

21st Century Career Exploration

Grade Level	10-12	Course Length	1 Semester	a-g credit	G- ELA
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COURSE PURPOSE

The purpose of this semester long course is to expose students to research-based employability skills for the 21st century. Students will explore self-awareness, enhance research skills, and develop personal goal setting. This course will address essential literacy skills defined in the Common Core English Language Arts standards and the Anchor Standards for Reading, Writing, Listening & Speaking and Language. Students will acquire the skills to cite strong and thorough textual evidence to support and then synthesize the information from various sources into a personal portfolio which includes their personal mission statement.

COURSE GOALS

Upon completion of this course, students will:

- Content**
- Master or exceed the National Standards and Quality Indicators for Transition that pertain to youth with an emphasis in Career Preparatory Experiences and Youth Development and Leadership and the Career Ready Practice Standards.

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- Skills**
- Describe themselves in terms of their personal characteristics, values, interests, and strengths
 - Make informed, reasonable decisions about their college and career goals and plans
 - Develop time management skills
 - Display understanding of the importance of social responsibility
 - Identify career pathways that match their interest, strengths and values
 - Set short- and long-term education and career goals
 - Demonstrate proficiency in conducting online research
 - Create and manage a resume
 - Develop a preliminary college and career portfolio, which includes a four-year high school action plan that meets a-g requirements as well as a career options plan
 - Understand the components of successful applications and interviews in preparation for college and career
 - Describe workplace etiquette, responsibilities, and ethical behavior

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- Literacy**
- Read and comprehend informational texts
 - Demonstrate financial literacy by analyzing personal spending and creating budgets
 - Write pieces for a range of tasks, purposes and audiences
 - Initiate and engage in structured and collaborative conversations
 - Listen attentively to others and express their own ideas clearly and persuasively
 - Express ideas and contribute ideas in group discussions
 - Describe the purpose of code-switching and its importance in a wide range of environments and circumstances
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- Demonstrate a basic understanding of the conventions of standard English when writing and speaking.

Communicate clearly and effectively with reason with peers and adults

Application

- Apply occupation specific skills and basic reasoning that will enable them to engage in meaningful employment and work toward achieving their self-directed life goals
- Apply problem-solving strategies to a variety of relevant career and life scenarios
- Use technology to research and create projects and presentations

COURSE EXPECTED OUTCOMES

Students are expected to perform at a basic level or exceed beyond a basic level of performance on a variety of tasks and assessments addressing the following standards: (a) specific Common Core Anchor Standards for Reading, Writing, Listening and Speaking, and Language ,(b) specific Common Core Reading and Writing Content Standards, (c) National Standards and Quality Indicators for Transition, with an emphasis on the Career Preparatory Experiences and Youth Development and Leadership Standards, and (d) Standards for Career Ready Practice.

CCSS Anchor Standards for Reading

Key Ideas and Details

1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Craft and Structure

4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

6 Assess how point of view or purpose shapes the content and style of a text.

CCSS Anchor Standards for Writing

Text Types and Purposes

2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSS Anchor Standards for Language

Knowledge of Language

3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CCSS Reading Standards for Informational Text 6-12

RI11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.

RI11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RI11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

RI9-10.7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account

RI11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CCSS Writing Standards 6-12

W11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W11-12.2a: Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension.

W11-12.2b: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W11-12.2c: Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W11-12.2d: Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W11-12.2e: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W11-12.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented. Production and Distribution of Writing

W11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

National Standards and Quality Indicators for Transition:

Schooling

1.1 Youth are aware of and have access to the full range of secondary education curricula and programs designed to help them achieve state and/or district academic and related standards and meet admission requirements for postsecondary education

1.1.3 Youth are aware of and have access to work-based learning (programs that connect classroom curriculum to learning on the job sites in the community), service-learning (programs that combine meaningful community service with academic growth, personal growth, and civic responsibility), and career preparatory experiences such as job shadowing and informational interviewing.

Career Preparatory Experiences:

2.1 Youth participate in career awareness, exploration, and preparatory activities in school-and community-based settings.

