

*Public District School Board Writing Partnership*

# Course Profile Designing Your Future

Grade 11

Open

GWL30

• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

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### **Acknowledgments**

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## Course Overview

### Designing Your Future, Grade 11, Open, GWL30

#### Course Description

This course prepares students to make successful transitions to postsecondary work, education, or training. Students explore the realities and opportunities of modern workplaces, while refining their employability skills and learning how to manage their careers. Students target appropriate postsecondary education or training options and begin to implement an action plan for postsecondary success.

#### Course Notes

##### Portfolio Development

Throughout this course, students develop and maintain a portfolio. Students collect evidence of their learning in the following areas: personal knowledge and management skills, interpersonal knowledge and skills, and exploration of opportunities. All learning from community-based experience is documented in the students' portfolios. Students use their portfolios as documentation of learning in this course and as evidence of readiness and competence for a variety of education and career opportunities (e.g., cooperative education applications and interviews, OYAP application and interview process, job application and interview processes).

##### Cooperative Education

This course can serve as a related course for Cooperative Education credits.

##### Community-based Learning

In this course profile, students have one in-depth 15- to 20-hour work experience at a single site. This experience is required for Unit 4. This work experience can be scheduled as one or more large blocks of time, as several one-day experiences in or out of the school throughout the course, or as a regular block of time at the end or the beginning of the school day. Teachers should choose a model that best suits their community and school timetable so that students do not miss class time in other subject areas.

Throughout each of the other units, students are expected to engage in a variety of shorter community-based learning experiences (e.g., field trips, job shadows). This can be in addition to or part of the work-experience requirement in Unit 4. If it is part of the work experience requirement, then the work experience must occur regularly throughout the course.

##### Community-Based Learning Options

single, short experiences at varied sites in each unit throughout the course: (e.g., job shadows/twinning, field trips)	+	15-20 hours of work experience at a single site for a single block of time
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**OR**

20 hours of work experience at a single site spread throughout the course as several one-day experiences in or out of the school or as a regular block of time at the end or the beginning of the school day
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## Key Learning Areas

This course profile identifies areas of emphasis for the course. Each of these key areas of learning aligns with one or more overall expectations. Overall and specific expectations are clustered according to the key areas of learning and shape the focus of the units and the unit activities.

Key Learning Area	Overall Expectations
1. identify and predict future changes/trends in education, work and society	EOV.01 - use print, electronic, and human resources effectively to find and make use of relevant information about work and learning opportunities; EOV.02 - produce an analysis of emerging trends in society and the economy and their impact on individuals, workplaces, and career opportunities; TCV.01 - demonstrate an understanding of the transitions and changes they may face in the future and evaluate their own strengths and weaknesses in managing change; TCV.02 - demonstrate the effective use of a variety of strategies and resources for finding work and creating work;
2. locate, access, synthesize, and use information about opportunities for postsecondary education/training, work, and independent adult life (the research process)	IKV.03 - identify ways in which they can make a contribution to their communities and ways in which the community can assist them; EOV.01 - use print, electronic, and human resources effectively to find and make use of relevant information about work and learning opportunities; EOV.03 - demonstrate in-depth knowledge of selected fields of work and selected occupations; EOV.04 - demonstrate in-depth knowledge of selected postsecondary education and training options, scholarships, and financial assistance opportunities; EOV.05 - demonstrate an understanding of businesses and organizations, their operating concepts, and workplace-related legislation and issues.
3. analyse themselves in terms of their knowledge, interests, values, skills, personal characteristics, and accomplishments	PKV.01 - identify and describe their interests, skills, personal characteristics, and achievements, using a variety of assessment strategies, and use this information to determine future goals; IKV.03 - identify ways in which they can make a contribution to their communities and ways in which the community can assist them.
4. demonstrate effective personal, interpersonal and management skill	PKV.03 - demonstrate an understanding of the effective use of the personal management skills, habits, and characteristics that would contribute to success in their selected postsecondary destinations and independent adult life; IKV.01 - describe the elements of effective interpersonal relations and teamwork that contribute to success in postsecondary education and training, work, and community activities; IKV.02 - demonstrate the ability to use effective interpersonal and teamwork skills in a community-based learning activity; IKV.03 - identify ways in which they can make a contribution to their communities and ways in which the community can assist them.

5. describe aspects of the world of work and related implications for education and training	EOV.05 - demonstrate an understanding of businesses and organizations, their operating concepts, and workplace-related legislation and issues; TCV.02 - demonstrate the effective use of a variety of strategies and resources for finding work and creating work.
6. take control of their futures by career planning and through self-directed learning	TCV.01 - demonstrate an understanding of the transitions and changes they may face in the future and evaluate their own strengths and weaknesses in managing change; TCV.02 - demonstrate the effective use of a variety of strategies and resources for finding work and creating work; PKV.01 - identify and describe their interests, skills, personal characteristics, and achievements, using a variety of assessment strategies, and use this information to determine future goals; PKV.02 - create and maintain an effective, comprehensive personal portfolio that summarizes and documents a wide range of their knowledge, skills, interests, and achievements; TCV.03 - use goal-setting and action-planning strategies effectively to prepare for the next transition in their career/life plan; IKV.03 - identify ways in which they can make a contribution to their communities and ways in which the community can assist them.

The Designing Your Future Course Profile emphasizes three broad areas of learning so that students not only learn to recognize and pursue opportunities but also learn to create, shape and construct them in terms of their own potential and actual interests and abilities. The units and activities are designed to help students:

- acquire the habits, characteristics, and skills of a self-directed, life-long learner – one who can set and clarify goals and purposes for learning, plan, take action, gather evidence, assess the action, reflect on and evaluate learning, and modify actions based on new knowledge;
- ask critical questions, as part of an inquiry process, to direct the learning that they need to do and the actions they need to take;
- gain the inquiry skills, interpersonal skills, and personal management skills required for school, work, and life.

The units and activities in the Designing Your Future course profile are designed so that the student can attend to these areas of learning throughout the course, construct the required knowledge, and practise and refine their skills holistically in real situations rather than in an isolated context.

*The Ontario Curriculum, Grades 9 and 10, Guidance and Career Education* supports this approach:

“A particularly effective approach is the continuous inquiry process, through which students learn how to define and investigate critical questions and issues. In exploring these issues, students learn how to work independently and with others, how to draw conclusions and construct solutions, how to take responsible action, and how to reflect upon actions taken. In the Guidance and Career Education curriculum, students begin by acquiring self-knowledge and exploring the world around them. They learn by doing. They then synthesize what they have learned by reflecting, analysing, evaluating, making decisions, and setting goals. Finally they apply their learning both in the classroom and in other contexts and evaluate their progress. Students thus learn how to take responsibility for their own learning in preparation for life beyond secondary school.”

Overall Question for Inquiry:

- How do I design and prepare for my education, work, and life after secondary school?

<b>Career Planning Process</b>	<b>Related Questions</b>
Explore opportunities. Investigate and collect information about work and education opportunities.	1. How do I learn about future trends and how they may affect my career/life plan? 2. What opportunities currently exist for postsecondary/training and direct entry to the workplace?
Explore self. Investigate and collect information about self.	3. How do I know what suits me best?
Decide. Based on a synthesis of information, determine potential work and education destinations and make a choice.	4. How do I choose? Am I prepared and able to access the opportunities that I have chosen?
Make Transition. Plan the transition and follow through on the plan.	5. What do I need to know and be able to do to get there? How do I plan for it?
Evaluate. Continuously revisit and evaluate the decision and the plan.	6. Is this right for me?

### Units: Titles and Time

* Unit 1	How Can I Predict What Will Influence My Future Education, Work, and Life?	10 hours
Unit 2	What's Possible?	25 hours
Unit 3	What's Right for Me?	25 hours
Unit 4	What's Happening in the World of Work?	30-35 hours
Unit 5	What's My Plan?	15 hours

\* This unit is fully developed in this Course Profile.

Community-based learning experiences are included throughout with a significant 15- to 20-hour experience in Unit 4.

## Unit Overviews

### Unit 1: How Can I Predict What Will Influence My Future Education, Work, and Life?

**Time:** 10 hours

#### Unit Description

In this unit, students develop a broadly focused vision of their future. Using a research process, students investigate trends and predict their impact on future work and postsecondary education and employment. Students investigate the concepts of transition and change and develop their abilities to prepare for and manage periods of change in their lives.

Students compare their present understanding of the current world of work to their predicted futures and to explore strategies for managing and preparing for the changes that they anticipate. Sources for research include information interviews, guest speakers, print, the Internet, and information gained from an experience in the community (e.g., job shadow, field trip, early phase of work experience).

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## Suggestions for Unit Development

Unit 1 activities focus on:

- Key Learning Area 1 – Future Trends
- Key Learning Area 2 – Research Process

### Unit Overview Chart

Act.	Expectations	Assessment	Focus
1.1	TCV.03, TC3.01	Thinking/Inquiry	Vision Quest “What are my hopes and dreams for the future?”
1.2	EOV.01, EO1.01-.02, EO1.04-.07	Thinking/Inquiry Knowledge/Understanding Application	The Research Process “How can I learn about the impact of technology on future work and life?”
1.3	EOV.01, EOV.02, EO1.02, EO1.06, EO1.07, EO2.01-.05	Thinking/Inquiry Knowledge/Understanding Application	Scoping out the Future “What’s affecting future change?”
1.4	TCV.01, IKV.02, EOV.01, TC1.01-.06, EO1.03, IKI.02	Thinking/Inquiry Knowledge/Understanding Communication Application	Handling Transitions and Change “How will I manage change?”

## Unit 2: Opportunities: What’s Possible?

**Time:** 25 hours

### Unit Description

Having explored potential change in society and in the workplace, students investigate a broad range of possible future occupations and then focus on selected occupations and their related education/training requirements.

Students:

- research selected fields of work (occupational clusters), assess employment opportunities within these fields, and locate work opportunities in their field of interest;
- research selected occupations and identify the knowledge and skills needed for each;
- research education and training opportunities for entry into those occupations and the scholarship and financial assistance opportunities available.

Students use community-based learning experiences to gather information about occupations, the nature of the workplace, and postsecondary education and training opportunities. Sources for community-based research include field trips, guest speakers, representatives of business, industry and education in the broader community, and e-mail, personal, and telephone interviews.

Throughout the activities, students apply a variety of personal management skills and document their skill development in their portfolios. Students identify the personal management skills that can contribute to success in their selected postsecondary learning or work and evaluate and summarize their own personal management strengths and weaknesses.

### Suggestions for Unit Development

Unit 2 activities focus on:

- Key Learning Area 2 – Research process;
- Key Learning Area 6 – Taking control of the future through career planning and self-directed learning.

