

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT
Course Outline

Success 101

DATE: May 2007

SUBJECT AREA: Elective

PROPOSED GRADE LEVEL(s): 9

COURSE LENGTH: 1 Year

GRADING: A – F

NUMBER OF CREDITS: 5 per Semester

PREREQUISITES: None

COURSE DESCRIPTION:

Success 101 will enable high school students to envision a future that is productive, achievable, and stimulating. They will understand how to project into the future to understand the consequences of today's choices and actions. Students will be exposed to potential stumbling blocks that could impede their success. They will learn the skills, aptitudes, and attitudes needed to successfully transition into high school, post-secondary education and or/ training, the workforce, and adulthood.

GENERAL GOALS/PURPOSES:

To meet the needs of transitioning young adults, Success 100 will address a combination of personal/social, educational, and career and life skills.

Personal Social Development

- Help students **envision a future that is productive, achievable, and stimulating.**
- Provide the framework for helping **students learn to project into the future and understand the consequences of today's choices and actions.**
- **Expose students to potential stumbling blocks** that could impede their success and help them develop the necessary coping skills and attitudes required for a productive transition into adulthood.
- Help **students become identity-achieved:** a necessary developmental process for all adolescents.
- Provide practice in the **communication and interpersonal skills** required for career and personal success.

Educational Achievement

- Facilitate students' **recognition of the value of education** and the importance of becoming internally motivated to succeed in school.
- Motivate learners and workers who **challenge themselves and strive for higher achievement.**
- Help students understand **how education, training, and career choice impact their personal lifestyle.**

- **Motivate students to apply themselves**, because once they understand how core subjects (e.g., reading, writing, speaking, computing) impact their future success, **academic achievement will increase.**

Career Life Skills

- **Teach a life and career planning “process,”** so students can continually adjust their plans throughout their education and adult life.
- Help **students become “career focused,”** so every student is prepared to enter the workforce upon completion of their education.
- Facilitate the development of a **personalized ten-year plan** that matches each student’s career aspirations and commitment to education.
- **Teach students the skills, aptitudes, and attitudes** needed to successfully transition into high school, post-secondary education and/or training, the workforce, and adulthood.

STUDENT READING COMPONENT:

Students will be required to read the text and related materials, and to synthesize content. Class discussion and extension of assigned reading is completed daily. Students will be expected to apply reading and class discussion to situations as assigned in class. Reading is infused in all aspects of their daily requirements.

STUDENT WRITING COMPONENT:

Written responses to scenarios, written observations, a research paper, and summaries of assigned work are required on a regular basis. Students will complete daily written assignments.

STUDENT ORAL COMPONENT:

Students will give regular oral presentations as part of their daily assignments. They will make a minimum of eight major presentations to the class as culminating experiences to assigned work.

DETAILED UNITS OF INSTRUCTIONS:

Textbooks used: Career Choices, Lifestyle Math, and Possibilities: anthology

First Semester

01. The student learns to project into the future and to understand the consequences of their actions and the choices made today. The student is expected to:

- A. Visualize and describe the adult life they envision.
- B. Identify the choices and actions that could impede a successful transition to adulthood.
- C. Describe the challenges faced by individuals whose lives were sidetracked due to drug addiction, teen parenting, and/or dropping out (high school or college).
- D. Analyze the impact of education on life satisfaction by determining what they think the average lifestyles for individuals who have been out of school at least 15 years for each of the following situations: high school dropout; high school graduate who enters the workplace with no further training or education; community college/industry certification; college graduate; graduate or professional school certification/degree.

- E. Develop and analyze a budget for a single parent raising two children whose annual income is below the average in their community.
- F. Set goals for wellness practices to maximize present and future health, appearance, and peak performance.

02. Student completes formal assessments and surveys to help them establish and consolidate their identity, becoming “identity-achieved.”

The student is expected to:

- A. Reflect on and write a personal definition(s) of success. (To be re-evaluated and re-written throughout the course.)
- B. Contemplate and list their unique traits (e.g., passions, values and priorities, personality, strengths and weaknesses).
- C. Identify any limiting factors that might impede their progression to a successful life and create plans to circumvent limitations.
- D. Develop a plan for overcoming the anxieties and fears that might keep them from succeeding.

03. The student analyzes the effect of personal interest and aptitudes upon educational and career planning.

The student is expected to:

- A. Complete a formal career interest and aptitude assessment.
- B. Match interests and aptitudes to career opportunities.
- C. Begin a personal career portfolio by conducting an in-depth study of the varied aspects of occupations related to their interest areas.

04. The student recognizes the impact of career choice on personal lifestyle.

The student is expected to:

- A. Prepare a personal budget reflecting future lifestyle desires.
- B. Prepare a subsistence budget (e.g., supported by minimum wage, unemployment insurance, or welfare) and articulate how their ideal lifestyle (described in 04.A) would change at this income level.
- C. Use print or online information to determine salaries of at least three career choices in their interest area with varying education requirements (e.g., no high school diploma, high school diploma, and post-secondary education/training).
- D. Develop a chart that graphically demonstrates the difference between the total lifetime wages for each of the career choices found in 04.C, outlining the time commitment for education and training for each.
- E. Prepare a list of the possible rewards and sacrifices (psychological, as well as financial) for each of the career choices researched in 04.C.
- F. Select the career most closely matching both their personal lifestyle budget and their commitment to education and training.