2.4.1. Youth have multiple opportunities to develop traditional job preparation skills through job-readiness curricula and training.

2.4.3 Youth exhibit understanding of career expectations, workplace culture, and the changing nature of work and educational requirements.

2.4.4 Youth demonstrate that they understand how personal skill development (positive attitude, self-discipline, honesty, time management, etc.) affects their employability.

2.4.5 Youth demonstrate appropriate job-seeking behaviors.

Youth Development and Leadership

3.1 Youth acquire the skills, behaviors, and attitudes that enable them to learn and grow in self-knowledge, social interaction, and physical and emotional health.

3.2 Youth understand the relationship between their individual strengths and desires and their future goals and have the skills to act on that understanding.

3.3 Youth have the knowledge and skills to demonstrate leadership and participate in community life.

3.4 Youth demonstrate the ability to make informed decisions for themselves.

Family Involvement

4.4 Youth, families, and school staff are partners in the development of policies and decisions affecting youth and families.

Standards for Career Ready Practice:

Standards for Career Ready Practice describe the fundamental career ready knowledge and skills a career ready student needs to prepare for transition to postsecondary education, career training, or the workforce. Key elements of each standard can be found at <http://www.cde.ca.gov/ci/ct/sf/documents/ctescrpflyer.pdf>.

1. Apply appropriate technical skills and academic knowledge.
2. Communicate clearly, effectively, and with reason.
3. Develop an education and career plan aligned to personal goals.
4. Apply technology to enhance productivity.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Practice personal health and understand financial literacy.
7. Act as a responsible citizen in the workplace and the community.
8. Model integrity, ethical leadership, and effective management.
9. Work productively in teams while integrating cultural/global competence.
10. Demonstrate creativity and innovation.
11. Employ valid and reliable research strategies.

12. Understand the environmental, social, and economic impacts of decisions.

COURSE OUTLINE:

The course outline is detailed below. Reference abbreviations used in the Outline of Content table refer to these documents/resources as follows:

- CPE** refers to the Career Preparatory Experiences standards of the National Standards and Quality Indicators for Transition
- S** refers to Schooling standards of the National Standards and Quality Indicators for Transition
- YDL** refers to the Youth Development & Leadership standards of the National Standards and Quality Indicators for Transition
- FI** refers to the Family Involvement standards of the National Standards and Quality Indicators for Transition
- CRP..** refers to the Standards for Career Ready Practice
- CCR** refers to the Common Core Reading Standards
- CCW** refers to the Common Core Writing Standards

Unit 1: Self-Awareness

Approximate Number of Weeks: 4-5

Sample Essential Questions:		What are my personal strengths, needs, gifts and talents? How can I capitalize on my learning style? What are my personal values and what do they mean for a career? How will I plan the remainder of my time in high school to ensure I achieve my long term goals?	
Content Standard		Performance Measure(s)	Instructional Resources
Students know: (content)	Students are able to: (skill)	Students will... (formative and summative “key” assessment)	
<ul style="list-style-type: none"> • Elements of informative/explanatory texts to examine and convey complex ideas (CCWS 11-12.2) • Textual evidence to support analysis of what the text says explicitly and draw inferences from the text (RS 11-12.1) • The skills, behaviors, attitudes, and goals that enable them to learn and grow in self-knowledge (YDL 3.1). • The skills for integrating and evaluating multiple sources of information presented in diverse formats and media (CCRS 11-12.7) • Civil, democratic discussion and decision making, set goals and deadlines, establish 	<ul style="list-style-type: none"> • Summarize key life experiences and milestones to this point • Collaborate to establish ground rules, classroom behaviors and expectations; how these correlate to life outside the classroom • Compare and contrast the characteristics their learning style • Evaluate perceptions and assumptions about his or her future and that of others • Evaluate and revise their personal definition of success throughout the course • Utilize digital calendar in order to, prioritize and monitor all assignments, projects and work hours (if 	<p><u>Key Assignment/Assessment:</u> <i>Students will compose an explanatory essay based on their career and learning assessment information, and relevant connections to any one of the “7 habits” identified in the book “7 Habits of Highly Effective Teens,” which identifies a reasonable career field evidenced with support and integrating key sources. It will be included in the portfolio.</i></p> <p><u>Opening Assignment:</u></p> <ul style="list-style-type: none"> • Use life experiences to describe their personal strengths, goals, gifts, and talents with the understanding that they build upon each other <p><u>Formative assessments:</u></p> <ul style="list-style-type: none"> • Write a personal definition of success to be included 	<p>Unit vocabulary: career cluster, code switching, entrepreneurial, social intelligence, personal values, mission statement, goal oriented, Plan Ahead Open Source Curriculum*: Curriculum created by Gap Inc. & Pearson Foundation found at: http://www.whatsyourplana.com/ : Lessons 1-5 *specific adaptations for LAUSD provided 7 Habits of Highly Effective Teens (Covey) (class set) Other resources: Self-determination resources including videos on disability and employment: http://ngsd.org/professionals Career zones assessment: http://www.mynextmove.org/ Career pathways self-assessment http://whodouwant2b.com/student/pathways Learning Styles Assessment</p>

