

e-Career Studies Course – “Oh, the Places You’ll Go!”

| Inquiry Question | Area of Learning (Knowledge and Skills) | e-Career Studies Unit of Study | e-Career Studies Course Learning Goals | Ontario Skills Passport |
|---|---|--------------------------------------|--|--|
| *Throughout all units in the course, students will continue to build on their Individual Pathway Plan. | | | | |
| Who Am I? | <p>Knowing Yourself To help answer the question “Who am I?”, students will:</p> <ul style="list-style-type: none"> identify the characteristics that describe who they are, and create and maintain a personal profile that reflects those characteristics (e.g., interests, strengths, intelligences, accomplishments, values, and skills, including the learning skills and work habits evaluated on the provincial report cards and the Essential Skills described in the Ontario Skills Passport); identify factors that have shaped who they are and that are likely to shape their profile over time; reflect on how the characteristics described in their profile influence their thoughts and actions, and how those thoughts and actions may in turn affect their development as a learner, their relationships, and their education and career/life choices. | Unit 1 – Determining the Destination | <p>Students will:</p> <ul style="list-style-type: none"> Identify and self-assess their strengths, next steps; your skills and abilities Discover which six learning skills and work habits are part of their strength profile and which LS/WH are areas that need to be further developed Use their strengths and skills to describe how and why they are meeting with success in specific areas of their life Describe the relationships between what they have identified as next steps and take actions to improve | <p>Students can:</p> <ul style="list-style-type: none"> Read descriptions of Essential Skills, skill levels and work habits. See a video clip for each Essential Skill and work habit. See videos that show how people use Essential Skills and work habits in the workplace and everyday life; use student worksheet to identify and describe how these skills were used in the videos. Search for tasks that show how people use their Essential Skills and work habits in work, learning and life; use student worksheets to identify and describe how they are using their Essential Skills and work habits. Choose a self-assessment, such as “Tasks I do in everyday life” to help learners get information on their Essential Skills and work habits (Part 1 of the self-assessment tool). Review the OSP Overview for Learners, including the <i>Five Key Approaches to Skills Development</i>. Use the SkillsZone games and interactive learning resources to enhance and demonstrate what they know about Essential Skills and work habits. |
| What are my Opportunities? | <p>Exploring Opportunities To help answer the question “What are my opportunities?”, students</p> | Unit 2 – Programming the journey | <p>Students will:</p> <ul style="list-style-type: none"> Use a variety of resources and tools to find fields of work that interest them | <p>Students can:</p> <ul style="list-style-type: none"> Search for sample tasks in over 400 |

| | | | | |
|---------------------------------|---|------------------------------|---|--|
| | <p>will:</p> <ul style="list-style-type: none"> • explore the concept of “opportunity” and how the choices they make can open pathways for them; • identify co-curricular and community-based opportunities (e.g., recreational, social, leadership, volunteer, part-time employment); • investigate a variety of fields of work, occupations, and jobs, as well as the potential impact of local and global trends (e.g., demographic, technological, economic, social) on the opportunities available to them; • investigate the preparation required for a variety of co-curricular and community-based opportunities, occupations, and jobs (i.e., acquiring the necessary experience, education/training, and specific skills, including the Essential Skills and work habits documented in the OSP) and how this preparation can be obtained. | | <ul style="list-style-type: none"> • Make connections between fields of work and their skills, interests, and strengths in order to determine their next steps • Develop job search skills • Demonstrate how career planning is a process that requires continuous reflection and adjustment | <p>OSP Occupational Profiles to see how people use their Essential Skills on the job. Get information on career planning, education and training and employment and volunteer opportunities.</p> <ul style="list-style-type: none"> • Use the <i>SpeakUp</i> Project Worksheet to track skills demonstrations in Community Involvement, volunteer opportunities (e.g. <i>SpeakUp</i> and <i>Students as Researchers</i> Projects) and extracurricular activities. |
| <p>Who do I want to become?</p> | <p>Making Decisions and Setting Goals</p> <p>To help answer the question “Who do I want to become?”, students will:</p> <ul style="list-style-type: none"> • identify the demands, rewards, and other features of the various opportunities they have explored, and reflect on the fit between those features and the characteristics they have described in their personal | <p>Unit 3 - Recalulating</p> | <p>Students will:</p> <ul style="list-style-type: none"> • Recognize and identify how people and events influence their life and their career planning process • Describe how life is full of transition and change • Use their Learning Skills and Work Habits, strengths and abilities to develop resilience in times of transition • Demonstrate how career planning is a process that requires continuous reflection and adjustment | <p>Students can:</p> <ul style="list-style-type: none"> • Compare self-assessment results to occupation(s) of interest (Part 2 of the self-assessment tool). • Choose activity sets to practice and build their Essential Skills. |

| | | | | |
|--|---|---|--|--|
| | <p>profile;</p> <ul style="list-style-type: none"> • based on the connections they identify, use a decision-making process to determine personal and interpersonal goals as well as education and career/life goals; • review and revise their goals in light of any changes that may arise in their personal profile and in the opportunities that are available to them. | | | |
| <p>What is my plan for achieving my goals?</p> | <p>Achieving Goals and Making Transitions</p> <p>To help answer the question “What is my plan for achieving my goals?”, students will:</p> <ul style="list-style-type: none"> • create a plan that identifies in detail the steps required to achieve the goals they have set; • identify the resources required to implement their plan; • identify potential obstacles and challenges they may encounter in implementing their plan, and devise possible solutions. | <p>Unit 4 – My Life, My Future, My Vision</p> | <p>Students will:</p> <ul style="list-style-type: none"> • Assess how their Learning Skills and Work Habits are developing and reflect this knowledge in your choices • Discover and understand their strengths and weaknesses through a variety of resources • Access and find information accessed and think critically about how this information is relevant to them • Plan multiple pathways that connect to who they are and could be • Recognize expected and unexpected change and transition • Identify and plan for a way to address potential barriers and challenges • Understand the effects of internal and external influences on their pathways | <p>Students can:</p> <ul style="list-style-type: none"> • Use the OSP Tracker to track and plan skills development. • Complete the OSP Reflection Work Sheet as part of their IPP process. • Create an OSP Transition Plan to identify opportunities to further develop their Essential Skills and work habits, including, including classroom, cooperative education and other experiential learning opportunities, Specialist High Skills Major and Ontario Youth Apprenticeship Programs, Community Involvement, volunteer opportunities (e.g., <i>SpeakUp</i> and <i>Students as Researchers</i> Projects), extracurricular activities and part-time and summer work. • Keep all OSP documentation in their IPP and use this information to: <ul style="list-style-type: none"> - make decisions regarding courses, programs, post-secondary pathways and careers and; - create a résumé and cover letter, conduct job searches and prepare for job interviews. |

