

**Jefferson County High School  
Course Syllabus**

**A. Course: Career Explorations**

**B. Department: CTE/Business**

**C. Course Description** Career Exploration is an introductory course designed to assist students in (a) discovering their personal strengths and abilities, (b) understanding opportunities available to them in different career areas, and (c) practicing skills necessary to excel in the workforce and in postsecondary learning. Upon completion of this course, proficient students will know and exhibit soft skills (e.g. teamwork, creative thinking, and problem solving), as well as more technical skills (e.g. resume building and written communications) related to career exploration and experience. Students will also learn about and be exposed to existing CTE pathways and elective focus options within a high school setting and will learn how to successfully transition into a district recognized career academy or program of study. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects.\*\*

**D. Grade Term Semester**

**E. Grading Scale**

<u>Range</u>	<u>Honors/ Regular</u>	<u>College-Level</u>	<u>A.P.</u>
93-100 A	4.0	4.5	5.0
85-92 B	3.0	3.5	4.0
75-84 C	2.0	2.5	3.0
70-74 D	1.0	1.5	2.0

**F. Term Dates**

- a. 1<sup>st</sup> 9 Weeks August 5, 2016 – October 7, 2016
- b. 2<sup>nd</sup> 9 Weeks October 8, 2016 – December 16, 2016
- c. 3<sup>rd</sup> 9 Weeks January 5, 2017 – March 15, 2017
- d. 4<sup>th</sup> 9 Weeks March 16, 2017 – May 25, 2017

**G. Textbook(s): There is no required textbook for this course.**

**H. Other Required Reading: Various online articles will be utilized throughout the semester.**

## **I. Other Resources**

- a. Odysseyware
- b. Office 365 (Class Notebook)
- c. Edmodo.com
- d. Collegefortn.org

## **J. Major Assignments**

- a. Career Research
- b. College and Post Secondary Education Research
- c. Curriculum Guide (4-year Plan)
- d. “My Education/Career Plan” presentation

## **K. Procedures for Parental Access to Instructional Materials**

- a. Aspen Parent Portal
- b. Instructor’s Website
- c. Email Instructor
- d. Parent Teacher Conference
  - a. There are two designated conference dates during the school year. Parents who would like to request additional meetings may make appointments for conferences with the teachers (during their planning periods), counselors, or a principal by telephoning the school office.

## **L. Field Trips**

- a. Any schedule fieldtrip will have a definite educational purpose and will reflect careful planning. Signed permission forms will be obtained when an off campus trip is planned.

## **M. Standards & Objectives**

- a. I Can Statement Scope & Sequence

### **1<sup>st</sup> 9 Weeks**

#### **Personal Assessment and Goal Development:**

- Standard 1 - I can summarize the results of multiple available personal assessment tools to develop a personal profile and reflect thoughtfully on the results.
  - I can cite specific textual evidence from my personal assessment results and compare and contrast the results with prior knowledge or opinions.
  - I can refer back to my personal assessment results to connect my individual strengths and interests with goal setting, planning, and projects.
- Standard 2 - I can write, monitor, and revise long-term, mid-term, and short-term personal goals, defining desired personal, education, career, and earning milestones in each goal set.
  - I can work to learn and define relevant key terms where appropriate.

- I can evaluate factors that may influence my goals, including family responsibilities and personal profile results, individual values, and economic conditions.
- Standard 3 - I can compare information in my personal profile and desired short-, mid-, and long-term goals, identify areas where support and development may be needed and create a personal toolkit of multiple available resources to assist with educational achievement, personal growth and development, and career advancement.
  - I can evaluate resources for the toolkit by assessing the extent to which each resource addresses a particular claim or recommendation for addressing a challenge or problem.