Sample Essential Questions:	What are my personal strengths, needs, gifts and talents? How can I capitalize on my learning style? What are my personal values and what do they mean for a career? How will I plan the remainder of my time in high school to ensure I achieve my long term goals?		
Content Standard		Performance Measure(s)	Instructional Resources
Students know: (content)	Students are able to: (skill)	Students will... (formative and summative “key” assessment)	
<p>individual roles through collaboration (CCSLs 11-12.1b)</p> <ul style="list-style-type: none"> Academic language and domain-specific words and phrases in digital media and in reading, writing, listening and speaking (CCLS 10-12.6) Research skills, narrow or broadening the inquiry (CCWS 11-12.7) Effective collaborative discussions building on others ideas and expressing their own clearly and persuasively (CCSLs 11-12.1) Digital media including the internet to produce, publish, and update or share writing projects (CCWS 11-12.6) Textual evidence to support analysis of what the text says explicitly and draw inferences from the text (CCRS 11-12.1) Supplying evidence for claims and counterclaims and the strengths and limitations of both. (CCWS 11-12.1b) 	<p>applicable) in a calendar</p> <ul style="list-style-type: none"> Maintain personal materials organized and readily accessible Use academic language in reading, writing, listening, speaking, and digital media Explain their individual strengths, needs, learning style and interests Understand effective communication techniques Interpret nonverbal communication cues Determine how to best respond in formal versus informal situations Define code-switching and distinguish appropriate settings for school and professional “codes” Deduce the relationship between personal values and a satisfying career Describe the general fields that categorize careers Describe the commonly identified career clusters Determine which careers to explore based on the self-assessment questionnaires Understand the process and techniques for creating resumes and cover letters, 	<p>as the first component of a college and career preparatory portfolio that students will develop throughout the course and through senior year</p> <ul style="list-style-type: none"> Develop and maintaining digital weekly schedule that meets given deadlines for specific tasks Compose a visual or write a 2-3 paragraph summary of their key life experiences Create a communication comic depicting effective and ineffective communication Evaluate methods of communicating in formal and informal situations through a simulation Complete a personality profile self-assessment Complete a job-zone graphic organizer identifying potential careers with requirements Determine which careers to explore based on the self-assessment questionnaires Conduct internet research using their personality self-assessment to learn about 	<p>http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml</p> <p>O*NET https://www.onetonline.org/</p> <p>US Department of Labor Bureau of Labor and Statistics Occupational Outlook Handbook http://www.bls.gov/ooh/</p>

Sample Essential Questions:	What are my personal strengths, needs, gifts and talents? How can I capitalize on my learning style? What are my personal values and what do they mean for a career? How will I plan the remainder of my time in high school to ensure I achieve my long term goals?		
Content Standard		Performance Measure(s)	Instructional Resources
Students know: (content)	Students are able to: (skill)	Students will... (formative and summative “key” assessment)	
	and job applications <ul style="list-style-type: none"> • Analyze informative/explanatory text • Integrate and discuss findings and supporting evidence from informational text. • Cite textual evidence • Understand general timelines in relation to short and long term goal setting 	potential professions Summative Assessment <ul style="list-style-type: none"> • Write an essay that integrates cited textual evidence from the Covey book, personality profile, and their learning style findings to support their chosen career path. 	