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### Unit Overview Chart

Act.	Expectations	Assessment	Focus
1	EOV.01, EO1.01, EO1.02, EO1.03, EO1.04, EO1.05	Thinking/Inquiry Knowledge/ Understanding Application	Gather information about selected fields of work for a spectrum of work possibilities.
2	EOV.03, KV.O3, IKV.03, EO3.01, PK3.3.01-.05, IK1.01	Thinking/Inquiry Knowledge/ Understanding Application	Research a selected field of work and investigate the knowledge and skills required to work in this field Document own personal management skills in portfolio and compare to those required for occupations within the researched field of work.
3	EOV.04, IKV.02, EO4.01, EO3.02-.09, IK2.03	Thinking/Inquiry Knowledge/ Understanding Application	Research related education and training opportunities.
4	EOV.01, OV.03, EOV.04, O1.06-.07, EO3.01-.09, IK1.03	Communication Knowledge/ Understanding	Communicate results of research in a report and review the implications of this research as a critical question in the career planning process.

### Unit 3: What's Right for Me?

**Time:** 25 hours

#### Unit Description

In this unit, students:

- assess their personal characteristics, interests, skills, and achievements by examining their Designing Your Future portfolio and by analysing the results of a variety of inventories and personal assessments;
- examine how knowledge, preferences, abilities, and characteristics change as they mature and learn more;
- develop interpersonal skills that will help them manage conflict and stress by analysing case studies and community-based experiences, role playing, and participating in simulations;
- network to create supports that facilitate job search and career development.

Students choose pertinent information from their portfolios to conference with others and to present to an employer, staff sponsor, or community worker for paid or volunteer work.

Through a variety of experiences, students apply what they know about themselves to define and refine postsecondary options, community involvement choices and workplace preferences. Students use their knowledge of change and transitions to outline plans for transition to postsecondary education and work.

#### Suggestions for Unit Development

Unit 3 activities focus on:

- Key Learning Area 3 – Self-knowledge;
- Key Learning Area 4 – Personal Skills;
- Key Learning Area 6 – Taking control of the future through career planning and self-directed learning.

### Unit Overview Chart

Act.	Expectations	Assessment	Focus
1.	PKV.02, PK2.01, PK2.02, PK2.03	Knowledge/ Understanding	Update current portfolio (organizing, selecting, reflecting, self-assessing).
2.	PKV.01, PK1.01, PK1.02, PK1.03	Knowledge/ Understanding	Determine desires, abilities, temperaments and assets (DATA).
3.	IKV.01, IKV.02, IK1.01, IK1.02, IK1.03, IK1.04, IK1.05, IK1.06, IK2.01, IK2.02, EO1.03	Application	Apply communication, teamwork, conflict-management and problem-solving strategies in a job shadow or other community-based activity.
4.	PKV.03, PK3.01, PK3.02, PK3.03, PK3.04, PK3.05	Communication Thinking/ Inquiry Application	Apply a variety of personal management skills in a job shadow or other community-based experience. Manage strengths and weaknesses. Collect evidence of personal skills for portfolio. Analyse the experience to determine learning and next steps.
5.	TCV.01, TC1.01, TC1.02, TC1.03, TC1.04, TC1.05, TC1.06	Thinking/ Inquiry Application	Outline strategies for planned and unplanned change and assess personal transition strategies for managing change.
6.	PKV.02, PK2.03, PK2.04, PK2.06	Communication Application	Developing Personal Marketing strategies – developing a focused portfolio for a specific purpose (e.g., interviews) based on personal skills, knowledge, and abilities; developing networks.

### Unit 4: What's Happening in the World of Work?

**Time:** 30-35 hours

(Activities 2 and 3, the community-based learning experience, 15 to 20 hrs of the total 30 to 35 hrs.)

#### Unit Description

In this unit, students learn about the realities of the workplace while refining their job search and employability skills through a work experience. Students use classroom learning and work experience to gather information about fields of work and the nature of the workplace, including labour unions, workplace legislation, business organization, and management.

Students locate work opportunities in a field of interest, produce effective resumes, and demonstrate their ability to present their skills effectively in employment interviews. They also demonstrate the ability to market their business and self-employment ideas. Work experience is the primary teaching and learning strategy for the expectations in this unit. Expectations from the policy *Cooperative Education and Other Forms of Experiential Learning, 2000*, Ontario Ministry of Education, apply.

#### Suggestions for Unit Development

Unit 4 activities focus on:

- Key Learning Area 2 – Research Process;
- Key Learning Area 4 – Personal Skills;
- Key Learning Area 5 – Knowledge of Work/Education;
- Key Learning Area 6 – Taking control of the future through career planning and self-directed learning.

### Unit Overview Chart

Act.	Expectations	Assessment	Focus
1	TCV.02, C2.01.08, PKV.01, PK1.01, EO4.02, EO4.03	Application Communication	Preparing for Community-based Experience: Summarize personal skills; review and apply job search skills in preparation for community-based learning. Develop awareness of work legislation, labour unions (historic development/current role).
2	EOV.01, EO1.01-.03, IKV.02, IK1.02	Thinking/ Inquiry	Participation in Community-based Experience: application of interpersonal, personal management and research skills
3	EOV.05, EO4.02-03	Knowledge/ Understanding	Participation in Community-based Experience: Observe and report on employee rights and responsibilities, current factions/change.
4	PKV.01, PKV.02, PK2.03, PK2.04, PK2.05, PK1.03, PK3.03	Research/ Inquiry Application	Reflecting on Community-based Experience: Document, assess, and present learning from work experience.

### Unit 5: What's the Plan?

**Time:** 15 hours

#### Unit Description

In Unit 5, based on their classroom and community-based learning and on the evidence in their portfolios, students synthesize and confirm what they know about themselves and the world of work. Students decide on a work destination, determine an education pathway, and plan a course of action considering barriers and influences. To do this, students review each of the steps in the career planning process, consider the answers to the critical related questions, and rationalize a course of action.

#### Suggestions for Unit Development

Unit 5 activities focus on:

- Key Learning Area 6 – Taking control of the future through career planning and self-directed learning.

### Unit Overview Chart

Act.	Expectations	Assessment	Focus
1	TCV.03, TC3.01, TC3.02, TC3.03, TC3.05	Application	Synthesize personal learning from the course by answering the related questions in the Career Planning process. Outline a course of action.
2	PKV.01, PK1.01, PK1.02, PK1.03	Knowledge/ Understanding	Confirm personal skills, interests, characteristics, and abilities.
3	IKV.03, IK2.01	Thinking/ Inquiry Communication	Determine personal role in terms of contributing to community.
4	PKV.03, TCV.03, PK3.02, PK3.03, PK3.04, PK3.05, TC3.04, TC3.06	Thinking/ Inquiry Application	Plan strategies for transition based on knowledge internal and external influences. Rationalize and affirm a course of action.

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## Teaching/Learning Strategies

Learning expectations will be met through:

- Direct instruction: whole class and small group
  - explicit teaching
  - demonstration
  - explicit teaching and use of thinking skills and strategies
  - explicit teaching and use of self-assessment and reflection
- Interactive Learning
  - small-group cooperative learning
  - small-group discussions
  - interviewing
- Indirect Instruction:
  - guided teacher- and student-directed inquiry
  - individual and group research
  - reflective discussion
- Experiential Learning
  - simulation, role playing
  - community-based learning experiences

Teaching and learning activities include:

- choice, where possible, in student tasks and assignments;
- multiple opportunities for practice and feedback;
- the use of graphic organizers (e.g., Venn diagrams, mind maps, tables);
- opportunities to use information technologies;
- opportunities for students to use their learning preferences (e.g., learning styles/multiple intelligences) to learn and demonstrate learning;
- portfolio development.

## The Portfolio Process

The portfolio process includes developing, maintaining, and using the portfolio as follows:

Students collect evidence of their learning in the course, select samples from it for their portfolios, reflect on what was learned and determine their possible next steps. Students refine their portfolios for use in student-teacher or student-peer conferences and for a variety of application and interview processes (e.g., college/university, employment, leadership positions).

Students in Designing Your Future may use the portfolio they developed in Career Studies (GLC20) or they may create a new portfolio. The organization of the Designing Your Future portfolio is similar to the Career Studies portfolio because it is based on many of the same curriculum strands.

<b>Career Studies Strands</b>	<b>Designing Your Future Strands</b>
Personal Knowledge and Management Skills	Personal Knowledge and Management Skills
	Interpersonal Knowledge and Skills
Exploration of Opportunities	Exploration of Opportunities
Preparing for Transitions and Change	Preparing for Transitions and Change

Students can divide the portfolio into three sections that relate to their learning in the course:

- Personal Skills;
- Exploration of Opportunities;
- Planning Ahead.

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## Community-based Learning

Community-based learning is experiential learning. Experimental Learning is learning acquired through practical experience. This Teaching/Learning Strategy involves an on-going cycle which involves experiencing, analysing the experience, deriving personal meaning and learning from the experience, and applying this learning in another situation. In other words, learning results not from experience but as a result of reflecting on the experience.

In Designing Your Future, students have a variety of opportunities for community-based learning. For each community-based experience, attention is given to each of these phases.

Community-based learning refers to planned learning activities that take place in the community, including:

- work experience (one to four weeks);
- job shadow (one half to three days) (e.g., at a parent’s workplace, at the workplace of a current co-op student);
- college and university tours;
- industry tours.
- field trip;
- job twinning (one half to one day observation of a cooperative education student at his/her placement);
- information interviews outside the classroom;

In the Designing Your Future course profile, students have numerous opportunities to gather evidence of learning from both school and community-based learning situations, reflect on this learning in terms of their abilities and interests, evaluate their experiences in terms of their education and career goals, and determine their next steps. Students relate their learning in this context to other school, life, and work situations. Through this process, students develop the skills required to take responsibility for their own learning and to design their own futures.

The use of guest speakers (e.g., employers from the community, career panels, college/university liaison officers, skilled trades workers and apprentices, social service agencies and seniors/family to share “life stories”) is also a way of bringing the community into the school and providing current, relevant information for students.

Work experience can be designed in many ways:

- as one or more large blocks of time (e.g., one to four weeks);
- as several one-day experiences in or out of the school (e.g., once/week);
- as a regular block of time at the end or the beginning of the school day.

Students placed in the community for more than one day require a pre-placement orientation (including instruction in health and safety at the workplace) and a Personalized Placement Learning Plan and Work Education Agreement as outlined in *Cooperative Education and Other Forms of Experiential Learning, 2000*, Ontario Ministry of Education.

Whenever possible, it is recommended that the community-based learning experience be scheduled so that students are in class the next day to reflect, in a structured way, on their experience.

## Assessment & Evaluation of Student Achievement

In the Designing Your Future course profile, assessment tasks are focused on expectations clustered around the key areas of learning identified earlier. Assessments are both formative and summative. “Early tries”, student applications of new concepts and skills, are assessed formatively and provide students with valuable feedback designed to improve their understanding or performance. Summative assessment is used for “later tries” after students have had opportunities for practice and feedback

A variety of assessment strategies is used for student demonstration of learning.

