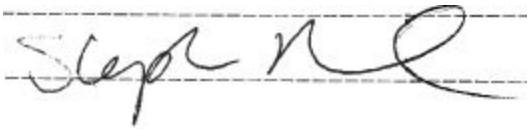
SAN LEANDRO UNIFIED SCHOOL DISTRICT
COURSE PROPOSAL: Course of Study
SECTION A. COVER PAGE

1. **Course Title:** **College and Career Seminar**	7. **Action** XNew Course ▢ Course Revision ▢ Title Change Only
2. Date Submitted: 8/7/16	8. **Grade Level**(s) ▢ 6 X9 X11 ▢ 7 X10 X12 ▢ 8
3. Transcript Title/Abbreviation(s) College/Career Sem	**9. Prerequisites** (Please list.) ▢ Required ▢ Recommended
4. Transcript Course Code/Course Number :	**10. Seeking Program Distinction?** ▢ YES (Check one below.) XNO ▢Honors ▢ AP ▢Other
5. Subject Area **Elective**	11. **Is this a CTE course?** ▢ YES X NO Career Pathway Intro Course **If YES, complete Section C**
6. **Department**	12. **Previously approved by UC?** X YES ▢ NO ▢ NA for 6th-8th Course is approved as "g"
13. UC ELIGIBILITY **Already eligible?** ▢ NA for 6th-8th ▢**YES** ▢**NO** **a**▢ **b**▢ **c**▢ **d**▢ **e**▢ **f**▢ **g**▢ **Proposing eligibility?**▢ NA for 6th-8th **XYES** ▢**NO** **a**▢ **b**▢ **c**▢ **d**▢ **e**▢ **f**▢ **g**X	14. **Unit Value/Course Credit/Length of Course** X 0.5 (semester or half-year ▢ 1.0 (one year equivalent) ▢ 2.0 (two-year equivalent) ▢ Other

15. School Contact and Course Developer

Name: Stephen Redmond Josh Kampling
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Position: Principal Teacher

16. Approval Signatures: **Approval Date: 8/12/16**  Principal: Stephen Redmond	**DISTRICT OFFICE USE ONLY** **Date approved by Board Curriculum Committee 8/15/16** **Date approved by Board**

SECTION B. COURSE CONTENT

17. Course Description

College and Career Seminar is an elective course for high school students. This course is designed to help students 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 10 year plan provides students with the focus and intrinsic motivation to succeed in high school, college, at work and in life.

18. Course Goals and/or Major Student Outcomes

Students will demonstrate their understanding of career paths through a variety of assessments, projects, job simulations, speeches, research assignments, online portfolio, and a research paper. Students will identify academic interests, skills, values and personality types, research employers and industries, gain experience with public speaking and interview skills, familiarize themselves with college and job search tools, strengthen writing skills and learn goal setting strategies.

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. Students will gain significant mathematical knowledge to solve problems and make sense of the world and will create a personal budget profile on a specific industry sector and analyze the budget impact on future decisions.
5. Students will compile a personal online portfolio of a 10 year plan which will follow the students beyond their high school years to attain their goals.
6. Students will understand how to research careers and the process of acquiring jobs to support their career path.

19. Course Standards

Communication and Collaboration

Course is designed to deliver a project-based learning experience that is:

· Student centered versus subject centered

o In this course student (who they are, what they want, and how they can get it) **is** the subject, lending the process they are learning personal relevance. The products created throughout the process, including the culminating project of the 10-year plan, provide students with opportunities to practice 21st Century Skills, demonstrate mastery of key content, and build confidence in their own college and career readiness.

Life and Career Skills for Student Success

Course supports reading, writing, and arithmetic while promoting goal setting, problem solving, and creating a vision. It supports self-esteem, self-management, accountability, and responsible citizenship.

Course helps students understand how systems work and why. Students learn a planning process aimed at efficiency and effectiveness by starting with simple tasks and moving to more complex ones.

