

## **GWL30 – Designing Your Future**

### **GENERAL INFORMATION**

Course Title: Designing Your Future

Course Code: GWL30

Grade: 11

Course Type: Open

Credit Value: 1

Prerequisite: None

Curriculum Policy Document: Guidance and Career Education, The Ontario Curriculum, Grades 11 and 12, 2006 (Revised)

Department: Guidance and Career Education

Course Developer: Pam Turnbull and Jacquie Latham

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Revision Date: N/A

### **COURSE DESCRIPTION**

This course prepares students to make successful transitions to postsecondary destinations as they investigate specific postsecondary options based on their skills, interests, and personal characteristics. Students will explore the realities and opportunities of the workplace and examine factors that affect success, while refining their job-search and employability skills. Students will develop their portfolios with a focus on their targeted destination and develop an action plan for future success.

## OVERALL EXPECTATIONS

### 1. Personal Knowledge and Management Skills

- Analyze their personal characteristics, strengths, interests, skills, and competencies to determine career-related goals;
- Maintain a portfolio for use in career planning that provides up-to-date evidence of knowledge, skills, interests, and experience;
- Demonstrate an understanding of the personal-management skills, habits, and characteristics that could contribute to success in their selected postsecondary destinations and independent adult life.

### 2. Interpersonal Knowledge and Skills

- Demonstrate interpersonal and teamwork skills required for success in their school, work, and community activities;
- Demonstrate an understanding of the elements of group dynamics in a variety of settings;
- Explain ways in which they can make a contribution to their communities and ways in which the community can assist them with career planning.

### 3. Exploration of Opportunities

- Use research skills and strategies to gather and interpret relevant information about work and learning opportunities;
- Analyze emerging social and economic trends and their impact on individuals, workplaces, and career opportunities;
- Describe, on the basis of research, opportunities in various occupational sectors and explain the requirements and challenges of selected occupations;
- Demonstrate an understanding of types of workplaces, their related workplace issues, and legislation governing the workplace.

### 4. Preparation for Transitions and Change

- Demonstrate an understanding of the transition process and the strategies used to facilitate change;
- Demonstrate effective use of a variety of strategies and resources for finding work and creating work;
- Apply goal-setting and action-planning processes to prepare for the transition from secondary school to their first postsecondary destination and for future transitions in their career.

## OUTLINE OF COURSE CONTENT

Unit	Titles and Descriptions	Time
Unit 1	Who Am I?	25 hours
Unit 2	What Are My Opportunities	25 hours
Unit 3	Who Do I Want to Become?	25 hours
Unit 4	What is My Plan for Achieving My Goals?	25 hours
	Final Evaluation – Individual Growth Plan – Portfolio Assessment	10 hours
	<b>Total</b>	<b>110 hours</b>

## TEACHING / LEARNING STRATEGIES

A variety of teaching and learning strategies are used in this course to meet the needs of a diverse range of learners.

Information & Socratic Videos	Role play	Check-Up Quizzes
Student Feedback Forms	Presentations	Image Captions
Graphic Organizers	Prezi/PowerPoint	Peer and Self-Assessment
Discussion Forums	Authentic Document Use	Independent Reading
Scenarios/Case Studies	Journal Reflections	Audio casts
Interactive Video Tools	My Blueprint Portfolio Tool	Note making
Choose Your Own Adventure -	My Blueprint Assessment Tools	Cover Letter/Resume writing
Learning Modules	Web Research	Experiential Learning
Brainstorming		

## STRATEGIES FOR ASSESSMENT AND EVALUATION OF STUDENT PERFORMANCE

We believe that the goal of assessment and evaluation is to support and enhance student learning. Our academic program exposes students to a variety of assessment and evaluation methods and techniques at all grade levels to encourage the development of critical thinking skills, creative problem solving and meaningful learning experiences.

