



Instructor: Pam Garrett

School: Franklin H.S.

School year: 2019-2020

Course number:	0842CE
Course title:	College & Career Exploration
Subject:	EL-Elective
Grade level(s):	9
Credits:	1
Course description:	
<p>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 post-secondary 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 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 opportunities for meaningful exploration that will create excitement around college and career to give students a clear pathway to their future possibilities.</p>	

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

Silent Sustained Reading (SSR)

Article Annotation and Reflection

AVID Critical Reading Strategies

Prerequisites: n/a

Standards and final proficiencies:

Oregon Career Related Learning Standards:

CS.PM.02, CS.HS.01, CS.HS.06, CS.CD.01, CS.CD.03, CS.CD.04, CS.CD.02,
CS.CD.04-05, CS.EF.01-08, CS.PS.01, CS.PS.04, CS.PS.05, CS.HS.02, CS.HS.06,
CS.TW.02, CS.PS.08

AVID Standards:

9-ORG.A.1, 9-ORG.A.2, 9-ORG.A.3, 9-CD.B.1, 9-CD.C.1, 9-CD.D.1, 9-ORG.C.1,
9-ORG.C.2, 9-ORG.C.3 9-CR.C.1., 9-CR.C.2., 9-CR.C.3, 9-CR.E.1, 9-CR.E.2, 9-CR C.4

Schedule of topics/units covered:

Identity 101

High School 101

Tech 101

College 101

Career 101

Community 101

District adopted materials:

College and Career Exploration:

<https://drive.google.com/file/d/0B71ctWRA4eX9TWZHOVd2UXJQcGM/view?usp=sharing>

Design my Life:

<https://drive.google.com/file/d/0B71ctWRA4eX9QTJQTGh3NE1QRkU/view?usp=sharing>

Supplemental resources:

Newsela, Choice reading book

Differentiation/accessibility strategies and support (TAG, ELL, SpEd, other):

Special Education/Struggling 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 complete assignments/assessments.

ELL/ESOL:

Strategies used in this class to address ELL needs include those found in Sheltered Instruction Observation Protocol (SIOP) and Guided Language Acquisition Design (GLAD), such as:

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 and 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, Cornell Notes, text annotation, open-ended learning tasks and writing prompts, flexible grouping, and individual research projects. Frequent

teacher feedback is given to students, along with suggestions for further exploration of academic content and development of reading and writing skills. Enrichment activities, such as field trips to the library, colleges, job sites, vary from year to year depending on local offerings and relevance to academic content.

The differentiation strategies used in this course are based on the evidence (data) received through multiple forms of pre-, on-going and formative assessments. Students are pre-assessed through writing prompts, pre-tests, and culminating writing assignments from previous units of study. Formative (on-going) assessments include Cornell Notes summaries, think-pair-share, oral questioning, Socratic Seminar, and exit slips are assessed every week to keep track of student thinking and writing. Mini-lessons are crafted to target weaknesses in students' skills as determined by formative assessments. Summative assessments include, but are not limited to, completed notebook checks and portfolio pieces.

Career-related learning experiences (CRLEs):

- Field trips
- Guest speakers
- Career Information System (CIS)

ODE Essential Skills and related Work Samples:

- Read and comprehend a variety of text
 - *Assessments used to assess this Essential Skill:*

- Cornell Notes, Summaries
- Write clearly and accurately
 - *Assessments used to assess this Essential Skill:*
 - Reflections, summaries,
 - Sample College Application (Reflection)
 - Ways to Pay for Higher Education (Reflection)
- Listen actively and speak clearly
 - *Assessments used to assess this Essential Skill:*
 - Socratic Seminar
- Think critically and analytically
 - *Assessments used to assess this Essential Skill:*
 - Sample College Application (Reflection)
 - Ways to Pay for Higher Education (Reflection)
- Personal management and teamwork
 - *Assessments used to assess this Essential Skill:*
 - Daily interactive notebook, Group work, Personal budget
- Use technology
 - *Assessments used to assess this Essential Skill:*
 - All Portfolio Pieces:
 - My Lifeboat Presentation
 - My Personal Mission Statement
 - Four-Year Plan
 - Resume
 - Two Career Pathways Presentation
 - CRLE - Career-Related Learning Experience
 - Five-Year Plan (add to Four-Year Plan)
 - Sample College Application (Reflection)
 - Ways to Pay for Higher Education (Reflection)
 - Personal Budget
 - Community Service Project Proposal
- Civic and Community Engagement
 - *Assessments used to assess this Essential Skill:*
 - Community Service Project Proposal

Assessment/evaluation/grading policy:

Students are evaluated on the basis of their classwork, homework, notebook, and their completed portfolio pieces.

80% Portfolio Pieces (Major Assignments and Projects)/20% Classwork/Homework

Behavioral expectations:

Students are expected to conduct themselves in the classroom with integrity and honesty, including (but not limited to):

Follow school policies.

Attend class daily and punctually.

Bring all necessary materials.

Complete assignments, including readings.

Keep distractions out of the classroom. (Food and drink are acceptable, within reason.)

Keep work from other classes put away.

Be honest in all matters of scholarship.

Academic honesty is expected from all students. Please review the definition and consequences of plagiarism in your student handbook.

Ask for help.

Be respectful to others, their ideas, and their right to learn.

Safety issues and requirements:

Understand safety procedures for fire, earthquake, lock down and lock in. When we evacuate, exit the building and meet on the 31 yard line, south. Line up in alpha order by last name.