

THE ONTARIO CURRICULUM

GRADES 9–12

Guidance and Career Education

This file is an extract and may not reflect or represent the full Ontario Curriculum.

The Ontario Public Service endeavours to demonstrate leadership with respect to accessibility in Ontario. Our goal is to ensure that Ontario government services, products, and facilities are accessible to all our employees and to all members of the public we serve. This document, or the information that it contains, is available, on request, in alternative formats. Please forward all requests for alternative formats to ServiceOntario at 1-800-668-9938 (TTY: 1-800-268-7095).

© King's Printer for Ontario, 2024

With the exception of the **Grade 10 Career Studies course, 2024 (GLC20)**, the 2006 Guidance and Career Education documents for Grades 9–10 and Grades 11–12 remain in effect. All other courses will continue to be based on the curriculum expectations outlined in those documents.

Contents

GLC20 - Career Studies (effective beginning in the 2024-25 school year), Grade 10.....	4
Introduction	4
Expectations by strand.....	13
A. Developing the Skills, Strategies, and Habits Needed to Succeed.....	13
B. Exploring and Preparing for the World of Work.....	14
C. Planning and Financial Management to Help Meet Postsecondary Goals	16
Information for parents	17
Resources.....	17

Une publication équivalente est disponible en français sous le titre suivant : Le curriculum de l'Ontario, de la 9^e à la 12^e année – Orientation et formation au cheminement de carrière

GLC20 - Career Studies (effective beginning in the 2024-25 school year), Grade 10

Open

Issued: 2024

This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends, and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school.

Prerequisite: None

Introduction

This curriculum policy presents the revised and updated curriculum expectations for the compulsory Grade 10 Career Studies course (GLC20). This revised course supersedes the course outlined in *The Ontario Curriculum, Grade 10: Career Studies, 2019*. Effective September 2024, the Grade 10 Career Studies course implemented in all Ontario secondary schools will be based on the expectations outlined in this curriculum policy.

Educators should be aware that, with the exception of this course, the 2006 Guidance and Career Education document for Grades 9 and 10 remains in effect. The Grade 9 course Learning Strategies I: Skills for Success in Secondary School (GLS10, GLE10, GLE20) and the Grade 10 course Discovering the Workplace (GLD20) will continue to be based on the curriculum expectations outlined in that curriculum document.

Vision of the Revised Career Studies Course

To prepare students for the future, it is necessary to empower them to take an active role in finding their path in the world of work and the community. With the rapid pace of technological, social, and cultural change in today's global economy and with new understandings of what a career looks like in this context, it is more important than ever that students be supported in their transition from

secondary school to their initial postsecondary destination, whether in apprenticeship training, college, community living, university, or the workplace. Thoughtful and intentional education and career/life planning that involves both parents¹ and educators is essential in ensuring that students make well-informed decisions as they look ahead. It is also important that students learn about the fundamentals of financial management, so that they can be informed about and responsible for the implications of their decisions, and better managers of their own lives.

The revised Career Studies course will enable students to consolidate and share what they have learned in the four areas of learning of the education and career/life planning framework – Knowing Yourself, Exploring Opportunities, Making Decisions and Setting Goals, and Achieving Goals and Making Transitions – at a key time in their education. While exploring the career opportunities that are available to them, their own interests, values, and goals, and their particular pathway options, students will also learn about the skills, strategies, and resources that can help them adapt to change and challenges and become lifelong learners.

Elements of the Career Studies Course

Curriculum Expectations and Supporting Elements

Mandatory learning is described in the overall and specific expectations of each strand. The overall expectations describe in general terms the skills and knowledge that students are expected to demonstrate by the end of each course. The specific expectations describe the expected skills and knowledge in greater detail.

Supporting elements – examples, teacher prompts, and instructional tips – are included for many of the specific expectations. These are offered strictly as illustrations for teachers. *They do not represent mandatory learning*, and they are not meant to be exhaustive. The examples are meant to clarify the requirement specified in the expectation, illustrating the kind of skill or knowledge, the specific area of learning, the depth of learning, and/or the level of complexity that the expectation entails. The “teacher prompts” are sample guiding questions that can lead to discussion and promote deeper understanding, and the “instructional tips” are intended to support educators in delivering instruction related to the knowledge and skills set out in the expectations.