Unit 2: Career Exploration & Research

Approximate Number of Weeks: 4-5

Sample Essential Questions:		How do I incorporate my personality assessment and Marzano’s findings to further research my career pathway? How can best utilize career resources to achieve my personal goals? What are the qualities of a successful entrepreneur, professional, or service provider?	
Content Standard		Performance Measure(s)	Instructional Resources
Students know: (content)	Students are able to: (skill)	Students will... (formative and summative “key” assessment)	
<ul style="list-style-type: none"> • Various forms of digital media (CCW9-12- Production and Distribution of Writing STD 6) • Visual translations of quantitative or technical information expressed in words (Speaking and Listening Std.- Presentation of Knowledge and Ideas #5) • Digital Media connected to academic language (Language Standards- Vocabulary acquisition and Use Grades 9-12 Std. #6) • Research skills; how to narrow or broadening the inquiry (CCW. grades 9-12 Std. #2.a-f; CCR. Grades 9-12 Std. #2) • Themes, central ideas, details, and its development over the course of the text (CCR. Grades 9-12 Std. #2) • 21st Century economic literacy (CCR. Grades 9-12 Std. #1- • Relationships between claims reasons and evidence.(CCW. Grades 	<ul style="list-style-type: none"> • Analyze the experience of a professional that matches career of interest (interview/ print and/or multimedia) • Evaluate informative/explanatory texts, including career development documents and apply to a career of interest • Analyze the credibility of websites and effective online research • Demonstrate how to properly cite sources • Create an effective digital media presentation • Explore 3 realistic careers within their field of interest • Compare and contrast between careers that require college degrees and those that require only professional or specialized training/certifications • Research the salary range associated with their desired career • Identify common expenditures in a monthly budget • Summarize meaning of personal finance terminology • Collaborate and create interview questions for guest speakers • Analyze various types of Mission Statements. • Identify successful qualities of entrepreneurship • Cornell note taking 	<p><u>Key Assignment/ Assessment:</u> <i>Students create a PPT presentation on a career field of interest and selected occupation aligned to their interests and goals, which includes key responsibilities, job outlook, salary, requirements and key recommendations from a related successful professional. It will include relevant connections to any one of the “7 habits” identified in the book “7 Habits of Highly Effective Teens” which will be included in the portfolio.</i></p> <p><i>Students develop and maintain a digital journal of reflections and short responses to daily successes and challenges.</i></p> <p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Students develop and maintain a digital journal of reflections of their goals and daily successes and challenges. • Multi-digital presentation on 3 careers of interest (benefits and challenges) sources must be properly cited. • Research requirements of a desire college career and a vocational career and write a 3-4 paragraph essay about their pros and cons. • Project daily expenses based on desired career and salary range 	<p>Unit vocabulary: Advanced search, balanced budget, bank statement, blog, bounced check, check cashing business, citation, citation generator, consumer credit, credit union, debit, debit card, debt, editorial, direct deposit, FDIC, interest rate, meta-search engine, overdraft, payday loan store, plagiarism, register, reputable, search engine, mission statement, IRA, paperless banking, financial responsibility,</p> <p>Plan Ahead Open Source Curriculum*: Curriculum created by Gap Inc. & Pearson Foundation found at: http://www.whatsyourplana.com/ : Lessons 6-8 *specific adaptations for LAUSD provided</p> <p>List of 10 Successful Entrepreneurs* *Students will select and read entrepreneur connected to their career/industry sector of choice http://www.entrepreneur.com/slideshow/225738 Stephen Hawking's movie (2014): <u>The Theory of Everything</u> Other resources: ONET (Department of Labor, Employment Education and training) Bright Outlook Careers website: http://www.onetonline.org/find/bright California Career Center (career planning website): www.calcareercenter.org</p>

