

Course Outline
Electives
Career and College Readiness

Information

Date: October, 2013

Alternate title: None

If applicable, previous title: None

NCLB Core Course: No

UC/CSU approved: No

Name of CST test, if applicable: NA

Subject area: Electives

Department: Electives

Grade level: 9

Course length and credits per semester: Semester, 5 credits

Weighted or non-weighted: Non-weighted

Elective or required course: Required for all first time 9th graders starting with the class entering in the fall of 2014

Prerequisites: None

CBEDS number: 2450

Zangle course number:

COURSE DESCRIPTION:

Career and College Readiness is a required class for all 9th graders. This one-semester course is designed to help students understand the importance of academics and to build solid foundation of skills such as self analysis, time management, goal setting, decision making, career research, financial literacy, and planning for the future. Every student will leave this class with having completed a 10-year plan that includes their high school plans along with post-secondary options.

During the course, students will learn and practice valuable skills to help them to be career and college ready. As students write their career and education 10-year plan, they learn the skills for goal setting, identity formation, decision-making, budget projection, career research, skills identification, online research, life-long learning skills, managing change, securing entry-level employment, as well as techniques for exploring the personal management and self-mastery strategies that act as a buffer when challenges arise.

INSTRUCTIONAL MATERIALS

TEXTBOOK : Career Choices and Changes: c. 2012 Academic Innovations

SUPPLEMENTAL MATERIALS: Career Choices and Changes Workbooks: c. 2012 Academic Innovations

ESSENTIAL STANDARDS or CONCEPTS

The Student:

- Learns to project into the future and understand the consequences of today's actions and choices
- Completes assignments/surveys to establish and consolidate identity, becoming "identity achieved"
- Analyzes the effect of personal interest and aptitudes on education and career planning
- Recognizes the impact of career choice on personal lifestyle
- Recognizes the impact their commitment to education has on future lifestyle and life satisfaction
- Demonstrates the skills to locate, analyze, and apply career information using online tools available through the US Department of Labor web sites
- Knows the process for education and career planning
- Applies the skill sets required to succeed both in the classroom and the workforce
- Demonstrates the importance of productive work habits and attitudes
- Knows skills may be common to multiple careers and can be transferred from one to another
- Knows the process for locating and securing entry-level employment
- Understands the effect societal change can have on career opportunities

COURSE OUTLINE

FALL SEMESTER

In the process of developing their comprehensive, personalized, online 10-year career and education plan, students learn:

CAREER AND LIFE SKILLS

- Techniques to help them envision- and then plan- for a productive future
- The consequences of quitting and not following through with their plans

- Quantitative goal-setting leading to measurable action plans
- Career research strategies that go beyond traditional formats and include incorporating their envisioned lifestyle and personal definition of success
- Rubrics, prompts, and systems for making the best education, career, and life choices
- How to determine the budget of their envisioned lifestyle- a critical “first step” toward determining their career choice and education plan
- Employability strategies and techniques

EDUCATIONAL ACHIEVEMENT

- To identify the skills, aptitudes, and attitudes required in order to successfully transition through post-secondary education and into the workforce
- Study skills of the life-long learner- for both school and workforce settings
- How to develop a quantitative skills inventory that is used to inform their education plan
- How to write a long-range education plan for both formal and informal educational opportunities- both in school and in the workplace

PERSONAL SOCIAL DEVELOPMENT

- The skills and process for becoming identity-achieved
- Strategies to handle potential stumbling blocks that could impeded their success
- The attitudes and coping skills required for a productive transition to adulthood
- How attitude impacts performance and techniques for maintaining a positive attitude
- Strategies for making changes in life and work direction
- Self-mastery and resiliency strategies for developing anxiety tolerance, solving problems, and persevering to reach cherished goals
- Communication and interpersonal skills required for career and personal success

Required Assignments:

- Read the text and selected articles.
- Write weekly essays and responses that make up their 10-year Plan and Portfolio report.
- Complete written activities and exercises from text each week and enter responses online.