05. The student recognizes the impact their commitment to education has on their future lifestyle and life satisfaction.

The student is expected to:

- A. Develop a chart classifying employment opportunities based on the education and training requirements of careers in their interest area.
- B. Prepare a proportional life-long timeline (until age 78) that graphically shows the amount of time the student plans to commit to education and training and the amount of time they expect to be active in the workforce.
- C. Factor the ratio between time spent preparing for their chosen career and time spent working.

06. The student demonstrates the skills to locate, analyze, and apply career information.

The student is expected to:

- A. Access career information using print and online resources to complete an education and/or training plan for a career pathway.
- B. Access career information using interviews with business and industry representatives to create a career resource file.
- C. Complete career critiques gained through a variety of experiences (e.g., shadowing, career study tours, guest speakers, career fairs, videos, CD-ROM, Internet, and simulated work activities).
- D. Use career information to apply entrepreneurial skills by developing a small business plan.
- E. Identify the key disadvantages of careers/jobs traditionally held by women.

Second Semester

07. The student knows the process for career planning and educational preparation.

The student is expected to:

- A. Identify high school courses related to specific career choices in their interest area.
- B. Select appropriate high school courses and experiences, and develop a graduation plan that leads to a specific career choice in their interest area.
- C. List and explain education and/or training alternatives after high school for a career choice within their interest area.
- D. Prepare an education and career plan for an occupation within their interest area that begins with entry into high school and continues through a post-secondary education and/or training program. Place this information in the personal career portfolio.
- E. Complete a 10-year plan outlining yearly quantitative goals and objectives for education, work, finances, and lifestyle choices.

08. The student can apply the skill sets required to succeed (both in the classroom and the workforce).

The student is expected to:

- A. List and explain the steps in the decision-making process.
- B. Write quantitative goals and objectives for three personal or classroom projects.
- C. Apply problem-solving strategies to resolve a personal dilemma or that of a friend.
- D. Diagram the steps required to achieve identified short- and long-term goals.
- E. Describe at least five situations common to teens in which delaying gratification would lead to long-term rewards.
- F. Prioritize and manage personal and academic activities using time management strategies.
- G. Generate personal strategies for managing stress and tolerating anxiety.
- H. Give and receive constructive criticism.
- I. Make a persuasive oral presentation about a contemporary teenage problem (e.g., convince an imaginary friend who is contemplating dropping out to stay in school).
- J. Explain and demonstrate effective communication in family, community, and career settings.
- K. Apply reading, writing, listening, speaking, and mathematic skills in family and workplace settings.

09. The student demonstrates the importance of productive work habits and attitudes.

The student is expected to:

- A. Conduct interviews with a minimum of two employers to determine the importance of work ethics, such as dependability, promptness, getting along with others, and honesty.
- B. List the characteristics of an effective team member.
- C. Work on a team to accomplish an assigned task and complete an “effective team member” profile to be placed in the personal career portfolio.
- D. Write job scenarios demonstrating positive and negative employee/customer relations.

- E. List and explain in the context of a school assignment the traits of those who strive for excellence.
- F. Create systems and strategies for managing personal activities and resources, such as schedules, assignments, school materials, and projects.
- G. Demonstrate respect for multiple diversities with sensitivity to anti-bias and equity in gender, age, race, culture, ethnicity, socio-economic status, and exceptionalities.

10. The student knows that many skills are common to a variety of careers and that these skills can be transferred from one career opportunity to another.

The student is expected to:

- A. Compile a list of transferable skills, along with a corresponding list of possible career options that match their interests and aptitudes. Place the list in the personal career portfolio.
- B. Create a presentation portraying transferable skills within their interest area.

11. The student knows the process used to locate and secure entry-level employment.

The student is expected to:

- A. Complete a job application form for an employment opportunity in their interest area.
- B. Develop a resume for an employment opportunity in their interest area.
- C. Role-play appropriate interviewing techniques for an employment opportunity in their interest area.

12. The student knows the effect change has on society and career opportunities.

The student is expected to:

- A. Cite examples of change in our society.
- B. Compose a report explaining positive and negative aspects of one example of societal change.
- C. Demonstrate an understanding of the relationship between the changing nature of work and educational requirements.
- D. Develop a timeline that covers the last ten years and depicts the changes in a selected career choice.
- E. Use labor market information and knowledge of technology and societal and/or economic trends to forecast a job profile for a career in their interest area ten years from now. Add this profile to the personal career portfolio.

THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND/OR THE FCUSD EXIT EXAMS:

Reading, Writing, and Language Arts

LAB FEE, IF REQUIRED:

None

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

No state standards exist. Course standards are included in the instructional units.

DISTRICT ESLR'S TO BE ADDRESSED:

Students will be:

- **Self-Directed Learners** who read and write independently, gaining confidence in their abilities to think on their own and take responsibility for their own learning. They will be guided toward independent learning as a lifelong tool for success in the classroom and beyond.
- **Effective Communicators** who are able to relate clear and logical thought, both orally and in writing. Students will analyze appropriate levels of formality in speech and writing and hone active listening skills.
- **Quality Producers/Performers** who take pride in all assignments and realize the value of creating an error-free product that is original in substance and a reflection of his or her integrity, beliefs, and values.
- **Constructive Thinkers** who reflect on their reading and writing to enhance the outcomes of their work. Students will be engaged in higher level thinking activities such as analysis of characters, evaluation and peer editing of essays, and synthesis of a number of resources into a final written product.
- **Collaborative Workers** who are capable of working in both large and small groups in order to produce well-organized, thoughtful products, such as, speeches or analysis of literature.
- **Responsible Citizens** who are prepared to contribute to our democracy in positive ways. Through their interpretation of literature, students will gain an understanding of the responsibility, honor, and integrity that is essential to become a functioning member of our society.