

PART A: OVERVIEW

CareeThis teacher resource has been created for the support of the instructor(s) of the compulsory Career Studies Grade 10, Open (GLC20) course.

The *Careers 10* textbook and this *Teacher's Resource Manual* were planned to provide teachers with more than enough resources in a ready-to-use format. They can be used to create a successful and effective teaching and learning experience for students taking this compulsory credit.

Regardless of your qualifications or experience with career studies, this “turn key” approach to Career Studies will help you to design exciting, student-centred lessons. In this way, you will become the coach or “guide on the side” as students learn more about themselves and the world of work.

Careers 10 focusses on developing the student in the following three main areas:

2. What Skills Do I Have? Which Are Necessary for Success in the World of Work?

Unit 1: Who Am I? focusses on individual knowledge, the most powerful piece of information that can guarantee success.

The Unit 1 materials in the textbook and this Teacher's Resource Manual will help students to identify their own skills, and to assess what skills they have that are needed in the workplace.

To be successful in the working world, students need to know their skills and interests. They also need to develop management skills, problem-solving skills, and teamwork skills. Activities in Unit 1—and throughout the textbook—help students develop and improve these skills.

In addition, students will construct a personal profile that provides them with a current picture of themselves. From this picture, they can ask questions and learn new things as they journey towards career decisions.

2. Where Do My Interests Lead?

In Unit 2: Where Am I Going?, students will begin to take a look at what they enjoy doing. These interests will be linked to possible careers or occupations.

As students learn more about themselves, and change and grow as individuals, they will collect evidence to illustrate this growth and discuss these changes with their teacher adviser.

During this course, they will develop a Career Portfolio. The contents of their portfolios will help them identify the things they need to discuss with a teacher advisor or other trusted adult. The portfolio will also help students assess what steps to take next.

3. What Does it Mean to be a Lifelong Learner in Our Changing World?

Unit 3: How Will I Get There? helps students acquire skills to deal with the constantly changing world.

The desire and need to be a lifelong learner is crucial in our fast-paced, high-tech world. During this unit, students will learn the right questions to ask to help them develop useful answers for their career/life decisions.

Students need to know how to deal with change as it affects them in the present and future. In this unit, students will discuss the process of change. In addition, they will learn how to conduct a successful research project that will help them learn about the job market, and particularly, in which part of the job market they wish to work.

This skill will be useful throughout their post-secondary education and as they move on to their chosen career.

Students will also learn to set goals and make career destination plans as they complete their Annual Education Plan.

Using This Teacher's Resource Manual

This *Teacher's Resource Manual* is designed for use with the *Careers 10* textbook.

Part A provides a general overview of the course, including a note to the teacher, an explanation of the rationale used in the textbook, an outline of what is in each section of the resource, and a correlation with the Ministry of Education's curriculum for Career Studies, Grade 10, Open (GLC20).

Part B provides information about general teaching strategies useful in teaching the course. It includes a scope and sequence chart showing each activity in the course profile, and where that material has been handled in the *Careers 10* textbook and this teacher guide. Part B also includes an introduction to assessment and evaluation, and to the assessment checklists and rubrics used throughout the resource.

The last part of Part B includes a guide to selecting and using Web sites, and an annotated list of Web sites useful in teaching this course. The Web sites are listed in alphabetic order according to topic.

Part C provides instructional information organized around the three units of the text:

- Unit 1: Who Am I?
- Unit 2: Where am I Going?
- Unit 3: How Will I Get There?

Each section of Part C includes the following elements:

- Unit Focus

This brief explanation of the unit focus and topics provides an immediate overview and explanation of the unit which will simplify lesson planning.

- Curriculum Expectations: Correlation with *Careers 10*

This chart shows the main curriculum links between the particular unit and the Ontario Ministry of Education's expectations for the GLC20 course.

Links are provided in two columns. The first column refers to the textbook. The second provides links to the *Teacher's Resource Manual*.

It is important to recognize that the curriculum links are not exclusive. All units provide opportunities for students to meet many of the curriculum expectations outlined in the ministry document. These unit charts show the *main* links for the particular unit.

- Overview of Unit Concepts and Applications

This lists the important topics covered in the unit.

- Assessment

This outlines, in alphabetical order, the main assessment areas for the unit.

- List of Blackline Masters

This provides a list of the blackline masters that have been developed for the particular unit. The blackline masters are located at the *end* of each unit in the *Teacher's Resource Manual*.

- Teaching Notes

In Unit 1, this section begins with suggestions for introducing the course.

In all units, the notes are given in the order the material appears in the textbook, and refer to the page number(s) and title of the relevant article (e.g., p. 9 Journal Topics).

