

El Monte Union High School District

Course Outline

High School: South El Monte High School

Title: Life Design for 21st Century

Transitional* _____ (Eng. Dept. Only)

Sheltered (SDAIE)* _____ Bilingual* _____

AP** Honors**

Department: US

Grade Level (s): 9

Semester: XXX Year:

Year of State Framework Adoption _____

This course meets graduation requirements:

- () English
- () Fine Arts
- () Foreign Language
- () Health & Safety
- () Math
- () Physical Education
- () Science
- () Social Science
- (x) Elective

Department/Cluster Approval _____

Date _____

*Instructional materials appropriate for English Language Learners are required.

**For AP/Honors course attach a page describing how this course is above and beyond a regular course. Also, explain why this course is the equivalent of a college level class.

1. Prerequisite(s):

- Students eligible would be non-AVID and non-Accelerated students
- Counselor/Teacher/Parent recommendation

2. Short description of course which may also be used in the registration manual:

The strategies and activities within this course provide an integrated career decision-making methodology that hinges on education plan development and the completion of academic/life goals that support the successful launch into a career path. Life and occupational preparation; establish a dynamic 10-year plan which integrates goal setting, identity formation, decision making, budget projection, online career research, skills identification, and life-long learning.

3. Describe how this course integrates the schools ESLRs (Expected School-wide Learning Results):

The students will utilize technology as a tool by using the Internet to research and complete assignments. The students will demonstrate effective personal and interpersonal skills by using AVID strategies (i.e. recording assignments in agendas, and keeping a notebook with dividers for each subject.) Students will be healthy individual by developing a positive self-image by learning and practicing study skills that will help them be successful. Students will be critical thinkers and self-directed learners by learning and applying study skills strategies (i.e., Cornell notes and predicting) in their core academic classes. The class will emphasize the development of effective communication skills through course content and a variety of instructional strategies utilized to teach the curriculum. To develop ethical and responsible individuals students will be expected to follow the school standards of attendance, punctuality, civil behavior, and moral conduct. Critical thinking skills and self-directed learning will be addressed in the development of learning strategies and will emphasize application to the learning process in all classes. The course will teach how to evaluate and assess their life-style to develop as a healthy individual. The concept of the whole person in various human relationships emphasizes the responsibility of the individual to develop their full potential. Through knowledge of Maslow's hierarchy of needs, students will learn the importance of becoming a community participant and appreciate the diverse cultural differences in society. Students will work individually and in groups to develop skills and leadership.

4. Describe the additional efforts/teaching techniques/methodology to be used to meet the needs of English Language Learners:

The course will incorporate the development of oral language through class discussion and presentations. Pair/share, chunk and chew and reciprocal teaching will be used throughout the course to assist students in understanding the information. Variety of hands-on activities will allow the student to demonstrate their learning and achievement of the course content. Peer support will be utilized to assist in instruction and information when needed. Students will be paired with another student who has a common language if possible.

5. Describe the interdepartmental articulation process for this course:

Academic literacy skills found in English and math will be utilized throughout the course. The course will look at possible careers from various fields which will tie to each department on the campus. Resume writing and career portfolio will be developed using the *My10YearPlan.com*. Keyboarding skills learned in CTE will be used extensively throughout the course.

6. Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe how this course will address work-based learning/school to career concepts:

The Life Skills for the 21st Century course is inherently interdepartmental since it is developing skills necessary in every course. The students that take the course will be expected to work on assignments from their other courses with the help of tutors. Students will have a variety of writing assignments to practice writing skills. Critical thinking skills will be used to evaluate and apply the information learned to personal living and the work environment. Students will utilize the elements of reasoning in a variety of learning context in the classroom. The correlation between academic and vocational concepts and skills will be related to every day living and work settings throughout the course. Students will engage in individual and cooperative group work to develop responsible attitudes in the learning and work environment.

7. Materials of Instruction (Note: Materials of instruction for English Language Learners are required and should be listed below.)

A. Textbook(s) and Core Reading(s):

Career choices and Changes: A workbook to Discover Who You Are, What you Want, and How to Get It,
Academic Innovations

B. Supplemental Materials and Resources:

My10yearPlan.com

Academic Innovations

Workbook and Portfolio-For the workbook-Career Choices

Academic Innovations

C. Tools, Equipment, Technology, Manipulatives, Audio-Visual:

Use of the internet for My10yearPlan.com, Guest Speakers, LCD projector, classroom computers, TV-DVD/VCR, CD/taped audio recordings, audio CD, access and utilization to all computer labs, library, etc.

