**Sample Verbiage for A-G Approval Submission**

Shared by Dr. Jennifer Ramos, Cosumnes Oaks High School

**Basic Course Information**

Title: Focus on College and Career

Transcript abbreviations: Focus / 7518

Length of course: Half Year

Subject area: College-Preparatory Elective ("g") / Interdisciplinary

Integrated (Academics / CTE)? No

Grade levels: 9th

UC honors designation? No

Course learning environment: Classroom Based

**Course Description**

**Course overview:**

Focus on College and Career teaches students a quantifiable decision-making process that will help them envision and plan for a future that is productive, achievable and stimulating. The culmination of this process is the development of an online career and education 10 year plan that can be used for advisory and academic coaching purposes and can be updated as students grow, change, or face transitions. The personalized 10 year plan provides the focus and intrinsic motivation to succeed in college, at work and in life.

**Prerequisites:**

None

Co-requisites:

None

**Course content:**

**Unit 1**

Goal: The student learns to project into the future and to understand the consequences of their actions and the choices made today.

The student will:

* Visualize and describe the adult life they envision.
* Identify the choices and actions that could impede a successful transition to adulthood.
* Describe the challenges faced by individuals whose lives were sidetracked due to drug addiction, teen parenting and or dropping out of school.
* Analyze the impact of education on life satisfaction by determining what they think the average life style for individuals who have been out of school at least 15 years for each of the following situations: high school dropout; high school graduate who enters the workplace with no further training or education; community college/industry certification; college graduate; graduate or professional school certification/degree.
* Develop and analyze a budget for various lifestyle choices (single parent, two parent home, etc.)

Sample assignment: Vision Board

Vision Board: Students make a vision board representing their own passions, values, personality traits, strengths, skills and aptitudes, roles, occupations, and vocations. The personal profile bull's eye chart helps answer the "Who am I question." To help students understand each other and increase their confidence in identifying and verbalizing positive personal messages, students dialog in groups of 2 or 3 sharing the strengths they feel they would bring to a profession.

**Unit 2**

Goal: Student completes formal assessments and surveys to help them establish their identity.

The student will:

* Reflect on and write a personal definition of success. (To be re-evaluated and re-written throughout the course.)
* Contemplate and list their unique traits, passion, values, and priorities.
* Identify any limiting factors that might impede their progression to a successful life and create plans to circumvent limitations.

Sample assignment: Picture of Success

Picture of Success: Students will bring a picture from home that represents their definition of success. In a structured, safe setting each student will share their picture of success and connect it to their definition of success. Students will stand in two lines with each facing a partner. After 30 seconds of pair-sharing, students will rotate one student over and repeat. Students will develop basic public speaking skills for effective communication such as voice projection, non verbal communication and listening skills. Students will use critical thinking skills to connect their chosen picture with their vision and definition of success.

**Unit 3**

Goal: The student analyzes the effect of personal interest and aptitudes upon educational and career planning.

The student will:

* Complete a formal career interest and aptitude assessment.
* Match interests and aptitudes to career opportunities.
* Begin a personal career portfolio.

Sample Assignment: Bulls Eye Chart

Bulls Eye Chart: Each student will create a personal skills inventory chart. Using the ONET online web site, each student will update their personal inventory skills list while matching their job content skills, transferable skills and their self management skills.

**Unit 4**

Goal: The student recognizes the impact of career choice on personal lifestyle.

The student will:

* Prepare a personal budget reflecting future lifestyle desires.
* Research salaries of at least three career choices in their area of interest with varying education requirement.
* Prepare a list of possible rewards and sacrifices (psychological, as well as financial) for each choice.

Sample Assignments: Personal Budget, Vacation Project, Work Values Survey

Personal Budget: Students will use a variety of Internet resources to research and calculate the cost of their future lifestyle goals in the areas of housing, transportation, child care, health care and savings, education, clothing, food, and other living expenses.

Vacation Project: Students will work in groups to create a vacation brochure based on a pre established budget. Students research recreation and excursions, food, lodging, transportation. Students work collaboratively to create an itinerary that reflects the agreed upon budget items and present the proposed vacation plans to the class.

Work Values Survey: Students reflect on personal values and complete the work values survey. These values then are addressed within careers, and students examine careers they are interested in and the values that are associated with those careers. Students examine a variety of popular careers and discuss the possible rewards and sacrifices for those careers.

**Unit 5**

Goal: The student recognizes the impact their commitment to education has on their future lifestyle and life satisfaction.

The student will:

* Develop a chart of classifying employment opportunities based on the education and training requirements of careers in their interest area.
* Factor the ratio between time spent preparing for their chosen career and time spent working.