The article heading is routinely followed by a brief note about the textbook material or suggestions on how to handle the textbook activities. These are followed by one or more of the following elements:

- Background Information—additional information about the material in the textbook;
- Additional Learning Activity(ies)—suggestions for activities that will enhance what is in the textbook;
- Blackline Master(s)—suggestions for using the student blackline masters; and
- Assessment—notes on what and how to assess.

- Technology Links

This provides a list of Web sites that contain information useful to the unit. A more extensive list of Web sites starts on page 00 in Part B.

- **Resources**
This includes a list of books and other materials with information related to the unit.
- **Assessment and Evaluation**
This provides a brief introduction to how and what to assess in the unit, and the following elements:
 - Test Bank Questions—divided into the following skill areas: communication, knowledge and understanding, application, and thinking and inquiry;
 - Text Bank Answers—suggested answers for the text bank; and
 - List of Assessment Masters.
- **Blackline Masters**
The blackline masters are located at the end of each unit in Part C. Assessment masters are first, and include the following code: **BLM #A-**. The code is followed by the master number and title (e.g., **BLM #A-1: Communication Skills Rubric**).
Student blackline masters are next and use the following code: **BLM #**. The code is followed by the master number and title (e.g., **BLM #5: Journal**).

Teacher Adviser Program (TAP) links and Community Involvement project and placement suggestions are included in Unit 1.

	Student Text Reference
Personal Knowledge and Management Skills	
Overall Expectations <i>By the end of the course, students will:</i> <ul style="list-style-type: none"> • demonstrate an understanding of and apply strategies needed for success in school • identify their interests, skills, characteristics, and accomplishments and describe how these are influenced by their experiences • describe the personal management skills and characteristics needed to succeed in school, work, family life, and the community and demonstrate the effective use of personal management skills in a variety of settings • demonstrate understanding and effective use of interpersonal skills required to establish and maintain positive relationships and work effectively with in teams or groups 	Unit 1, pp. 12–21, 56, 58 Careers Toolkit, pp. 22, 31, 49 Career Portfolio, pp. 10–11, 57 Unit 1, pp. 23–30, 35–45, 56–57 Unit 1, pp. 2–3, 12, 17–21, 46–48 Unit 2, pp. 78–108, 122–125
Developing Learning Skills and Strategies	
<ul style="list-style-type: none"> • demonstrate understanding of the secondary school program and graduation requirements and related terms (e.g., compulsory credit, transcript, full disclosure, types of courses, literacy test, community involvement, diploma, certificate of achievement) • demonstrate effective use of strategies for achieving success in school (i.e., note taking, strategies for completing homework, strategies for studying for tests and examinations) • produce an evaluation of the effectiveness of their learning skills and strategies and identify those requiring improvement 	Unit 1, pp. 4–5, 8–9 End of Unit Activities, p. 56 Career Portfolio, pp. 57–58 Unit 1, pp. 12–23 End of Unit Activities, p. 56 Career Portfolio, pp. 57–58 Unit 1, pp. 20–25 Careers Toolkit, pp. 31, 49, 52 Career Portfolio, pp. 8–9, 57–58

Curriculum Expectations: Correlation with Careers 10

Developing Personal Knowledge

<ul style="list-style-type: none">• demonstrate understanding of the purpose and use of self-assessment and standardized assessment tools and strategies (e.g., aptitude tests, skills inventories)	Unit 1, pp. 20, 25–30, 32–33, 42–43, 46–48, 52–55
<ul style="list-style-type: none">• produce a personal profile describing their current interests, competencies, characteristics, and learning preferences, using a variety of assessment strategies	Unit 1, pp. 13, 17, 20, 25–26, 28–29, 32–34, 40–41, 48 Careers Toolkit, pp. 22, 31, 49 Career Portfolio, pp. 10–11, 57–58
<ul style="list-style-type: none">• identify the skills they have developed through school subjects (e.g., literacy, numeracy, communication) and through community experiences, and explain how these skills are transferable to work and other life roles	Unit 1, pp. 30, 32–33, 35–40, 46–52, 57 Careers Toolkit, pp. 31, 49
<ul style="list-style-type: none">• describe internal and external influences that might limit or expand the range of career opportunities they would consider (e.g., previous successes, peer pressure, parental expectations)	Unit 2, pp. 74–75, 104, 126–127, 130 Unit 3, pp. 154–157

