



## Cabrillo High School: Career and College Readiness

Allan Hancock College: PROD 301, Units: 3

M-F: 7:45am-2:30pm, CBB-11

Instructor: Mrs. Rosson, M.Ed., Administration

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Office Hours: M-F: 11:15-11:45 and by appointment

Website: [chscareer.weebly.com](http://chscareer.weebly.com)



### COURSE DESCRIPTION

Career and College Readiness is a required part of the Cabrillo High School freshman program. This course is designed to help student's foster academic success in their high school years and to aid in successfully reaching life goals set by the individual student. This course introduces students to a decision-making process that will help them envision and plan for a future career that is productive, achievable, and stimulating. This personalized *10Year Plan* provides students with the focus and intrinsic motivation to succeed in high school, college, at work and in life.

### INSTRUCTIONAL MATERIALS

Students are to bring daily their Career Choices Workbook, (ISBN: 978-1-878787-37-8), and as needed, binder for notes and handouts, pen and/or pencil, notebook paper, markers and/or colored pencils. **Students can access my website at [chscareer.weebly.com](http://chscareer.weebly.com) for all updated instructions and assignments.**

- **Required Reading:** Textbook: Bingham, M., Stryker, S. (2012). Career Choices and Changes. USA: Academic Innovations, Inc., ISBN: 978-878787-17-0

Students will also have access to a computer to complete their Ten Year Plan on [www.My10YearPlan.com](http://www.My10YearPlan.com).

- **Suggested Reading:** Goode, Janet and Bingham, Mindy, (2008). Possibilities. Melinda W. Bingham, Academic Innovations, Third Edition, ISBN 978-1-878787-14-9.

### RATIONALE OF THE COURSE

This course covers 12 major chapters that cover Common Core standards. This course will benefit the student by allowing them to delve into their own personal wants and needs. These are to include decision making, communication skills, and goal setting. Section One: Who Am I? **Chapter 1:** Envisioning Your Future, **Chapter 2:** Your Personal Profile. Section Two: What Do I Want? **Chapter 3:** Lifestyles of the Satisfied and Happy, **Chapter 4:** What Cost This Lifestyle, **Chapter 5:** Your Ideal Career, **Chapter 6:** Career Research, **Chapter 7:** Decision Making. Section Three: How Do I Get It? **Chapter 8:** Setting goals and Solving Problems, **Chapter 9:** Avoiding Detours and Roadblocks, **Chapter 10:** Attitude is Everything, **Chapter 11:** Your skills Inventory, **Chapter 12:** Study Skills for the Life-long Learner.

### COURSE OBJECTIVES

At the end of the course, the students will be able to:

1. Identify personal principles and values and create a personal profile of goals.
2. Assess current skills and identify where you are now and your goals for the future.
3. Complete a decision-making matrix and identify tools to research future career fields.
4. Create a personal budget profile on a specific industry sector and analyze the budget impact on future decisions.
5. Students will compile a personal portfolio of a *10Year Plan* which will follow the students during and beyond their high school years to attain stated goals.

### TEACHING PHILOSOPHY

My philosophy of teaching reflects on my beliefs regarding teaching and learning and my mission as a teacher is threefold: *to promote positive learning; to spark learner enthusiasm for learning; and to provide a strong foundation for lifelong learning.* To accomplish this, I enjoy applying a wide variety of strategies based on essential educational principles encompassing cognitive functioning, learning theory, diversity issues, instructional planning and assessment.

## **PROGRESS MONITORING**

Grades will be posted on a weekly basis in the classroom and on "Q" for viewing. There may be extra credit assignments. I expect the assigned work to be completed on the posted due dates. **Allan Hancock credit grade C or better will be a Pass (3 Units) or Non-Pass grade F.** All grades will be determined on a semester bases. Progress report grades are posted every 6 weeks.

A = 89% - 100%

B = 79% - 88.9%

C = 69% - 78.9%

D = 59% - 68.9% (in danger of failing)

F = 58% and below

A	178-210 points
B	158-177 points
C	139-157 points
D	120-138 points

## **Warm Ups/Class Participation (25 points)**

When entering the class students are expected to immediately participate with a daily warm up question on the board. The warm up questions are collected at the end of each week and recorded for a grade.

