

College and Career Readiness Skills

Grade Level	8th	Course Length	2 Semesters	a-g credit	N/A
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COURSE PURPOSE

The purpose of this year-long, elective course is to provide an opportunity for students with and without disabilities to develop essential career ready knowledge and skills needed to prepare for transition to high school and postsecondary life, while addressing essential literacy skills and anchor standards defined in the Common Core English Language Arts standards Literacy in History/Social Studies, Science and Technical subjects for 6-12. Units of instruction will target research-based employability skills (Ju, Zhang, & Pacha, 2012), Evidence Based Practices identified by the National Secondary Transition Technical Assistance Center (NSTTAC) and the College and Career Readiness standards. The domains of instructional focus are: (a) self-awareness, (b) career exploration and research, (c) goal setting and planning, and (d) preparing for adulthood. Units will employ an inquiry-based process and builds student achievement through real-life applications and scenarios. Career exploration will be aligned to 15 industry sectors defined in the model Career Technical Education standards.

COURSE GOALS

Upon completion of this course, students will:

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| Content | <ul style="list-style-type: none"> ● 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. |
| Skills | <ul style="list-style-type: none"> ● 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 |
| Literacy | <ul style="list-style-type: none"> ● 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 |

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- 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
 - Demonstrate a basic understanding of the conventions of standard English when writing and speaking.
- Communicate clearly and effectively with reason with peers and adults
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- 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) National Standards and Quality Indicators for Transition, with an emphasis on the Career Preparatory Experiences and Youth Development and Leadership Standards, (b) Standards for Career Ready Practice, (c) specific Common Core Reading Standards for Literacy in Science and Technical Subjects, and (d) specific Common Core Writing Standards for Literacy in History/Social Science and Technical Subjects.

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.

Common Core Reading Standards for Literacy in Science and Technical Subjects:

- RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
- RST.6-8.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
- RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grade 9-10 texts and topics.
- RST.6-8.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
- RST.6-8.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Common Core Writing Standards for Literacy in History/Social Science and Technical Subjects:

- WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments or technical processes.
- WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.6-8.6 Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- WHST.6-8.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate, synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.

Common Core Writing Standards for Speaking and Listening:

- SL 8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressions their own clearly.
- SL 8.2 Analyze the purpose of information presented in diverse media and formats (e.g. visually, quantitatively, orally) and evaluate the motives (e.g. social, commercial, political) behind its presentation.
- SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- SL. 8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact , adequate volume, and clear pronunciation.

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
- CCRST** refers to the Common Core Reading Standards for Literacy in Science & Technical Subjects
- CCWHST** refers to the Common Core Writing Standards for Literacy in History/Social Science & Technical Subjects
- SL** refers to the Common Core Standards for Listening and Speaking