8.

▪ **Objectives of Course**

The objective of this course is to provide support for at-risk 9th grade students by providing them with guidance, time, resources, and life skills toward a positive and successful high school transition and experience by instilling the following: organization, structure, consistency, and self-discipline with the assistance of all stakeholders (parents, students, teachers, and staff) in order for the student to successfully complete their 9th grade experience attaining grades of “C” or better in their courses. The following are the course objectives:

- The course will teach students critical decision-making process for evaluating life-defining choices
- It will culminate in the development of a 10-year career and education plan that will assist students envision a productive life of their own choosing
- Transition eventually into a productive and self-sufficient adulthood
- The course in the end will help students frame a response to the essential question to the course: “Why do I need a good education?”

▪ **Unit detail including projects and activities including duration of units (pacing plan)**

The following refers to the *Choices* book and corresponding workbook:

Unit 1: Who Am I? (4 weeks)

Students will develop a personal vision for themselves. As students create this vision the student will determine what is success and how to measure and achieve success as it relates to

school and their life. The students will also look at themselves and develop a profile of themselves and how this profile relates to their vision and success they want to achieve. As part of their personality profile development, the student will determine their strengths, work style, skills and aptitude, roles, occupations, and vocations.

1.1 Envisioning Your Future: How do I define success?

1.2 Your Personal Profile: Getting what you want starts with knowing who you are

Unit 2: What Do I Want? (16 weeks)

Students will be taken through Maslow's triangle. This inventory will have the student conduct a self survey on the five areas: survival, security and safety, sense of belonging, esteem and self-actualization. As the student goes through the Maslow's hierarchy triangle, the student will define what their needs are and the type of lifestyle that would want post high school. As the student continues with the hierarchy, the student will determine what career/vocation they would desire to have the type of life they would like.

2.1 Lifestyles of the Satisfied and the Happy: Keeping your balance and perspective

2.2 What Cost This Lifestyle: Every career choice involves sacrifices and rewards

2.3 Your Ideal Career: Reading about careers isn't enough

2.4 Decision Making: How to choose what's best for you

Unit 3: How Do I Get It? (16 weeks)

This unit will present situations to students and have them make decisions about how they would effectively deal with life situations. The student will start with setting goals and solving problems. As the student learns the techniques for goal setting and problem solving, the student will be presented with various detours and/or roadblocks that they may encounter in their life and how would they handle each one. Students will evaluate their skills (personal, life, and vocational) and how to use them effectively. The student will also the importance to be a life-long learner. As the student continues with the unit, the student will self-examine their attitudes and how change affects them. The culminating project is for the student to become to develop a portfolio and plan for the next 10 years of their life.

3.1 Setting Goals and Solving Problems: Skills for successful living

3.2 Avoiding Detours and Roadblocks: The to success is dotted with many tempting parking places

3.2 Attitude is Everything: Learning to accentuate the positive

3.3 Your Skills Inventory: The precursor for your Education Plan

3.4 Study Skills for the Life-Long Learner: Developing your Learning Plans

3.5 Making Changes: The inevitable process

3.6 Beginning the Job Search: Just do it!

3.7: Where Do You Go From Here: Writing your 10-year plan to action

- **Indicate references to state framework(s)/standards (If state standard is not applicable then national standard should be used)**

The course will utilize as reference the 21st Century Skills. Emphasis will be placed on Critical Thinking and Problem Solving, Creativity and Innovation, Communication and Collaboration, Cross-Disciplinary Thinking, Basic Literacy, Information Literacy, and Life and Career Skills.

- **Student performance standards**

For all units the student grade will be based on points earned for work accomplished. The grade will be assigned based on the following standard:

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

Writing skills will be graded for grammar and spelling as well as content.

- **Evaluation/assessment/rubrics**

Short essays, semester exam, journals and presentations will be used. Observation and demonstration of core concepts being internalized in journal reflections. Compare and contrast the career journey of guest speakers by writing short essays that identify their successes. Central course themes will be explored through the use of project based learning activities that encourage all students to form emotional connections to critical exam content necessary for recall and expression of understanding.

- **Include minimal attainment for student to pass course**

The final grade will be assigned based on the following scale:

A: 90-100% B: 80%-89% C: 70%-79% D: 60%-69% F: 59% or lower

Grades will be calculated by the number of points earned on the various assignments, class participation, projects and presentations.