This course utilizes cooperative learning techniques, allowing students to practice interpersonal skills by working in teams, leading, negotiating, and teaching others. These skills are important both in the workplace and in personal life.

This course offers opportunities to practice resource management as students identify, organize, plan, and allocate time, money, human resources, and technology.

College and Career Readiness Standards:

- **Reading**

Key Ideas and details

1.Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2.Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3.Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4.Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5.Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6.Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7.Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8.Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9.Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of reading and Level of text Complexity

10.Read and comprehend complex literary and informational texts independently and proficiently

- **Writing**

Text types and Purposes

1.Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2.Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3.Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and distribution of Writing

4.Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5.Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6.Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge
7.Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8.Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9.Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing
10.Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience

20. Course Outline

RATIONALE OF THE COURSE
The College and Career Seminar course engages students in an interactive learning process, helping them develop the knowledge, skills, and attitudes needed to successfully:

- examine their own lives
- explore and effectively evaluate a wide range of education and career options, and
- make reasoned and researched goals for their future.

The course materials help teachers facilitate the in-depth exploration of three fundamental questions:

1. Who am I?

2. What do I want?

3. How do I get it?

Section One: *Who Am I?*
- Envisioning Your Future
- Your Personal Profile.

Section Two: *What Do I Want?*
- Lifestyles of the Satisfied and Happy
- What Cost This Lifestyle
- Your Ideal Career
- Career Research
- Decision Making.

Section Three: *How Do I Get It?*
- Setting goals and Solving Problems
- Avoiding Detours and Roadblocks
- Attitude is Everything
- Your skills Inventory
- Study Skills for the Life-long Learner.

Outline//Key Assignments

Chapter 1 Envisioning My Future

Chapter 1

Goal: To start students thinking about an ideal future.

Learning Objectives:

1. To help students realize that success does not come just from daydreaming, but from combining a vision with appropriate and necessary actions.
2. To have students begin imagining the kind of future they would find most satisfying.
3. To illustrate that work is not just a way to earn a living, but an important part of most people's identity.
4. To allow students to recognize the scope and diversity of every individual's accomplishments on a daily basis.
5. To help students identify their own decision-making patterns and evaluate their effectiveness.
6. To introduce students to public speaking.

Sample assignment:

Introductory Speech: The students will produce a 3 minute speech introducing themselves to the class. They will learn the basics of public speaking and focus on voice, body and listening skills. Students will begin the process by drafting speaker's notes and brainstorming personal topics to potentially describe such as, full name, place of birth, hometown, significant childhood memory, favorite spare time activity, heroes, idols or mentor, and plans for the future. Students will then organize that information onto note cards they can effectively use during the speech. Student will learn the importance of a cohesive introduction, conclusion and effective transitions. This speech will also serve as a team building exercise and initial experience with public speaking. They will gain confidence and build a safe environment through this first speech. The skills learned through delivering this speech will form the foundation for future speeches.

Ch. 2 My Personal Profile
Chapter 2

Goal: To help students begin to answer the question "Who am I?"

Learning Objectives:

1. To help students discover the many layers of qualities and characteristics that make up their unique identity, and to help them appreciate how knowing this identity is a necessary and ongoing part of any rewarding life.
2. To help students learn to identify and articulate those things that are extremely important to them on an emotional level.

3. To help students clarify which work values are most meaningful in their own lives.
4. To help students identify and understand their work behavioral style as an important trait to consider when evaluating their interests.
5. To help students identify their strengths and, in so doing, raise their self-esteem.
6. To help students identify the skills they have developed over the years.
7. To help students identify and understand standard skills categories.
8. To help students identify and evaluate their roles, occupations, and vocations.
9. To make students more aware of the messages — verbal and otherwise — they get from society and from significant people in their lives, and to help them understand how these messages can affect the way they feel about their future or their potential.