Strands

The expectations for this course are organized into three distinct but related strands. Strand A, which focuses on developing the skills and habits students need for success in planning and in meeting their goals, must not be seen as independent of the other strands: Instruction and learning related to the

¹ The word “parent(s)” is used in this document to refer to parent(s) and guardian(s). It may also be taken to include caregivers or close family members who are responsible for raising the child.

expectations in strand A are to be interwoven with instruction and learning related to expectations in strands B and C, and students' achievement of the expectations in strand A must be assessed and evaluated throughout the course.

Strand A. Developing the Skills, Strategies, and Habits Needed to Succeed

- This strand outlines student learning about the skills, strategies, and habits that will contribute to long-term individual success and well-being. Students will develop decision-making strategies and apply them throughout the course. They will also focus on skills and strategies that support adaptability and resilience.

Strand B. Exploring and Preparing for the World of Work

- Students explore the changing nature of work and the transferable skills they need to pursue work opportunities, with a focus on opportunities in key growth areas. They investigate how digital media use and a social media presence can influence their career/life opportunities. They assess and reflect on their own skills, values, and interests, developing a personal profile and taking it into account in their education and career/life planning, and they explore opportunities within their own communities and beyond.

Strand C. Planning and Financial Management to Help Meet Postsecondary Goals

- In this strand, students apply information gathered throughout the course to set a goal (or goals) for their first year after secondary school. They develop an initial plan for fulfilling their goal(s), and then consolidate their discoveries and learning by preparing various materials related to applying for a job, internship, apprenticeship, scholarship, education or training program, or other next step of their choice. Learning in this strand develops students' financial literacy, teaching them about the importance of responsible management of financial resources. Among other things, they learn about the different forms of saving and borrowing and the risks and benefits associated with each as they create a budget for their first year after secondary school.

Some Considerations for Program Planning

Outlined below are some policy considerations that are of particular importance to program planning for the Career Studies course. For more information about considerations for program planning, educators should refer to "Some Considerations for Program Planning" in [*The Ontario Curriculum, Grades 11 and 12: Cooperative Education, 2018*](#).

Education and Career/Life Planning

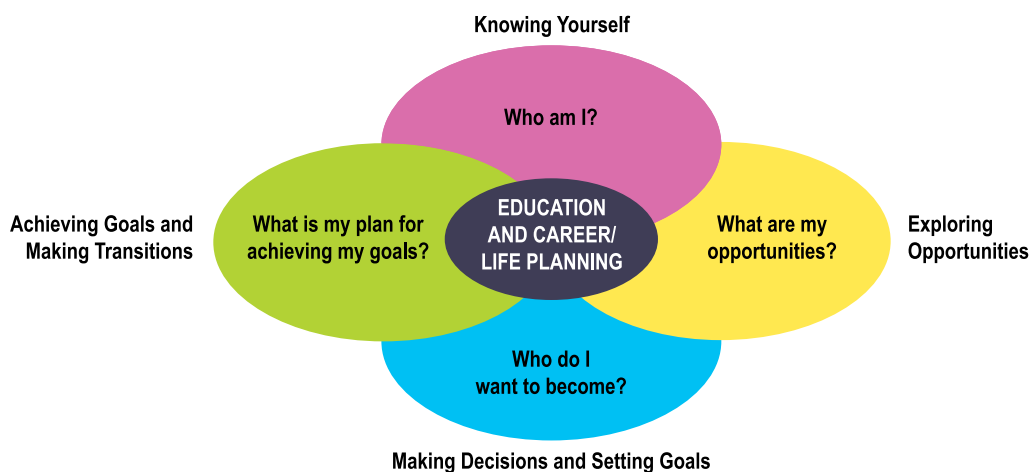
The curriculum expectations in Career Studies provide opportunities for educators to relate classroom learning to the education and career/life planning policy outlined in [*Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools – Policy and Program Requirements, Kindergarten to Grade 12, 2013*](#). This policy, which is designed to prepare students for success in school, work, and life, identifies the following goals for students in Kindergarten to Grade 12:

- ensure that all students develop the knowledge and skills they need to make informed education and career/life choices;
- provide classroom and school-wide opportunities for this learning; and
- engage parents and the broader community in the development, implementation, and evaluation of the program, to support students in their learning.

