.g., fire drill, evacuation, equipment lockouts) at school or in a workplace setting;
- identify procedures for reporting accidents and unsafe practices in school and in the workplace.

Preparation for Transitions and Change

Overall Expectations

By the end of this course, students will:

- identify changes and transitions that take place in their lives, and describe strategies to effectively manage these changes;
- identify goals and develop plans for their learning in school, the community, and the workplace;
- apply job-search strategies and tools to find or create opportunities for work and for learning about work.

Specific Expectations

Managing Change

By the end of this course, students will:

- identify and describe the changes and transitions that can occur during adolescence and young adulthood (e.g., a move to a new community, the transition from Grade 8 to Grade 9);
- describe the positive and negative impact of changes in their lives (e.g., going to a new school);
- identify strategies for managing changes (e.g., preparing and planning for changes), both planned (e.g., a move, a part-time job) and unplanned (e.g., illness).

Planning for Learning and Work

By the end of this course, students will:

- identify their career goals and explain how these relate to their interests, skills, and values;
- describe the career-planning process (i.e., determine personal interests and attributes; investigate education and career opportunities in the school, community, and workplace; decide which opportunities to select; plan the transition) and use it to develop goals and plans for learning and work;
- identify strategies (e.g., back-up plan, tutoring) to overcome possible difficulties in achieving their goals;
- describe factors that are changing the workplace (e.g., technology, globalization) and the implications that these may have for their learning and work plans.

Searching for Work

By the end of this course, students will:

- identify various job-search strategies (e.g., conducting online job searches, developing a personal network, making “cold calls”) and tools (e.g., résumé, covering letter), and find or create opportunities for experiential learning, part-time work, or summer employment using these strategies;
- communicate their interest in a volunteer or work opportunity by telephone or e-mail and by completing a real job application form;
- use job-interview skills effectively in simulated and/or real workplace interviews;
- document evidence of the knowledge, skills (including workplace essential skills), and work habits that they have acquired in school, the community, or the workplace, using the Ontario Skills Passport and other tracking tools;
- create effective job-search tools (e.g., résumé, covering letter, portfolio) that reflect their knowledge, strengths, experience, skills (including workplace essential skills), and work habits, using a word-processing program and appropriate vocabulary and conventions, for an experiential learning, volunteer, or work opportunity.

Glossary

The following definitions of terms are intended to help teachers and parents/guardians use this document.

Aboriginal person. A person who is a descendant of the original inhabitants of North America. The Canadian Constitution (1982) recognizes three primary groups as Aboriginal peoples: Indians, Inuit, and Métis.

action plan. A plan used to guide the process of achieving a goal. An action plan includes such details as monitoring progress, revising action steps, and refining goals.

annual education plan. A detailed plan, completed by students each year from Grades 7 to 12, summarizing their learning, interpersonal, and career goals and the actions they intend to take to achieve these goals.

apprenticeship. A form of education that includes both classroom and on-the-job training and that leads to certification in a specific trade.

career. The sum of one's experiences in a variety of roles throughout life. Every person has a career, which includes all of the individual's work, learning, community, and family roles.

community partners. People or organizations in the community (e.g., parents, businesses, agency personnel) that work with school staff and/or students to achieve mutually beneficial goals.

competencies. The specialized knowledge, skills, and attitudes that assist in accomplishing specific tasks.

conflict-resolution strategies. A variety of methods used to resolve conflict among people peacefully (e.g., negotiation, mediation, avoidance, accommodation).

cooperative learning. Instruction that involves students working in teams to accomplish a common goal. All members of the team must work together to complete a task, and each member is accountable for the final result.

demographics. Statistics that describe the characteristics of human populations, such as size, age, and distribution.

diversity. In reference to a society, the variety of groups of people who share a range of commonly recognized physical, cultural, or social characteristics. Categories of groups may be based on various factors or characteristics, such as gender, race, culture, ethnicity, sexual orientation, ability/disability, age, religion, and socioeconomic level.

employability skills. The core competencies required in all work settings. The Conference Board of Canada's *Employability Skills Profile* identifies three critical groups of skills: academic, personal management, and teamwork.

entrepreneurship. A creative process that involves the use of resources to implement innovative ideas for new, thoughtfully planned ventures.

essential skills. Skills that are used in nearly every occupation and throughout daily life in different ways and at different levels of complexity. They provide the foundation for learning other skills, such as the technical skills required in specific occupations. The nine essential skills identified by the Government of Canada's Essential Skills Research are reading text, document use, writing, numeracy, oral communication, thinking skills, working with others, computer use, and continuous learning.