Assessment Method	Assessment Strategies
Pencil-and-Paper	quizzes, tests, reports, essays
Demonstrations/Performances	community-based learning experiences, projects, skills demonstrations, role playing, organizing career fair, and simulations
Personal Communication	journals, student-teacher conferences, interviews, portfolio

Checklists, rubrics, tests, rating scales, and performance appraisals from community-based learning experiences are used to determine how well students have achieved the expectations. Assessment tasks, whether in the classroom or in the community, are designed as ‘real-world’ experiences to be as meaningful and relevant as possible.

### Sample Assessment: Community-Based Experiences

A Personalized Placement Learning Plan allows the teacher, in collaboration with the student and the employer/supervisor, to define the workplace/placement tasks that provide opportunities for students to demonstrate achievement of the curriculum expectations related to the placement. Assessment tools (e.g., checklists, rating scales) can be designed and included with the Personalized Placement Learning Plan for use by the employer/supervisor to provide feedback on how well students performed the tasks.

#### Example 1: Unit 1, Activity 4

Summary of Activity	Curriculum Expectations (Specific)	Demonstration of Learning (tasks that provide opportunities to demonstrate achievement of the related expectations)	Assessment Tools
Students participate in a short half or one day community experience (e.g., job shadow, field trip, initial visit to work experience site)	IK1.02	Observation of interpersonal skills by employer or staff adviser	Checklist: interpersonal skills
	TC1.01, .02, .04, .06	Description of personal and practical challenges along the path to their tentative postsecondary education or work destination and, using a problem-solving model, determining potential strategies	Checklist: written description or oral presentation in a small group
	TC1.05	Self-assessment of transition strategies supported by documentation (portfolio evidence)	Reflection Rubric, Appendix 12
	EO1.03	Report or Presentation or Journal	Checklist of critical contents: description of workplace and nature of work

**Example 2: Unit 4, Activities 1 through 4 – Work Experience**

<b>Summary of Activity</b>	<b>Curriculum Expectations (Specific)</b>	<b>Demonstration of Learning</b> (tasks that provide opportunities to demonstrate achievement of the related expectations)	<b>Assessment Tools</b>
Students prepare for, participate in, self-assess and reflect upon a 15-20 hour work experience.	TC2.01-.08, PK1.01	Personal Promotion Package including job search strategies	Rubric
		Initial Interview (mock or by employer)	Checklist: interview skills
	IK1.02, PK3.04	Observation of interpersonal and self-management skills by employer or staff adviser	Checklist: interpersonal and personal management skills
	EO1.01-.03, EO4.02-.03	Report, journal, chart of employee rights and responsibilities, role of labour unions	Checklist of key content
	PK1.03, PK2.03, PK2.04, PK2.05, PK3.03	Conference, videotape, or report highlighting: <ul style="list-style-type: none"> <li>• learning in the workplace</li> <li>• evidence of learning (portfolio)</li> <li>• areas for resume update</li> <li>• self-assessment of personal skills</li> <li>• next steps for learning</li> </ul>	Rubric

Seventy per cent of the grade will be based on assessments and evaluations conducted throughout the course. 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.

**Final 30% Summative Evaluation**

The final 30% summative assessment component should address several of the expectations that relate to the key areas of learning identified previously. Since the career planning process, research process, and skills of life-long learning are critical to the key areas, final assessment task should address these concepts.

Sample 30% Evaluation Task: Students collect evidence of learning throughout the course and store it in their portfolios. For the final evaluation task, students select evidence that relates to each of the key learning areas.

Students explain, in a teacher-student conference, report, presentation, or personal video, to the class or small groups, samples of evidence that:

- describe the world of the work;
- illustrate the research process;
- demonstrate self-knowledge;
- demonstrate personal skills;
- show that they know how to direct their own learning;
- show that they can plan for their future.

For each piece of evidence, students self-assess their learning in the area, indicate possible next steps for learning in the area, and describe other situations in which this area of learning might be used.

**Accommodations**

The following considerations apply to each of the units in this course.

- Any student or group of students may require accommodations in response to specific needs at different times and in varied circumstances.

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- Appropriate accommodations should be part of the planning of each unit activity in terms of the particular students in the class and their specific needs.
  - Instructional and assessment activities must take into account the strengths, needs, learning expectations and accommodations as identified in the Individual Education Plan whether students are formally identified or not. (Regulation 181/98)
  - Accommodations to curriculum, instruction, assessment, and evaluation may include but are not limited to:
    - simplified tasks and activities;
    - expanded expectations and opportunities for enrichment;
    - data charts into which students will record information;
    - more time for learning and completion of activities;
    - use of specialized equipment and assistance;
    - modified work load;
    - for students with weak writing skills, a wide range of options for recording and reporting work (e.g., drawings, diagrams, flow charts, concept maps);
    - use of available adaptive technologies to assist students (computer-assisted learning);
    - use of assessment strategies that match student learning strengths;
    - charting key words for student note-taking;
    - oral reports; scribes (student or teacher) in note making;
    - use of peer helpers to assist students working in small groups;
    - use of tape recorders or computers as an alternative to written responses.
  - Some students with an IEP may require modification of selected expectations to meet the students' needs. As outlined in *Ontario Secondary Schools, 1999*, the principal will determine whether achievement of these modified expectations warrants successful completion of the course.
  - For community-based learning experiences, consult with cooperative education teachers, Special Education teachers, and community organizations that facilitate placement of students with exceptionalities.

(Adapted from Grade 9 Learning Strategies Course Profile – Public District School Board Writing Partnership, 1999 and Grade 9 Essential Science course profile, Public and Catholic District School Boards Writing Partnerships, 1999).

## Resources

- Bolles, Richard Nelson. *What Color is Your Parachute?* Berkeley, California: Tenspeed Press, 2000.
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- Lawson, Ken. *K.I.S.S. Guide to Managing Your Career*. New York, NY: Darling Kindersley Publishing Inc., 2000.
- Live Safe! Work Smart!* Toronto: Ontario Ministry of Labour, 2000. ISBN 0-7794-0226-X
- Plue, Leo, Warren Palmer, and Cheryl Karakokkinos. *Careers Today and Tomorrow*. Toronto, ON: Irwin Publishing, 2000. ISBN 7725-2852-7
- Wallace, Lee. *Career Studies 10*. Scarborough, ON: Nelson Publishing, 2000.
- Misener, Judy and Susan Butler. *Horizons 2000+*. Whitby, ON: McGraw-Hill Ryerson Ltd., 2000. ISBN 0-07-087411-5

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## **CD-ROM**

*Get A Life! A Guide to Channelling Your Future.* Durham District School Board, 2000.

## **Websites**

**Note:** The URLs for the websites have been verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

### **Internships/Mentoring/Volunteering**

The Mentors Corporation – [www.peer.ca](http://www.peer.ca)

Biotechnology Youth Internship – [www.bhrc.ca](http://www.bhrc.ca)

Environment Canada’s Science Internship – [www.ec.gc.ca/sci\\_hor/index.html](http://www.ec.gc.ca/sci_hor/index.html)

Women in Trades and Technology – [www.wittnn.com](http://www.wittnn.com)

Cultural Human Resources Council – [www.culturalhrc.ca](http://www.culturalhrc.ca)

Volunteer Canada – [www.volunteer.ca](http://www.volunteer.ca)

### **Job Research**

Career Gateway – [www.edu.gov.on.ca/eng/career](http://www.edu.gov.on.ca/eng/career)

Canada Work InfoNet—Labour Market Information – [www.workinfonet.ca](http://www.workinfonet.ca)

Worksearch – [www.worksearch.gc.ca](http://www.worksearch.gc.ca)

Sector Overviews – [www.strategis.ic.gc.ca/sc\\_indps/engdoc/home page.html](http://www.strategis.ic.gc.ca/sc_indps/engdoc/home page.html)

Realm Magazine – [www.realm.net](http://www.realm.net)

Career Journal – [www.careerjournal.com](http://www.careerjournal.com)

### **Education/Job Training**

National Association of Career Colleges – [www.nacc.ca](http://www.nacc.ca)

School Finder – [www.schoolfinder.com](http://www.schoolfinder.com)

### **Resume Writing**

Career Lab – [www.careerlab.com](http://www.careerlab.com)

Job Star – [www.jobstar.org](http://www.jobstar.org)

### **Self-assessment and Career Research**

Youth Resource Network of Canada – [www.youth.gc.ca](http://www.youth.gc.ca)

OSCA – <http://osca.ouac.on.ca/index.htm>

Bridges—Career Explorer – [www.on.cx.bridges.com](http://www.on.cx.bridges.com)

Career Cruising – [www.careercruising.com](http://www.careercruising.com)

### **Trades and Technology**

Skills Canada – Ontario – [www.skillsontario.com](http://www.skillsontario.com)

Ontario Construction Secretariat – [www.iciconstruction.com](http://www.iciconstruction.com)

Apprenticeships – [www.madewiththetrades.com](http://www.madewiththetrades.com), [www.apprenticesearch.com](http://www.apprenticesearch.com)

## **OSS Policy Applications**

- *The Ontario Curriculum, Grades 11 and 12, Guidance and Career Education*
- *Choices Into Action: Guidance and Career Education Policy, 1999*
- *Cooperative Education and Other Forms of Experiential Learning; Policies and Procedures for Ontario Secondary Schools* (for models of community-based learning experiences)

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## Coded Expectations, Designing Your Future, Grade 11, Open, GWL30

### Personal Knowledge and Management Skills

#### Overall Expectations

- PKV.01** · identify and describe their interests, skills, personal characteristics, and achievements, using a variety of assessment strategies, and use this information to determine future goals;
- PKV.02** · create and maintain an effective, comprehensive personal portfolio that summarizes and documents a wide range of their knowledge, skills, interests, and achievements;
- PKV.03** · demonstrate an understanding of the effective use of the personal management skills, habits, and characteristics that would contribute to success in their selected postsecondary destinations and independent adult life.

#### Specific Expectations

##### Self-Knowledge

- PK1.01** – identify their strongest transferable skills through an analysis of their school, community, leisure, family, and work achievements;
- PK1.02** – produce a summary of their interests, areas of specialized knowledge, and related achievements and identify occupations and leisure activities that require their strongest transferable skills;
- PK1.03** – identify the transferable skills and personal characteristics most valued by employers in the fields that interest them and assess how their own skills and characteristics can contribute to their employability in these areas.

##### Portfolio Development

- PK2.01** – explain the benefits of the portfolio process (e.g., for communicating abilities and achievements, for self-directed management of their learning);
- PK2.02** – describe the purpose and content of comprehensive personal portfolios and portfolios targeted for specific audiences;
- PK2.03** – identify the knowledge, skills, and personal characteristics that they will document in their comprehensive personal portfolios;
- PK2.04** – select and organize documentation from various sources (e.g., in-school and out-of-school activities, community involvement) for their comprehensive personal portfolios;
- PK2.05** – explain their choices of specific portfolio items as evidence of selected knowledge, skills, and personal characteristics.

