



Prepares Students for College and Careers

▲ Career Planning and Management

COURSE CODES:

▲ROP 62060 ▲WUHSD 8066 ▲ERUSD 0000 ▲State (CALPADS) 7000

Industry Sector: Across all Sectors
Career Pathway: Multiple Pathways
Classroom Hours: 180
Work Based Learning: None

Course Level: Career Exploration

Approved Textbook/Curriculum: The 7 Habits of Highly Effective Teens, Steven R. Covey. The 6 Most Important Decisions You'll Ever Make, Steven R. Covey.

<p>POST-SECONDARY EDUCATION</p> <table border="0"> <tr> <td>Articulation with College</td> <td>No</td> </tr> <tr> <td>Dual Enrollment with College</td> <td>No</td> </tr> <tr> <td>UC Approved a-g elective credit</td> <td>No</td> </tr> </table> <p>COLLEGE MAJORS</p> <p>This course provides information on all Industry Sectors recognized by the State of California</p>	Articulation with College	No	Dual Enrollment with College	No	UC Approved a-g elective credit	No	<p>21st Century Skills</p> <p>NEXT STEPS</p> <p>All ROP and CTE courses based on future career goals.</p>
Articulation with College	No						
Dual Enrollment with College	No						
UC Approved a-g elective credit	No						

Prerequisites: None

Course Description:

Career Planning and Management is designed to assist student's transition from middle school to high school to post-secondary to career, explore education and career options and create SMART goals for their future. This class prepares students for a successful career by learning the skills needed, academically and socially, to succeed in high school and post-secondary education. Students will assess their personal learning styles and interests while exploring college and careers. The focus is to engage students and provide relevance in academics by covering topics such as: Communication Skills, Technology Literacy, Leadership, People Skills (choices & consequences), Study Skills, Achieving Goals and Time Management. In addition, the development of keyboarding and/or technological skills are covered. Students will leave the class with a college and career plan.

Integrated throughout the course are standards for Career Ready Practice and Academic Content Standards which include: appropriate technical skills and academic knowledge; communication skills; career planning; applied technology; critical thinking and problem solving; personal health and financial literacy; citizenship, integrity, ethical leadership and effective management; work productively while integrating cultural and global competence; creativity and innovation; reliable research strategies, and environment, social and economic impacts of decisions.

COURSE OUTLINE

I. ORIENTATION

- A. Introduce course and facilities, teacher shares career story
- B. Discuss syllabus and major objectives, student outcomes
- C. Explain attendance, grading, classroom procedures, code of conduct
- D. Complete course safety requirements/test
- E. Discuss environmentally-sound practices and sustainability within the industry sector

II. COMMUNICATION SKILLS

- A. Demonstrate positive verbal communication skills using appropriate vocabulary, demeanor, and vocal tone in the classroom and/or worksite
- B. Read and interpret written information and directions
- C. Practice various forms of written communication appropriate to the occupation
- D. Practice positive body language skills
- E. Demonstrate active listening skills including techniques for checking for understanding and for obtaining clarification of directions

III. LEARNING STYLE AND STUDY SKILLS

- A. Understand learning styles and identify primary style of learning
- B. Demonstrate effective note taking
- C. Demonstrate effective study skills

IV. INTERPERSONAL SKILLS

- A. Demonstrate positive teamwork skills by contributing to a group effort and classroom activities
- B. Identify and practice effective problem-solving techniques
- C. Demonstrate appropriate attendance and punctuality practices for the classroom and future employment
- D. Demonstrate the use of time management skills including balance between school, work and family
- E. Identify different personality types and strategies for working effectively with each type
- F. Understand work ethic and how it affects future successes
- G. Demonstrate and understand proper study skills
- H. Demonstrate flexibility and adaptability in working with others
- I. Review employee compatibility screening, drug screening, and background checks

V. CAREER PLANNING

- A. Create a College and Career Plan
- B. Complete 2 self-assessments designed to identify skills, aptitudes, and possible career paths
- C. Develop a career goal
- D. Research career options
- E. Identify how transitional skills apply to a chosen career
- F. Outline entrepreneurial opportunities associated with a chosen career
- G. Describe factors involved in career decision making
- H. Create a career portfolio with sections that include: resume, samples of work, college applications, reference letters, cover letters, certifications, work evaluations, etc.

VI. CAREER PREPARATION SKILLS

- A. Research resources containing job listings/openings
- B. Complete an error-free application and an online application
- C. Prepare an error-free resumé in proper format using MS Word
- D. Prepare an error-free cover letter in proper format using MS Word
- E. Start a networking journal, minimally 10 entries
- F. Complete an online application packet
- G. Obtain five professional references and collect five letters of recommendation
- H. Evening of Excellence Essay

VII. INTERVIEWING SKILLS

COURSE OUTLINE

- A. Identify steps for preparing for an interview
- B. Identify appropriate dress and grooming for interviews and the workplace
- C. Practice answering commonly asked interview questions with thorough and concise information
- D. Practice answering interview questions using proper English
- E. Demonstrate professional body language (handshake, posture, eye contact)
- F. Identify appropriate questions to ask at the end of the interview
- G. Write a follow-up thank-you letter
- H. Conduct a professional mock interview and review video

VIII. POST-SECONDARY PLANNING

- A. Identify education requirements and advanced training opportunities necessary for pursuing a chosen career
- B. Research post-secondary education options/programs that prepare individuals for a chosen career
- C. Complete a college application
- D. Understand Financial Aid
- E. Research scholarships and complete at least one scholarship application