Applying Personal Management Skills

<ul style="list-style-type: none">• describe and explain the importance of personal management skills (e.g., organization skills, stress management), habits (e.g., maintaining a personal planner), and characteristics (e.g., adaptability) for success in school and other life roles	Unit 1, pp. 12–13, 17, 20, 44, 46–48, 52, 55 Unit 2, pp. 64, 66, 68–70, 73
<ul style="list-style-type: none">• demonstrate understanding of the impact of family responsibilities on education and careers	Unit 2, pp. 74–75, 77
<ul style="list-style-type: none">• summarize and document their own personal management skills and habits, identifying their strengths and targeting areas for improvement	Unit 2, End of Unit Activities, p. 138 Career Portfolio, pp. 139–140
<ul style="list-style-type: none">• demonstrate effective use of personal management skills (e.g., well-organized notebooks, punctuality)	Unit 1, pp. 12–13, 18 Unit 2, pp. 64–73

Working in Groups

<ul style="list-style-type: none">• describe a variety of effective communication skills (e.g., active listening, giving and receiving feedback, negotiation, conflict resolution, consensus building)	Unit 2, pp. 78–97, 122–125
<ul style="list-style-type: none">• demonstrate use of effective communication skills in a variety of situations in school, at home, and in the community	Unit 2, pp. 78–79, 81, 85, 90, 94–95, 97, 122–125 Careers Toolkit, p. 110 Career Portfolio, pp. 139–140
<ul style="list-style-type: none">• identify positive teamwork skills (e.g., task assessment, conflict resolution, task assessment) and demonstrate the ability to use them effectively in a variety of settings	Unit 2, pp. 98–103
<ul style="list-style-type: none">• identify and explain ineffective leadership and teamwork skills	Unit 2, pp. 82–83, 98–101, 106–108
<ul style="list-style-type: none">• describe respectful and responsible behaviours that produce effective group results	Unit 2, pp. 89, 92–104

Exploration of Opportunities	
<p>Overall Expectations <i>By the end of the course, students will:</i></p> <ul style="list-style-type: none"> • demonstrate the ability to use a variety of resources to find information about learning, work, and community involvement opportunities • identify a broad range of options for present and future learning, work, and community involvement • demonstrate knowledge of selected fields of work, occupations, and workplace issues • describe trends in society and the economy that affect work 	<p>Unit 2, pp. 111–121, 128–130 Career Portfolio, pp. 139–140</p> <p>Unit 2, pp. 75, 109, 116–121, 128–130 Career Portfolio, pp. 139–140</p> <p>Unit 2, pp. 116–125, 136–137 End of Unit Activities, p. 138 Career Portfolio, pp. 139–140</p> <p>Unit 3, pp. 153–177 End of Unit Activities, p. 230</p>
Accessing and Managing Information	
<ul style="list-style-type: none"> • identify and describe an occupational classification system (e.g., National Occupational Classification) and identify occupational groups in this system that are of interest to them • demonstrate effective use of print, video, and computer-based resources to locate, select, and evaluate career-related information on the basis of identified criteria • identify questions that are appropriate for gathering relevant career-related information and use them effectively in information interviews with people in selected fields of work • demonstrate the ability to organize selected career information effectively using word-processing, database, spreadsheet, and information management software 	<p>Unit 2, pp. 116–121</p> <p>Unit 2, pp. 114–121, 136–137 Throughout, using Web site links End of Unit Activities, p. 138</p> <p>Unit 2, pp. 75, 122–125</p> <p>Unit 2, End of Unit Activities, p. 138 Career Portfolio, pp. 139–140</p>
Identifying Trends and Opportunities	
<ul style="list-style-type: none"> • identify and describe a variety of learning opportunities for secondary school students, including high school courses, community-based learning (e.g., school–work transition programs, community involvement, work experience, volunteering, cooperative education), and co-curricular activities • describe and compare a variety of post-secondary learning options, including university, college, apprenticeship, private training, distance education, and on-the-job training • identify a broad range of local and regional work opportunities • describe various forms of self-employment (including entrepreneurship), the characteristics of successfully self-employed people, and the advantages and disadvantages of self-employment as a career option • demonstrate understanding of how to maintain safety in the workplace and identify employees’ and employers’ rights and responsibilities 	<p>Unit 3, pp. 178–189 Careers Toolkit, p. 229</p> <p>Unit 2, pp. 128–130</p> <p>Unit 2, pp. 112–25</p> <p>Unit 3, pp. 162–163, 167–169, 175–176</p> <p>Unit 3, pp. 201, 221–225</p>