##### Personal Management

- PK3.01** – identify and describe the personal management skills, habits, and characteristics that would contribute to success in their selected postsecondary learning or work destinations and explain their importance;
- PK3.02** – describe the range of individual differences in how people manage themselves in dealing with issues such as risk, stress, change, time, planning, and personal finances;
- PK3.03** – produce an evaluation of their own personal management strengths and weaknesses, including references to how they handle change, stress, time, planning, and personal finances;
- PK3.04** – demonstrate the effective use of time and priority management strategies to achieve and maintain a balance among their school, work, and leisure goals;
- PK3.05** – identify effective risk, stress, and anger management strategies and use them appropriately.

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## Interpersonal Knowledge and Skills

### Overall Expectations

- IKV.01** · describe the elements of effective interpersonal relations and teamwork that contribute to success in postsecondary education and training, work, and community activities;
- IKV.02** · demonstrate the ability to use effective interpersonal and teamwork skills in a community-based learning activity;
- IKV.03** · identify ways in which they can make a contribution to their communities and ways in which the community can assist them.

### Specific Expectations

#### Interpersonal Relations

- IK1.01** – identify and describe the interpersonal and teamwork skills that contribute to success in postsecondary education or training and employment;
- IK1.02** – demonstrate the effective use of interpersonal and teamwork skills in their community-based learning activities (e.g., cooperative education placement, community involvement, work experience) and produce an evaluation of their use of those skills;
- IK1.03** – demonstrate an understanding of how to communicate with different audiences;
- IK1.04** – describe the skills necessary to act as an advocate for themselves or others in situations involving prejudice or discrimination;
- IK1.05** – describe respectful and responsible behaviours that are used at school, in the community, and on the job;
- IK1.06** – demonstrate the effective use of strategies to reduce conflict and reach mutually agreeable solutions in a variety of settings.

#### Connecting With the Community

- IK2.01** – identify ways in which they can use their interests, skills, and knowledge to contribute to the development of their community or its members;
- IK2.02** – demonstrate the ability to develop networks and other supportive relationships with individuals and groups in the school and community for assistance with career exploration and planning;
- IK2.03** – identify the types of resource people and support programs available to help students in postsecondary institutions.

## Exploration of Opportunities

### Overall Expectations

- EOV.01** · use print, electronic, and human resources effectively to find and make use of relevant information about work and learning opportunities;
- EOV.02** · produce an analysis of emerging trends in society and the economy and their impact on individuals, workplaces, and career opportunities;
- EOV.03** · demonstrate in-depth knowledge of selected fields of work and selected occupations;
- EOV.04** · demonstrate in-depth knowledge of selected postsecondary education and training options, scholarships, and financial assistance opportunities;
- EOV.05** · demonstrate an understanding of businesses and organizations, their operating concepts, and workplace-related legislation and issues.

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## Specific Expectations

### Accessing and Managing Information

- EO1.01** – determine the specific types of information they need to make effective decisions about work and learning opportunities;
- EO1.02** – locate print, electronic, and human sources of career-related information and assess the sources on the basis of identified criteria, including bias, authority, usefulness, and personal relevance;
- EO1.03** – use community-based learning experiences (e.g., paid or unpaid work experience, cooperative education) effectively to gather information about fields of work and the nature of the workplace;
- EO1.04** – communicate effectively with appropriate people in person, by telephone, or by e-mail to gather career-related information;
- EO1.05** – use appropriate vocabulary, behaviour, and conventions to conduct personal information interviews;
- EO1.06** – summarize their collected career-related information, using appropriate charts, graphs, tables, and software;
- EO1.07** – communicate the results of their career-related research, using a variety of media (e.g., video, print, computer).

### Trends

- EO2.01** – identify and explain the impact of economic and societal trends (e.g., globalization, new technologies) on individuals, workplaces, ways of working, and workforce composition and make predictions about future developments;
- EO2.02** – describe changing patterns of work life for men and women in Canada generally and in their own communities (e.g., changes in job security, increased prevalence of part-time and contract work, greater participation of women in the workforce);
- EO2.03** – identify fields of work, jobs, and self-employment opportunities – in local, regional, national, and international contexts – that are growing as a result of identified trends;
- EO2.04** – describe employment-related trends (e.g., the relationship between education levels and earnings or employment rates), using statistical information such as labour market analyses, occupational outlook projections, and census data;
- EO2.05** – identify and describe emerging alternative work arrangements, in both local and national contexts (e.g., contract work, portfolio work, talent pooling, telecommuting).

### Opportunities

- EO3.01** – describe selected fields of work in detail, and assess types of work opportunities and emerging trends within these fields;
- EO3.02** – compare and describe selected occupations in detail, identifying the education/training routes needed for entry and the knowledge and skills required for success;
- EO3.03** – identify and describe potential self-employment opportunities, using an analysis of needs in their school or community;
- EO3.04** – identify and describe selected community involvement and/or leisure opportunities that can contribute to their postsecondary work and learning goals;
- EO3.05** – describe in detail and compare selected postsecondary learning options (e.g., specific programs in colleges, universities, or private training institutes; apprenticeships, internship programs; distance education);
- EO3.06** – produce a comparison of selected postsecondary institutions on the basis of identified criteria, including location, size, and financial requirements;
- EO3.07** – describe selected scholarship/financial assistance opportunities and evaluate them on the basis of identified criteria;

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- EO3.08** – describe the learning environments, approaches to learning, and learning skills necessary for success in selected postsecondary education or training programs;
- EO3.09** – explain the role that knowledge of the French language and culture, and of other languages and cultures, can play in expanding opportunities in Canada and abroad in the context of the global economy.

### **The Workplace**

- EO4.01** – identify and describe various types of businesses and organizations (e.g., non-profit organizations, incorporated companies, sole proprietorships and partnerships) in a selected field of interest and explain basic operating concepts (e.g., finance, production, distribution, marketing, administration);
- EO4.02** – explain the historical development of labour unions and describe their current role and the collective bargaining process from the point of view of employers and employees;
- EO4.03** – describe key features of legislation governing human rights, employment, and workplace health and safety (e.g., Employment Standards Act, Occupational Health and Safety Act) and relate these to their observations of how the rights and responsibilities of employees and employers are addressed in their workplace experiences.

## **Preparation for Transitions and Change**

### **Overall Expectations**

- TCV.01** · demonstrate an understanding of the transitions and changes they may face in the future and evaluate their own strengths and weaknesses in managing change;
- TCV.02** · demonstrate the effective use of a variety of strategies and resources for finding work and creating work;
- TCV.03** · use goal-setting and action-planning strategies effectively to prepare for the next transition in their career/life plan.

### **Specific Expectations**

#### **Managing Change**

- TC1.01** – describe the practical and psychological challenges and the positive experiences that are part of secondary school graduates' transitions to new roles and environments (e.g., work, postsecondary education/training, independent adult life);
- TC1.02** – demonstrate an understanding of the personal and practical challenges that they may face during career transitions they will experience as adults;
- TC1.03** – describe transition strategies that may be helpful to them in directing and managing their own careers;
- TC1.04** – demonstrate an understanding of ways of thinking that help people adjust to new situations and environments (e.g., proactive problem solving);
- TC1.05** – produce an evaluation of their own abilities to manage planned and unplanned change by analysing effective and ineffective strategies they have used in the past to manage each kind of change;
- TC1.06** – describe strategies and/or ways of thinking they need to use or develop in order to prepare for the transition to their first postsecondary destination.

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## **Work Search**

**TC2.01** – locate and select appropriate work opportunities (summer, part-time, full-time, contract) from electronic and print sources in the “open” (publicly advertised) job market;

**TC2.02** – identify and expand the network of contacts that may assist them in accessing the “hidden” (unadvertised) job market in a field of interest;

**TC2.03** – identify strategies for finding and predicting employment and self-employment opportunities in a field of work of interest to them (e.g., networking, analysing local news stories);

**TC2.04** – produce effective, up-to-date résumés and cover letters for a selected field of work, using word-processing software and employing appropriate vocabulary and conventions;

**TC2.05** – create effective on-line résumés and describe the benefits and disadvantages of both on-line and traditional résumés as work search tools;

**TC2.06** – demonstrate the ability to present their skills effectively in interviews for work;

**TC2.07** – demonstrate the ability to market their business/self-employment ideas and use appropriate software to produce promotional materials (e.g., business brochures, work proposals);

**TC2.08** – identify school, government, and community resources and programs that assist entrepreneurs.

## **Goal Setting and Action Planning**

**TC3.01** – identify the fields of work, the occupations within these fields, and the self-employment ideas that most suit them and explain why, with reference to their self-knowledge and knowledge of work opportunities;

**TC3.02** – produce an evaluation of selected postsecondary learning options, with reference to personally relevant criteria;

**TC3.03** – explain how they plan to continue their learning immediately after high school and summarize the advantages and disadvantages of their choices;

**TC3.04** – use problem-solving strategies effectively to reduce internal barriers (e.g., skill gaps, health problems) and/or external barriers (e.g., financial constraints, lack of local opportunities) that could interfere with the achievement of their work, learning, and personal goals;

**TC3.05** – produce a plan and a backup plan, for inclusion in their annual education plan, describing how they will accomplish their work, education/training, leisure, and community involvement goals;

**TC3.06** – identify the financial implications of their postsecondary choices and produce a plan describing how they will manage their finances after high school.

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## Unit 1: What Affects Future Change?

**Time:** 10 hours

### Unit Description

In this unit, students develop a broadly focused vision of their future. Using a research process, students investigate trends and predict their impact on future work and postsecondary education and employment. Students investigate the concepts of transition and change and develop their abilities to prepare for and manage periods of change in their lives.

Students compare their present understanding of the current world of work to their predicted futures and explore strategies for managing and preparing for the changes that they anticipate. Sources for research include information interviews, guest speakers, print, the Internet, and information gained from an experience in the community (e.g., job shadow, field trip, early phase of work experience).

Unit 1 activities focus on:

- Key Learning Area 1 – Future Trends;
- Key Learning Area 2 – Research Process.

### Unit Synopsis Chart

Activity	Time	Expectations	Ach.	Assessment Task
1.1: What are my hopes and dreams for the future?	1.5 hours	TCV.03, TC3.01	T/I	Diagnostic – Future Plans: checklist
1.2: How can I learn about the impact of technology on future work and life?	2 hours	EOV.01, EO1.01, EO1.02, EO1.04-.07	T/I A	Formative – constructed response – summary of research: Quality of Source Rubric Formative constructed response– observation: Information Interview checklist Formative – presentation – Research Rubric Formative – research synthesis – Research Rubric Formative – constructed response – completion of Research Process Chart
1.3: What’s affecting future change?	5 hours	EOV.01, EOV.02, EO2.01-.05, EO1.02, EO1.06, EO1.07	T/I K/U A C	Summative – Research Summary: Quality of Source Rubric, Research Rubric Formative – Research synthesis: checklist Formative – Presentation content: checklist Summative – Presentation: Research Rubric Summative – Summary Notes: Research Rubric
1.4: How will I manage change?	1.5 hours	IKV.02, TCV.01, EOV.01, TC1.01-.06, EO1.03, IKI.02	T/I K/U C A	Formative – Demonstration of Skills: Checklist Summative – Problem-Solving: Checklist Summative – Transition To Postsecondary constructed response: checklist Summative – Report: checklist

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## **Activity 1.1: Vision Quest: What Are My Hopes and Dreams for the Future?**

**Time:** 90 minutes

### **Description**

This activity is an introduction to the course and the unit. Students visualize a day in their future and identify their hopes, desires, and dreams for the future.

