



Insight Academy of Canada

Course Outline

Course Title	Designing Your Future, Grade 11, Open (GWL30)
Grade	11
Course Type	University
Course Code	GWL30
Credit Value	1.0
Curriculum Policy Documents	The Ontario Curriculum, Grade 11 and 12: Guidance and Career Education, 2006 (revised) Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010
Prerequisite(s)	None

Course Description/Rationale

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 Curriculum Expectations

A. Personal Knowledge and Management Skills By the end of the course, students will:	
A1	Analyze their personal characteristics, strengths, interests, skills, and competencies to determine career-related goals;
A2	Maintain a portfolio for use in career planning that provides up-to-date evidence of knowledge, skills, interests, and experience;
A3	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.
B. Interpersonal Knowledge and Skills By the end of the course, students will:	
B1	Demonstrate interpersonal and teamwork skills required for success in their school, work, and community activities;
B2	Demonstrate an understanding of the elements of group dynamics in a variety of settings;
B3	Explain ways in which they can make a contribution to their communities and ways in which the community can assist them with career planning.
C. Exploration of Opportunities By the end of the course, students will:	
C1	Use research skills and strategies to gather and interpret relevant information about work and learning opportunities;
C2	Analyze emerging social and economic trends and their impact on individuals, workplaces, and career opportunities;
C3	Describe, on the basis of research, opportunities in various occupational sectors and explain the requirements and challenges of selected occupations;
C4	Demonstrate an understanding of types of workplaces, their related workplace issues, and legislation governing the workplace.
D. Preparation for Transitions and Change By the end of the course, students will:	

D1	Demonstrate an understanding of the transition process and the strategies used to facilitate change;
D2	Demonstrate effective use of a variety of strategies and resources for finding work and creating work;
D3	Apply goal-setting and action-planning processes to prepare for the transition from secondary

Outline of Course Content

Unit No.	Unit Title	Instructional Time	Overall Expectations
1	Course Introduction	5 hours	A1, A3, B1, C1
2	Personal Profile	20 hours	A1, A2, A3, B2, C2, C3
3	How do I interact with others?	20 hours	A2, A3, B1, B2, B3, C3, D3
4	Opportunities: What's Possible? What's Right For Me?	24 hours	A2, B2, C2, C3, D2, D2
5	What's the Plan? Prepare for Action	18 hours	A2, A3, B3, D1, D2
6	What's Happening in the World of Work?	13 hours	A2, A3, B3, C2, C4, D1, D2
7	Culminating Activity: Final Evaluation	10 hours	All
Total Instructional Time		110 HOURS	

Unit Descriptions

The entire course is delivered online

Unit 1: Course Introduction

In this unit, students develop a broadly focused vision of their future and learn about the career planning steps that will assist them in achieving their future goals. Specifically, they will examine myths and facts about career planning. Students will review the terminology of career planning and begin to articulate their dreams for their future as they develop their understanding of the steps that need to be taken to get there.

Overall and Specific Expectations: A1, A3, B1, C1

Unit 2: Personal Profile

This unit is designed to help students take an in-depth look at the marvelous people they are and

can be. No matter what students end up doing, it will still be them doing it. So, the more students know about themselves, the better choices they will make; and the better choices they make, the happier they will be doing whatever they decide in their lives and work. From multiple intelligences, to learning styles, to skills and values students will finish the unit with a deeper understanding of who they are and therefore where they are heading.

Overall and Specific Expectations: A1, A2, A3, B2, C2, C3

Unit 3: How do I interact with others?

This unit focuses on the interpersonal and teamwork skills that contribute to success in all areas of one's life: postsecondary education and training, the world of work, personal relationships, and in the community. Students transfer this knowledge to the realm of responsible behaviour at school and in the world outside of school, while also looking at how to avoid and deal with difficult situations. By the end of the unit, students know how they can make contributions to their communities, and likewise, how they can access community resources to reach their personal and career goals.

Overall and Specific Expectations: A2, A3, B1, B2, B3, C3, D3

Unit 4: Opportunities: What's Possible? What's Right For Me?

This unit provides opportunities for students to explore print, electronic and human resources effectively to conduct research into various workplace and learning opportunities. They identify and explain the impact of economic and societal trends, and make predictions about future developments. Students identify fields of work in geographic and employment-related contexts. They describe and assess opportunities for work. They explore businesses and organizations of many types, along with the effects of labour unions and government legislation.

Overall and Specific Expectations: A2, B2, C2, C3, D2, D2

Unit 5: What's the Plan? Prepare for Action

In this unit, students reflect on the transitions and changes they may face in the future. Various strategies are introduced to effectively prepare for change in their career/life plan. The students continue to develop their portfolios as they produce effective, up to date resumes and cover letters. They gain practical experience in job searching and interview skills. The students design an action plan and back-up plan, outlining how they will accomplish their work, education/training, leisure and community involvement goals.

Overall and Specific Expectations: A2, A3, B3, D1, D2

Unit 6: What's Happening in the World of Work?

In this unit students learn about the realities of the workplace and future jobs while refining their job search and employability skills through community-based learning. Students will learn about the trends in the world of work and continue to explore what their future goals will be.

Overall and Specific Expectations: A2, A3, B3, C2, C4, D1, D2

Culminating Activity: Final Evaluation

This project is worth 30% of the final grade. This final project is designed to organize the students' completed assignments and reflect upon their learning. The students will finalize their Personal Portfolio to take with them and utilize in their future career and education planning.

