INSTITUTE OF CANADIAN EDUCATION

Course Title: Career Studies

Course Name: Career Studies

Course Code: GLC2O

Grade: 10

Course Type: Open

Credit Value: 0.5

Prerequisite: None

Curriculum Policy Document: *Guidance and Career Education, The Ontario Curriculum, Career Studies, Grade 10, Open (GLC2O), 2024; Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010), as updated by the Ministry's September 2026 mandatory assessment and evaluation requirements and Financial Literacy Graduation Requirement*

Course Developer: Institute of Canadian Education

Department: GUIDANCE AND CAREER EDUCATION

Head of Department: Bhuvaneswar Velmurguan

Development Date: 2025

Most Recent Revision Date: August 2026

Course Description

Grade 10 Career Studies encourages students to develop the skills, knowledge, and habits required for success after graduation. Throughout the course, students make connections between their skills, interests, and values and the wide range of post-secondary pathways available to them, including apprenticeship, college, university, workplace, and entrepreneurship. Students also develop essential life skills such as goal setting, career planning, decision making, and personal financial management, enabling them to become informed, responsible, and adaptable individuals.

COURSE EXPECTATION

UNIT	UNIT NAME	UNIT DESCRIPTION	Time Allocated
Unit 1	Skills, Strategies & Habits of Success	Students explore their interests, strengths, values, skills, and learning styles to develop self-awareness for future planning.	**13 Hours**
Unit 2	Preparing for Work	Students explore career opportunities, post-secondary pathways, labour market trends, and skills needed for different careers.	**13 Hours**
Unit 3	Preparation for Post-Secondary Life	Students develop goal-setting, résumé, job-search, interview, and financial management skills.	**12 Hours**
Unit 4	Preparing for your Future	Students prepare for work or further education by developing résumés, cover letters, interview skills, and workplace and financial skills.	**12 Hours**
Final	Culminating Career Portfolio / Final Assessment	Students apply self-knowledge and career research to develop a personalized career and pathway plan.	**3 Hours**
	Culminating Activity	Students reflect on their learning and future goals.	**2 Hours**
	TOTAL		**55 Hours**

OVERALL CURRICULUM EXPECTATION

Strand A: Developing the Skills, Strategies, and Habits Needed to Succeed

Skills, Strategies, and Habits That Contribute to Success

Throughout this course, students will:

- Demonstrate an understanding of skills, strategies, and habits that support educational and career/life success and a healthy school/life/work balance.
- Explain the importance of resilience and perseverance and strategies for adapting to change, learning from mistakes, and managing setbacks.
- Identify and apply strategies for managing stress and maintaining a healthy school/life/work balance.

Decision-Making Strategies and Goal Setting

- Apply decision-making strategies to set personal, social, educational, and career/life goals.
- Reflect on, document, evaluate, and revise their goals and goal-setting strategies.

Strand B: Exploring and Preparing for the World of Work

Exploring Work Trends and the Importance of Transferable Skills

- Demonstrate an understanding of local and global work trends, including changes in technology, the economy, society, and workers' rights and responsibilities.
- Explain how transferable skills developed through school, extracurricular, and community experiences support future education, life, and work opportunities.
- Reflect on their transferable skills and identify areas for further development.

Preparing for Future Opportunities

- Develop a personal profile based on their interests, values, skills, strengths, and areas for development.
- Identify factors that influence education and career/life choices.
- Explain how digital media, social media, networking, and online privacy can influence future opportunities.
- Research and compare postsecondary destinations and pathways, including apprenticeship, college, community living, university, and the workplace.
- Identify courses, programs, pathways, and school or community supports that can help them reach their preferred destinations.

Strand C: Planning and Financial Management to Help Meet Postsecondary Goals

Creating a Postsecondary Plan

By the end of this course, students will:

- Develop a plan for their first postsecondary year and prepare materials that communicate their strengths, skills, and aspirations.
- Select and organize information about postsecondary options that match their interests, values, strengths, and goals.
- Identify strategies, opportunities, and challenges related to achieving their postsecondary goals.
- Communicate their skills, experience, and achievements using appropriate forms, media, and styles.

Budgeting and Financial Management

- Demonstrate responsible management of financial resources and develop a budget for their first postsecondary year.
- Compare forms of borrowing and identify their risks and benefits.
- Identify key considerations in preparing a personal budget and apply them to their postsecondary plan.