Assessment for Learning	Assessment as Learning	Assessment of Learning
<b>Student Product</b> <ul style="list-style-type: none"> <li>Quizzes</li> <li>My Blueprint Assessment Tools</li> </ul>	<b>Student Product</b> <ul style="list-style-type: none"> <li>Image Captioning</li> <li>Quizzes</li> <li>Pre-Submission Reviews (Rough Draft)</li> <li>Journal reflection feedback</li> <li>My Blueprint Assessment Tools</li> <li>Setting and Tracking of Personal Goals</li> </ul>	<b>Student Product</b> <ul style="list-style-type: none"> <li>Assignments</li> <li>Tests</li> <li>Portfolio</li> <li>Presentations</li> <li>Letters/Documents/Resume</li> <li>Audio/Video Files</li> </ul>

	<ul style="list-style-type: none"> <li>• Padlet content</li> <li>• Experiential Learning reflections</li> <li>• Learning Logs</li> <li>• Role Play</li> </ul>	<ul style="list-style-type: none"> <li>• Case Studies/Scenarios</li> <li>• Journal reflections</li> </ul>
<b>Observation</b> <ul style="list-style-type: none"> <li>• Skype Sessions</li> <li>• Observation of Discussion Forum participation and submissions</li> </ul>	<b>Observation</b> <ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Presentations</li> </ul>	<b>Observation</b> <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Audio Files</li> <li>• Video Files – Interviews, Role Play</li> </ul>
<b>Conversation</b> <ul style="list-style-type: none"> <li>• Student/Teacher conferences (checklist)</li> </ul>	<b>Conversation</b> <ul style="list-style-type: none"> <li>• Student/Teacher conferences (checklist)</li> <li>• Small Group Discussion (checklist)</li> <li>• Pair Work (checklist)</li> </ul>	<b>Conversation</b> <ul style="list-style-type: none"> <li>• Student/Teacher conferences (checklist)</li> </ul>

## FINAL GRADE

The percentage grade represents the quality of the students' overall achievement of the expectations for the course and reflects the corresponding achievement as described in the achievement chart for the Ontario Secondary School Literacy Course.

1. Term work will be 70% of the overall grade for the course;
2. The summative evaluations will be 30% of the overall grade, incorporating a final written examination.

## Achievement Categories

CRITERIA	STRATEGY	PERCENTAGE
Knowledge and Understanding	The ability to demonstrate thorough knowledge and understanding of the topics covered. Usually students demonstrate knowledge by explaining concepts, theories or terms.	20%
Thinking and Inquiry	The ability to use past knowledge to make connections and extensions to create new knowledge. Usually students demonstrate thinking through problem solving and creating new ideas and/or theories.	25%
Communication	The ability to use the five pillars of literacy to communicate a concept, idea or theory to others. Usually students will demonstrate proper communication skills through reading, writing, speaking, viewing and representing.	25%
Application	The ability to use the theory, concepts and knowledge acquired and apply it to experiences, new situations and different tasks. Usually, students will demonstrate application through performing tasks like cases, plans, situational analyses, etc.	30%

## Achievement Chart

*A Summary Description of Achievement in Each Percentage Grade Range and Corresponding Level of Achievement*

Percentage Grade Range	Achievement Level	Summary Description
80–100%	Level 4	A very high to outstanding level of achievement. Achievement is above the provincial standard.
70–79%	Level 3	A high level of achievement. Achievement is at the provincial standard.
60–69%	Level 2	Moderate level of achievement. Achievement is below, but approaching the provincial standard.
50–59%	Level 1	A passable level of achievement. Achievement is below the provincial standard
Below 50%	Level R	Insufficient achievement of curriculum expectations. A credit will not be granted

## REQUIRED RESOURCES FOR THE STUDENT:

- GWL30 online course of study
- Computer with internet access
- Access to myBlueprint planner

## PROGRAM PLANNING CONSIDERATION

### Role of Technology in the Curriculum

Rosedale Academy courses leverage the power of information and communication technologies to provide rich, dynamic learning experiences. Students explore, evaluate and create concepts and works using a wide array of digital tools. They demonstrate their learning through text, video, voice and visual assignments that teach multi-literacy and media skills. Students also enhance their computer and technology skills in ways that are useful for their future academic and personal pursuits.

Teachers at Rosedale Academy get to know their learners, provide rich, descriptive feedback and assess student contributions and products AS, FOR and OF learning through digital technologies. They enable rapid feedback and communication at any time without borders in our global community.

