

El Monte Union High School District

Course Outline

District: EMUHSD

High School: Rosemead High School

Course Title:
College and Career Planning

Primary Textbook:
Career Choices and Changes

Supplemental Materials:
Career Choices Workbook
Life Prep Academy
Choices 360 Assessments
RHS ACCESS Guide

Copyright date/Edition:

Transitional* _____ (Eng. Dept. Only)

Sheltered (SDAIE)* ___ Bilingual* ___

AP** _____ Honors** _____

Department: _____

CTE*** :
Industry Sector: _____
Pathway: _____

Check One
Introductory: _____
Concentrator: _____
Capstone: _____

Grade Level (s): 9

Semester X Year _____

Year of State Framework Adoption _____

This course meets graduation requirements:

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

This course meets a-g requirements:

- "a" – Social Studies
- "b" – ELA
- "c" – Math
- "d" – Lab Science
- "e" – Language (not English)
- "f" – Vis/Perf Arts
- "g" – College prep elective

Department/Cluster Approval Date

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Is this course an adaptation from another source?

- No
- Yes

If yes, please indicate the source of the original course:

*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.

***For CTE, **attach the CTE course outline** created in the online template (<http://ctecourse.scoe.net/>).

1. Prerequisite(s): N/A

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

▪ **Course Objectives:**

College and Career planning aims at providing students with the resources, materials and strategies necessary to answer three central questions: 1) Who am I?, 2) What do I want?, and 3) How do I get it? Students will use the answers to these questions to create an educational and career plan they can follow throughout the remaining years of high school and beyond.

▪ **Course Description:**

College and Career Planning is a course that includes an interdisciplinary that involves students and teachers in an interactive learning process. This academically based curriculum is packaged in a thematic format to address the developmental needs of the early adolescent. The course teaches students to answer the pressing question of “Why do I need a good education?” as they learn a critical-decision making process for life-defining decisions and draft a 10-year Career & Education plan that will help them envision a productive life of their own choosing.

▪ **Student performance standards:**

*Students will learn to project into the future and understand the consequences of their actions and choices made today.

*Students will complete formal assessments and surveys to help them establish and consolidate their identity, becoming “identity achieved.”

*Students will analyze the effect of personal interest and aptitudes upon educational and career planning.

*Students will recognize the impact of career choice on personal lifestyle.

*Students will recognize the impact their commitment to education has on their future lifestyle and life satisfaction.

*Students will demonstrate the skills to locate, analyze, and apply career information.

*Students will learn the process for career planning and educational preparation.

*Students will learn to apply the skill sets required for success (both in the classroom and the workforce).

*Students will demonstrate an understanding of the importance of productive work habits and attitudes.

*Students will learn that many skills are common to a variety of careers and that these skills can be transferred from one career opportunity to another.

*Students will learn the effect change has on society and career opportunities.

▪ **Evaluation/assessment/rubrics**

This course will include quizzes, surveys, reflections and presentations. Most assignments will be graded based on their completion. Summaries, reflections, written responses and presentations will be graded based on content, grammar and quality.

▪ **Include minimal attainment for student to pass course:**

Student’s grade will be calculated using a standard grading scale:

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

3. Course content:

Number of units (minimum of 6): 6

General Curriculum Notes:

*Each unit below includes a vast number of short activities, surveys and assignments for students. All of these activities were designed for a Socratic classroom that centers on discussions with students about their responses. These activities are short and can be grouped along with others so that many can be completed together, depending on student performance and understanding.

*Each of the chapters from *Career Choices and Changes* below is supplemented by a student workbook that allows students to brainstorm ideas and draft their responses to the three central questions of the text:

*The student workbook is also paired with a companion website, my10yearplan.com, which allows students to finalize their answers from the workbook and document their decisions as they go through each chapter.

*Through this companion website, students will share their final draft of their 10-year plan with the career center and guidance counselors to allow for more continued and focused support.

Career Center Integration:

Along with the activities included in *Career Choices and Changes*, this course includes activities from the Choices 360 website, which includes 7 different assessment types to help students identify personality traits and potential options for colleges and careers. Students will complete these Choices 360 assessments through visits to the career center. Teachers should also consider regular or frequent trips to the career center during this course to provide additional support for struggling students and to provide students with the resources they'll need during grades 10-12 to execute their plans.

AVID/ACCESS Integration: In addition to the activities from *Career Choices and Changes* and the assessments from Choices 360, this course also includes use of the ACCESS documents for tracking progress and monitoring grades. Also, any students that are interested in or in need of further support will have an opportunity to apply to the AVID program for grades 10-12.

Unit Title: Unit 1 – Who am I? (3 weeks)

Content:

Career Choices and Changes Chapter One – Envisioning Your Future

Career Choices and Changes Chapter Two – Your Personal Profile

Sample Assignment:

Unit 1 activities will include short-answer questions, personality surveys and written reflections. These activities will focus on the student's personal definition of success and assessing their personality types and traits.