Overall and Specific Expectations: A1-D3

Teaching and Learning Strategies

Effective instruction is key to student success and students learn best when they are engaged in a variety of ways of learning. Teachers at Insight Academy of Canada (IAC) provide numerous opportunities and use a variety of instructional, assessment, and evaluation strategies to help students develop skills of inquiry, problem solving, and communication as they investigate and learn fundamental concepts. The activities offered enable students not only to make connections among these concepts throughout the course but also to relate and apply them to relevant societal, environmental, and economic contexts. Opportunities to relate knowledge and skills to these wider contexts will motivate students to learn and to become lifelong learners.

Each unit of the course contains a Unit Overview, a number of Lessons, and Assignments. Lessons are delivered through the following format.

- **Mind on.** Students are introduced to the content through a variety of exploratory and instructional strategies including watching videos, films, discussions, and reading a variety of resources.
- **Actions.** Students practice and apply their new learning through written responses. Students are actively engaged in their assessment process as they monitor their own learning to determine their next steps and set individual learning goals.
- **Consolidation.** Students are provided opportunities to demonstrate what they have learned through independent practice, reflection assignments, and discussion posts and an exit card.
- **Extension Activities.** Students study extra lesson resources, complete homework assignment, and response to teacher's follow-up questions to expand their learning and prepare for unit test.

Along with some of the strategies noted in the assessment and evaluation strategies s below, teaching and learning strategies will include:

- **Activity Based Strategies:** Student completes assigned activities reflecting the learning goals of the course
- **Cooperative Strategies:** Small group learning providing high levels of student engagement and interdependence through discussion posts/student feedback/debates
- **Direct Instruction Strategies:** Teacher guided instruction on areas for student improvement based on chats, office hours, assignment feedback
- **Independent Learning Strategies:** Students analyze their own strengths and weaknesses through self-assessment
- **Technology and Media Based Applications:** Integrating technology into the course when appropriate is proving to be valuable for enhancing and extending the learning experience for faculty and students.
- **Thinking Skills Strategies:** Independent generation of best learning practices and characteristics
- **Inquiry Research Mode:** Detailed steps focused upon using sources properly in own work and through feedback from teacher and peer

Activity Based Strategies <ul style="list-style-type: none"> • Panel discussion • Online videos • Articles • Online research 	Cooperative Strategies <ul style="list-style-type: none"> • Structured Discussion Posts • Peer Commentary • Peer interactive communication • Peer Editing 	Direct Instruction Strategies <ul style="list-style-type: none"> • Lecture • Review • Articles/Videos • Worksheets
Independent Learning	Technology and Media	Thinking Skills Strategies

Strategies <ul style="list-style-type: none"> • Homework Q&A • Report • Note taking • Discussion Posts • Online Research • Summary Review Worksheets • Online research • Exit Card • Self-assessment 	Based Applications <ul style="list-style-type: none"> • Homework Q&A online submissions • Independent Reading • Videos Q&A • Discussion Posts • Online Research 	<ul style="list-style-type: none"> • Sharing opinions/offering commentary • Brainstorming • Questionnaires/self-reflection • Problem Solving • Case Study Analysis • Oral Explanation • Applications to current events/real companies of their choice • Self-reflection/time management techniques
Inquiry Research Mode <ul style="list-style-type: none"> • Research Process • Dialogues with Teacher & Peers 		

Strategies for Assessment & Evaluation of Student Performance

Insight Academy of Canada's (IAC) Assessment and Evaluation policy is aligned with the Ministry of Education's Growing Success policy document which outlines the assessment, evaluation, and reporting policies and practices in Ontario schools.

Basic Considerations

The primary purpose of assessment and evaluation is to improve student learning. Assessment is the process of gathering information from a variety of sources that accurately reflects how well a student is achieving the curriculum expectations in a course. Evaluation refers to the process of judging the quality of student learning on the basis of established performance standards, and assigning a value to represent that quality.

In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, IAC teachers will use assessment and evaluation strategies that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning

Evaluation and Reporting of Student Achievement

Insight Academy of Canada's (IAC) will use the Provincial Report Card, Grades 9–12, for formal written reports to students and parents two times a semester. The report card provides a record of the student's achievement of the curriculum expectations in the course, at particular points in the school year or semester, in the form of a percentage grade. The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline.

A final grade is recorded for the course, and a credit is granted and recorded for the course in which the student's grade is 50% or higher. The final grade for the course will be determined as follows:

- Seventy per cent of the grade will be based on evaluations conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.
- Thirty per cent of the grade will be based on a final evaluation in the form of an examination and administered at the end of the course.

Assessment and Evaluation Categories and Weights			
Achievement Categories	Percent	Evaluation for Final Grade	Percent
Knowledge/Understanding	25%	Term Work	70%
Inquiry/Thinking	25%		
Communication	25%	Final Evaluation	30%
Application	25%		

Reporting on Demonstrated Learning Skills & Work Habits

The report card provides a record of the learning skills demonstrated by the student in every course, in the following six categories: Responsibility, Organization, Independent Work, Collaboration, Initiative & Self-regulation. These learning skills and work habits are evaluated using a four-point scale (E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement). The separate evaluation and reporting of the learning skills and work habits in these six areas reflect their critical role in students' achievement of the curriculum expectations. To the extent possible, the evaluation of learning skills and work habits, apart from any that may be included as part of a curriculum expectation in a course, should not be considered in the determination of percentage grades.

In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, IAC teachers use a variety of strategies throughout the course.