The intent of the program is to ensure that students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, college, community living, university, or the workplace, and with confidence in their ability to implement, and revise or adapt, their plan throughout their lives as they and the world around them change.

The framework of the program is a four-step inquiry process based on four questions linked to four areas of learning:

1. Knowing Yourself – Who am I?
2. Exploring Opportunities – What are my opportunities?
3. Making Decisions and Setting Goals – Who do I want to become?
4. Achieving Goals and Making Transitions – What is my plan for achieving my goals?



Classroom teachers support students in education and career/life planning by providing them with learning opportunities, filtered through the lens of the four areas of learning, that allow them to apply subject-specific knowledge and skills; explore subject-related education and career/life options; and become competent, self-directed planners. Students reflect on and consolidate their learning in an Individual Pathways Plan (IPP), which typically contains: a record of their initial postsecondary destination, whether in apprenticeship training, college, community living, university, or the workplace,

and of their other postsecondary goals or plans; a detailed plan for completing the courses and experiences required to achieve their goals; and strategies to support the plan, overcome obstacles and challenges, and access the resources and assistance needed. Students' work in the Career Studies course can inform the development of their IPP, and vice versa.

Experiential Learning in Career Studies

The Career Studies course helps prepare students for the world of work, supporting their exploration of different kinds of work in different fields as well as their development of transferable skills. Experiential learning opportunities help broaden students' knowledge of themselves and of career opportunities in a wide range of fields.

Planned learning experiences in the community, including job shadowing and job twinning, field trips, work experience, and cooperative education, provide students with opportunities to see the relevance of their classroom learning in a work setting, make connections between school and work, and explore a career of interest as they plan their pathway through secondary school and on to their postsecondary destination. Through experiential learning, students develop the skills and work habits required in the workplace and acquire a direct understanding of employer and workplace expectations. In addition, experiential learning helps students develop self-knowledge and awareness of opportunities – two areas of learning in the education and career/life planning program outlined in [*Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools – Policy and Program Requirements, Kindergarten to Grade 12, 2013*](#).

Assessment, Evaluation, and Reporting of Student Achievement in Career Studies

For information about assessment, evaluation, and reporting of student achievement, educators should refer to [*Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010*](#). This document sets out the provincial assessment, evaluation, and reporting policy. The policy aims to maintain high standards, improve student learning, and benefit students, parents, and teachers in elementary and secondary schools across the province. Successful implementation of this policy depends on the professional judgement² of educators at all levels as well as on their ability to work together and to build trust and confidence among parents and students.

² "Professional judgement", as defined in [*Growing Success \(p. 152\)*](#), is "judgement that is informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning. In professional practice, judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction".

Major aspects of assessment, evaluation, and reporting policy are summarized in the main [Assessment and Evaluation](#) section. The key tool for assessment and evaluation in Career Studies - the achievement chart - is provided below.

The Achievement Chart for Career Studies

The achievement chart provided here has been updated and adapted from the discipline achievement chart given in the *Guidance and Career Education* document (2006) for use with the revised Career Studies course.

Knowledge and Understanding – Knowledge of subject-specific content of the course, and understanding of its meaning and significance				
Categories	50 – 59% (Level 1)	60 – 69% (Level 2)	70 – 79% (Level 3)	80 – 100% (Level 4)
The student:				
Knowledge of content (e.g., information, terminology, vocabulary)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content (e.g., skills, processes, concepts, strategies)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking – The use of critical and creative thinking skills and/or processes				
Categories	50 – 59% (Level 1)	60 – 69% (Level 2)	70 – 79% (Level 3)	80 – 100% (Level 4)
The student:				
Use of planning skills (e.g., setting goals, gathering and organizing information and ideas)	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., analysing, reflecting, revising, refining, evaluating, extending, integrating, and detecting point of view and bias)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., use of decision-making, research and inquiry, problem-solving, and metacognition processes)	uses critical/creative thinking processes with limited effectiveness	uses critical/creative thinking processes with some effectiveness	uses critical/creative thinking processes with considerable effectiveness	uses critical/creative thinking processes with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
Categories	50 – 59% (Level 1)	60 – 69% (Level 2)	70 – 79% (Level 3)	80 – 100% (Level 4)