Sample Assignment:

Media Messages: Students will analyze various print advertisements and video clips from popular television shows and movies according to a rubric created by their peer group (prior assignment), noting the characterizations, stereotypes, and underlying messages in the media. Students will perform a silent gallery walk noting their comments for several examples. They will then discuss in groups the stereotypes and messages projected and how the messages in these media affect them. Students will remake the ad or short video in a different way in a more positive way and then present their work to the class. Students will analyze the work of other groups.

Ch. 3 - What Do I Want?
Chapter 3

Goal: To help students answer the question “What do I want?” by considering their ideal lifestyle.

Learning Objectives:

1. To teach students Maslow’s hierarchy of needs and help them understand its impact on their identity and self-esteem.
2. To help students identify an overall goal or mission for their lives.
3. To teach students to project into the future and to realize the diversity of lifestyle options open to them.
4. To help students identify the components of a balanced lifestyle.
5. To help students understand and identify their needs and to appreciate the desirability of having a balanced internal and external, personal and professional, private and public life.
6. To personalize the balanced lifestyle evaluation process and help students realize the effect outside forces can have on a person’s life.

Sample Assignment:

Mission Statement: After reading and analyzing the poem "Growing Older" by R.G. Wells, students will create their own mission statement based on their self analysis in the course so far. Students will then present their statement to the class and explain why is is applicable.

Ch. 4 Cost of Living
Chapter 4

Goal: To instill an understanding of the costs of any given lifestyle — financial costs, as well as psychological costs and the costs in terms of commitment to a given career.

Learning Objectives:

1. To give students a realistic view of how many financial considerations will be important when deciding on a career path.
2. To learn to budget the more common way—by having a total figure available and allocating that figure among the line items.
3. To have students learn to budget the way most people do—by taking a given income and deciding how it should be allocated. An added observation will be the impact of career choice on lifestyle.
4. To recognize the causes of poverty and to reduce the chances of becoming a poverty statistic.
5. To explore the myth that money can make you happy.
6. To help students learn that there are sacrifices as well as rewards associated with every job and every lifestyle. To help the students evaluate both aspects of any career they are considering and to decide whether or not it would be a wise choice.
7. To help students recognize the rewards and sacrifices of specific careers as they relate to values.
8. To demonstrate that values not satisfied on the job can be met with appropriate after-hours activities.
9. To demonstrate the financial payoff—over a lifetime—of an investment in education.
10. To help students gain specific information about the costs and rewards of various jobs from people they know.
11. To help students realize that in order to meet long-term goals they will have to make short-term sacrifices, and to provide a decision-making model that will help them keep their goals in mind.

Sample Assignment:

Budget: Students will create a family profile of their future family and then create a realistic monthly and yearly budget (in a spreadsheet) for their desired lifestyle that includes items like mortgages, food, entertainment, vehicles, vacations, utilities, childcare, and other life expenses. Students will use actual prices of commodities as found in local stores, on family bills, and online. Students will then present their budgets to the class.

Ch. 5 My Ideal Career
Chapter 5

Goal: To have students take a look at the general characteristics they hope to find in a job before they begin considering a specific career.

Learning Objectives:

1. To help students narrow their career choices by first considering the general job characteristics that are most important to them, and then by being creative in thinking of jobs that meet their requirements.
2. To give students an opportunity to consider job preferences in terms of structured or unstructured employment, and to analyze their level of anxiety tolerance in relation to working.
3. To help students evaluate whether their attitudes, characteristics, and skills are more consistent with those of an employer or of an employee.
4. To help students sort out their own feelings about status as it relates to job selection.

Sample Assignment:

Reflective Essay: Students will read a quote by Mark Twain about the "world's greatest general" and discuss the meaning. Students will then read "Lego" by David Owen (New Yorker Magazine January 14, 1991). Students will write a reflective essay (at least 2 pages) about their desired career, giving factual information about the career and relating the work and work environment to their own attitudes characteristics and skills discovered in the last chapter. The essay must meet all requirements of a writing assignment for English classes (proper organization, thesis, spelling, punctuation, etc.).