### **Strand(s) & Learning Expectations**

**Strand(s):** Preparation for Transitions and Change

#### **Overall Expectations**

TCV.03 - use goal setting and action planning strategies effectively to prepare for the next transition in their career/life plan.

#### **Specific Expectations**

TC3.01 - identify the fields of work, the occupations within these fields, and the self-employment ideas that most suit them and explain why, with reference to their self-knowledge and knowledge of work opportunities.

### **Planning Notes**

The teacher:

- arranges the desks with some space between them to help students relax during their ‘guided daydream’;
- plays background music if desired.

### **Teaching/Learning Strategies**

1. Guided Imagery – Daydream (See Appendix 1 – Guided Imagery)  
The teacher provides students with an introduction to the activity that explains the purpose and the process. A sample explanation follows:  
“Daydreams can be instructional and motivational – they can indicate what we want, what’s important to us and can motivate us to act in order to achieve what we want. So we are going to provide an opportunity for you to imagine an ideal workday in your future about five years from now. Get comfortable and relaxed, close your eyes and daydream. I will guide your daydream by suggesting some things for you to imagine. Please remain silent throughout this activity.”  
Students listen to the Guided Daydream and imagine an ideal day in their lives. After the activity, students quickly outline (e.g., dot jot) the key points in their daydream.
2. Students:
  - complete a short interest inventory and a values survey;
  - determine whether their daydream reflected their interests and values;
  - adjust, if needed, the key points in their daydream to reflect what they know about themselves.
3. Based on the results of the guided daydream and the interest and values surveys, students broadly outline the postsecondary education, employment, and lifestyle that they hope to achieve in five years time and explain why. See Appendix 2 – Future Plans.

### **Assessment & Evaluation of Student Achievement**

The student:

- TC3.01 – completes the ‘Future Plans’ handout (Appendix 2). The purpose of the assessment is diagnostic – to learn about the student’s awareness of his/her career/life goals and of the career planning process. See Diagnostic Assessment, career Planning Process, Appendix 3.

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## Accommodations

- If students need more time to complete the Future Plans, they may do it as homework.

## Resources

Campbell, Judith, Kelly Hoey, and Anne Clifton. *Careers 10*. Canada: Prentice Hall, 2000. ISBN 0-13-031505-2

Charette, Mario and Cindy Pinchuk. *Top 100 Internet Sites for Learning and Employment*. Canada: Human Resources Development Canada, 2001.

Ministry of Education. *Ontario Prospects 2000*. Canada: Ministry of Education. 2000. ISBN 1203-6579  
This publication is also available in French. ISBN 1203-6587. See also – <http://www.edu.gov.on.ca>.)

Ministry of Education and Ministry of Training, Colleges, and Universities. *You and the Job Market*. Canada: Queen's Printer for Ontario, 2001. ISBN 0-7794-0388-600-225

This publication is also available in French as *Le marche du travail et vous*.

(Up to 25 copies of either version may be ordered by faxing to: Job and Grow Training Hotline 416-326-5868; for 26 to 200 copies, fax to: DDS Distribution Services 416-421-1231.) See also – <http://www.edu.gov.on.ca>.)

## Appendices

Appendix 1 – Guided Imagery Script

Appendix 2 – Future Plans

Appendix 3 – Diagnostic Assessment, Career Planning process

## Activity 1.2: How Can I Learn about the Impact of Technology on Future Work and Life?

**Time:** 180 minutes

### Description

Students review the research process by investigating the impact of the cell phone on work and life.

### Strand(s) & Learning Expectations

**Strand(s):** Exploration of Opportunities

#### Overall Expectations

EOV.01 - use print, electronic, and human resources effectively to find and make use of relevant information about work and learning opportunities.

#### Specific Expectations

EO1.01 - determine the specific types of information they need to make effective decisions about work and learning opportunities;

EO1.02 - locate print, electronic, and human sources of career-related information and assess the sources on the basis of identified criteria, including bias, authority, usefulness, and personal relevance;

EO1.04 - communicate effectively with appropriate people in person, by telephone, or by e-mail to gather career-related information;

EO1.05 - use appropriate vocabulary, behaviour, and conventions to conduct personal information interviews;

EO1.06 - summarize their collected career-related information, using appropriate charts, graphs, tables, and software;

EO1.07 - communicate the results of their career-related research, using a variety of media (e.g., video, print, computer).

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## Prior Knowledge & Skills

- Experience with the research process from Career Studies (GLC2O) and other courses.

## Planning Notes

The teacher:

- arranges the classroom so that it lends itself to small-group discussion – large tables or desk clusters;
- starts an on-going collection of newspapers, magazines, and pictures around classroom to stimulate ideas about current technology;
- collects a variety of sources of information about the cell phone (advertisements, magazine and newspaper articles) and bookmarks several Internet sites that provide information about current cell phone technologies and business trends.

## Teaching/Learning Strategies

1. The teacher:

- outlines the intent of the activity as a review of the research process;
- brainstorms, with the class, current technologies that affect our lives today and those that have the potential to impact our future. These lists can be posted around the classroom for use in Activity 3;
- introduces the class research assignment: ‘how has the cell phone influenced today’s society and the nature of work? Predict how it might impact the work world in the next five years;
- reviews the steps in the research process and the various sources for information. Distribute blank copies of the Appendix 5 – Research Process Chart (blank);
- works with the class through Steps 1, 2, and 3 of the research process (i.e., identifying what to explore and potential sources of information; see Research Process Chart) and helps students determine sources for research. The teacher may wish to build an ‘Ideas Web’ for sources (See Appendix 6 – Ideas Web – Sources of Information).

2. Students:

- in small groups, brainstorm the criteria for quality information (e.g., reliable source, backed up by research or statistics, recent information);
- share their ideas with the class and create a summary list of criteria for ‘quality’ information and key questions to ask when searching for information:

<b>Example: Quality Information Check: Sample Criteria and Questions</b>	
<b>Criteria</b>	<b>Related Question</b>
Accuracy	How reliable and free from error is the information? Are there editors and fact checkers?
Authority	What are the author’s qualifications for writing on the subject? How reputable is the publisher?
Objectivity	Is the information presented with a minimum of bias? To what extent is the information trying to sway the opinion of the audience?
Currency	Is the content of the work up-to-date? Is the publication date clearly indicated?
Coverage	What topics are included in the work? To what depth are topics explored?

3. The teacher:

- works with students to review effective questions and conventions of language and behaviour for information interviews, e.g.,  
Effective Questions – relevant, open, precise  
Effective Behaviours – language of the workplace, correct posture, active listening, exemplary manners
- Have pairs of students role play information interviews demonstrating appropriate questions and conventions of behaviour.

4. Students:

- work in small groups of four to six through Steps 3 and 4 of the research process (i.e., gathering, recording, synthesizing, and communicating information). Within each group, individual students select two sources for information and gather and record the information. One of the sources must be an interview (e.g., parents, school secretary, cell phone business employee). Students complete some of the research as homework and hand in a summary of information to the teacher. As a full group, students pool their information, determine significant ideas, determine how to concisely communicate these to the other groups in five minutes or less and present their findings. Each student is involved in the presentation;
- individually, summarize the key points presented by each group;
- individually, determine next steps and a new related question for research.

**Sample Research Process Chart**

<b>Research Process</b>	<b>Cell Phone Research Process (possible choices and conclusions)</b>
1. Question and Explore: <ul style="list-style-type: none"> <li>• What am I investigating?</li> <li>• What are some of the areas I can explore?</li> </ul>	Question: ‘How has the cell phone influenced today’s society and the nature of work? Predict how it might impact the work world in the next five years.’ Explore impact on individual lives, work, recreation
2. Predict: <ul style="list-style-type: none"> <li>• Which areas should I consider?</li> </ul>	Consider impact on individuals, the workplace and job opportunities
3. Plan Research <ul style="list-style-type: none"> <li>• What sources of information will I use?</li> <li>• How will I access the information? (e.g., search words, type of interview)</li> </ul>	Research: <ul style="list-style-type: none"> <li>• companies that sell phones: on the Internet, or by interview</li> <li>• people who use cell phones – when, for what purpose, and to what extent</li> <li>• cell phone research and development</li> </ul>
4. Collect and record information <ul style="list-style-type: none"> <li>• What information will I record?</li> </ul>	<ul style="list-style-type: none"> <li>• dot jot key points</li> </ul>
5. Synthesize <ul style="list-style-type: none"> <li>• What does the information mean?</li> <li>• Record the key points of your information</li> </ul>	Conclude: <ul style="list-style-type: none"> <li>• cell phone is used for work and social purposes</li> <li>• work can be conducted from any place—from the car, shopping mall, or home, etc.</li> <li>• use of cell phone while driving is safety concern</li> <li>• provides a constant opportunity to contact people</li> <li>• may result in a faster pace of business</li> </ul>
6. Communicate <ul style="list-style-type: none"> <li>• How will I present my synthesized information? (oral, written, presentation software)</li> </ul>	<ul style="list-style-type: none"> <li>• individual written summary to the teacher</li> <li>• group presentation (oral)</li> </ul>
7. Evaluate <ul style="list-style-type: none"> <li>• What is it that I learned?</li> <li>• Is there anything else I need to find out?</li> <li>• What are my next steps?</li> </ul>	I learned: <ul style="list-style-type: none"> <li>• that the cell phone has become widely accepted and used by people today (e.g., to conduct business, as a safety device for children)</li> </ul> New Questions: <ul style="list-style-type: none"> <li>• How are phones being updated? Internet, e-mail, digital/analog phones</li> </ul>

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## Assessment & Evaluation of Student Achievement

The student:

- EO1.02 – hands in the information gathered from their research source and includes an assessment of the source (formative; constructed response – summary, Quality of Source rubric, Appendix 7);
- EO1.04, EO1.05 – (Information Interview) - submits the list of questions created for their information interview with suggestions on how to improve the questions – based on the information received and a checklist completed by the person interviewed (formative; Information Interview checklist/rating scale, Appendix 4);
- EO1.07 – presents a key piece of researched information as part of group presentation (formative; observation checklist or rubric);
- EO1.06 – submits the summary of key ideas synthesized from all the presentations (formative; ‘synthesis’ checklist or rubric);
- EO1.01, EO1.02, EO1.06 – describes the research process by outlining the steps they took, the choices they made and key information gained by completing the research template (formative, constructed response – completion of Appendix 5 – Research Process Chart).

## Accommodations

- Students work with a partner as a ‘coach’ during all individual activities.
- The teacher identifies and prepares research sources ahead of time.
- The teacher accommodates exceptional student needs as recommended in their Individual Education Plans.