Unit 1: Self-Awareness

Approximate Number of Weeks: 8-12

<p>Sample Essential Questions:</p>	<p>What are my personal strengths, needs, gifts and talents? How will I plan the remainder of my time in middle school to ensure I achieve my long term goals? What barriers do I anticipate running into and how will I deal with those? How can I demonstrate social responsibility in school and my personal life? How do I self-advocate? What are my learning characteristics/ how do I learn best?</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 skills, behaviors, and attitudes that enable them to learn and grow in self-knowledge, social interaction, and physical and emotional health (YDL 3.1). ● ... the relationship between their individual strengths and desires and their future goals and have the skills to act on that understanding (YDL 3.2). ● ...how to demonstrate leadership and participate in community life (YDL 3.3) ● ...technical skills and academic language (CRP.1) ● ...research skills, narrow or broadening the inquiry (WHST 6-8.7) ● Educational and career plans aligned to personal goals (CRP.2.3) ● Problem solving skills (CRP.5) ● Collaboration/teamwork (CRP.9) ● Resources to produce, publish, and update or share 	<ul style="list-style-type: none"> ● Collaborate to establish ground rules, classroom behaviors and expectations; how these correlate to life outside the classroom ● Identify the characteristics of a productive learning environment ● Identify beliefs and assumptions about his or her future ● Identify a personal definition of success ● Record, prioritize and monitor all assignments, projects and work hours (if applicable) in a calendar ● Keep personal materials organized and readily accessible ● Articulate their individual strengths, needs, learning style and interests ● Summarize key life experiences and milestones to this point ● Understand effective 	<p><u>Key Assignment/Assessment:</u> <i>Students will compose an explanatory essay based on their personal strengths/ gifts/ talents and needs using the results from the career/ learning assessments.</i></p> <p><u>Formative assessments:</u></p> <ul style="list-style-type: none"> ● Write a personal definition of success to be included as the first component of a student portfolio that students will develop throughout the course and through the academic school year. ● Compose visual summary of key life experiences, ● Compose a 1-2 paragraph summary of a peer’s key life experiences based on peer interviews ● Review the requirements to graduate from middle school ● Create a sample weekly schedule that meets given deadlines for specific tasks ● review time management skills- complete time 	<p>Unit vocabulary: active listening, adaptable, aspire, assessment, attribute, budget, career, career cluster, career field, career inventory, career planning, cause, charity, code of conduct, code switching, collaboration, community, community service goal, cooperative, curious, devoted, decisive, donation, efficient, empathetic, entrepreneurial, flexible, frugal, give back, I-message, indecisive, intrapersonal, interpersonal, introspective, inventory, job, kinesthetic, linguistic, motivated, mural, naturalistic, nurturing, observant, open-minded, occupation, optimistic, outreach, organic, permaculture, persistent, personality, pitfall, planner, portfolio, postsecondary education, prioritize, priority, time management, transition, self-advocacy, self-determination, self-esteem, soft-skills, spatial, spiritual, studious, talent, values, volunteer, volunteerism</p> <p>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</p> <p>Other resources: Self-determination resources including videos on disability and employment: http://ngsd.org/professionals Career zones assessment: http://www.mynextmove.org/</p>

<p>writing projects (WHST.6-8.6)</p> <ul style="list-style-type: none"> ● Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly (SL 8.1) ● Analyze the purpose of information presented in diverse media formats and evaluate the motives behind its presentation (SL 8.2) ● Delineate a speaker's argument and specific claims (SL 8.3) ● Present claims, and findings, emphasizing salient points in a focused, coherent manner (SL 8.4) ● Write arguments to support claims with clear reasons and relevant evidence (W 8.1) ● Write informative/explanatory texts to examine a topic and convey ideas, concepts and information (W 8.2) ● Write narratives to develop real or imagined experiences and point of view (W 8.3) ● Produce clear and coherent writing (W8.4) 	<p>communication techniques</p> <ul style="list-style-type: none"> ● Interpret nonverbal communication cues ● Community Volunteer/Citizenship ● Understand basic networking strategies ● Understand the role of personal ethics and personal responsibility ● Define code-switching and distinguish appropriate settings for school and professional "codes" ● Describe and define himself/herself in terms of personality and values ● Display understanding of social responsibility to the greater community ● Set a goal to make a meaningful contribution to the community during the semester ● Read, understand and actively participate in their ITP; review current ITP goals and revise if necessary (if student has IEP) 	<p>management chart</p> <ul style="list-style-type: none"> ● Role play when presented with different situations involving challenges/barriers ● partner/ class discussion of role playing activity ● review problem solving skills/conflict resolution skills ● write a journal reflection of role playing activity ● Complete a personality profile self-assessment-learning styles inventory-"what kind of student are you" ● review results from inventories-journal reflection of results-discuss with partner/ class results- ● Define accommodations-review various accommodations students can use in classroom- ● role play with students asking for accommodations ● Define self advocacy-students brainstorm-partner discussion/ class discussion of definition ● create a visual definition of self advocacy ● students create a mini play/ scene using the theme of self advocacy ● **need activity for ITP 	<p>Career pathways self-assessment http://whodouwant2b.com/student/pathways</p> <p>Time management resources: http://pbskids.org/itsmylife/school/time/</p> <p>Time management chart: (page 14) http://www.montgomeryschoolsmd.org/uploadedFiles/info/planningguides/GettingSet.pdf</p> <p>Problem solving skills resources: https://www.stenhouse.com/sites/default/files/public/legacy/pdfs/8247/ch10.pdf http://education.cu-portland.edu/blog/teaching-strategies/5-problem-solving-activities-for-the-classroom/</p> <p>learning styles inventory: https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/IDEAS%202014%20Handouts/LearningStyleInventory.pdf</p> <p>file:///C:/Users/Administrator.WINDOWS-4SE5LS2/Google%20Drive/1617%20TC%20Files%20(1)/Middle%20School%20Elective%20documents_/what-kind-of-student-are-you%20Unit%201%20handout%20(1).pdf</p> <p>Accommodations resources: https://www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/common-classroom-accommodations-and-modifications</p>
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Unit 2: High School Research