<p>9-12 Std. # c, d, and e.)</p> <ul style="list-style-type: none"> • How to organize and format complex ideas and information to aid in comprehension. CCWS9-10.1.c) 		<p>for a month,</p> <ul style="list-style-type: none"> • Compare and contrast earning potential of a professional vs. vocational degree. • Write a short response to the benefits of developing a Mission Statement and a personal account on how it will drive your success. • Compare and contrast the goal of educational and social media websites (i.e., LinkedIn, Facebook, library websites) • Complete Cornell notes on key financial literacy vocabulary • Fill-in a mock check with given information • Compare and contrast potential earnings for selected occupation to identified needs, wants and chosen lifestyle • Interview a professional employed in career of interest and complete a graphic organizer comparing contrasting benefits and challenges of a career • Use the “List of Ten Successful Entrepreneurs” to understand the key qualities of a successful entrepreneur for chosen career pathway • Visit a community college, career center or vocational school to learn more about post-secondary opportunities. • In diverse groups, collaborate, develop, and execute a small business. • Essay or multi-digital presentation on how this unit has better prepared you to meet your short/long term goals for pursuing and identifying desired career 	<p>Department of Labor website for jobseekers and students: www.careeronestop.org Office of Disability Employment’s “Skills to Pay the Bills” curriculum & videos http://www.dol.gov/odep/topics/youth/softskills/ Additional financial literacy skills: Money Math: Lessons for Life (2008) University of Missouri; http://www.treasurydirect.gov/indiv/tools/tools_moneymath.pdf Visa’s Financial Literacy website: www.practicalmoneyskills.com</p> <p>California Reality Check: www.californiacareers.info/realitycheck</p>
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		goals (portfolio).	
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Unit 3: Goal Setting and Planning

Approximate Number of Weeks: 4-5

Sample Essential Questions:	What is financial literacy and why is it important? How do I develop and maintain a budget? What are the skills needed to succeed in the job market?		
Content Standard		Performance Measure(s)	Instructional Resources
Students know: (content)	Students are able to: (skill)	Students will... (formative and summative “key” assessment)	
<ul style="list-style-type: none"> • Meaning of words and phrases are used in a text to refine its meaning (CCR #4) • To present information supported with evidence with a clear and distinctive perspective (CC S&L #4) • The analysis of a complex set of ideas and how they interact through the text (CCR #3) To Introduce precise claims and create an organized clear relationships among claims and evidence (CCW. #1.a) • To present knowledge in a variety of context and tasks (S&L Presentation of knowledge and Ideas #6) • To draw evidence from informational text to support reflection and research (CCW # 9) • Post-secondary academic support • (S&L-Presentation of knowledge and Ideas grades 9-12 Std. #4) 	<ul style="list-style-type: none"> • Understand differences and benefits of resume, letter of intent, letter of recommendation, job applications, and cover letter • Identify goals based on SMART characteristics (Specific, Measurable, Attainable, Relevant, Time-based) <p>Compare and contrast advantages of short-term and long-term goals</p> <ul style="list-style-type: none"> • Students are able to organize their claim with supported evidence. • The relationship between learning and academic success • Identify and personalize with a specific mission statement style • Interpret a high school transcript • Create a four-year high school action plan • Define common acronyms and terminology associated with post-secondary academics and degrees • Understand differences between standardized tests (PSAT, PLAN, SAT and ACT) • Explain how to maximize on services available to support post- secondary academic success • Identify reliable search engines 	<p><u>Key Assignment/Assessment:</u> <i>Students will conduct a short research project investigating admission requirements and program(s) offered aligned to their selected occupation for either: (a) a trade/technical school, (b) community college, or (c) four-year university, which includes a cost benefit analysis. It will include relevant connections to any one of the “7 habits” identified in the book “7 Habits of Highly Effective Teens” which will be included in the portfolio.</i> <i>Students develop and maintain a digital journal of reflections and short responses to daily successes and challenges.</i></p> <p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Research and analyze differences in vocabulary/writing style and purpose of resume, letter of intent, letter of recommendation, job application, and cover letter. • Develop and maintain a digital journal on successes, short/long term goals, and challenges. • Multi-media presentation on how punctuality and attendance affect school/employment performance, image, an employer, a business’ success • Select a mission statement 	<p>Unit vocabulary: Advanced Placement (AP) courses, Advanced Placement (AP) exams, apprenticeship, A.A.,B.A., B.S., Cal Grant, career and technical school, co-curricular activity, community college, FAFSA, financial aid, grant, M.A., M.S., pathways, Ph.D., prerequisite, requirement, SMART goal, student, transcript, self- discipline, time management, job search engine, short term goal, long term goal, action plan, cover letter, resume, letter of intent, letter of recommendation, career, profession, trade, vocation, life style, admission, professional image, vocational certification</p> <p>Plan Ahead Open Source Curriculum*: Curriculum created by Gap Inc. & Pearson Foundation found at: http://www.whatsyourplana.com/ : Lessons 9-10 *specific adaptations for LAUSD provided</p> <p>Other resources: ONET (Department of Labor, Employment Education and training) Bright Outlook Careers website: http://www.onetonline.org/find/bright California Career Center (career planning website): www.calcareercenter.org Department of Labor website for jobseekers and students:</p>

