

SOUTH CARLETON HIGH SCHOOL
Ottawa-Carleton District School Board
COURSE OUTLINE
GLC20/F
Career Studies

Credit Value: 0.5 credit

Hours: 55

Course Overview

The purpose of the Career Studies course is to equip students to intelligently and purposefully interact with their world (now and in the future) so that they live, work, and participate in it as satisfied and contributing members of society. Student learning will include assessing their own knowledge, skills, and characteristics and investigating economic trends, workplace organization, work opportunities, and ways to search for work. The course explores post-secondary learning options, prepares students for community-based learning, and helps them build the capabilities needed for managing work and life transitions. Students will design a career portfolio and action plans for pursuing their goals

Units of Study	Hrs.	Performance Tasks	Overall Expectations
1. <i>Who am I?</i>	15	1. Tests/Quizzes	By the end of the course, students will: Personal Management: <ul style="list-style-type: none"> 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 demonstrate their use in a variety of settings, and demonstrate effective use of interpersonal skills within a variety of settings Exploration of Opportunities <ul style="list-style-type: none"> use a research process to locate and select relevant career information from a variety of sources 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 Preparation for Transitions and Change <ul style="list-style-type: none"> 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 Demonstrate and understanding of, and the ability to prepare for, the job-search process
2. <i>What are my options?</i>	20	2. Culminating Activities	
		3. Group Work	
		4. Reflective Writing	
		5. Research Assignments	
		6. Interviews	
3. <i>What's my plan for the future?</i>	20	7. Skills Development	
		8. Profiles	
		9. Action Plans	
		10. Oral Presentations	
		11. Career Portfolio	

STUDENT RESPONSIBILITIES

- Students are required to attend classes regularly, participate in activities, and submit work on time. Absence for any reason does not remove the responsibility of a student to complete missed work.
- Students who commit *academic fraud* i.e. *plagiarize or cheat*, and those who miss performance tasks without a legitimate and substantiated excuse risk the successful and timely completion of their work. Tasks consisting of academic fraud will be considered incomplete, as they do not provide a reliable demonstration of student learning.*
- All incomplete work will be factored into the final mark. When a student fails to demonstrate learning on a performance task, for any reason, remedial work may be assigned at the teacher's discretion. In these cases, a reasonable timeline must exist to facilitate the completion and subsequent evaluation of the task.
- Students may, on occasion, negotiate with the teacher to have an assignment submitted late. All work accepted beyond the original due date, for any reason, will be professionally evaluated. Please note that written feedback and anecdotal remarks on late submissions may not be possible based on time constraints. Additionally, it may be judged necessary to reconsider the value of such work when determining a student's final grade.

***Academic Fraud** is defined as any act of dishonesty purposely or carelessly intended to enhance academic performance. **Plagiarism** is defined as the act of taking the written word or original work of another person, without giving due credit, whilst passing it off as ones own.

EVALUATION

<p><u>Term Report</u> <i>Students will be evaluation on the overall expectations listed above.</i></p>	<p><u>Final Report</u></p> <table style="width: 100%; border: none;"> <tr> <td>Term Work</td> <td style="text-align: right;">70%</td> </tr> <tr> <td>Summative portfolio and interview</td> <td style="text-align: right;"><u>30%</u></td> </tr> <tr> <td></td> <td style="text-align: right;">100%</td> </tr> </table>	Term Work	70%	Summative portfolio and interview	<u>30%</u>		100%
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<p>Key Evaluation Dates:</p> <p>The Department of Guidance and Career Studies' Summative Performance Tasks will come due within the school's Summative and Evaluation Period between January 6th and 24th for first semester courses, and June 2nd to June 17th for second semester courses . Absence from evaluations during these dates must be substantiated with a medical certificate or equivalent documentation as approved by administration.</p>							

ACCOMODATION FOR EXCEPTIONAL STUDENTS

The **Guidance and Career Studies** department makes every effort to accommodate the identified needs of exceptional (IPRC'd) students and will differentiate curriculum delivery methods, student modes of expression, and assessment methods as recommended by the student's individual education plan (IEP).