TEACHING AND LEARNING STRATEGIES

- **Presentations and Multimedia:** Presentations, videos, career profiles, examples, multimedia resources, and interactive activities are used to introduce and reinforce course concepts and skills.
- **Teacher–Student Discussions:** Classroom discussions, conferences, and virtual meetings provide opportunities for students to ask questions, explore career options, discuss goals, and receive timely feedback.
- **Instructor Demonstrations:** Teachers model career-planning strategies, résumé and cover-letter writing, interview skills, goal setting, budgeting, and financial planning.
- **Career Exploration:** Students explore their interests, skills, strengths, values, career options, postsecondary pathways, and labour market information.
- **Discussion Forums:** Students share career ideas and perspectives, participate in discussions, and provide and receive constructive feedback.
- **Practical Activities:** Students complete résumés, cover letters, career research, interview practice, financial plans, budgets, and other career-related activities.
- **Research and Inquiry:** Students research careers, postsecondary opportunities, workplace expectations, labour market trends, and financial resources using reliable sources.
- **Individual Activities and Assignments:** Students complete activities independently to develop and demonstrate their career-planning, financial literacy, communication, and decision-making skills. Teachers provide ongoing written and oral feedback and appropriate accommodations in accordance with students' IEPs.
- **Collaborative Learning:** Students participate in peer discussions, group activities, presentations, career-related tasks, and collaborative problem-solving.
- **Real-World Application:** Students apply course knowledge to workplace situations, career planning, postsecondary pathways, financial decision-making, and personal goals.

- **Reflection and Goal Setting:** Students reflect on their interests, strengths, skills, progress, and future goals and use feedback to refine their plans.

ASSESSMENT STRATEGIES

Assessment practices support student progress and achievement through a variety of diagnostic, formative, and summative strategies. Checklists, observations, conferences, discussions, career research, assignments, presentations, quizzes, and practical tasks are used regularly to monitor learning and provide timely feedback. Students also participate in self-assessment and peer assessment to reflect on their career planning, financial literacy, and personal goals. Appropriate accommodations are provided in accordance with students' IEPs.

GRADING POLICIES

The Final Grade

Term Work (65%)

Based on assessments completed throughout the course, including:

Category	Weight	Examples
Knowledge & Understanding (K/U)	25%	Career terminology, pathway knowledge checks
Thinking / Inquiry (T/I)	25%	Career research, goal-setting tasks
Communication (C)	25%	Resumes, cover letters, presentations
Application (A)	25%	Career plans, budgeting tasks, real-life scenarios

Term work is assessed continuously through activities, assignments, reflections, and projects.

Final Assessment (20%)

The final assessment evaluates overall achievement of course expectations and may include:

- **Final Exam**

Final Evaluation breakdown:

Grade 10 Career Studies (GLC2O) students only:

- 5% financial literacy graduation requirement
- 15% culminating task

ATTENDANCE POLICY

Regular attendance and active engagement are important for student success in **GLC2O – Career Studies, Grade 10, Open**. Attendance and participation are monitored through the school's Learning Management System (LMS).

The GLC2O online credit course is designed to meet or exceed the **minimum 110 hours of instructional time** required for a credit course. Instructional time and student engagement are monitored through:

- **LMS Engagement:** Students are expected to log in regularly and actively participate in lessons, career exploration activities, assignments, discussions, and other online learning activities.
- **Biweekly Check-Ins:** Students complete a brief check-in every two weeks to review their progress, participation, and completion of course requirements.
- **Course Assessments:** Career research, assignments, presentations, reflections, budgeting activities, résumé and cover-letter tasks, and other assessments are used to monitor student progress and pacing.

- **Instructional Records:** The school maintains records of instructional time, attendance, course participation, and student engagement through the LMS and other course records.

Students are responsible for maintaining regular participation, completing required learning activities, and meeting course deadlines. Students who demonstrate limited participation or fall behind in course requirements may be contacted and provided with appropriate academic support.

Attendance and Participation (15%)

Excused absences will not negatively affect a student's mark. Attendance and participation will be evaluated using the Ministry's established criteria, including participation in class discussions, contribution of ideas, asking relevant questions, respecting the contributions of others, and contributing to a positive classroom learning environment.

EVALUATION MODEL(15% TOTAL ATTENDANCE WEIGHT)

Component	Weight	Quantifiable Metric Criteria
Physical Attendance	5%	Marked present, or late within 10 minutes, for each scheduled class period; excused absences are removed from the calculation.
Weekly Participation Checklist	5%	Meets at least 3 of 4 weekly in-class engagement indicators (responding/volunteering, group work, guided practice, on-task behaviour).
Homework Assignment Punctuality	5%	Submits homework on or before the due date, through the required platform, with a complete submission.