		<p>style of their preference.</p> <ul style="list-style-type: none"> • Multi-media or essay analysis on their short- and long term goals related to: the course, the school year, post-secondary education/training, and adult-life (to be included in portfolio). • Research and create a four-year career action plan based on career choice and analyze benefits of standardized tests. • Prepare 2-column Cornell Notes on an academic success plan presentation • Write an outline on a local community college and Trade School presentation on academic requirements (i.e., Guest Speaker, Career Day presentation, or visit of a post-secondary school of choice). • Research and complete a college or trade school application based on occupation selected and aligned programs. • Research and outline the requirements and benefits of applying for FAFSA. • Complete an employment application through a job search engine. • Investigate on various academic/employment supports available in college or trade school. • Digital media presentation on how short term goals (courses, school year, high school diploma) will connect to the ultimate career goal to meet various writing styles a 3-4 paragraphs essay outlining short term goals and how they will connect to their ultimate career accomplishment (long term goal) <p>Portfolio Assignment</p>	<p>www.careeronestop.org Dept. of Education Student Aid website: https://studentaid.ed.gov/ Dept. of Education Student Loans website www.studentloans.gov Free Application For Federal Student Aid: www.FAFSA.com</p>
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<p>Sample Essential Questions:</p>	<p>What skills are necessary to thrive in the 21st Century job market? What is the appropriate use of social media in both personal and professional contexts? How can you successfully adapt and integrate into social situations in the 21st century work place? How can you successfully differentiate between professional and social behavior?</p>		
<p>Content Standard</p>		<p>Performance Measure(s)</p>	<p>Instructional Resources</p>
<p>Students know: (content)</p>	<p>Students are able to: (skill)</p>	<p>Students will... (formative and summative “key” assessment)</p>	
<ul style="list-style-type: none"> • The use of precise language and domain-specific vocabulary to manage the complexity of the topic (WS 9th 2D) • How to establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing and speaking. (WS 9 2E) • Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (SL 10th 6) • How to evaluate the speaker's point of view, reasoning and use of evidence and rhetoric, identifying fallacious reasoning or exaggerated or distorted evidence. (SL 9th 3) • Problem solving skills (CRP.5) • How to work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines and establish individual roles 	<ul style="list-style-type: none"> • Distinguish between negative and positive social interactions in the work place. • Interview an employer/guest speaker and determine what makes a good employee and support their claims through evidence supplied by employer/guest speaker. • Evaluate work scenarios and determine appropriate problem solving skills through reasoning evidence and rhetoric. • Gather relevant information from multiple authoritative print, digital sources as well as guest speakers to effectively assess how to complete a job application and what to expect at an interview. • Identify a correctly completed application • Understand the job interview process • Understand how appearance on the job affects employer impressions • Identify process for completing work permit • Understand basic networking strategies 	<p><u>Key Assignment/Assessment:</u> <i>Students will compile a portfolio which includes: (a) a sample cover letter, (b) a completed job application, (c) resume, (d) mission-statement, (e) results of mock interview evaluations, (f) the research paper on a selected university or trade school, and (g) appropriate work samples demonstrating success with aligned job responsibilities.</i></p> <p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Create a mission statement for success in school, career and adult life • Create a resource map of community service agencies* (* for students with disabilities, prioritize by services needed) • Propose solutions to hypothetical school and work problems in challenging, authentic scenarios • Participate in a mock job interview with either a guest or student panel • Compose a resume • Compose a cover letter • Role play basic job interview questions • Participate in a mock interview with guest speakers and/or a student panel • Reflect on learning and growth that occurred during the course • Evaluate overall personal experience and performance in 	<p>Unit vocabulary: Administrative assistant, availability, background check, benefits, body language, compensation, computer literate, cover letter, customer service, data entry, diversity, entry-level, Equal Opportunity Employer (EOE)“, ethics, exempt, hostess, hourly, interview, inventory, mission statement, non-exempt, receptionist, reference, resume, retail experience, role model, seasonal, scholarship, “soft skills”, thank you note, work permit, WPM, 401(k)</p> <p>Plan Ahead Open Source Curriculum*: Curriculum created by Gap Inc. & Pearson Foundation found at: http://www.whatsyourplana.com/ : Lessons 11-13 *specific adaptations for LAUSD provided</p> <p>Dept. of Labor Career One-Stop sample mock interview questions http://www.careeronestop.org/ResumesInterviews/Interviews/SampleInterviewQuestions.aspx</p>