Culminating Project:

Students will complete an self-evaluation quiz that will identify their strengths and personality traits.

Unit Title: Unit 2 – What do I want?: Choosing Lifestyles (3 Weeks)

Content:

Career Choices and Changes Chapter Three – Lifestyles of the Satisfied and Happy
Career Choices and Changes Chapter Four – What Cost This Lifestyle?

Sample Assignment:

Unit 2 activities will include surveys, summaries and written responses to case studies, and sample budgets. These activities focus on Maslow’s triangle of self-actualization, choosing an ideal lifestyle, and identifying a budget for this lifestyle.

Culminating Project:

Students will interview an adult in their career and write a summary of and a reflection on the answers given.

Unit Title: Unit 3 – What do I want?: Choosing Careers (6 Weeks)

Content:

Career Choices and Changes Chapter Five – Your Ideal Career
Career Choices and Changes Chapter Six – Career Research
Career Choices and Changes Chapter Seven – Decision Making

Sample Assignment:

Unit 3 activities will include checklists, interest surveys, career research and online assessments through Choices 360 and visits to the Career Center.

Culminating Project:

Based on their career research and online assessments, students will create a presentation indicating their top 3 career choices along with detailed information about each career including salary, education requirements, job growth and availability, a typical day on the job and each occupation’s general pros and cons.

Unit Title: Unit 4 – Setting Goals and Solving Problems (1-2 Weeks)

Content:

Career Choices and Changes Chapter Eight – Setting Goals and Solving Problems
Career Choices and Changes Chapter Nine – Avoiding Detours and Roadblocks

Sample Assignment:

Unit 4 activities will include written responses, goal setting activities, and written reflections. These activities will focus on goal setting, combating excuses and creating backup plans

Culminating Project:

Students will create a “Career Back-Up Plan” that details potential backup options for their chosen careers from Unit 3.

Unit Title: Unit 5 – Assessing Skills and Attitudes (2-3 Weeks)**Content:**

Career Choices and Changes Chapter Ten – Attitude is Everything
Career Choices and Changes Chapter Eleven – Your Skills Inventory
LifePrep Academy – “College and University Opportunities for You”
LifePrep Academy – “More Post-Secondary Options for You”

Sample Assignment:

Unit 5 activities will include skill assessments and research on various University and Post-Secondary opportunities. Students will research community colleges, CSU campuses, UC campuses, private schools, apprenticeships, technical/vocational schools and the military.

Culminating Project:

Students will update their Career Presentation from Unit 3 by adding a list of colleges, universities and postsecondary options that can lead to their career choices.

Unit Title: Unit 6 – My 10-Year plan (2 Weeks)**Content:**

Career Choices and Changes Chapter Fifteen – Where Do You Go from Here-Writing your 10-year Action Plan?
RHS ACCESS Guide

Sample Assignment:

Unit 6 activities will include written responses and reflections. These activities will focus on their previously determined college and career plans as students draft their 10-year Action Plan.

Culminating Project:

Students will complete a final draft of their 10-year plan that will be shared to career center and guidance counselors.

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

College and Career Planning will encourage students to become *academic achievers* by teaching them the value of an education as well as allowing them to see the benefit of good educational and career planning. The course will allow students to practice and demonstrate their *responsibility* by teaching them the value of planning as well as the steps required to create backup plans and anticipate adversity. The Socratic nature of the course allows students to develop their *effective communication* and *complex thinking* skills as they interact with their peers and teacher to respond to questions, survey and interest profiles to make important decisions about their futures. The frequent use of the companion website will encourage their daily and frequent use of *technology*. Through all of this reflection and planning, students’ overall health is encouraged as they learn about the negative consequences of poor planning as well as the skills required to face potential adversity.

5. Describe the Integrated ELD teaching techniques to be used to meet the needs of English Language Learners:

This course encourages and requires oral discussion between groups of students as well as between students and teachers. The companion workbook and website allow for more visual interaction of content to provide context

for understanding. Strategic grouping and Peer Support can be used to group students with common languages to clarify instruction and identify student needs.

6. Describe the interdepartmental articulation process for this course:

College and Career Planning will include annotation and text markup skills that can be used in core classes. The career research will allow students to see careers tied to any and all subjects taught on campus. In addition, the use of my10yearplan.com will encourage the frequent use of technology and literacy skills.

7. 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:

By design, this course intersects academic and vocational concepts because students will use their academic and technology skills to navigate the course curriculum while learning about and planning for potential career opportunities. Every aspect of the course, including all of the various lessons and activities included, are meant for students to take from the classroom and into their future educational and career endeavors.

8. Materials of Instruction:

A. Primary Materials

Career Choices and Changes: A Workbook to Discover Who You Are, What You Want, and How to Get It
Academic Innovations

B. Supplemental Materials

Career Choices - Workbook and Portfolio
Academic Innovations

My10yearplan.com
Academic Innovations

Choices 360 website and assessments

LifePrep Academy
College, Career and Planning Guide for California Students and Their Families

RHS ACCESS Guide