Tool	Use	Benefit
<b>Discussion forums</b>	Whole class discussion (written)	Creates a record of each student's contributions
<b>Live Skype sessions</b>	Toronto teacher leads the lesson with students as a class	Observations of whole class and individual students
<b>Glossary</b>	Vocabulary reference and recording	Allows students to reference key course vocabulary and make contributions to help other students
<b>Image Caption</b>	Students write captions on images and the image is shared with all students	Enhances thinking skills and allows for peer assessment as learning
<b>Thinglink</b>	Annotation of images and text	Allows students to comment and annotate text to improve critical reading skills and complete activities

<b>Padlet</b>	Bulletin board activities showing content found around the internet	Allows a space for collaborative research for students and an opportunity to share ideas and resources
<b>Group activities</b>	Small group collaboration and discussion (written)	Encourages student participation; creates a record
<b>Brainstorming Lists</b>	Allows students to brainstorm together by adding words/phrases to a list or lists that dynamically adds student contributions	Quick and live updates. Can be used like a live chat with all students. Allows for peer assessment as learning.
<b>Peer Teaching</b>	Students research a given topic and share their findings and opinions with other students.	Fosters discussion between students and allows for content to be learned and expressed from a student perspective
<b>Voice Thread</b>	Whole Class Discussion Voice response Presentation Socratic Instruction	Creates a foundation for rich interactive oral language activities
<b>Interactive Video's – Articulate Choose Your Own Adventure Modules</b>	Utilizes a story telling mode to guide students through the course content	Allows for differentiation as students choose different interactive elements Engaging as it relates directly to the story of student's life. Requires decision making skills

## English as a Second Language

Rosedale Academy provides students with comprehensive ESL support to enhance their proficiency with the English language.

- All Rosedale Academy instructional materials and resources are designed with English Language Learners in mind. Online and face-to-face instructional resources make use of differentiated learning methods and carefully structured language. These resources support English language development as students are taking credit courses in all academic fields.
- Teachers at Rosedale Academy provide a variety of accommodations for English Language Learners. These accommodations include: extended time for tests and exams; chunking of assignments and tests; a safe space for asking questions; formative feedback; mini-lessons in spelling, sentence structure and grammar; and access to ESL resources and expert discussion.
- The self-paced delivery method of this course allows students to take the time that they require to engage in meaningful participation while still enjoying the enriching experience of working in an online global classroom.
- All teachers at Rosedale Academy are responsible for helping students to develop their ability to use English in academic courses.

## Academic Integrity

Students are expected to maintain high standards of honesty and academic integrity throughout their participation in all courses. This includes avoiding any instance of fraud, plagiarism and cheating. Rosedale Academy takes the following steps to ensure academic integrity:

- Students provide photo identification
- Course assignments include audio and video components
- Teachers Skype weekly with their classes
- Students are encouraged and supported to develop original work
- Exams are proctored by adults in trusted positions

When a teacher has reasonable grounds to believe that a student has violated these standards, the school principal will review the incident and, if needed, enforce disciplinary procedures. More information about *Academic Honesty* may be found in section 5.3 of the school calendar.

### **Late and Missed Assignment**

Independent students have up to 12 months to complete a course. There are no set deadlines for course assignments. Students can proceed through each course at their own pace, but all course requirements must be completed prior to writing their final exam. Cohort students follow a schedule in each course. This schedule specifies the due dates for all assignments. Students may request an extension if they are unable to meet a specific due date. Rosedale Academy reserves the right to deny any request. Late or missed assignments are not accepted without a valid reason.

### **SUGGESTED RESOURCES FOR THE STUDENT:**

#### **Electronic:**

##### **My Blueprint assessment and research tool**

<http://www.myblueprint.ca/>

##### **What's Next Guide**

<http://www.whatsnextguide.ca/>

##### **Einfo**

<http://www.electronicinfo.ca/>

##### **Passport to Safety**

<https://passporttosafety.parachutecanada.org/>

##### **Labour Market Indicators - Various Websites**

<http://www.tcu.gov.on.ca/eng/labourmarket/>

<http://www.servicecanada.gc.ca/eng/about/publication/jobseek/lminfo.shtml>