## Resources

Greater Toronto Area Cooperative Education Association. *Pre-placement & Integration Curriculum Resource*. Community-Based Programs, 1998.

## Appendices

Appendix 4 – Information Interview Checklist

Appendix 5 – Research Process Chart

Appendix 6 – Ideas Web – Sources of Information

Appendix 7 – Quality of Source Rubric

## Activity 1.3: Scoping Out the Future: What’s Affecting Future Change?

**Time:** 300 minutes

### Description

Students research a variety of economic and societal trends and new technologies and examine their roles in terms of future change. Students make relevant predictions about how these emerging trends will impact on individuals, the home, recreation, the workplace, and emerging job opportunities. Students use current labour market analyses, occupational outlook projections, and census data to justify their predictions.

### Strand(s) & Learning Expectations

**Strand(s):** Exploration of Opportunities

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## Overall Expectations

EOV.01 - use print, electronic, and human resources effectively to find and make use of relevant information about work and learning opportunities;

EOV.02 - produce an analysis of emerging trends in society and the economy and their impact on individuals, workplaces, and career opportunities.

## Specific Expectations

EO1.02 - locate print, electronic, and human sources of career-related information and assess the sources on the basis of identified criteria, including bias, authority, usefulness, and personal relevance;

EO1.06 - summarize their collected career-related information, using appropriate charts, graphs, tables, and software;

EO1.07 - communicate the results of their career-related research, using a variety of media (e.g., video, print, computer);

EO2.01 - identify and explain the impact of economic and societal trends (e.g., globalization, new technologies) on individuals, workplaces, ways of working, and workforce composition and make predictions about future developments;

EO2.02 - describe changing patterns of work life for men and women in Canada generally and in their own communities (e.g., changes in job security, increased prevalence of part-time and contract work, greater participation of women in the workforce);

EO2.03 - identify fields of work, jobs, and self-employment opportunities - in local, regional, national, and international contexts - that are growing as a result of identified trends;

EO2.04 - describe employment-related trends (e.g., the relationship between education levels and earnings or employment rates), using statistical information such as labour market analyses, occupational outlook projections, and census data;

EO2.05 - identify and describe emerging alternative work arrangements, in both local and national contexts (e.g., contract work, portfolio work, talent pooling, telecommuting).

## Prior Knowledge & Skills

- Students can use print, electronic, and human resources effectively;
- Students can relate findings in a brief presentation, using their personally preferred communication method (e.g., written report, chart, pamphlet, poem, song, overhead projections, power point presentation, verbal report, or role-play).

## Planning Notes

Teachers:

- compile information on emerging trends and technologies (see Resources);
- arrange for use of the Library/Resource Centre;
- arrange access to computers and the Internet;
- provide assistance with presentation (as required re: equipment/material needs).

## Teaching/Learning Strategies

1. The teacher:

- helps students, as a class, list a variety of trends/changes in the way things are done (e.g., clothing trends, music trends, sports trends). Students examine the list and determine a definition for 'trend' and discuss reasons for such 'changes'. In small groups or individually as homework, students search through magazines and newspapers to find examples of emerging technologies, and societal, economic and employment related trends. Students share these examples with the class and produce a master list of trends/ideas that supplements the new technologies list produced in Activity 1.2.

- 
- introduces topic for research to the students; using ‘script’ similar to the following:  
Select an economic trend, societal trend, or emerging technology and research its impact on people, the workplace and employment-related changes, ways of working, who works, and potential growth in the job sector. Predict future developments for this trend/change and its implications for your graduating class as it seeks postsecondary education and work. Back up the prediction with research.
  - organizes students into groups of five. Within the group, each individual is assigned a specific area to research to contribute to the common focus selected by the whole group.
    - impact of an economic or social trend on individuals, their social, home, and work lives, and the nature of work
    - growth in fields of work, jobs, and self-employment as a result of the trend
    - current employment related trends using statistical data (e.g., labour market analysis, occupational outlook projections, census data)
    - changing patterns of work life (e.g., changes in job security, more women in the work force)
    - emerging alternative work arrangements (e.g., contract work, telecommuting)
  - conducts a ‘think tank’ or brainstorming activity for the whole class as a means of providing all groups with more ideas for the predictions they will make. Students may list their brainstormed ideas or put them in an ideas web to link related concepts. This activity is intended to broaden their ideas prior to research.
2. Students:
- work through the steps in the Research Process Chart as outlined in Appendix 5, to complete the research project. Students use the chart to record their decisions and next steps;
  - research information from at least three sources;
  - produce a summary of their individual research, as it relates to parts 1 through 4 (Question, Predict, Plan Research, Collect and Record Information) of the Appendix 5 – Research Process Chart;
  - attach their notes to the back of the research chart;
  - as a group, synthesize the information collected and complete the Research Process Chart (Steps 5 through 7). Determine how to share the results of their research with the class so that each person in the group has a role to play in the brief presentation of information;
  - submit, as a group, a preview of presentation information (Part 5, ‘Synthesis’, of the Research Process Chart) to the teacher for feedback and suggestions for revision;
  - present their information;
  - individually, prepare notes summarizing:
    - the information gleaned from all group presentations
    - the variety of forces or ‘change agents’ that have an impact on their future work and life
    - additional questions that arise from the collective research
3. The teacher debriefs the research activity by leading a discussion that:
- refines and/or expands on some of the predictions and information;
  - reviews ‘change agents’ that impact individuals, workplaces, and employment opportunities;
  - confirms the necessity of recognizing and accepting the concept that “change is constant”.

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## Assessment & Evaluation of Student Achievement

### The Research Process

- EO1.02 – Sources of Information, Summative: Quality of Source Rubric, Appendix 7;
- EO1.06 – Individual Research Summary (Completion of Parts 1 through 4 of Appendix 5 – Research Process Chart); Summative: ‘Question, Predict, Plan Research, Collect and Record Information’ sections of Appendix 8 – Research Rubric
- EO1.02, EO1.06 – Synthesis of Group Research - individual completion of Research Chart, part 5 ‘Synthesis’, Formative: ‘Synthesize’ section of Appendix 8 – Research Rubric

### Presentation Preview

- EO2.01 – EO2.05, Presentation Content, Formative: checklist (criteria: pertinent information, sufficient research, accuracy of information and clear descriptions of information to be presented)
- EO1.07 Presentation to Class (Individual Component), Summative: ‘Communicate’ section of Appendix 8 – Research Rubric

### Summary Notes

- EO1.06, EO2.01 – 05 - Individual Summary Notes on Presentations, Summative: ‘Synthesize’ and ‘Evaluate’ sections of Appendix 8 – Research Rubric

### Accommodations

- Students may work with a peer or peer tutor who can help with editing, clarifying instructions, suggesting reading, or note-taking strategies.

### Resources

*Discover, Buena Vista* magazines, USA.

Human Resources Development Canada – [www.ont.hrdc-drhc.gc.ca](http://www.ont.hrdc-drhc.gc.ca)

### Appendices

Appendix 5 – Research Process Chart

Appendix 8 – Research Rubric

## Activity 1.4: Handling Transitions and Change – How Will I Manage Change?

**Time:** 90 minutes

### Description

By participating in a short community-based experience (e.g., field trip, job shadow or a visit to a potential work experience site), students investigate planned and unplanned change and how to manage the transitions to prepare for the change. Students examine how change can impact lives, workplaces, and work opportunities and, through interviews and guest speakers, learn about a variety of strategies for managing transitions to key life events. Students evaluate their own strengths and limitations in planning for and managing change.

### Strand(s) & Learning Expectations

**Strand(s):** Preparation for Transitions and Change

---

## Overall Expectations

IKV.02 - demonstrate the ability to use effective interpersonal and teamwork skills in a community based learning activity;

TCV.01 - demonstrate an understanding of the transitions and changes they may face in the future and evaluate their own strengths and weaknesses in managing change;

EOV.01 - use print, electronic, and human resources effectively to find and make use of relevant information about work and learning opportunities.

## Specific Expectations

IK1.02 - demonstrate the effective use of interpersonal and teamwork skills in their community-based learning activities (e.g., cooperative education placement, community involvement, work experience) and produce an evaluation of their use of those skills;

TC1.01 - describe the practical and psychological challenges and the positive experiences that are part of secondary school graduates' transitions to new roles and environments (e.g., work, postsecondary education/training, independent adult life);

TC1.02 - demonstrate an understanding of the personal and practical challenges that they may face during career transitions they will experience as adults;

TC1.03 - describe transition strategies that may be helpful to them in directing and managing their own careers;

TC1.04 - demonstrate an understanding of ways of thinking that help people adjust to new situations and environments (e.g., proactive problem solving);

TC1.05 - produce an evaluation of their own abilities to manage planned and unplanned changes analysing effective and ineffective strategies they have used in the past to manage each kind of change;

TC1.06 - describe strategies and/or ways of thinking they need to use or develop in order to prepare for the transition to their first postsecondary destination;

EO1.03 - use community-based learning experiences (e.g., paid or unpaid work experience, cooperative education) effectively to gather information about fields of work and the nature of the workplace.

## Prior Knowledge & Skills

Students:

- are aware of trends, change, and decision making;
- are able to create a plan of action;
- can use print, electronic, and human resources effectively.

## Planning Notes

Teachers should:

- arrange for guest speakers to tell their “Career/Life Stories” focusing on the impact of change, how they prepared for it and the effectiveness of their strategies. Use graduates, business partners, school personnel, parents, and cooperative education employers in the local community.
- arrange for a community-based experience for this activity. Consider a half or whole day field trip, a job shadow, shadowing a college/university student, an in-school entrepreneurial venture, a fundraising event, a class visit to a large corporation with many departments (e.g., a large, local industry), placing groups of students at several financial institutions (e.g., local banks within walking distance of the school), organizing food drives for the community, etc. This experience might also be the initial visit to the site of the work experience detailed in Unit 4. This work experience is ideally one day per week, a block of time at the beginning or end of the school day or a block of 15-20 hours (4 to 5 days) over one week. This solid block of time would occur later in the course in Unit 4.
- provide appropriate health and safety instructions for the community-based experience.

- consult the cooperative education teacher for ideas about placements. Organizations and businesses that provide Community Involvement opportunities may also be able to provide work experience opportunities. The school may also provide a ‘community-based experience’ for some students depending on their interests.
- have students consult their Designing Your Future portfolios for any information on work opportunities that match their skills, interests, and abilities. This information should be revisited to determine types of placements that are of interest to the students. Arrange access to computer labs and the Internet.
- provide information about postsecondary destinations for work and education.
- provide instruction/equipment for students with technological needs for presentations.