	The student:			
Expression and organization of ideas and information (e.g., clarity of expression, logical organization) in oral, visual, and/or written forms (e.g., interviews, presentations, portfolios, graphic organizers, posters, letters, résumés, emails)	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness
Communication for different audiences (e.g., peers, adults, potential employers) and purposes (e.g., to inform, to persuade, to solve problems) in oral, visual, and/or written forms	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions (e.g., style, format, level of language, forms of address), vocabulary, and terminology of the career sector of interest to the student in oral, visual, and/or written forms	uses conventions, vocabulary, and terminology with limited effectiveness	uses conventions, vocabulary, and terminology with some effectiveness	uses conventions, vocabulary, and terminology with considerable effectiveness	uses conventions, vocabulary, and terminology with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
Categories	50 – 59% (Level 1)	60 – 69% (Level 2)	70 – 79% (Level 3)	80 – 100% (Level 4)
	The student:			
Application of knowledge and skills (e.g., education and career/life planning, goal setting, use of technology) in familiar contexts	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., transferable skills, education and career/life planning) to new contexts (e.g., refining and extending skills in authentic classroom scenarios)	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness

Making connections within and between various contexts <i>(e.g., between learning in the course and the development of their Individual Pathways Plan (IPP); within and between courses; between learning in school, personal experiences, and future opportunities)</i>	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness
--	--	---	---	---

[The Achievement Chart for Career Studies](#)

Expectations by strand

i **New for 2024**

Revised specific expectation A1.2 and new specific expectation A1.3

A. Developing the Skills, Strategies, and Habits Needed to Succeed

Overall expectations

Throughout this course, students will:

A1. Skills, Strategies, and Habits That Contribute to Success

demonstrate an understanding of the skills, strategies, and habits that can contribute to success in the pursuit of educational and career/life opportunities and in the achievement of a healthy school/life/work balance

Specific expectations

Throughout this course, students will:

A1.1 demonstrate an understanding of the importance of resilience and perseverance in school, life, and work – why it is helpful to acquire skills for adapting to change, persevering in the face of adversity, learning from mistakes, and thinking positively about setbacks – and analyse how developing resilience and perseverance can help them in all areas of their lives

A1.2 identify a range of strategies to help manage stress as they navigate a healthy school/life/work balance; explain how they have used such strategies in their lives so far and how they might apply them in the future; and recognize signs that could indicate stress is becoming problematic

A1.3 identify people, resources, and services in the school and the community that can provide support when a person is experiencing mental health concerns, and describe how to access these supports

A2. Decision-Making Strategies and Goal Setting

apply various decision-making strategies to help them set goals, reflecting on and documenting their goal-setting process

Specific expectations

Throughout the course, students will:

A2.1 apply various decision-making strategies as they set personal, social, educational, and career/life goals, then evaluate and revise those goals based on what they learn about themselves during this course

A2.2 reflect on and document the process of developing and revising goals, commenting on the effectiveness of the strategies they have used in the process and identifying areas where more work may be needed

B. Exploring and Preparing for the World of Work

Overall expectations

By the end of this course, students will:

B1. Exploring Work Trends and the Importance of Transferable Skills

demonstrate an understanding, based on research, of a variety of local and global trends related to work and employment, including the effect some of those trends have had on workers' rights and responsibilities and on the role of transferable skills in career development today

Specific expectations

By the end of this course, students will:

B1.1 identify some recent and evolving technological, economic, and social trends that have influenced the world of work, both locally and globally, noting their impact on the kind of work we do and how we do it as well as on workers' rights and responsibilities, and analyse the possible impact of those trends on their own choices now and in the future

