



Course Syllabus

Franklin High School		2020-2021
Course Overview		
NOTE for Teachers: For core classes, all elements of this section (except for name and contact information) are the same across all PPS high schools (at times schools may use a modified version of the course title, but the course itself remains the same).		
Course Title: College and Career Exploration		
Instructor Name: Desiree Wolff-Myren	Contact Info: dwolff@pps.net	
Grade Level(s): 9		
Credit Type: (i.e. "science", "elective") elective	# of credits per semester: 1	
Prerequisites (if applicable): none		
<p>General Course Description:</p> <p>CCE, or College and Career Exploration, is a class designed to equip ninth grade students with the skills, habits, and resources necessary for them to make a successful start to high school and prepare them for the world after graduation. By the end of the year, CCE students are expected to:</p> <ul style="list-style-type: none">● Explore career interests● Develop organizational and study skills● Reflect on their strengths and interests● Acquire the basics of personal finance● Learn how to use and access digital communication tools● Find community service opportunities● Improve their interpersonal communication and social skills● Examine the requirements for four-year college admission● Become familiar with a variety of reading comprehension strategies <p>Course Expectations:</p> <ul style="list-style-type: none">❖ Attend class, communicate with teacher, and engage fully:<ul style="list-style-type: none">➢ Contribute to discussions➢ Listen for understanding➢ Limit multi-tasking: be present.➢ Ask for help when needed➢ Be proactive about absences and missing work		
Course Details		
<i>Learning Expectations</i>		



National/State Standards:

Social Justice Standards:

Identify 3 - I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.

Justice 12 - I can recognize, describe and distinguish unfairness and injustice at different levels of society

AVID Content Standards:

- I. Character Development - Self-Awareness, Goals, Community and School Improvement, Ownership of Learning
- II. Academic Success Skills - Organization, Time Management, Note-taking, Research and Technology, Test Prep
- III. Communication - Speaking, Listening
- IV. Writing - The Writing Process, Writing Skills, Writing Applications, Writing to Learn
- V. Inquiry - Costa's Levels of Thinking, Tutorials, Socratic Seminar and Philosophical Chairs
- VI. Collaboration - Study Groups, Peer Relationships, Tutorials
- VII. Reading - Vocabulary, Textual Analysis
- VIII. College Readiness - Guest Speakers, Field Trips, College & Career Knowledge, College Entrance Exams, College Admissions, Financial Aid

Materials/Texts

Access to computer and the internet

Spiral notebook

Course Content and Schedule:

Units Map:

Unit 1: Community Building

Unit 2: High School 101

Unit 3: Critical Thinking and Communication

Unit 4: College and Career Exploration

Unit 5: Budgeting and Resumes

Unit 6: Social Justice and Equity 101

Portfolio Requirements:

1. My Lifeboat Presentation
2. My Personal Mission Statement
3. Community Service Project Proposal
4. Resume
5. Two Career Pathways Presentation
6. Four-Year Plan
7. CRLE - Career-Related Learning Experience
8. Sample College Application (Reflection)
9. Ways to Pay for Higher Education (Reflection)
10. Five-Year Plan (add to Four-Year Plan)
11. Personal Budget
12. Submit Digital Portfolio

Differentiation/accessibility strategies and supports (TAG, ELL, SpEd, other):
 Students will have access to small group learning or one-on-one meetings during Asynchronous time. Students also have the opportunity to meet with the teacher during office hours on Wednesday.

Safety issues and requirements (if applicable):
 N/A

Evidence of Course Completion

Assessment of Progress and Achievement:

The 4-Point Grading Scale:

- 4 - Highly Proficient: Student has met and demonstrated total mastery of the standard
- 3 - Proficient: Student has met standard, although more practice is necessary in order to demonstrate mastery
- 2 - Almost Proficient: Student has not completely met the standard and some revision and/or re-testing is recommended
- 1 - Developing Proficiency: Student is missing vital aspects of the standard and should make arrangements to relearn the material

Grading Policy and Notes:

- Re-submission for a better grade is always an option
- Work can be submitted late, up to a certain point in the quarter (before grades are due)
- Grades will be based on attached standards and summative assessments will include rubrics that aim to make grading transparent and fair

Progress Reports/Report Cards (what a grade means):

Grade Distribution:

A (100 - 90%) B (89.99 - 80%) C (79.99 - 70%) F (69.99% or lower)
Career Related Learning Experience (CRLEs) and Essential Skills: Visiting colleges (in-person or virtually) Interviews with people in the workforce
Communication with Parent/Guardian
What methods are used to communicate curriculum, successes, concerns, etc.? Phone calls, emails, Remind messages, online meetings.
Personal Statement and other needed info
I believe all students can learn, can improve, and can become change makers.