<ul style="list-style-type: none"> • demonstrate understanding of selected fields of work (e.g., telecommunications, finance, construction), including emerging trends, sample occupations, and ways that students can prepare for those fields 	Unit 2, pp. 122–125, 136–137
<ul style="list-style-type: none"> • identify and describe economic and societal trends (e.g., globalization, developments in information technology, emerging work style alternatives, changing demographics) 	Unit 3, pp. 146–152, 154–177 End of Unit Activities, p. 230
<ul style="list-style-type: none"> • demonstrate knowledge of selected occupations, including education/training requirements, duties, employment prospects, and the knowledge and skills valued by employers 	Unit 2, pp. 116–125, 136–137
<ul style="list-style-type: none"> • explain how economic and societal trends influence the way in which work is done, and the patterns of adult work life, and the growth and decline of various occupations and fields of work 	Unit 3, pp. 146–152, 154–177 End of Unit Activities, p. 230
Preparation for Transitions and Change	
Overall Expectations	
<i>By the end of the course, students will:</i>	
<ul style="list-style-type: none"> • demonstrate understanding of the processes of finding and creating work 	Unit 3, pp. 170–171, 175–176, 178–185, 188–220, 227–228 End of Unit Activities, p. 230
<ul style="list-style-type: none"> • demonstrate the ability to use marketing and networking strategies and to produce personal documentation (e.g., résumés, portfolios) in searching for work 	Unit 3, pp. 175–176, 178–182, 185–187
<ul style="list-style-type: none"> • use appropriate decision-making methods to set learning, community, and work goals and develop action plans 	Unit 2, pp. 102, 126–127, 131–135 Unit 3, pp. 174, 227–228 End of Unit Activities, p. 230
<ul style="list-style-type: none"> • identify changes taking place in their personal lives, their communities, and the economy and identify strategies to make transitions occur more smoothly 	Unit 3, pp. 146–152, 174–176
Managing Change	
<ul style="list-style-type: none"> • demonstrate understanding of <i>transitions</i> and <i>change</i> by identifying some of the personal and work-related transitions and changes that they, their families, and people in their communities have experienced (e.g., moving to a new country, losing a job, going to a new school) 	Unit 3, pp. 146–152, 154–177 Career Portfolio, pp. 231–232 End of Unit Activities, p. 230
<ul style="list-style-type: none"> • demonstrate understanding that career development is a lifelong process that will include transitions, changes, and lifelong learning 	Unit 3, pp. 172–177, 226–228
<ul style="list-style-type: none"> • identify effective and ineffective ways of dealing with transitions and change 	Unit 3, pp. 146–152, 175–176
Searching for Work	
<ul style="list-style-type: none"> • demonstrate an understanding of both the “open” (publicly advertised) and “hidden” (unadvertised) job market, and identify appropriate strategies to access each market 	Unit 3, pp. 178–179
<ul style="list-style-type: none"> • identify the types of summer or part-time jobs or self-employment options that would suit their personal interests and skills 	Unit 3, pp. 162–171, 174, 188, 226–228 Careers Toolkit, p. 229 End of Unit Activities, p. 230

<ul style="list-style-type: none"> • use a variety of resources appropriately to identify summer or part-time jobs in the “open” job market • identify their own network of contacts that could help them access the “hidden” job market, and explain the importance of personal networks • create effective résumés, cover letters, and thank-you letters for the work search process, using word-processing software and appropriate vocabulary and conventions • complete job applications effectively and without spelling or grammatical errors • demonstrate the ability to communicate their interest in a work opportunity effectively (e.g., on the telephone, in person, or through e-mail and the Internet) • identify common interview questions and demonstrate the ability to respond appropriately and effectively 	<p>Unit 3, pp. 178–188</p> <p>Unit 3, pp. 178–182</p> <p>Unit 3, pp. 190–202, 216–220 End of Unit Activities, p. 230</p> <p>Unit 3, pp. 190–192</p> <p>Unit 3, pp. 193–199, 203–220</p> <p>Unit 3, pp. 203–205, 208–215</p>
<p>Setting Goals and Planning Action</p>	
<ul style="list-style-type: none"> • demonstrate an understanding of how to use decision-making processes • articulate personal, community, and occupational goals and explain how these relate to their competencies, interests, and characteristics • articulate their learning goals, taking into consideration what they have learned about their learning preferences, strengths, needs, and interests, and the competencies needed for selected fields of work • identify several post-secondary education/training options that are suited to their competencies, interests and aspirations, and explain why they are appropriate • identify potential barriers that could interfere with the achievement of their goals and use problem-solving strategies to identify appropriate actions • produce a preliminary learning plan, to be included in their annual education plan, that identifies courses to be taken in school, activities in the school and community, and post-secondary education options that will help them achieve their goals 	<p>Unit 2, pp. 126–127, 131–132</p> <p>Unit 2, pp. 122–125, 133–135</p> <p>Unit 2, pp. 128–130, 133–137 Careers Toolkit, pp. 110, 229 Career Portfolio, throughout</p> <p>Unit 2, pp. 111–115, 128–130</p> <p>Unit 2, pp. 104–105, 131–135</p> <p>Unit 2, Career Portfolio, pp. 139–140 Career Portfolio Opportunities, throughout all activities Unit 3, pp. 226–228 Career Portfolio, pp. 231–232</p>