Approximate Number of Weeks: 6-8

<p>Sample Essential Questions:</p>	<p>How can I best utilize resources available in high school? What qualities does a successful high school student have? What are the basic high school requirements for a diploma? What qualities and characteristics are valuable for postsecondary life?</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>	
<p>... career expectations, workplace culture, and the changing nature of work and educational requirements (CPE 2.4.3) how personal skill development (positive attitude, self-discipline, honesty, time management, etc.) affects their employability (CPE 2.4.4)</p> <ul style="list-style-type: none"> ● ...technical skills and academic language (CRP.1) ● ...research skills; how to narrow or broadening the inquiry (WHST8-10.7) ● Educational and career plans aligned to personal goals (CRP.2.3) ● Financial literacy (CRP.6) ● Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision (RST.6-12) ● Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events... (SL.6-12) ● Conduct short research 	<ul style="list-style-type: none"> ● Understand A-G requirements ● Understand what are extracurricular activities ● Define high school success ● Plan and practice time management and its application to planning ● Explore the benefits of mentorship ● Effective use of graphic organizers ● Conduct effective online research ● Exhibit professional courtesy when interacting with a guest speaker ● Collaborate to create interview questions for guest speakers ● Importance of Soft Skills’ development while in high school ● Positive Attitude in the classroom ● Effective Communication practices in class ● Self Advocacy to better academic performance ● Explore the benefits of Teamwork and classroom performance ● Networking resources to high school success ● Critical thinking in the classroom 	<p><u>Key Assignment/ Assessment:</u> <i>Students create a PPT presentation on high school requirements and their plans to graduate with a high school diploma. Select one soft skill that will increase personal growth and include a post-high school career goal.</i></p> <p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> ● Analyze and summarize high school requirements ● Develop an action plan to successfully graduate from high school ● Examine and discuss a high school schedule ● Create and maintain a weekly agenda ● Create and maintain a homework log ● Develop and maintain a weekly schedule of activities ● Identify and interview a successful high school student. ● Research extracurricular activities at your future high school (ie., enrichment programs, clubs, sports, etc.) ● Create and maintain a homework log ● Identify and interview a successful high school student. 	<p>Unit Vocabulary: Agenda, A-G , Assessments, academy, requirements, organize, schedule, mentor, midterms, GPA, extracurricular activities, resume, honor classes, school work, Field Trip, college counselor, high school counselor, GEAR UP, graphic organizers, focus, procrastinate, study guide, presentation, COMMON CORE STANDARDS, Confident, Assertive, soft skills, time management</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>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: www.careeronestop.org Office of Disability Employment’s “Skills</p>