### Teaching/Learning Strategies

#### 1. The teacher:

- prompts students to define change (e.g., a new set of circumstances in one’s life) and individually identify periods of change in their lives;
- encourages students to give specific examples of these experiences involving change;
- initiates a discussion on the strategies that are used to prepare for or manage the change;
- facilitates students creation of a list of strategies that are effective and a list of ineffective strategies;
- suggests that an initial strategy for preparing for change is to use a problem-solving model;

<b>P</b>	Problem	Identify the problem or desired solution.
<b>A</b>	Alternatives	List all possible alternatives to solve the problem or situation.
<b>S</b>	Solutions	Choose the best solution or most realistic alternative.
<b>T</b>	Try	Test the effect or result of the solution chosen.
<b>E</b>	Evaluate	Determine the effectiveness of the solution.

- directs students to use the problem-solving model to examine the changes that occurred when they first entered high school from elementary school; record results on a piece of flip-chart paper and share with the class.

#### 2. The teacher:

- initiates a discussion with the whole class about positive and negative challenges, planned and unplanned changes that they will face over the next year and as graduates to new roles in work, postsecondary education/training, or living an independent adult life (e.g., high school graduation, starting a part-time or summer job, parent with a new job, moving on to postsecondary education or work) and has students work in pairs and apply the problem-solving model to determine ways to deal with one of these changes;
- reviews ‘transition’ as the ‘preparation phase’ for change (the different set of circumstances);
- reviews the concept of planned and unplanned change and change over which one has control and over which one doesn’t have control; concludes that the problem-solving strategy can be applied to both.

#### 3. The teacher:

- invites a panel of guest speakers, recent graduates who have gone on to postsecondary education, training, apprenticeship, and work to discuss the challenges of making their transition; students note the effective and ineffective strategies that the guests used for planned and unplanned change;

- 
- initiates a class discussion around the statement “In Life, your altitude = your attitude” and has students determine how this statement applies to the guest speakers. Students discuss how ‘ways of thinking’ help people adjust to new situations and environments. The teacher helps students conclude that a positive attitude and forward thinking are characteristics that help people manage change and transitions effectively.
4. The teacher:
    - introduces the community-based learning experience (e.g., job shadow, field trip, visit to extended work experience site);
    - helps students anticipate some of the things they will need to know and prepare for: workplace conventions and issues – language and conversation, dress, etiquette, protocol, work hours, transportation to the workplace and has students use the problem-solving model to address these issues and prepare for their one/half day experience;
    - brainstorms with the class some of the interpersonal skills they may require during their community-based experience; students brainstorm appropriate criteria for effective teamwork, managing conflict, active listening, and other interpersonal skills they will need to apply.
  5. Students:
    - work together in groups of four, using the interpersonal skills they determined above, to prepare interview questions to conduct with a person at their community-based placement to find out:
    - show they have directed and managed career changes they have experienced;
    - provide information about the specific workplace;
    - share their questions with the class, revise their questions as necessary, and debrief their application of interpersonal skills based on feedback from peers and the teacher;
    - make appropriate contacts at the workplace to arrange information interview opportunities.
  6. Students participate in their community-based experience, conduct their information interviews, and follow through with any preparatory activities.
  7. Students, after the experience, list some of the key interpersonal skills that they used at the work site and reflect on their use of their skills using the following reflective questions:
    - In what situation did you use the skill?
    - How well, based on the criteria determined in class, did you apply the skill?
    - What criteria would you add to the list made in class?
    - What might you do differently, if anything, next time?Students put this documentation in their portfolios as evidence of the specific interpersonal skills they listed. Students:
    - list some of the ‘transition strategies’ (i.e., preparation strategies) that they applied to get ready for their new experience, determine whether they were effective or ineffective and determine what they might do differently, if anything, next time; put this documentation in their portfolios as evidence of the specific transition strategies that they listed;
    - share with a partner some of the things that they learned at the worksite (e.g., information about the field of work, the nature of work, organization) either through their planned interviews or through other experiences throughout the day.
  8. Students discuss, in pairs, using their portfolios, strategies they can use and strategies they may need to develop to prepare for their postsecondary work or education.

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## Assessment & Evaluation of Student Achievement

The student:

- IK1.02 – demonstrates interpersonal skills at workplace, formative: portfolio documentation of interpersonal skills - checklist completed by workplace personnel;
- TC1.04 – prepares for the community based learning experience using problem-solving model, summative: constructed response, Problem-solving Checklist (Appendices 9) and Rubric
- TC1.01, TC1.02, TC1.04, TC1.06
  - individually charts and describes a path to a tentative postsecondary destination;
  - describes potential challenges by outlining two planned changes and two unplanned changes;
  - uses the problem-solving model to determine transition strategies to meet these challenges.Summative: constructed response, Appendix 11 – Making Transitions Checklist
- TC1.03, TC1.05
  - summarizes, using the evidence in their portfolios, the transition skills that they have that will help them manage this transition to postsecondary education or work successfully;
  - outlines the skills that they need to improve upon and the skills they will need to learn.Summative: constructed response, rubric
- EO1.03 – presentation or report on information on a field of work and the nature of the workplace, summative: constructed response.

## Accommodations

- Students may work with a partner as a coach during all individual and group activities.

## Resources

### Videos

CTV Television Network. *Dying To Work*. VHS Code #859-31-1168VHS, 2000. (Available through Magic Lantern Communications)

### Websites

CareerClick.com – Make A Career Move – [www.careerclick.com](http://www.careerclick.com)

Mazemaster – [www.mazemaster.on.ca/](http://www.mazemaster.on.ca/)

## Appendices

Appendix 9 – Problem-solving Checklist

Appendix 10 – Problem-solving Rubric

Appendix 11 – Managing Transitions Checklist

Appendix 12 – Reflection Rubric

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## Appendix 1

### Guided Imagery Script (Daydream)

Sample only...

Relax, breath deeply, close your eyes. You may put your head down on your desk.

Imagine yourself traveling through time to a point about five years from now.

Picture yourself waking up for the day – your ideal day five years from now.

- What time is it? Look around your bedroom. What does it look like?

Now imagine yourself getting ready to go to work.

- What clothes do you wear? What do you do for breakfast?

Picture yourself going to work.

- How do you travel to work: car, subway, bus, and train? How do you feel as you travel to work?

Now imagine yourself arriving at your workplace.

- What does it look like? Who are your co-workers? How do you feel about this place and these people?

Picture yourself at work during the day.

- What are you doing? Who are you working with? Picture yourself going through your day at work.

Now imagine yourself finishing work.

- Where do you go after work? What do you do after work?

Picture yourself in the evening.

- Where are you? What are you doing? Who are you with? How do you feel about your day?

Finally, imagine yourself travelling back in time to the present.

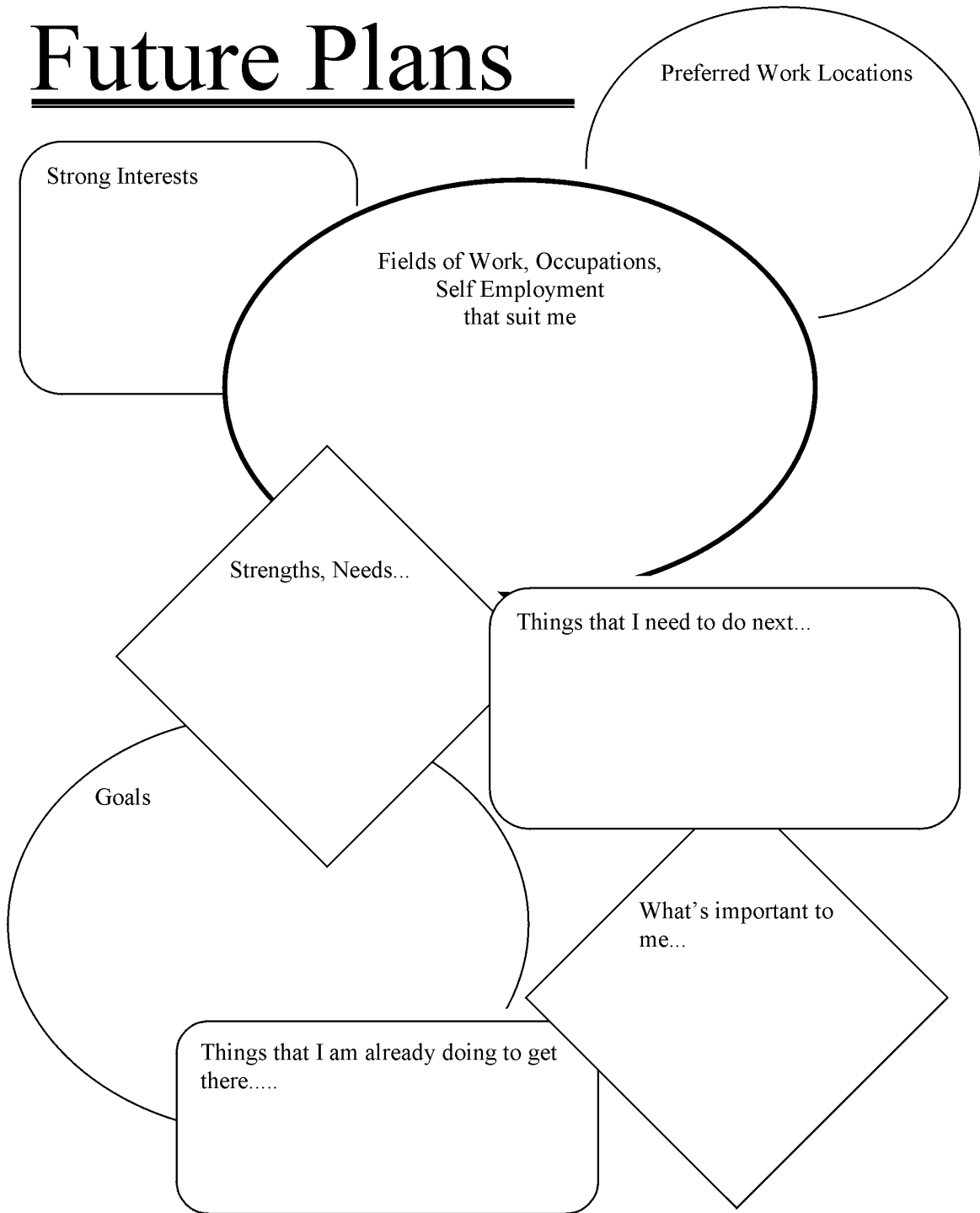
When you are ready, open your eyes and sit up.

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**Appendix 2**

**Future Plans**

# Future Plans



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## Appendix 3

### Diagnostic Assessment – Career Planning Process

- The student can identify (none, few, some, several) several suitable occupations and/or fields of work.
- The student has identified (none, few, some, several) strong personal interest areas.
- The student has (limited, some, much) understanding of his/her own strengths.
- The student has (limited, some, much) understanding of his/her own needs.
- The student has (limited, some, much) understanding of what is important to him/her.
- The student (does not know the extent to which, knows to some extent, knows the extent to which) he/she is prepared and able to access the prerequisite subjects and experiences for the preferred occupation/field.
- The student has (limited, some, much) understanding of the personal steps that he/she must take to prepare for the preferred occupation or field of work.
- There is (no, some, a strong) connection between the student's interests, strengths and values and the preferred occupation or field of work.