Achievement Chart: CAREER STUDIES Grade 10 (GLC2O)

Level / %	Knowledge & Understanding (K/U)	Thinking (T/I)	Communication (C)	Application (A)
Level 4 (80–100%)	Thorough understanding of career concepts and pathways	Highly effective planning and inquiry	Very clear and professional communication	Highly effective application to real-life planning
Level 3 (70–79%)	Solid understanding of career concepts	Effective planning and inquiry	Clear and coherent communication	Effective application in familiar contexts
Level 2 (60–69%)	Some understanding with minor gaps	Inconsistent planning skills	Partially clear communication	Limited application

Level 1 (50–59%)	Limited understanding	Minimal planning skills	Unclear communication	Very limited application

The Report Card

Student achievement in GLC2O will be communicated formally through official report cards issued at midterm and end of course. The report card reflects a student's performance in Grade 10 Career Studies and provides a final grade based on 65% classroom work completed throughout the course, 20% mandatory final evaluation (5% Financial Literacy Graduation Requirement + 15% culminating task), and 15% attendance and participation, in accordance with the Ministry of Education's September 2026 mandatory assessment and evaluation
Achievement is reported across four categories:

- **Knowledge and Understanding (K/U)** – understanding of career concepts and pathways
- **Thinking and Inquiry (T/I)** – research, planning, and decision-making skills
- **Communication (C)** – clarity and effectiveness of written and oral career communication
- **Application (A)** – application of career and financial skills to real-life contexts

Learning Skills and Work Habits are evaluated separately as **Excellent (E), Good (G), Satisfactory (S), or Needs Improvement (N)**.

CONSIDERATIONS FOR PROGRAM PLANNING

1. Planning for Students with Special Education Needs

Area	Consideration / Strategy	Examples / Tools
1. Identification of Needs	Review IEPs and assessments	Learning disabilities, ADHD
2. Learning Goals	Develop individualized SMART goals	"Create a personal career plan with guidance"
3. Curriculum Adaptation	Differentiate tasks	Simplified research tools
4. Instructional Strategies	Scaffold learning	Guided templates, modeling
5. Assessment & Evaluation	Provide accommodations	Oral explanations, extra time
6. Collaboration	Work with guidance staff and families	Pathway planning meetings
7. Monitoring & Adjustment	Track progress	Ongoing feedback

8. Motivation & Engagement	Encourage student ownership	Choice-based career exploration
9. Resources	Provide additional supports	Career databases, budgeting tools

2. Program Considerations for English Language Learners

- Ontario schools have diverse and multilingual student populations.
- Students may come from families and communities where languages other than English are spoken.
- English language learners may be Canadian-born or newcomers from different countries and educational backgrounds.
- Teachers should recognize students' diverse linguistic, cultural, and educational experiences.
- Students should be supported as they adapt to new linguistic and cultural environments.

3. Accommodations

Accommodations are based on consultation with parents, teachers, administration, and external educational assessment reports, where applicable. The following types of accommodations may be provided:

- **Instructional Accommodations:** Changes in teaching strategies, presentation methods, organization, technology, and multimedia.
- **Environmental Accommodations:** Preferential seating, lighting, and other appropriate environmental supports.
- **Assessment Accommodations:** Additional time for tests or assignments and alternative response formats, such as oral responses.

4. Examples of Modifications and Supports

- Provide step-by-step instructions.
- Help students create organizers for planning career-related tasks and assignments.
- Record key words and important information for students.
- Allow students to report verbally to a scribe who can assist with note-taking.
- Provide a range of options for career exploration, reading, writing, and presentation tasks.
- Provide materials or activities in advance when appropriate.
- Provide opportunities for enrichment and extension activities.

REQUIRED SOFTWARE, EQUIPMENT, TEXTBOOKS

Required Textbooks and Resources

- *Career Studies 10* (Ontario-approved text) or equivalent
- Online career databases, government publications, and labour market resources
- Teacher-prepared worksheets, planning templates, and reflection activities

Digital Resources and Software

- Google Drive – assignment submission, storage, and collaboration
- Internet access for career research, job search tools, and financial simulations

- Microsoft Office Suite (Word, PowerPoint) or equivalent

Teacher Considerations

- Assistive technology (text-to-speech, speech-to-text) may be used
- Flexible formats for demonstrating learning (written, oral, visual, or digital)

TIPS TO BE SUCCESSFUL IN GLC2O

1. **Stay Updated -** Check Announcements, "What's New," and your mailbox daily for important course information and updates.
2. **Manage Your Time** - Check the course calendar, plan ahead, and submit assignments by the due dates. Aim for 1-2 hours of focused study each day.
3. **Follow Instructions** - Review assignment instructions, success criteria, and assessment requirements before submitting your work.
4. **Participate and Communicate** - Participate in discussions and activities, ask questions, and communicate regularly with your teacher for support and feedback.
5. **Explore Your Future** - Connect course activities to your interests, strengths, career goals, postsecondary options, and future opportunities.
6. **Use Feedback** - Review teacher feedback, reflect on your learning, and use suggestions to improve your work and career plans.

For technical issues: Contact the Help Desk.
For course-related questions: Contact your teacher and expect a response within 24 hours. For urgent matters, include "**URGENT**" in the subject line.

Approach your learning with curiosity, responsibility, and consistent effort to be successful in GLC2O.