- Refine a *mission statement* and *personal definition of success* over the course time frame.
- Complete a *Personal Profile* articulating passions, work values, strengths, skills, aptitudes, and roles.
- Complete a comprehensive *budget for the envisioned lifestyle*.
- Articulate the traits of an ideal career and then research at least three career options that match the description completing a *Career Interest Survey* for each.
- Complete an *online skills inventory* that details the skills they have and the skills they need to learn for their chosen career path.
- Develop a *skills-based, education plan* for their career path, using their skills inventory chart.
- Develop a *career back-up plan*.
- Complete the *online 10-year Plan* and then meet with a counselor or academic advisor to formalize their education plan (to meet college reporting requirements).

SPRING SEMESTER

- Same as Fall Semester

INSTRUCTIONAL METHODS

- Whole group, direct lecture
- Socratic Seminar
- Pairs and small group work
- Interaction with text, thought-provoking questions, and problem-solving strategies
- Literacy building: close reading, collaborative conversation, text-dependent writing, etc.
- Use of technology to research for and upload 10-year plan
- Authentic assessments and projects

ASSESSMENTS and EVALUATIONS

- Completion of required assignments in the text
- Attendance and participation in classroom and possibly online discussions
- Completion of approximately 97 written activities that provides the data for the development of the online career and education 10-year Plan
- Determination of a career choice/program of study, an *informed* declared major, and an education plan (which are incorporated in the 10-year Plan)

- Final Project/Exam: The online 10-year Plan Summary and/or Portfolio report
- Various formative assessment as well as assessments of authentic projects/assignments.

GRADING POLICY

Reports of student progress are provided every six weeks, with final grades provided at the end of the semester. Final grades will be determined by classroom assessments of student proficiency levels based upon individual student achievement of the course content standards included within this course outline. Final grades reflect only academic factors and do not include non-academic factors. Non-academic factors such as attendance and behavior may impact a student's ability to master concepts and skills.

All final grades will follow Lompoc Unified School District Board Policy, including adhering to the approved grading scale below.

100 – 90%	= A
89 – 80%	= B
79 – 70%	= C
69 – 60%	= D
59 & below	= F

Lompoc Unified School District
Student Achievement and Curriculum
Course Approval Process

Course Approval Signature Page

School: Lompoc HS__ Date: ____October, 2013____
Person completing form: _____Michael Flushman_____
Name of course: _____Career and College Readiness_____
If course update, name of previous course: _____
Department: _____Electives_____
Grade level: _____9_____ CBEDS Code: _____

Reason for **new course** or **course update**:

Career and College Readiness is a new course designed to help all of our students to gain the skills to be successful in high school as well as be career and college ready by the time they receive their high school diploma. The course will focus on our 9th graders in an attempt to get them on the path towards college and career readiness right away.

Research cited in *The Achievement Trap: How America is Failing Millions of High-Achieving Students from Lower-Income Families* (Wyner et al, 2007) "shows that between 70 and 80 percent of students who fail in the first year (of high school) will not graduate." The adoption of this course is an attempt to improve on the promotion rate from 9th to 10th grade, thus improving the chances for all students to graduate from high school. This course is designed to prepare students to be career and college ready, but also to provide all students with strategies and skills to help them be successful in high school immediately.

Successful schools and districts around the nation have implemented some sort of course or coursework to address the issues that 9th grade students face as they transition to high school. Career and College Readiness is our version of that course. The curriculum (Career Choices and Changes) that will be used has been successful in many schools around the nation. A shining example is Carpenteria HS who, since the adoption of a 9th grade course using the same curriculum, saw a about a 50% jump in the amount of graduates who had completed the A-G requirements for UC/CSU. With the implementation of this curriculum as well as a safe place for students to try new skills we hope to mirror and surpass the success these other schools and districts have had.

Description of course:

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Site Approval

Department Chair _____

Counselor _____

Principal _____

Date Reviewed at Site _____

District Approval

Date Reviewed by Secondary Principals _____

Approved by Assistant Superintendent, Education Services _____

Board Approval Date _____

ROP Approval, if Capstone Course _____