## Appendix 4

### Information Interview

#### Interview Questions (completed by student and attached)

- questions are relevant and on topic
- questions are open to gather maximum information
- questions are precise

#### Arranging the Interview (completed by the person interviewed)

- the student was considerate of your time
- the student was polite and courteous
- the student provided his/her name
- the student provided the reason for the interview

#### During the Interview (completed by the person interviewed)

- the student introduced him/herself
- the student re-stated the reason for the interview
- the student was polite and courteous
- the student shook hands (if 'in person' interview)
- the student chose a quiet area with no interruptions (if telephone interview)
- the student spoke clearly
- the student used vocabulary suitable for the workplace (no slang)
- the student had questions ready
- the student had questions written down
- the student had a pen/pencil

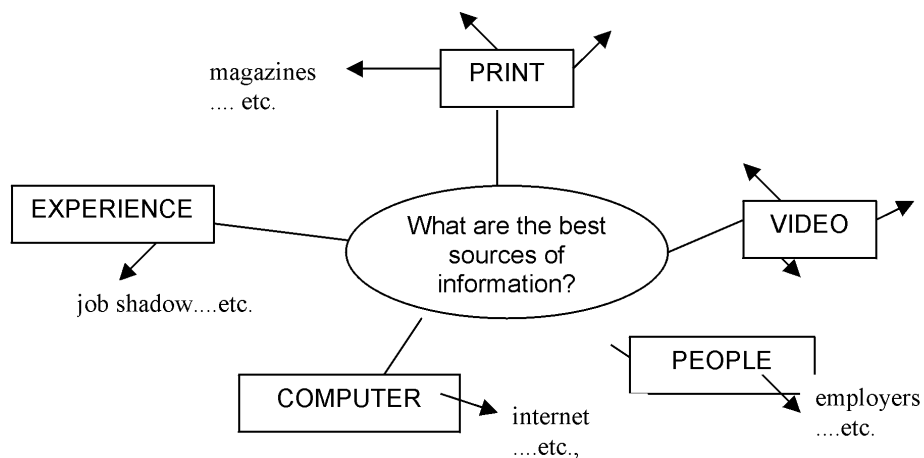
#### After the Interview

- the student wrote or e-mailed a thank-you note (completed by student and attached)

## Appendix 5 Research Process Chart

Research Process	Cell Phone Research Process
1. Question and Explore: <ul style="list-style-type: none"> <li>• What am I investigating?</li> <li>• What are some of the areas I can explore?</li> </ul>	Question: 'How has the cell phone influenced today's society and the nature of work? Predict how it might impact the work world in the next five years.'
2. Predict: <ul style="list-style-type: none"> <li>• Which areas should I consider?</li> </ul>	
3. Plan Research <ul style="list-style-type: none"> <li>• What sources of information will I use?</li> <li>• How will I access the information? (e.g., search words, type of interview)</li> </ul>	
4. Collect and record information <ul style="list-style-type: none"> <li>• What information will I record?</li> </ul>	(attach information, if necessary)
5. Synthesize <ul style="list-style-type: none"> <li>• What does the information mean?</li> <li>• Record the key points of your information; present this – report, presentation, etc.</li> </ul>	(attach information, if necessary)
6. Communicate <ul style="list-style-type: none"> <li>• How will I present my synthesized information? (oral, written, presentation software)</li> </ul>	(attach information, if necessary)
7. Evaluate <ul style="list-style-type: none"> <li>• What is it that I learned?</li> <li>• Is there anything else I need to find out?</li> <li>• What are my next steps?</li> </ul>	

## Appendix 6 Ideas Web - Sources of Information



## Appendix 7

### Quality of Source Rubric

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<b>Knowledge/Understanding</b>				
To what extent is the information: • accurate?	- few sources are reliable and accurate	- some sources are reliable and accurate	- most sources are reliable and accurate	- all or almost all sources are reliable and accurate
• an authority?	- few sources are reliable and backed by references and bibliography	- some sources are reliable and backed by references and bibliography	- most sources are reliable and backed by references and bibliography	- all or almost all sources are reliable and backed by references and bibliography
• objective?	- few sources are presented from a balanced perspective	- some sources are presented from a balanced perspective	- most sources are presented from a balanced perspective	- all or almost all sources are presented from a balanced perspective
• current?	- few sources are current	- some sources are current	- most sources are current	- all or almost all sources are current
• covered in depth?	- few sources are comprehensive and explore issues in depth	- some sources are comprehensive and explore issues in depth	- most sources are comprehensive and explore issues in depth	- all or almost all sources are comprehensive and explore issues in depth

**Note:** A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

## Appendix 8

### Research Process Rubric

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<b>Thinking/Inquiry</b>				
1. Question <i>What am I investigating?</i>	- limited focus for research	- some areas of focus for research	- clear areas of focus for research	- clear, succinct question and well-defined focus for research
<i>What are some areas I can explore?</i>	- states few options as possibilities; options are loosely related to the question	- outlines many options and possibilities; some options relate to the question	- outlines many options and possibilities; most relate to the question	- outlines a range of varied options and opportunities, all relating to the question
2. Predict <i>Which areas should I consider?</i>	- limited ability to identify areas to consider for research	- some ability to identify areas to consider for research	- identifies several areas to consider for research	- identifies many areas to consider for research
3. Plan Research <i>What sources of information will I use?</i>	- limited source selection; - limited organization	- uses a small number of sources; - uses search words and key questions	- uses several sources; - uses search words and key questions frequently	- uses a wide variety of sources; - uses search words and key questions always
4. Collect and Record Information <i>What information will I record?</i>	- limited focus toward answering the question; - few pieces of information are accurate	- original question guides search; - some information is accurate	- original question guides search; - most information is accurate	- selects only information that answers the question; - all or almost all information is accurate
5. Synthesize <i>What does all this information mean?</i>	- synthesis includes limited accurate information	- synthesis includes some accurate information	- synthesis includes most of the required accurate information	- synthesis includes all of the required accurate information

## Appendix 8 (Continued)

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<b>Communication</b>				
6. Communicate <i>Sequencing and Organization of Content</i>	- ideas are scattered and loosely connected	- ideas are sequenced and loosely connected	- information is presented in logical sequence	- ideas are presented in a logical sequence that flows
<i>Use of Language</i>  <i>Speaking</i>	- limited effectiveness  - little eye contact, some mumbling	- somewhat effective use of vocabulary and grammar - clearly spoken, eye contact, little expression	- mostly effective, accurate vocabulary and grammar - clearly spoken, eye contact, expressive	- highly effective, accurate vocabulary and grammar - clearly and steadily spoken, eye contact, enthusiastic and expressive
<i>Non-Verbal Message</i>	- limited, correlation between gestures and expressions and the spoken message	- some gestures and expressions convey the same message as the spoken one	- most gestures and expressions convey the same message as the spoken one	- gestures and expressions convey and enhance the spoken message
<i>Mode</i>	- limited use of a single form of presentation (e.g., oral or written)	- uses a single form of presentation (e.g., oral or written)	- independently uses more than one form of presentation (e.g., oral with slides, outline on board, handouts, written summary)	- independently uses a variety of forms of presentation (e.g., oral, slides with charts, text, graphs, etc.)
<b>Thinking/Inquiry</b>				
7. Evaluate <i>What did I learn?</i>	- limited ability to describe what has been learned	- describes some concepts that have been learned throughout	- usually describes concepts learned in the research process in terms of initial question	- consistently describes concepts learned in the research process in terms of initial question
<i>What are my next steps?</i>	- limited articulation of next steps	- some articulation of next steps	- usually articulates next steps	- consistently articulates next steps

**Note:** A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Adapted from Research Rubric, Career Studies GLC20, Public Course Profile

## Appendix 9: Problem-solving Template and Checklist

Problem-Solving Steps		Completed (✓)
<b>P</b> Problem	Identify the problem or desired solution.	
<b>A</b> Alternatives	List several possible alternatives to solve the problem or situation.	
<b>S</b> Solutions	Choose the best solution or most realistic alternative. Tell why this is the best alternative.	
<b>T</b> Try	Test the effect or result of the solution chosen.	
<b>E</b> Evaluate	Determine the effectiveness of the solution.	

## Appendix 10: Problem-solving Rubric

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<b>Application</b> <b>P</b> State problem	- outlines many superficial issues	- identifies several issues – some critical, some superficial	- states one critical issue	- states one critical issue and relevant related issues
<b>A</b> List alternatives	- offers a few alternatives or options that relate in a limited way to the problem	- offers one or two alternatives or options that relate to the problem	- offers some alternatives or options that relate to the problem	- offers several alternatives or options that relate to the problem
<b>S</b> Determine solution	- chooses a solution that solves a few aspects of the problem	- chooses a solution that solves some aspects of the problem	- chooses a solution that solves most aspects of the problem	- chooses a solution that solves all or almost all aspects of the problem
<b>T</b> Try solution	- tests the solution using a scenario that relates to only part of the problem	- tests the solution using one possible scenario	- tests the solution using a few possible scenarios	- tests the solution using several possible scenarios
<b>E</b> Evaluate problem	- reflects on solution in terms of likes and dislikes rather than effectiveness	- analyses effectiveness of solution in terms of some aspects of the initial problem	- analyses effectiveness of solution in terms of all aspects of the initial problem	- analyses effectiveness of solution and determines refinements in terms of all aspects of the initial problem

**Note:** A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

## Appendix 11

### Managing Transitions Checklist

The student:

- lists tentative postsecondary destinations;
- lists two expected changes;
- provides a rationale for each of these changes;
- lists two unexpected changes;
- provides a rationale for each of these unexpected changes;
- details each step of the problem-solving model on the blank template for at least one of the changes;
- lists transition strategies for each of the anticipated changes along the path to postsecondary work or education.

## Appendix 12

### Reflection Rubric

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<b>Thinking/ Inquiry</b> Description of Learning	- identifies the specific skill/knowledge that they have - makes limited reference to the context in which the skills/ knowledge were applied	- briefly describes the skill/knowledge that they have  - refers to a specific situation(s) in which skills/ knowledge were applied	- describes, with some detail, the skill/knowledge that they have - makes a comparison to a previous application of these specific knowledge and skills	- gives detailed, in-depth description of the skill/knowledge that they have - makes direct comparisons to at least two previous applications of the same knowledge and skills
<b>Thinking/ Inquiry</b> Self- assessment	- limited reflection on how well the skill/knowledge was applied	- a general description of how well skill/knowledge was applied	- based on specific criteria, tells how well skill/knowledge was applied	- self-assess based on specific criteria; self-assessment shows insight into own learning (strengths, challenges)
<b>Thinking/ Inquiry</b> Next Steps	- limited reference to future learning	- refers to some possible future learning	- targets specific skills/knowledge for future learning (goal-setting)	- targets specific skills/knowledge for future learning and outlines strategies to meet these goals

**Note:** A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Adapted from Reflection Rubric, Career Studies GLC 10 Public Course Profile