<p>as needed.(SL 11th 1B)</p> <ul style="list-style-type: none"> • How to make strategic use of digital media in presentation to enhance understanding s and findings, reasoning's and evidence and add to interest. 9SL 10th 5) • How to write arguments using valid reasoning and relevant sufficient evidence to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. (WS 9 1) • How to write a personal narrative to develop real or imagined experiences or events using effective techniques, well- chosen details, and well-structured events sequences. 	<ul style="list-style-type: none"> • Understand pros and cons among banks, credit unions and businesses check cashing • Identify career expectations, workplace culture, and the changing nature of work and educational requirements • Create a visual translations of quantitative or technical information expressed in words 	<p>the course</p> <ul style="list-style-type: none"> • Review progress toward short-and long-term goals drafted during the course and update/revise as needed • Students develop and maintain a digital journal of reflections and short responses to daily successes and challenges. • Gather letters of recommendation 	
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Key Assignments:

Unit	Key Assignment	Details
One	Self-Awareness Explanatory Essay	Students will compose an explanatory essay based on their career and learning assessment information, which identifies at least 3 potential suitable and reasonable careers and incorporates evidence obtained from sources. Essay will integrate relevant evidence from key sources and will include relevant connections to any one of the "7 habits" identified in the book "7 Habits of Highly Effective Teens". Career selections will be based on notes taken on job zone organizer.
Two	Digital Career Presentation	Students create a PPT presentation on a career field of interest and selected occupation aligned to their interests and goals, which includes key responsibilities, job outlook, salary, requirements and key recommendations from a related successful professional. Presentations will be made in small groups or to entire class with constructive feedback given by peers to edit for final product.
Three	Postsecondary Research Project	Students will conduct a short research project investigating admission requirements and program(s) offered aligned to their selected occupation for either: (a) a trade/technical school, (b) community college, or (c) four-year university, which includes a cost benefit analysis. Data gained from this research will be summarized in written form or through a digital format/presentation such as PPT presentation, digital binder, etc.
Four	College & Career Ready Portfolio	Students will compile a portfolio which includes: (a) a sample cover letter, (b) a completed job application, (c) resume, (d) mission-statement, (e) results of mock interview evaluations, (f) the research paper on a selected university or trade school, and (g) appropriate work samples demonstrating success with aligned job responsibilities. Portfolios will be collected for a gallery walk at the end of the semester and peers will provide feedback via a rubric.