This class focuses on engaging activates, participation, interaction, self-reflection and communication, thus being on time and present is critical to your success. Punctuality and engagement are essential transferable job-skills that will help you beyond your classroom experience.

## **Workbook/Class Handout Activities (35 points)**

Assignments are due on the date indicated and are designed to keep everyone on the same page in assessing who you are, what you want and how to get it. Stay on top of your assignments to maximize what you get out of the course. YOU are the subject of this class, so it should be fun experience of self-discovery and planning for your future.

## **Posters/Projects (30 points)**

Posters and group activities to support the process of a career decision. Four projects will be assigned to be presented in 8"x10" poster form; success statement poster, value poster, personal profile collage poster, and career interest poster and one group vacations project.

## **Portfolio Assignments (35 points)**

You will complete different compositions as a way to practice your skills in critical thinking, use of standard, academic English, and in order to demonstrate your depth of thought, reflection, and analysis for a goals essay, cover letter/introduction, resume, job application and interview responses.

## **My10yearPlan.com (60 points)**

Interring online information and calculating data into [my10yearplan.com](http://my10yearplan.com); students will complete 12 chapters (5 points each) of life style and career questions. All 12 chapters of the workbook activities are the responsibility of the student to complete for their My10yearPlan.com chapter assignments.

## **FINAL PROJECT/EXAM: (25 points)**

**Career Portfolio:** 3 ring **presentation folder**. Student will over the course of the semester develop an online, comprehensive 10 year career and education plan. Your final portfolio will include your 10 year plan along with a goals essay, career poster, resume, cover letter, interview questions/responses, and awards to support and prepare for your future. You will present your professional portfolio during the **final day** of class.

**Mock Interview:** As a portion of your final, you will participate in a mock interview experience. Volunteers from the local business world will come to class to interview you and hone your techniques so that you'll be better prepared for interviews in the future.

## **HOMEWORK POLICY**

Most assignments will have class time to complete. Otherwise, online assignments with My10yearPlan.com or workbook entries *must* be completed as *homework*. Projects will be completed in the technology room and may be worked on at home if needed through Google Classroom. Missed work due to absence will be expected to be completed.

Check: **chscareer.weebly.com** under calendars for all class work assignments.

## **INSTRUCTIONAL STRUCTURE OF THE CLASS**

1. Be considerate and respectful of each other as well as the teacher.
2. Be ready to learn when entering the class.
3. Your workbook, pencil/pen and paper as needed to class daily.
4. Be in your seat when the tardy bell rings.
5. **No phones during class time.**
6. Be attentive and follow directions.

## **ADDITIONAL INFORMATION**

- Academic support:
  - Additional assistance from students in the National Honor Society at lunch
  - Tutoring: after school in the library
- Counseling:

Your counselor will help you build your student education plan and advise you on appropriate course selection
- College Policies:
  - Withdrawal from the Allan Hancock College credit: If you choose to drop the college credit portion, it is your responsibility to file the necessary paperwork with the teacher by the drop date. This grade will be a Pass or Non Pass grade.
  - ADA Policy: AMERICANS WITH DISABILITIES ACT: Any personal leaning accommodations that may be needed by a student covered by the Americans with Disabilities Act (ADA) must be made known to the instructor as soon as possible. This is the student's responsibility. Information about services, academic modifications and documentation requirements can be obtained from the Learning Assistance Program (LAP).

For more information about services available to AHC students with disabilities,  
Contact: (805) 922-6966 (Santa Maria Campus)
- Syllabus Change Policy:

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

**\*\*\*Return tomorrow signed by parent or guardian\*\*\***

## **PARENT AND STUDENT RESPONSIBILITY**

I acknowledge receipt of both Cabrillo's Career and College Readiness Syllabus hand out and Allan Hancock Community College guidelines and verify my child and I have reviewed it.

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Signature (student)

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Signature (parent/guardian)