# GLC2O Course Map

**Career Studies, Grade 10, Open (GLC2O), 0.5 credit (55 hours).** 6 units, 29 lessons of 75 minutes, plus flexible classes for summative work, presentations and review, and the final evaluation.

### How the course works

Students build a personal profile, practise resilience, stress management and goal setting, explore how work is changing and what rights workers have, research postsecondary destinations (apprenticeship, college, community living, university and the workplace) and the pathways to them, and finish with a plan and a budget for their first year after secondary school. Strand A is introduced in Unit 1 and revisited throughout the course. Every student keeps a Career Portfolio that feeds the culminating task.

Every lesson includes a teacher plan, slides with speaker notes, and student handouts. Every unit has an overview and a summative task with a four-level rubric. All texts, scenarios, data and examples are original.

## Evaluation plan (Ontario, 2026)

| Evaluation | When | Weight |
|---|---|---|
| Unit 1: My Personal Profile | Unit 1 | 12% |
| Unit 2: Goal-Setting Journal | Unit 2 | 8% |
| Unit 3: Future of Work Report | Unit 3 | 15% |
| Unit 4: Destination Comparison | Unit 4 | 12% |
| Unit 5: Application Package and Budget | Unit 5 | 18% |
| **Classroom work total** | | **65%** |
| **Culminating task: My First-Year Plan** | End of course | **15%** |
| **Financial literacy graduation requirement (TVO)** | End of course | **5%** |
| **Attendance and participation** | Whole course | **15%** |

This plan follows Ontario's mandatory assessment and evaluation requirements for Grades 9 and 10, in effect from September 2026: 65% classroom work, 20% final evaluation and 15% attendance and participation. For Career Studies (GLC2O), the 20% final evaluation is 5% for the provincial financial literacy graduation requirement (TVO modules and assessment, completed in the course) and 15% for a culminating task. The Ministry's mandatory mental health literacy modules for GLC2O should also be delivered; Lessons 5 and 6 of Unit 1 are designed to sit alongside them. Classroom work is based on the most consistent, more recent evidence of achievement; assessment for and as learning gives feedback but is not counted in the grade.

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### Attendance and participation (15%)

| Level | Classes missed (unexcused) | Participation |
|---|---|---|
| Level 4 (80–100%) | 0 to 2.5% | Consistently participates, asks relevant questions, respects others and contributes to a positive classroom |
| Level 3 (70–79%) | 2.5 to 5% | Generally meets these criteria |
| Level 2 (60–69%) | 5 to 7.5% | Occasionally meets these criteria |
| Level 1 (50–59%) | 7.5 to 10% | Infrequently meets these criteria |
| Below Level 1 | More than 10% | Does not meet these criteria |

Summary of the Ministry's scale. Excused absences do not lower the mark. Check your board's procedures for recording attendance and participation.

## Units at a glance

| Unit | Title | Lessons | Strand | Big question |
|---|---|---|---|---|
| 1 | **Knowing Myself** | 6 | A, B | Who am I, and what helps me succeed and stay well? |
| 2 | **Decisions and Goals** | 3 | A | How can I make good decisions and set goals I'll actually reach? |
| 3 | **The World of Work** | 6 | B | How is work changing, and how can I prepare for it? |
| 4 | **Pathways and Destinations** | 4 | B | Where could I go after secondary school, and how do I get there? |
| 5 | **Planning and Money** | 7 | C | What will my first year after secondary school look like, and how will I pay for it? |
| 6 | **My First-Year Plan** | 3 | A, C | What is my plan, and how will I adapt it as I grow? |

## Unit 1: Knowing Myself

**Big question:** Who am I, and what helps me succeed and stay well?

| # | Lesson | Expectations | Focus |
|---|---|---|---|
| 1 | **Who Am I?** | B2.1 | Launching the Career Portfolio and personal profile |
| 2 | **Interests and Values** | B2.1 | Interest and values inventories; what matters to me in work and life |

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| # | Lesson | Expectations | Focus |
|---|---|---|---|
| 3 | **Skills and Strengths** | B1.2, B1.3, B2.1 | Transferable skills from school, activities and community; evidence of skills |
| 4 | **Resilience and Perseverance** | A1.1 | Adapting to change, learning from mistakes, a growth mindset |
| 5 | **Managing Stress and Balance** | A1.2 | Stress signs, coping strategies, a healthy school/life/work balance |
| 6 | **Getting Support** | A1.3 | People, resources and services for mental health, and how to reach them |

**Summative (12%):** My Personal Profile: a portfolio section documenting interests, values, skills, strengths and growth areas, with a resilience and well-being toolkit.

## Unit 2: Decisions and Goals

**Big question:** How can I make good decisions and set goals I'll actually reach?

| # | Lesson | Expectations | Focus |
|---|---|---|---|
| 1 | **Making Decisions** | A2.1 | Decision-making models; weighing options and consequences |
| 2 | **SMART Goals** | A2.1 | Personal, social, educational and career/life goals |
| 3 | **Tracking and Revising Goals** | A2.2 | Reflecting on progress and adjusting goals and strategies |

**Summative (8%):** Goal-Setting Journal: three goals (personal, educational and career/life) with the decision-making strategy used, a progress check and a revision.