<p>projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration (SL.6-12)</p> <ul style="list-style-type: none"> ● Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas (SL.6-12) ● Effective communication skills (CRP.2) 	<ul style="list-style-type: none"> ● Problem Solving academic challenges in high school 	<ul style="list-style-type: none"> ● Complete 2-column notes on key responses from interview ● Compare challenges in high school and contrast positive solutions and outcomes ● Examine GPA and develop action plan to improve it ● Propose solutions to hypothetical high school problems in challenging, authentic scenarios ● Identify sites for community service ● Participate in a guest speaker interview ● Research soft skills and select 3 that would increase personal growth ● Analyze performance results when approached with a positive attitude ● Practice different modes of effective communication written, verbal, and multimedia ● Research meaning of Self-advocacy and how it functions effectively in class. ● Analyze connection of teamwork in class and how it applies to employment ● Create a network list of resources available in high school. ● Practice critical thinking strategies (Bloom's Taxonomy) ● Proactive ways to overcome academic challenges to succeed in high school 	<p>to Pay the Bills" curriculum & videos http://www.dol.gov/odep/topics/youth/softskills/</p>
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Unit 3: Goal Setting Financial Literacy

Approximate Number of Weeks: 8-10

<p>Sample Essential Questions:</p>	<p>What is financial literacy and why is it important? How do I develop and maintain a budget? How will I save for my future? What makes a good first impression for a potential employer?</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>	
<p>... job preparation skills through job-readiness curricula and training (CPE 2.4.1) ... career expectations, workplace culture, and the changing nature of work and educational requirements (CPE 2.4.3) ...how personal skill development (positive attitude, self-discipline, honesty, time management, etc.) affects their employability (CPE 2.4.4) ... appropriate job-seeking behaviors (CPE 2.4.5)</p> <ul style="list-style-type: none"> ● Cite specific textual evidence to support analysis(RST .8-8.1) ● Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.(RST .8- 8.8) ● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (WHST.8- 8.4) ● Use technology, including the Internet, to produce and publish 	<ul style="list-style-type: none"> ● Conduct effective online research ● Analyze the qualities of websites that alert users to their reliability, authenticity and accuracy, ● Distinguish between credible and non-credible online sources ● Describe how to cite sources properly ● Create an effective PowerPoint presentation ● Exhibit professional courtesy when interacting with a guest speaker ● Identify 3 realistic careers within their aligned industry sector ● Distinguish between careers that require college degrees and those that require only professional or specialized training/certifications ● Identify the salary range associated with their desired career ● Identify common expenditures in a monthly budget ● Summarize meaning of 	<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, and requirements.</i></p> <p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> ● Summarize the goal of a website ● Complete an open-ended, constructed response assessment on conducting internet research ● Complete 2-column notes on key financial literacy vocabulary ● Fill-in a mock check with given information ● Calculate monthly and yearly income based on given wage ● Create a monthly budget that illustrates projected expenses for living single in the LAUSD area, which is aligned to his/her selected occupation ● Compare and contrast 	<p>Unit vocabulary: Advanced search, ATM, balanced budget, bank statement, blog, bounced check, check cashing business, citation, citation generator, consumer credit, credit, credit card, credit union, debit, debit card, debt, editorial, direct deposit, FDIC, interest rate, online banking, meta-search engine, overdraft, payday loan store, plagiarism, register, reputable, savings account, search engine, URL, withdrawal</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>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: 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;</p>

<p>writing and present the relationships between information and ideas clearly and efficiently. (WHST .8-8.6)</p> <ul style="list-style-type: none"> • Draw evidence from informational texts to support analysis, reflection, and research. (WHST .8-8.9) 	<p>personal finance terminology</p> <ul style="list-style-type: none"> • Understand differences among banks, credit unions and check cashing businesses 	<p>potential earnings for selected occupation to identified needs, wants and chosen lifestyle</p> <ul style="list-style-type: none"> • Interview a professional employed in career of interest and complete a graphic organizer comparing contrasting benefits and challenges of career 	<p>http://www.treasurydirect.gov/indiv/tools/tools_moneymath.pdf Visa's Financial Literacy website: www.practicalmoneyskills.com</p>
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Unit 4: CAREER RESEARCH