Ch. 6 Career Research
Chapter 6

Goal: To guide students in completing a three-step process in order to arrive at a career decision they will use for the remainder of the book.

Learning Objective:

1. To help students understand the 12 career interest areas and the types of jobs in each area.
2. To help students make some tentative career choices based on their own personality traits.
3. To help students learn library and research skills as they begin to gather information about potential careers.
4. To help students begin thinking about—and actually experiencing—what it would be like to spend a typical day at the job of their choice.
5. To give students practice in writing a business letter and conducting an interview, and to allow them to see first hand what it might be like to spend a day at a particular job.
6. To help students decide whether the careers they are considering are good matches for their personalities and working styles.

Sample Assignment:

Informative Speech: Students will give a 5 minutes speech that demonstrates knowledge of material. The focus will be on how to share information appropriately with a given audience. The information presented should relevant to a pre-approved researched career within the assigned industry area that is largely unfamiliar to other students (not a common career like police officer, teacher or doctor), and the presenter should relate this information directly to the audience. This should be made relevant to student lives. At this point students will work on going from a sentence outline to more condensed note cards. Outlining will become a more important aspect of preparation. Students will work collaboratively to research, outline, write and present. When speaking, students will present the information in a logical progression. They will deliver with authority, energy, and enthusiasm. They will use credible and current sources and will focus on assuring the audience has learned something new or gain fresh insight from the speech.

Ch. 7 Decision Making - Choosing What Is Best For Me
Chapter 7

Goal: To help students understand two important points about decision making—that not making a decision is making a choice, and that most decisions can be changed.

Learning Objectives:

1. To help students discern the difference between long- and short-term goals and learn to take their hopes for the future into account when making daily decisions.
2. To help students understand that before they can evaluate their choices, they need to discover the facts and determine the effect of these realities on the outcome for any of the options being considered.

3. To help students evaluate the pros and cons and the likelihood of success of different choices.
4. To show students how their own resources, wants, and needs should enter into the process of making major life decisions.
5. To help students evaluate their decision-making strategies, their strengths, and their weaknesses.

Ch. 8 Setting Goals and Solving Problems
Chapter 8

Goals: To help students make the plans, learn the skills, and acquire the tools they will need to realize their dreams.

Learning Objectives:

1. To help students identify and apply the problem-solving techniques as presented in the text.
2. To introduce students to a process for writing quantitative goals and objectives.

Ch. 9 Avoiding Detours and Roadblocks
Chapter 9

Goal: Students learn that problems are a fact of life that must be faced head-on if they are to be overcome. Since they are responsible for their own lives, it is up to them to overcome any limitations they perceive.

Learning Objectives:

1. Students examine some of the reasons people use for not doing what they want to do, or can do, evaluate those excuses and determine what might be done to avoid using them.
2. To help students evaluate excuses and reframe them so that they are accepting the responsibility for their problems and also opening new avenues for solving them.
3. To expose students to some of the statistics regarding teen pregnancy, dropping out of school, and substance abuse.
4. To allow students to examine some common problems and then project into the future to consider the possible long-term consequences of present actions.
5. To help students personalize the effect of dropping out of school on their eventual job satisfaction.
6. To enable students to comprehend the financial costs of bad habits.

7. To help students understand how flexibility and high salary relate to mixing career and family, and to have young women consider how non-traditional careers may be the best option.
8. To help students learn an evaluation technique to be used before acting rashly in abandoning a dream or plan.
9. To help students overcome fears by seeing themselves be successful at whatever makes them anxious.
10. To expose students to a hierarchical approach to conquering anxieties.
11. To give students an opportunity, in a third-person situation, to make long-range plans for the success of someone who could reasonably be expected to fail.
12. To help students see that taking calculated risks is an important skill.

Ch. 10 Attitude is Everything: Focusing on the Positives
Chapter 10

Goal: To instill the attitudes that lead to success, as defined by each individual.