Instructional Methods and/or Strategies:

Active Participation: Teachers will incorporate the principles of active participation and specific strategies to ensure consistent, simultaneous involvement of the minds of all learners in the classroom. Teachers should include both covert and overt active participation strategies, incorporating cooperative learning structures and brain research. Some of the possible active participation strategies include:

COVERT	OVERT (Oral)	OVERT (Written)	OVERT (Gestures)
• Recall	• Think (Write)/Pair/Share	• Journaling	• Hand Signals
• Imagine	• Idea Wave	• Response Boards	• Model with Hand Motions
• Observe	• Choral Response	• Graphic Organizers	• Stand up/ Sit down
• Consider	• Give One, Get One	• Folded Paper	• Point to Examples
	• Socratic Seminar	• Ticket Out of Class	• Role Plays
	• Cooperative Discussion Groups	• Concept maps	
	• Role Plays	• Cornell notes	

Diverse learning styles may be addressed by implementing combinations of the following:

Significant, Proven Strategies for ALL Students

- | | | |
|--|---|---|
| <input type="checkbox"/> Cooperative Problem-solving | <input type="checkbox"/> Short/Long-term projects | <input type="checkbox"/> Structured Note-taking |
| <input type="checkbox"/> Student Presentations | <input type="checkbox"/> Peer Teaching | |

Reading Strategies

- | |
|--|
| <input type="checkbox"/> Vocabulary Development (including conceptual and non-linguistic components) |
| <input type="checkbox"/> Anticipation Guides <input type="checkbox"/> Text Structures |

- | | |
|---------------------------------------|--|
| <input type="checkbox"/> Pre-teaching | <input type="checkbox"/> Reciprocal Teaching |
| <input type="checkbox"/> Pre-reading | <input type="checkbox"/> Functional Text |

SDAIE Strategies for English Learners

- Lower the Affective Filter (Increase Processing Time)
- Tapping/Building Prior Knowledge (Graphic Organizers, Schema)
- Acquisition Levels
- Language Sensitivity
- Grouping Strategies
- Home/School Connection (including Cultural Aspects)
- Multiple Intelligences
- Adapt the Text
- Manipulatives & Visuals

Strategies for Students with Disabilities

- IEP Accommodations (refer to student's IEP document or IEP summary sheet)
- Curricular Adaptations (e.g., quantity, input, participation, time, level of difficulty, level of support, output, substitute curriculum, alternate goals)
- Think Aloud
- Small Group Instruction / Learning Centers
- Manipulatives & Visuals
- Peer Assisted Learning

Differentiation for Advanced Learners

- Curriculum Compacting
- Depth and Complexity
- Flexible Grouping
- Acceleration
- Tiered Assignments
- Independent Study

Assessments Including Methods and/or Tools:

Student achievement in this course will be measured using multiple assessment tools including but not limited to:

Methods and/or Tools used:	Rationale and Alignment to Course Purpose/Goals
Daily class participation	To recall, understand and apply learning objectives defined in each unit
Journaling	To process and apply reasoning skills in context
Cornell Notes	To recall, understand and apply learning objectives defined in each unit; to utilize notes to write pieces for a variety of audiences and purposes
Lesson Quizzes	To evaluate retention of lesson content; to monitor skills gaps
Role plays	To engage in authentic workplace and community scenarios and apply skills learned through lesson content
Portfolio	To generate a product exemplifying workplace and college entry requirements
Short and extended writing pieces	To increase produce clear and coherent writing and communicate effectively
<i>Individualize Transition Plan (ITP) participation and ITP goal attainment*</i>	<i>*To exhibit self-determination in the ITP process to monitor and refine postsecondary goals and plans as needed</i>

(*applicable to students with disabilities only)

Suggested Grade Criteria and Weighting:

Component	Weight
Participation <ul style="list-style-type: none"> - Daily attendance - Collaborating and contributing during discussions - Completing in-class assignments - Homework 	15%
Unit Quizzes	15%
Key Assignments	20%
Portfolio with all Requirements: <ul style="list-style-type: none"> -Sample cover letter -Completed job application - Resume -Personal mission-statement -Results of mock interview evaluations -Edited occupation presentation -Research paper on a selected university or trade school - Appropriate work samples 	50%

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