

**College and Career Exploration
2019-2020**

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Franklin High School
Room M-219 / M-223

To Students and Parents:

Most ninth graders aren't thinking about college or their future careers. However, to take full advantage of the opportunities and challenges of high school, it helps to have a vision for what students want to do after senior year. This course is designed to help students see the possibilities for themselves and to have conversations and experiences related to their futures. Students will also create some helpful documents and tools through this process, so that they are able to see the value of achieving good grades, and finding scholarships, work, and community service opportunities throughout high school. This course is in no way expected to be the final, or the only, opportunity for students to think of their lives after high school; it is the beginning.

Course Description:

This class is an opportunity for ninth grade students to gain exposure to the working world they will one day enter and the ways that postsecondary options, including college, will help them in the future. The intention is to "connect the dots" between school and career in ways that keep students motivated to continue to explore career interests throughout high school and to graduate with the skills they will need for the future. After having chances to reflect on their current strengths and interests, students in this course will gain exposure to a wide range of possible careers, the basics of personal finance, the value of community service, and the expectations for college entrance and scholarships. Students will learn and utilize a variety of digital communication tools, including the creation of a digital portfolio in Google Classroom that will demonstrate students' proficiencies with the Oregon Career Related Learning Standards and AVID Grade 9 Elective Standards. By the end of the course, students will have had opportunities for meaningful exploration that will create excitement around college and career and give students a clear pathway to their future possibilities.

Units of Study:

- Identity 101
- High School 101
- Social Media and Technology 101
- Community 101
- College 101
- Career 101

- Budgeting 101

Assessments in CCE:

Semester 1	Semester 2
1. Identity Poster 2. My Lifeboat Presentation 3. My Personal Mission Statement 4. Community Service Proposal 5. Two Career Pathways Presentation 6. Personal Tech Plan	6. Four-Year Plan 7. Resume 8. CRLE - Career-Related Learning Experience 9. Sample College Application (Reflection) 10. Practice College Application Essay 11. Five-Year Plan (add to Four-Year Plan) 12. Personal Budget 13. Reflective Letter

Additional Skills:

Students will also spend time building reading and thinking skills by participating in and using some of the following activities and strategies:

- Choice Book Reading
- Close Reading: Marking the Text and Reflection
- AVID Critical Reading Strategies, including Note-taking

Required Materials/Supplies: You will need the following supplies for this class—

- A school ID and public library card
- **Spiral notebook, sized 8 ½ x 11 inch**, with at least 100 pages.
- **Pens** (blue or black ink) or **pencils**
- **Highlighter** for marking text
- **Glue stick**
- **Choice Book**
- **Planner**
- Access to Google drive (when we are typing written assignments)

Grading:

Students are evaluated on the basis of their in-class practice which will go in their notebook, and their completed portfolio pieces.

- 70% Portfolio Pieces (Major Assignments and Projects)
- 30% In Class Practice/Homework (including Notebook)

Grading Scale:

- A 4.0-3.6 **Note:** Synergy does not correctly show the D grade. For 2.4 and below, Synergy shows
- B 3.5-3.0 an F. That is not accurate. Please use this scale.
- C 2.5-2.9
- D 2.0-2.4
- F 1.9 and Below

Absences and Due Dates:

- All Assessments are **due at the beginning of the class on the day specified.**
- If **Assessments** are turned in late, will not receive feedback from me, only a grade. You have one week to turn it in. If you pre-arrange with me an extended due date before the day it is due, you will receive feedback.
- **CCE assignments** that we complete in class are expected to be completed by the next class. You will get a stamp on these the next class. I will collect your notebook at least once a quarter, to assess your skills practice.
- If learning is missed due to an **absence, YOU are responsible** for getting the information, the in-class skills practice, or scheduling a time to take the quiz.
 1. First, talk to a friend or peer (weekly agenda helps here).
 2. Then, find that assignment or reading from the “Extras” area of the room.
 3. Lastly, ask me if you have questions. Tutorial is a great time for this.
- If you have a pre-arranged absence, please request assignments beforehand, and complete them on time. Remember: You are responsible for your learning and what you miss while absent. Use the tutorial.

Behavioral Expectations: At Franklin High School, in addition to following all school rules, we expect staff and students to:

Strive to be...

Thoughtful – We celebrate the diversity and recognize the varied learning needs of our peers.

We put time and effort into our work.

We are engaged in the classroom and learn bell-to-bell.

We process complex issues with care.

Respectful – We respect the diverse learning needs of our peers.

We follow directions and class norms.

We do not use racist, sexist, or homophobic language of any kind.

We keep distractions, such as electronic devices, put away during class time, unless otherwise directed.

Organized – We are present and on time for class.

We bring all necessary materials.

We keep track of assignments, deadlines, and activities.

Neighborly – We only leave class when we have a hall pass.

We treat the learning environment with care.

We clean up after ourselves.

We help when we see a need.

Generous – We share our resources with each other.

We offer a fresh start to staff and ourselves.

If problems arise as a result of disregard for behavioral expectations, these are the **consequences:**

1. Warning; talk to you, privately if possible
2. Conference with you and possible school support team / Level 1 Report documentation
3. Call Home
4. If these steps do not resolve the problem, a conference with school administrator will be necessary / Level 2-3 Referral

Technology Policy:

Phones need to be **off and away** in the classroom, unless otherwise directed. According to school policy, if a student has a phone out in class, the phone will be collected and brought down to the VP Office. The student can pick up the phone at 3:15 in the VP office. The second time, the parent is called to pick up the phone at the end of the day. For parents, if you need to contact your student during instructional time, please call the main office 503-916-5140.

Hall Pass:

I expect you to stay in class for the full period. Please go to the bathroom during passing time or lunch, but if you must leave class, you may only go during work time, and need to ask me before you take the hall pass and leave. No passes the first 15 minutes or last minutes of class.

Seating:

I rotate the seating chart throughout the year; it is imperative that you and your classmates work together to improve your understanding. Let me know if your seat needs to be changed, to sit closer.

Food and Drink:

Please refrain from eating or drinking in the classroom. Eating is too distracting. Water is fine.

Special Education Students:

Accommodations indicated by Individual Education Plans and 504 plans will be made in cooperation with students, special education teachers and parents. Some standard accommodations include, but are not limited to, use of available technology, additional scaffolding and extended time to write.

ELL:

Strategies used in this class to address ELL needs include those found in Sheltered Instruction Observation Protocol (SIOP) such as: posting clearly defined content and language objectives, emphasizing key vocabulary (pre-teaching with visuals), using a variety of techniques to make language comprehensible (clear explanation of tasks, slower speech, increased wait time for students responses, gestures), scaffolding techniques like think-alouds to support student understanding, allowing for frequent opportunities for student interaction (pair-shares, small/large group work), using activities that integrate reading, writing, speaking and listening, providing regular feedback and conducting assessment of student comprehension and learning.

TAG: Assignments and activities are designed to allow students to work to and beyond their ability, if so desired, and include reader responses, dialogue journals, levels of questioning, text annotation, open-ended learning tasks and writing prompts, flexible grouping, and Socratic Seminar. Frequent teacher feedback is given to students, along with suggestions for further exploration of academic content and development of reading and writing skills.

Career and College Exploration (CCE)
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I have read and accept responsibility for the information given in the **course overview for Career and College Exploration**. I understand what is expected of me in order to succeed in this course.

Student Name (Please Print)

Date

Student Signature

Thank you!