

Career Exploration

Course Syllabus



Supervising Teacher

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Course Description:

Career Exploration

1 semester 1 credit Grade 9, 10, 11, 12

Students will explore personal interests in relation to career choices, identify possible careers, learn what preparation in terms of education and training are needed for identified career paths, and explore how these may be obtained from postsecondary schools or apprenticeships. Students will be introduced to the eCIS software for use in this course.

Textbook Option:

| Required | Optional |
|---|---|
| GOODHEART-WILCOX <u>Learning for Earning: Your Route to Success 2009 SE</u> | <u>Learning for Earning: Student Workbook</u> |
| GOODHEART-WILCOX <u>Learning for Earning: Your Route to Success 2009 TE</u> | <u>Learning for Earning: Teacher's Annotated Workbook</u> |

Note: There is a companion website available at: <http://www.g-wlearning.com/careereducation/9781590709467/index.php> that includes activities for each chapter, quizzes, vocabulary lists, text preview, and additional help.

Supplemental Materials or Software:

Required:

eCIS (available to all high school families at no allotment deduction)
MyAccess (available to all high school families at no allotment deduction)

Recommended:

Learn 360 (available to all families at no allotment deduction)

End of Course Assessment Options:

Monthly Anchor Assignments

Monthly Anchor Assignments will be submitted (see Moodle page for details) and will be graded by the supervising instructor. Information on the Anchor Assignments will be provided at the beginning of the course, along with the rubrics that will be used to evaluate each assignment. Grades on anchor assignments will be posted in Moodle for the student to gain feedback. Anchor assignments will be due each month.

Course Evaluation:

A. End of course Assessment: 40% of semester grade

See above

B. Home Participation: 60% of grade

Home participation is to be determined by the parent teacher in collaboration with the contact teacher. The grades given may include, but are not limited to, textbook activities, quizzes, unit tests, projects, oral reports, speeches, presentations, group participation, or research papers. Grades for home participation will be submitted to the contact teacher. The student / parent-teacher should verify that the student is spending an average of one hour per school day to earn high school credit for this course.

C. Grading Scale:

| | |
|---------|---|
| 90-100% | A |
| 80-89% | B |
| 70-79% | C |
| 60-69% | D |
| 0-59% | F |

Standards Based Portfolio

A Portfolio containing graded examples of student work from the selected curriculum will be required as per school policy, and should be shared with the assigned Contact Teacher once per semester.

Pacing Guides

Note: This pacing guide suggests material to be covered; not all chapters in the book are included. The pacing guides are set up to cover the material required by the Standards.

GOODHEART – WILLCOX: Learning for Earning: Your Route to Success

| Weeks | Topics |
|---------|---|
| 1 - 2 | PART 1: EXPLORING THE WORLD OF WORK |
| 3 – 5 | PART 2: EXPLORING CAREER OPTIONS USE ECIS |
| 6 - 8 | PART 3: MAKING PLANS FOR CAREER SUCCESS USE ECIS |
| 9 - 11 | PART 4: ACQUIRING WORKPLACE SKILLS |
| 12 - 14 | PART 5: DEVELOPING PERSONAL SKILLS FOR JOB SUCCESS |
| 15 - 16 | PART 6: MANAGING YOUR MONEY |
| 17 – 18 | PART 7: GROWING TOWARD INDEPENDENCE |

I-DEA Student Honor Code:

With any form of valid proof of dishonesty with regard to student work or testing, the instructor may elect from a range of actions. Academic dishonesty could lead to a zero grade for the assignment or even failure for the entire course following consultation between the instructor, Secondary Supervisor, and Director.

All students must adhere to the **Honor Code:**

“On my honor, I will maintain the highest possible standards of honesty, integrity and personal responsibility. This means I will not lie, cheat or steal, and as a member of this academic community, I am committed to creating an environment of respect and mutual trust.”

Course Standards:

Standard 1: Knowledge and skills

| Goals: | Objective 1 | Objective 2 | Objective 3 | Objective 4 |
|--|---|--|---|--|
| Goal 1.1: Students will acquire skills to locate, evaluate and interpret information to investigate the world of work in relation to knowledge of self. | Gather information to identify post high school options including all aspects of college, work, and military. | Identify risks and rewards of self-employment. | Identify the choices and actions that could impede a successful transition to adulthood. | Visualize and describe the adult life they envision. |
| Goal 1.2: Students will employ strategies to achieve career success and satisfaction. | Describe personal criteria for making decisions about education, training and career goals. | Describe the effects of education, work, and family decisions on individual career decisions. | Identify personal and environmental conditions that affect decision-making. | Describe personal consequences of decisions. |
| Goal 1.3: Students will understand the relationship between personal qualities, education and training, and the world of work. | Demonstrate skills in using self-knowledge and knowledge of work to develop career goals. | Complete a basic level interest inventory, and create your own portfolio and career plan | | |
| Goal 1.4: Students will demonstrate skills for locating, maintaining, and advancing in a job. | Demonstrate skills in describing yourself on paper (e.g., resume, letter of introduction and job applications). | Role play appropriate interviewing techniques for an employment opportunity in your interest area. | Show awareness of essential skills and abilities for a successful job interview. | |
| Goal 1.5: Students will recognize the impact of career choice on personal lifestyle. | Prepare a personal budget reflecting lifestyle desires. | Use print or on-line information to determine salaries of at least three career choices in the student's interest area with varying education requirements (for example, no high school diploma, high school diploma, and postsecondary training). | Show comprehension of how paychecks / taxes are calculated. | Demonstrate knowledge of how career choice impacts society and community. |
| Goal 1.6: Students will understand the process of career planning. | Prepare an oral or written plan describing the specific factors considered in the decision-making process used to solve a simulated career problem. | Identify high school courses related to specific career choices in the student's interest area. | List and explain educational and/or training alternatives after high school for a career choice within the student's interest area. | Prepare an educational and career plan for an occupation within the student's interest area that begins with entry into high school and continues through a postsecondary educational and/or training program and place this information in the personal career portfolio. |