## Unit 3: The World of Work

**Big question:** How is work changing, and how can I prepare for it?

| # | Lesson | Expectations | Focus |
|---|---|---|---|
| 1 | **Work Is Changing** | B1.1 | Technological, economic and social trends: automation and AI, gig work, remote work, green jobs |
| 2 | **Workers' Rights and Responsibilities** | B1.1 | Employment standards, health and safety, the right to refuse unsafe work, responsibilities on the job |
| 3 | **Transferable Skills** | B1.2, B1.3 | How skills grow through school, activities and community; skills to develop |
| 4 | **What Shapes Our Choices?** | B2.2 | Family, culture, finances, location, labour market and other influences |

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| # | Lesson | Expectations | Focus |
|---|---|---|---|
| 5 | **My Digital Footprint** | B2.3 | Online presence, privacy and personal information |
| 6 | **Networking** | B2.4 | Traditional and online networking, informational interviews and mentors |

**Summative (15%):** Future of Work Report: research one occupation, the trends affecting it, the transferable skills it needs and the rights and responsibilities of its workers.

## Unit 4: Pathways and Destinations

**Big question:** Where could I go after secondary school, and how do I get there?

| # | Lesson | Expectations | Focus |
|---|---|---|---|
| 1 | **Five Destinations** | B3.1 | Apprenticeship, college, community living, university and the workplace |
| 2 | **Researching My Options** | B3.1 | A research process to compare programs and occupations |
| 3 | **My Secondary School Pathway** | B3.2 | Courses, prerequisites and diploma and certificate requirements |
| 4 | **Programs and Supports** | B3.2 | Co-op, SHSM, dual credits, OYAP and supports at school and in the community |

**Summative (12%):** Destination Comparison: research and compare two or three postsecondary options and map the secondary school pathway to your preferred one.

## Unit 5: Planning and Money

**Big question:** What will my first year after secondary school look like, and how will I pay for it?

| # | Lesson | Expectations | Focus |
|---|---|---|---|
| 1 | **My First Postsecondary Year** | C1.1 | Selecting and organizing information to refine first-year goals |
| 2 | **Making a Plan** | C1.2 | Steps, strategies, opportunities and challenges |
| 3 | **Resumes and Cover Letters** | C1.3 | Communicating skills, experience and achievements in writing |
| 4 | **Interviews and Pitches** | C1.3 | Interviews, portfolios and short pitches to employers, mentors and funders |
| 5 | **Saving and Financial Responsibility** | C2.1 | Needs and wants, interest, savings accounts and registered plans, planning tools |

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| # | Lesson | Expectations | Focus |
|---|---|---|---|
| 6 | **Borrowing Wisely** | C2.2 | Credit cards, loans, lines of credit, student aid, buy now pay later and payday loans |
| 7 | **Building a Budget** | C2.3 | Income, fixed and variable costs, a first-year budget |

**Summative (18%):** Application Package and Budget: a resume, cover letter or program statement, and a first-year budget with savings and borrowing choices explained.

## Unit 6: My First-Year Plan

**Big question:** What is my plan, and how will I adapt it as I grow?

| # | Lesson | Expectations | Focus |
|---|---|---|---|
| 1 | **Financial Literacy Review** | C2.1, C2.2, C2.3 | Review of key money concepts before the TVO financial literacy assessment |
| 2 | **Pulling My Plan Together** | C1.1, C1.2, A2.2 | Assembling the portfolio and revising goals |
| 3 | **Presenting My Plan** | C1.3, A2.2, A1.1 | Plan presentations, peer feedback and reflection |

**Culminating task:** My First-Year Plan (culminating task, 15% final evaluation): a portfolio and presentation pulling together the profile, goals, destination research, plan, application materials and budget. Also includes preparation for the financial literacy graduation requirement (5%).

## Expectation coverage

Every overall and specific expectation in the course, with the lessons where it is taught.

| Code | Expectation | Taught in |
|---|---|---|
| **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** | U1, U6 |
| 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 | U1 L4, U6 L3 |
| 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 | U1 L5 |
| 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 | U1 L6 |

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| Code | Expectation | Taught in |
|---|---|---|
| **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** | U2, U6 |
| 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 | U2 L1, U2 L2 |
| 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 | U2 L3, U6 L2, U6 L3 |
| **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** | U1, U3 |
| 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 | U3 L1, U3 L2 |
| 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 | U1 L3, U3 L3 |
| 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 | U1 L3, U3 L3 |
| **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** | U1, U3 |
| 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 | U1 L1, U1 L2, U1 L3 |
| 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 | U3 L4 |
| 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 | U3 L5 |
| B2.4 | analyse the role of networking, including traditional and online social networking, in exploring and securing education and career/life opportunities | U3 L6 |
| **B3** | **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** | U4 |

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| Code | Expectation | Taught in |
|---|---|---|
| B3.1 | use a research process to identify and compare a few postsecondary options that suit their aspirations, skills, interests, values, and personal circumstances | U4 L1, U4 L2 |
| 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 | U4 L3, U4 L4 |
| **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** | U5, U6 |
| 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) for their first postsecondary year | U5 L1, U6 L2 |
| C1.2 | develop a plan that identifies steps and strategies for working towards their initial postsecondary goal(s), addressing potential opportunities and challenges | U5 L2, U6 L2 |
| 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 | U5 L3, U5 L4, U6 L3 |
| **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** | U5, U6 |
| 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 | U5 L5, U6 L1 |
| C2.2 | compare different forms of borrowing and identify some of the risks and benefits associated with each | U5 L6, U6 L1 |
| C2.3 | identify key considerations related to preparing a personal budget, and apply them in developing a budget for their first postsecondary year | U5 L7, U6 L1 |

From The Ontario Curriculum: Career Studies, Grade 10, Open (GLC2O), 2024. A = Developing the Skills, Strategies, and Habits Needed to Succeed; B = Exploring and Preparing for the World of Work; C = Planning and Financial Management to Help Meet Postsecondary Goals.

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