B1.2 explain how transferable skills are developed through school, extracurricular, and/or community experiences, and analyse how they contribute to a person's readiness for future educational, life, and work opportunities and to their career development

B1.3 reflect on how the transferable skills they have developed so far have aided them in their learning and in life, and identify the skills that they may need to develop further

B2. Preparing for Future Opportunities

develop a personal profile based on an exploration of their interests, values, skills, strengths, and needs, and examine the range of factors that can influence their future education and career/life opportunities

Specific expectations

By the end of this course, students will:

B2.1 investigate their own interests, values, skills (including transferable skills), strengths, and areas that require further development, documenting their insights in a personal profile

B2.2 identify factors and conditions other than an individual's strengths, interests, and needs that inform education and career/life choices, and explain which of these factors may be influencing their own decisions

B2.3 explain how digital media use and a social media presence can influence their education and career/life opportunities, while at the same time demonstrating an understanding of the importance of managing their personal information and protecting their privacy online

B2.4 analyse the role of networking, including traditional and online social networking, in exploring and securing education and career/life opportunities

B3. Identifying Possible Destinations and Pathways

taking their personal profile into account, explore, research, and identify a few postsecondary destinations of interest, whether in apprenticeship training, college, community living, university, or the workplace, and investigate the secondary school pathways that lead to those destinations

Specific expectations

By the end of this course, students will:

B3.1 use a research process to identify and compare a few postsecondary options that suit their aspirations, skills, interests, values, and personal circumstances

B3.2 identify the pathways towards their preferred destinations, including the courses and/or specialized programs that lead to the destination and meet the requirements for a secondary school certificate or diploma, as well as the supports available at school and in the community that can enhance their secondary education

C. Planning and Financial Management to Help Meet Postsecondary Goals

Overall expectations

By the end of this course, students will:

C1. Creating a Postsecondary Plan

develop a plan for their first postsecondary year, whether in apprenticeship training, college, community living, university, or the workplace, and prepare a variety of materials for communicating their strengths and aspirations to prospective mentors, program administrators, employers, and/or investors

Specific expectations

By the end of this course, students will:

C1.1 select and organize information related to the postsecondary options that best suit their specific interests, values, strengths, and aspirations to refine their goal(s)³ for their first postsecondary year

C1.2 develop a plan that identifies steps and strategies for working towards their initial postsecondary goal(s), addressing potential opportunities and challenges

C1.3 use effective and appropriate forms, media, and styles to communicate their skills, experience, and achievements to prospective mentors, program administrators, employers, community organizations, scholarship funders, or investors

C2. Budgeting and Financial Management

demonstrate an understanding of responsible management of financial resources and of services available to support their financial literacy as they prepare a budget for their first postsecondary year

Specific expectations

By the end of this course, students will:

C2.1 describe fundamentals of financial responsibility, assessing the benefits of a variety of savings options and exploring planning tools available through financial institutions and other avenues

C2.2 compare different forms of borrowing and identify some of the risks and benefits associated with each

³ Students may need to prepare for more than one initial postsecondary option for a variety of reasons. They may also want to consider goals beyond their primary academic or career-related goal.

C2.3 identify key considerations related to preparing a personal budget, and apply them in developing a budget for their first postsecondary year

Information for parents

For informational purposes only, not part of official issued curriculum.

Grade 10 Career Studies: a guide for parents (2024)

For informational purposes only, not part of official issued curriculum.

Resources

[Key Changes – Grade 10 Career Studies \(GLC20\)](#)

[Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools – Policy and Program Requirements, Kindergarten to Grade 12](#)

[The Ontario Curriculum, Grades 11 and 12: Cooperative Education, 2018](#)

[Specialist High Skills Major \(SHSM\)](#)

For informational purposes only, not part of official issued curriculum. The Government of Ontario is not responsible for content on other websites, and cannot guarantee the accessibility of other websites.

Financial literacy modules for students

Partner Resources – Financial literacy

For informational purposes only, not part of official issued curriculum. The Government of Ontario is not responsible for content on other websites, and cannot guarantee the accessibility of other websites.