

**College and Career Exploration**  
**Jordan Souza**

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Franklin High School  
Room M-218

**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 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:**

Semester 1	Semester 2
<ul style="list-style-type: none"><li>● High School 101</li><li>● Developing a Growth Mindset</li><li>● Healthy Relationships &amp; Communication</li><li>● Social Media &amp; Technology</li></ul>	<ul style="list-style-type: none"><li>● My Four Year Plan</li><li>● Social Justice &amp; Equity</li><li>● Post High School Pathways</li><li>● Resume Building</li><li>● Budgeting Basics</li><li>● Year Review</li></ul>

**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 Cornell Notes
- SOAPSTone Reading Strategy
- Socratic seminar and Philosophical Chairs discussions

**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**
- 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 summative assessments. Summative assessments and In Class Practice/Homework (including Notebook) are graded using a four point scale.

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

<b>Final Mark</b>	<b>Score Patterns</b>	<b>Notes/Rationale</b>
A	A mix of 4 and 3 marks with 50% or more of the marks being 4. No 2 or 1 marks.	Student consistently exceeds the minimum level of proficiency on determined standards.
B	A mix of 4 and 3 marks with 25% or more of the marks being 4. No 2 or 1 marks.	Student often exceeds the minimum level of proficiency on determined standards.
C	A mix of 4 and 3 marks. No 2 or 1 marks.	Student meets minimum proficiency in all determined standards in order to earn a C in the course.
D	A mix of 4, 3, 2, and 1 marks with no more than 33% of the marks being 1.	Student does not meet the minimum proficiency on all determined standards and may struggle when moving on to the next level.
F	A mix of 4, 3 and 2 marks with more than 33% of the marks being 1.	Student has not yet gained a minimum level of proficiency on determined standards and will most likely struggle when moving on to

		the next level.
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**Absences and Due Dates:**

- All Assignments and Summative Assessments are **due at the beginning of the class on the day specified.**
- If **Summative 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 come up as a result of a disregard for the behavioral expectations, these are the steps I will take:

1. Warning.
2. Talk to you (privately, if possible).
3. Communicate with Parent/Guardian via email or phone call.
4. Write a Synergy Referral to myself to document the behavior and possibly involve other supports (Climate Dean, Counselors, etc.)

5. Complete an Office Discipline Referral and have a conference with a school administrator and Parent/Guardian.

**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.

**For students receiving Special Education services:**

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.

**For students receiving English Language Development services:**

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.

**For students identified as 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)**

2019-2020

Instructor: Ms. Jordan Souza

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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.

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Student Name (Please Print)

Date

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Student Signature

I have read the information in the course overview, or my student has talked to me and explained the course. I understand what is expected from my child in order to succeed in this course.

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Parent/Guardian Name (Please Print)

Date

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Parent/Guardian Signature

Thank you again!

Jordan Souza

