



Course Syllabus

Franklin High School		2020-2021
Course Overview		
Course Title: College and Career Exploration		
Instructor Name: Jordan Souza	Contact Info: jsouza@pps.net	
Grade Level(s): 9th		
Credit Type: elective	# of credits per semester: 1	
Prerequisites (if applicable): N/A		
<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>		
<u>Prioritized National/State Standards:</u>		
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		
Course Details		
<i>Learning Expectations</i>		



Materials/Texts:

[Scope and Sequence 2020/21](#)

Course Content and Schedule:

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 10

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

There are many opportunities to show what you know in CCE. Here is how I work with all of my students.

- **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/guardians. Some standard accommodations include, but are not limited to, use of available technology, additional scaffolding, and extended time to write.

- **Students receiving English Language Development services:**

Strategies used in this class to address the needs of students receiving English Language Development services

Include:

- Posting clearly defined language and content learning targets
- Emphasizing key vocabulary using visuals and total physical response
- Using a variety of techniques to make language comprehensible (clear explanation of tasks, slower speech, increased wait time for student responses, gestures)
- Providing frequent opportunities for student interaction (pair-shares, small and large group work)
- Using activities that integrate reading, writing, speaking, and listening
- Providing regular feedback

- **Students identified as TAG:**

I will offer extension or challenge assignments to students who want more of a challenge. I will also ask students who desire more rigor to be classroom leaders, helping in breakout rooms or serving specific roles in our synchronous meetings.

Safety issues and requirements (if applicable): We will cover Digital Learning Safety information and Digital Citizenship

Classroom norms and expectations:

Norms:

- Mic off when not talking
- Camera on--**STRONGLY ENCOURAGED**
- Use chat for on topic communication
- Raise your hand if you have a question (emoji or physically)
- Be present (limit multi-tasking)

- Be prepared to collaborate and self reflect
- Step up, step aside (share your perspective, monitor air time)
- Hold space for multiple perspectives & lived experiences
- Be patient and flexible

Expectations:

- ❖ Attend class and engage fully:
 - Contribute to discussions
 - Listen for understanding
 - Limit multi-tasking: be present.
- ❖ Adhere to the guidelines of FRANKLIN STRONG and our class norms.
- ❖ Help us build a BRAVE SPACE together
- ❖ Be open to learning

Evidence of Course Completion

Assessment of Progress and Achievement:

Students will complete various formative assessments like discussions, informal writing, and group work. Students will show proficiency on some summative assessments:

1. Personal Mission Statement
2. Budget
3. Resume
4. My 4 Year Plan
5. College Research Project

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

1. **Summative Assessments** are worth 70% of your overall grade.
2. **Formative Assessments** are worth 30% of your overall grade.
3. I use a four point grading rubric. You can earn a 1, 2, 3, or 4 on an assessment.
4. Please communicate with me if you need more time or extra support. I am here to help!
5. You may ***always*** re-do assessments if you are unhappy with your score.

Career Related Learning Experience (CRLEs) and Essential Skills:

Depending on what is available this year...

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

We usually attend the Career Expo. Upon return from the Expo, students will write a reflection about the experience as a graduation requirement. It is yet to be determined whether or not the event will be virtual.

Communication with Parent/Guardian

What methods are used to communicate curriculum, successes, concerns, etc.?

- Canvas (Messaging, Feedback, etc.)
- Student/Parent Vue
- Email
- Remind
- Phone Calls

Personal Statement and other needed info

- ❖ ***I commit to making this historic moment an opportunity to grow as an educator and learner.*** We are in this together!
- ❖ ***I commit to meeting you where you are.*** This pandemic exposes our humanity and vulnerability. I will offer you grace and understanding. I know that everyone learns differently, and I will differentiate for you. I work alongside students receiving ELD, SPED, and/or TAG services to provide learning experiences that work for you.
- ❖ ***I commit to relationships, relevance, and rigor.*** I will get to know you by seeing your strengths; I will try my best to provide an interesting and engaging curriculum, and to help you challenge yourself in a supportive environment.