IX. PERSONAL AND OCCUPATIONAL SAFETY

- A. Demonstrate procedures to be followed in the case of emergencies
- B. Identify and discuss cyber ethics, cyber safety, and cyber security
- C. Recognize good housekeeping as a safety issue
- D. Explain importance and role of CAL-OSHA
- E. Recognize the effects of substance abuse in the workplace

X. POST SECONDARY OPTIONS

- A. Identify a post-secondary major
- B. Understand current CTE options
- C. Identify post-secondary institutions that provide students' chosen major
- D. Develop a post-secondary plan
- E. Visit a 2 year and 4 year college

XI. PERSONAL FINANCE

- A. Identify the impact negative attendance has on personal finances
- B. Identify interest rates, using college debt as an example
- C. Research the Rule of 72 and understand how time works with savings accounts
- D. Calculate the cost of health and welfare benefits covered by the employer or the employee
- E. Complete a reality check on the cost of living on your own
- F. Identify various retirement savings plans (401k, pensions, IRA)
- G. Understand the use of credit cards
- H. Explain payroll deductions, including all dollars taken from paycheck
- I. Explain the need and responsibility of having a bank account

XII. CAREER SUCCESS STRATEGIES

- A. Review and Discuss California CTE Model Curriculum Standards for Career Ready Practice
- B. Identify and practice job retention skills
- C. Explain the proper procedure for leaving a job
- D. Identify opportunities for advancement
- E. Identify skills necessary for a promotion
- F. Demonstrate follow-through techniques

XIII. TECHNOLOGY

- A. Demonstrate Keyboarding skills at 30WPM
- B. Understand computer hardware and software
- C. Demonstrate basic understanding of word-processing

ESSENTIAL STANDARDS AND KEY ASSIGNMENTS

INDUSTRY SECTOR: All Sectors

ESSENTIAL PATHWAY STANDARD - A1.0

KEY ASSIGNMENT I

Students will participate in mock interviews with peers and/or outside industry representatives, demonstrating professional dress and communication, and presenting error-free applications and resumes.

ESSENTIAL PATHWAY STANDARD - A2.0

KEY ASSIGNMENT II

Students will research a career and interview at least one business and industry person in that field and then make a presentation to the class about what they learned.

ESSENTIAL PATHWAY STANDARD – A3.0

KEY ASSIGNMENT II

Student will participate in a one-day job shadow in the career they have chosen for their future. They will make the appointment, speak to the employer, make all the arrangements and then write a thank you letter at the end of the experience.

ESSENTIAL PATHWAY STANDARD – A4.0

KEY ASSIGNMENT IV

The student completes formal assessments and surveys to help them establish their career interests

ESSENTIAL PATHWAY STANDARDS – A5.0

KEY ASSIGNMENT V

The student analyzes the effect of personal interest and aptitudes upon college and career planning

ESSENTIAL PATHWAY STANDARDS – A6.0

KEY ASSIGNMENT VI

In groups students will be responsible for creating a presentation on one industry sector. Explain current trends and job outlooks of that sector and identify careers under each pathway (Class will cover all 15 sectors).

ESSENTIAL PATHWAY STANDARDS – A7.0

KEY ASSIGNMENT VII

Students will assist in arranging a business and industry field trip for the entire class. Write letters, make phone calls, and research local business and industries located in nearby cities.

ESSENTIAL PATHWAY STANDARDS – A8.0

KEY ASSIGNMENT VIII

Students will participate in real-world project-based learning

ESSENTIAL PATHWAY STANDARDS – A9.0

KEY ASSIGNMENT IX

Students start to create their personal college and career portfolio

ESSENTIAL PATHWAY STANDARDS – A10.0

KEY ASSIGNMENT X

FINAL EXAM – Present their college and career plan to a panel made up of counselors, administration and business and industry

STANDARDS FOR CAREER READY PRACTICE

1. **Apply appropriate technical skills and academic knowledge.** Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

2. **Communicate clearly, effectively, and with reason.** Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. **Develop an education and career plan aligned with personal goals.** Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. **Apply technology to enhance productivity.** Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

5. **Utilize critical thinking to make sense of problems and persevere in solving them.** Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

6. **Practice personal health and understand financial literacy.** Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. **Act as a responsible citizen in the workplace and the community.** Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. **Model integrity, ethical leadership, and effective management.** Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. **Work productively in teams while integrating cultural and global competence.** Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. **Demonstrate creativity and innovation.** Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. **Employ valid and reliable research strategies.** Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. Understand the environmental, social, and economic impacts of decisions. Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

CTE ANCHOR STANDARDS—Common Core English Language Arts Alignment

1: Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards. Note: alignment listed within each sector Anchor Standard

2: Communications Language Standard

Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. LS 9-10, 11-12.6 Anchor Standard

3: Career Planning and Management Speaking and Listening Standard

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SLS 11-12.2 Anchor Standard

4: Technology Writing Standard

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information. WS 11-12.6 Anchor Standard

5: Problem Solving and Critical Thinking Writing Standard

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, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WS 11-12.7 Anchor Standard

6: Health and Safety Reading Standards for Science and Technical Subjects

Determine the meaning of symbols, key words, and other domain-specific words and phrases as they are used in a specific scientific or technical context. RSTS 9-10 11-12.4 Anchor Standard

7: Responsibility and Flexibility Speaking and Listening Standard

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SLS 9-10 11-12.1 Anchor Standard

8: Ethics and Legal Responsibilities Speaking and Listening Standard

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the work. SLS 11-12.1d Anchor Standard

9: Leadership and Teamwork Speaking and Listening Standard

Work with peers to promote civil, democratic discussions and decision making; set clear goals and deadlines; and establish individual roles as needed. SLS 11-12.1b Anchor Standard

10: Technical Knowledge and Skills Writing Standard

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. WS 11-12.6 Anchor Standard

11: Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and the career technical student organization.