### **Academic Achievement**

- Standard 4 - I can use information about personal learning style and/or personality traits.
  - I can research and select appropriate study habits, organizational strategies, stress reduction, and time management tactics to improve personal academic achievement and future career success.
  - I can verify appropriate strategies by following steps to techniques and tools precisely and provide updates about how the techniques did or did not improve achievement.
- Standard 5 - I can conduct a research project, citing multiple sources, to analyze and describe how skills learned in school benefit an individual in postsecondary training, career, and society.
  - I can articulate the importance of specific skills that will be the focus of high school, including literacy, numeracy, critical thinking, and problem solving.
- Standard 6 - I can research and explain, in an informative essay, the importance of honesty and integrity in academics and career by describing appropriate and non-appropriate practices in topics such as writing/plagiarism, internet security, identity theft, workplace ethics, and interpersonal relationships/bullying.
  - I can use case-studies or compare and contrast situational results, identify, and practice appropriate personal practices and strategies.
- Standard 7 - I can demonstrate appropriate communication at various levels.
  - I can develop and practice active listening skills and effective oral and written communications, appropriate to task and audience, to overcome communication barriers.
  - I can demonstrate effective note-taking strategies to summarize main points and speaker/author meanings from multiple sources such as lectures, journals, websites, and/or textbooks/manuals.
  - I can address the class using a public/speaking activity.

## **Qualities for Success**

- Standard 8 - I can analyze and describe how interpersonal and leadership skills are necessary to maintain quality relationships and success in postsecondary training and the workplace.
  - I can identify, develop, and practice specific skills through team projects in the course.
- Standard 9 - I can research and demonstrate understanding of characteristics and tactics for handling difficult conversations, resolving conflict, and giving and receiving constructive criticism.

## **2<sup>nd</sup> 9 Weeks**

### **High School, Postsecondary, and Career Planning**

- Standard 10 - I can explore available course options for high school elective focus and/or CTE program of study using available resources.
  - I can include information about potential early postsecondary and work-based learning opportunities in addition to extracurricular opportunities.
  - I can use results of personal profile and mid- and long-term personal goals, identify potential pathways to continue to explore throughout the course.
- Standard 11 - I can explore available occupations and career fields using a variety of available sources, such as print, online, interviews with business representatives, job shadowing, tours, guest speakers, career fairs, videos, and simulated work activities/products.
  - I can compare results of research to available career opportunities in the local community or region using local job postings, newspapers, and local occupational outlook data.
  - I can select a few specific careers to continue to explore throughout the remainder of the course.
- Standard 12 - I can develop a chart, table, or graphic to compare characteristics of chosen careers, such as alignment to personal interest and aptitude, education requirements, available positions, salaries, potential lifetime earnings, and employer benefits.
  - I can research and report the requirements for admission to, and related costs of attending a specific postsecondary institution and how attending that institution will support education, career, and earning goals.
- Standard 13 - I can use results of personal profile, high school course option research, and career exploration research to update short-, mid-, and long-term goals in order to create both a four-year high school plan and a long-term career plan.
  - I can make a claim about why the chosen plans are appropriate, citing evidence from previous readings and projects to develop and support the claim.
  - I can create a profile on CollegeForTN.org and use it to assist in developing and finding supporting resources for plan development.

## Experiential Learning

- Standard 14 - can use my personal profile and career plan goals to prepare customized career preparation materials or complete exercises for a specific occupation or industry, such as:
  - Resume
  - Cover letter
  - Thank you notes to potential employers
  - List of transferable skills
  - Job application
  - Mock interview or role-play exercise
- Standard 15 - I can work in a team to research, identify, and apply the steps of the problem solving process in a contextualized situation to determine a solution to a work-related problem presented from a specific career cluster area.
  - I can write a proposal outlining and justifying my team's decision or solution.
- Standard 16 - I can work in a team with identified roles and responsibilities to develop a content-area specific work product.
  - I can create a flowchart or some type of graphic organizer to illustrate processes taken to accomplish the work product.
  - I can execute the plan of the product by designing, organizing, creating, reflecting, maintaining, and updating processes and team member responsibilities as needed.
  - I can demonstrate the ability to follow safety procedures proficiently as appropriate for the given subject matter.
- Standard 17 - I can apply specific mathematics and numeracy concepts to real-world workplace scenarios and projects.
  - I can demonstrate understanding and transferability of appropriate grade-level mathematics skills.
- Standard 18 - I can apply communications and literacy skills to real-world workplace scenarios and projects.
  - I can demonstrate understanding and transferability of appropriate grade-level communications skills.