Sample Assignment: Career Interest Survey, Career Poster and Presentation, Interview

Career Interest Survey: Students will take a career interest survey. From the results of that survey, students will conduct research on (3) possible careers.

Career Poster and Presentation: From those careers they researched, they will select one career and research it in depth and create a career poster for their selected career. They will present their career posters in a mini career fair to the class, where they focus on content and delivery components for public speaking.

Interview: Students will use their resources to find an individual within their selected field of interest and to conduct an interview with that person. Students will examine their career, the path they took to get to their career, discuss the rewards and sacrifices of that career for this individual. This interview assignment provides students with a unique opportunity to gain insight into a career they are interested in.

**Unit 6**

Goal: The student can apply the skill sets required to succeed (both in the classroom and the workforce).

The student will:

* List and explain the steps in the decision making process.
* Brainstorm long-term goals (five years to life) decisions students need to start making.
* Write quantitative goals and objectives.
* Apply problem-solving strategies to resolve a personal dilemma or that of a friend.
* Examine common problems and then project into the future to consider the possible long-term consequences of present actions.
* The student will practice filling out job applications and practice interview skills.

Sample Assignments: What's Your Excuse?, Value of Education, Decision Making Framework

What's Your Excuse?: Students examine and discuss a variety of excuses that are made. They reflect on excuses they have used in the past as it pertains to education.

Value of Education: Students watch Malala Yousafzai's Nobel Prize Speech and evaluate the excuses that she could have made as well as the value of education. Students will answer higher level questions and participate in a Socratic seminar.

Decision Making Framework: Students will analyze terms associated with making decisions (Passive, Aggressive, Contemplative, Impulsive, Controlled, Free

Rational, Emotional, Easily influenced, Self-directed, Delaying, Expediting, Cautious, Risk-taking, Structured, Creative, Agonizing, Relaxed) and provide examples that illustrate how these words impact decision making.

**Unit 7**

Goal: The student will be able to select high school and post-secondary courses related to specific career choice in the student's interest area.

The student will:

* Complete a 10-year plan.
* Personalize delaying gratification by identifying the sacrifices and commitments required to follow their plans.
* Personalize the issue of facing fears and anxieties so students can take this into account when they write their own plans.
* Students will re-evaluate and clarify their personal mission statements as well as their definitions of success.

Sample Assignments: 10-year plan; Cover Letter, Resume, Mock Interviews, Mission Statement and Definition of Success

10-plan: Student's develop a learning plan that integrates their goals and learning styles. Throughout the course, students gather documentation that is added to their online 10-year plan. This 10-year plan becomes a tool that students have unlimited access to.

Cover Letter & Resume: Students assemble a cover letter and resume, which will prepare them for mock interviews. Students will gather information throughout the course that will become the foundation for their resume. Students will attach their cover letter and resume to their online 10-year plan and update periodically. Students will gather information throughout the course that will become the foundation for their resume.

Mock Interviews: People from within the community will volunteer to interview students regarding their goals, their career plans and interests. Students will participate in a mock interview and receive valuable feedback that will benefit them.

Mission Statement and Definition of Success: Students will revisit their mission statement and definition of success based on their experience throughout the course and make any necessary revisions.

**Course Materials**

Textbooks

Title: Career Choices and Changes: A Workbook to Discover Who You Are, What You Want, and How to Get it.

Author: Mindy Bingham and Sandy Stryker

Publisher: Academic Innovations, 59 South East, Saint George, UT 84770

Edition: 5th Edition (2013)

Website: <http://www.academicinnovationshighered.com>

Primary: Yes

Manuals

Title: Career Choices Workbook and Portfolio

Author: Mindy Bingham and Sandy Stryker

Publisher: Academic Innovations 59 South 100 East, Saint George, UT, 84770

Edition: 2011

Website: [ empty ]

Read in entirety: Yes

Websites

Title: My10yearplan.com® Online 10-year Plan & Portfolio

Author(s)/Editor(s)/Compiler(s): Melinda Bingham and Associates, LLC

Affiliated Institution or Organization: Academic Innovations

URL: <http://www.my10yearplan.com>

Title: BigFuture - get ready for college

Author(s)/Editor(s)/Compiler(s): College Board

Affiliated Institution or Organization: College Board

URL: <http://bigfuture.collegeboard.org>

Title: University of California

Author(s)/Editor(s)/Compiler(s): The Regents of the University of California

Affiliated Institution or Organization: The Regents of the University of California

URL: <http://www.universityofcalifornia.edu>