Learning Objectives:

1. To help students understand the power of affirmation in changing self-limiting attitudes.
2. To recognize and evaluate the characteristics and attitudes of excellence.
3. To help students realize that action is necessary to achieve any goal.
4. To clarify the concept of the work ethic and help students see how it relates to their lives.
5. To demonstrate the attitudes that will be most in demand for workers in the future.

Sample Assignment:

Role Play: In this unit covering chapters 7-10, students will be learning about the statistics of poverty, drug use, and teen pregnancy in our county as well as strategies for problem solving, setting goals, calculating risks, and conquering anxiety. The students will then complete a project where they role play real life scenarios in which their characters have been derailed from their goals. Students will problem solve realistic steps (within the context of our county) to get back on track. Students will demonstrate their ability to analyze situations, think quickly, and show their knowledge about various community programs.

Ch. 11/Final Unit - Job Search
Chapter 11/Final Unit

Goal: To introduce students to some of the most basic job hunting skills—writing resumes, locating jobs, research interviews, filling out applications, job interviews.

Learning Objectives:

1. To give students experience in writing a personal resume.
2. To give students experience in conducting informational interviews.
3. To give students experience in filling out job applications.
4. To provide information on, and experience in, being interviewed for a job.
5. To help students gain information on how to deal with two facets of a job search—dealing with rejection and accepting a job.
6. To help students gain an understanding of mentoring and encourage them to watch for opportunities to have or be a mentor.

Sample Assignment:

Interview Speech: Closely related to an impromptu speech, an interview is similar in technique and similar in real world application. Students will prepare for a 10-15 minute interview with community business people. They will be able to answer questions and solve problems. They will inform and motivate the audience. We will cover the entire process of an interview including physical appearance, before the interview, at the interview site, during the interview, and after the interview. Special attention will be given on how to act and present oneself in a relaxed and confident way. They will be taught how to answer questions off the cuff by being honest, direct and straightforward. In completing this assignment, students will be able to prepare appropriate interview questions, conduct an interview to acquire information, understand the role of research in preparation of the interview, identify types of questions to ask employers when being interviewed, and understand the communication effects of interviewing by phone or in person. They will understand that the maturity, skill, and judgement they exercise will be the keys to their success or failure in interviewing.

21. Instructional Materials

Students are required to bring daily their Career Choices Workbook, (ISBN: 978-1-878787-37-8), Academic Innovations·
Required Reading: *Textbook*: Bingham, M., Stryker, S. (2012). Career Choices and Changes. USA: Academic Innovations, Inc., ISBN: 978-878787-17-0
Students will also need access to a computer to complete Ten Year Plan on 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.

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

22. Instructional Methods and/or Strategies

INSTRUCTIONAL METHODS
- Whole group, direct lecture
- Socratic Seminar
- Pairs and small group work
- Interaction with text, thought-provoking questions, and problem solving strategies
- Literacy building: close reading, collaborative conversation, text dependent writing, etc.
- Use of technology to research for and upload 10-year plan
- Authentic assessments and projects

23. Assessment Methods and/or Tools

Portfolio Assignments
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
Interring online information and calculating data into my10yearplan.com; students will complete 12 chapters
(5 points each) of lifestyle 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
Career Portfolio: A 3 prong presentation folder needed. Student will over the course of the semester develop an online, comprehensive 10 year career and education plan. Your final portfolio will include you 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 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.

24. Grading Policy

Grading will follow the San Leandro Unified School District's policy. It is expected that assignments will be turned in on time. Late assignments will be accepted if student has communicated to teacher the reasons and actions taken to complete the work in a timely manner.

25. Context for Course

The California Career Pathways Trust is supporting students throughout the state to develop pathways to academic and career success. This grant is supporting schools to "develop and integrate standards-based academics with a career-relevant, sequenced curriculum" as well as "provide articulated pathways to postsecondary education." San Leandro Unified School District is a recipient of the Career Pathway Trust Grant. The course, College and Career Seminar, is an elective course. This course was created to fill an area that does not exist and is needed for students to plan for their college and career paths.