experiential learning. Learning acquired wholly or in part through practical experiences inside and outside the classroom.

guided learning. A teaching style that involves direct guidance from teaching staff to assist students in learning new content or completing an activity.

information interview. An interview conducted by a career or job seeker to acquire realistic information about a field, uncover unadvertised jobs or other work opportunities, or learn about other people with whom to network.

inquiry/research process. A process that involves asking questions, investigating, experimenting, and relating what is discovered to what is already known. It enables students to see the connections among people, things, events, processes, and ideas. Inquiry is an ongoing search for meaning that develops in students the skills and knowledge required to understand their world and to influence change.

job. A specific set of duties performed for a specific employer in a prescribed location or range of locations for a specific rate of pay.

job shadowing. An activity in which a student observes a worker performing a job in order to gather information to assist his or her own career planning.

job twinning. Specific to experiential learning, job twinning involves the pairing of a student with a cooperative-education student for purposes of observation at a work placement.

literacy. In this document, literacy refers to reading, writing, and oral communication skills in all subject areas for the purpose of developing and applying critical thinking skills. For additional information, refer to the Ministry of Education resource document *Think Literacy: Cross-Curricular Approaches, Grades 7–12, 2003*.

mediation. A process of resolving conflict or difficulties in which a neutral person brings together and facilitates a negotiation between disputants. In *peer mediation*, the mediators are students trained to mediate between other students.

National Occupational Classification (NOC). A Canadian occupational classification system that codes and categorizes more than 25 000 occupational titles according to two basic criteria, skill type and skill level.

networking. The process of connecting with other people, often for the purpose of information exchange and support, when searching for work or advancing or changing a career.

numeracy. Numeracy refers to building mathematical knowledge and skills, including reasoning, problem solving, and communication, as they apply in all subject areas. For additional information, refer to the Ministry of Education resource document *Think Literacy: Cross-Curricular Approaches, Grades 7–12 – Mathematics: Subject-Specific Examples, Grades 7–9, 2004*.

occupation. A cluster of jobs with similar tasks and skills performed at a variety of locations. “Teacher” is an occupation; “teacher at Sturgeon Falls High School” is a job.

occupational classification system. A way of grouping occupations according to various criteria, such as similarity of tasks, that provides an overview of the work world.

Ontario Skills Passport (OSP). A bilingual web-based resource that provides clear descriptions of the skills and work habits required for success in the workplace. The skills in the OSP are transferable from school to work, from job to job, and from sector to sector. Applications of the OSP for use by students, teachers, employers, and job-seekers are available at <http://skills.edu.gov.on.ca>.

peer support. The variety of roles in which students help other students (e.g., tutoring, orientation for students new to the school, mediation, mentoring).

personal-management skills. In this curriculum, those skills that people use to manage themselves in relation to such factors as time, goals, money, risk, change, and authority. Personal management is rooted in personality or temperament and so includes not only skills but also characteristics (e.g., optimism, independence, persistence).

portfolio. A tool used to organize and maintain personal, academic, and/or career-related credentials and evidence of accomplishments.

program pathway. The combination of courses and supports that make up a student's educational program, designed to lead the student to a particular destination. A program pathway reflects the underlying purpose that motivates students in their choice of courses.

school-work transition programs.

Programs that support students who may be choosing to go directly to work after secondary school. These programs incorporate both academic and technical expectations. They provide a process for making the transition to a new workplace or to related education/training opportunities and a process for gaining direct experience in a workplace.

Service Excellence. A training session offered through the Ontario Tourism Education Corporation (OTEC). The program covers the basics of excellent and consistent service and focuses on the important role of the individual in building client loyalty and creating a positive image of the business or operation. Topics include customer loyalty, service commitments, teamwork, and communication.

skill. An ability or a capability that can be acquired and improved with experience, practice, and training. Many skills are *transferable*; that is, they can be transferred from one situation or task to another.

SuperHost. A training session offered through the Ontario Tourism Education Corporation (OTEC). The program is designed to raise the level of customer service in the tourism industry through the development of core customer service skills. Topics include “Hello, Welcome to ...”; “The Power of Listening”; and “Tourism – It’s Everybody’s Business”.

Workplace Hazardous Materials

Information System (WHMIS). A health and safety area of training related to chemical use.

work-style alternatives. Ways of working that differ from traditional full-time employment at one workplace. Examples include job sharing, shift work, flex-time arrangements, contract work, telecommuting, and consulting.

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