Approximate Number of Weeks: 8-12

Sample Essential Questions:		What is the difference between social and professional relationships? What qualities and characteristics do employers value? What are “soft skills” and “hard skills”? What qualities and characteristics do employers value?	
Content Standard		Performance Measure(s)	Instructional Resources
Students know: (content)	Students are able to: (skill)	Students will... (formative and summative “key” assessment)	
... career expectations, workplace culture, and the changing nature of work and educational requirements (CPE 2.4.3) ...how personal skill development (positive attitude, self-discipline, honesty, time management, etc.) affects their employability (CPE 2.4.4) ... appropriate success-seeking behaviors <ul style="list-style-type: none"> ...technical skills and academic language (CRP.1) ...research skills; how to narrow or broadening the inquiry (WHST6-8) Educational and career plans aligned to personal goals (CRP.2.3) Visual translations of quantitative or technical information expressed in words (RST.6-12) Effective communication skills (CRP.2) Problem solving skills (CRP.5) Aspects of ethical and effective leadership and 	<ul style="list-style-type: none"> Distinguish between negative and positive relationships Identify the characteristics of constructive friendships and other relationships Differentiate “hard skills” from “soft skills” Understand steps to conflict resolution characteristics of effective cover letters and resumes Summarize the purpose and components of applications and letters of reference Identify GPA Understand requirements for high school diploma Understand how appearance affects impressions 	<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 occupation presentation, (g) the research paper on a selected high school, and demonstrating success</i></p> <p><u>Formative Assessments:</u></p> Develop a list of characteristics between positive and negative friendships Identify characteristics of long term relationships <ul style="list-style-type: none"> Create a mission statement for success in high school, career and adult life Create a resource map of classes needed to graduate from high school Develop, practice, and analyze dialogue among teens and adults compare differences and impact Create a communication comic depicting effective and ineffective communication Evaluate methods of communicating in formal and informal situations through a simulation List characteristics of an effective 	<p>Unit vocabulary: Administrative assistant, application, availability, body language, DMV, compensation, computer literate, cover letter, data entry, diversity, ethics, “hard skills”, mission statement, reference, resume, role model, “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 Onestop sample mock interview questions http://www.careeronestop.org/ResumesInterviews/Interviews/SampleInterviewQuestions.aspx</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</p>

<p>management (CRP.8)</p> <ul style="list-style-type: none"> • Workplace and community responsibilities (CRP.7) • Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts (R.I. 8.4) • Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (RST.6-8.7) • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (WHST.6-8.4) 		<p>cover letter and resume</p> <ul style="list-style-type: none"> • Create a cover letter • Compose a resume • List needed information to complete a job application • Fill-out a job application • Participate in a student panel interview • Participate in a guest speaker interview • Reflect on learning and growth that occurred during the course • Evaluate overall personal experience and performance in the course • Review progress toward short-and long-term goals drafted during the course and update/revise as needed 	<p>planning website): www.calcareercenter.org 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/to</p>
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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. Career selections will be based on notes taken on job zone organizer.
Two	Digital High School Readiness Presentation	Students will create a PPT presentation on their vision plan to successfully complete high school. Additionally this presentation will include their life projection for the next 4 years and one anticipatory personal skill development of their choice.
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 occupation presentation, (g) the research paper on a selected university or trade school, and (h) 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 Play
	● 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

- Cooperative Problem-solving
- Student Presentations
- Short/Long-term projects
- Peer Teaching
- Structured Note taking

Reading Strategies

- Vocabulary Development (including conceptual and non-linguistic components)
- Anticipation Guides
- Text Structures
- Pre-teaching
- Reciprocal Teaching
- Pre-reading
- Functional Text

SDAIE Strategies for English Learners

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

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 Alouds
- Small Group Instruction / Learning Centers
- Manipulatives & Visuals
- Peer Assisted Learning

Differentiation for Advanced Learners

- Curriculum Compacting
- Acceleration
- Depth and Complexity
- Tiered Assignments
- Flexible Grouping
- 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 - Daily attendance - Collaborating and contributing during discussions - Completing in-class assignments - Homework	20%
Unit Quizzes	10%
Key Assignments	20%
Portfolio with all Requirements: -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%

Submitted by: L. Rondeau (LAUSD)

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