

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

**Course Outline
Career Choices**

Date: March 2007

Subject Area: Elective

Proposed Grade Level(s): 11–12

Course Length: 1 Year

Grading: A-F

Number of Credits: 5 per Semester

Prerequisites: Recommendation from IEP Team

COURSE DESCRIPTION:

This course teaches students the self-awareness, career exploration, and decision-making skills needed to build successful careers and lives. It involves students in a career-planning and life-learning process that motivates them and encourages them to achieve.

GENERAL GOALS/PURPOSE:

Students will complete the course with an understanding of the importance of an education and the role it plays in their future employment success. They will develop a strong sense of direction for their career path and acquire skills that are necessary when plans change.

This is a competency-based course. Students will understand the necessity of acquiring basic skills to be successful adults. The activities will give students daily practice in reading, writing, speaking, mathematical computation, and reasoning for the workplace. This curriculum teaches important decision-making processes that students will use throughout their lives.

Students will have the opportunity to participate in unpaid and/or paid work experiences off campus, with additional support by the Workability I program.

STUDENT READING COMPONENT:

The textbook, Succeeding in the World of Work, has detailed units that emphasize vocabulary development, fluency, and comprehension skills that will improve reading strategies. The student workbook, called It's All About Me- Personal Portfolio – I Can Succeed If I Have a Plan, enables students to go beyond textbook instruction into developing an individual action plan for success.

STUDENT WRITING COMPONENT:

Students will write responses to the curriculum presented, resumes, filling out job applications, and forms associated with getting and on to holding a job. The workbook, It's All About Me- Personal Portfolio – I Can Succeed If I Have a Plan, will help students create a personal portfolio.

STUDENT ORAL COMPONENT:

Students will gain confidence and competence as they discuss, evaluate, and engage in discussion activities. Speaking skills, poise and confidence will be emphasized. Students will obtain interviewing skills and proper communication skills for the work place.

DETAILED UNITS OF INSTRUCTION:

All students should have access to District core materials as a first option

Special Education Core Material:

Succeeding in the World of Work, Glencoe/ McGraw-Hill, 1998

Succeeding in the World of Work, Student Activity Workbook, Glencoe/McGraw-Hill

Preparing for the World of Work, F.R. Publications

Semester 1

Unit One: Self Assessment

- Chapter 1 You and the World of Work
 - Section 1-1 Exploring the World of Work
 - Section 1-2 The Changing Workplace
- Chapter 2 Getting to Know Yourself
 - Section 2-1 Decision Making
 - Section 2-2 Setting Lifestyle Goals
 - Section 2-3 Are Your Goals Realistic?

Unit Two: Exploring Careers

- Chapter 3 Researching Careers
 - Section 3-1 Exploring Careers
 - Section 3-2 What to Research
- Chapter 4 Entrepreneurship
 - Section 4-1 What is Entrepreneurship?
 - Section 4-2 Ways of Becoming a Business Owner
 - Section 4-3 Getting Started in Your Own Business
- Chapter 5 Developing an Individual Career Plan
 - Section 5-1 Evaluating Career Choices
 - Section 5-2 Your Plan of Action

Unit Three: Finding a Job

- Chapter 6 Finding and Applying for a Job
 - Section 6-1 Exploring Sources of Job Leads
 - Section 6-2 Applying for a Job
- Chapter 7 Interviewing
 - Section 7-1 Before an Interview: Getting Ready
 - Section 7-2 During an Interview: It's ShowTime
 - Section 7-3 After the Interview: Following Up

Unit Four: Joining the Workforce

- Chapter 8 Beginning a New Job
 - Section 8-1 Preparing for Your First Day on the Job
 - Section 8-2 What You Can Expect From Your Employer

- Chapter 9 Workplace Ethics
Section 9-1 Desirable Employee Qualities
Section 9-2 Ethical Behavior
- Chapter 10 Developing a Positive Attitude
Section 10-1 Attitudes for Success
Section 10-2 Acting like a Professional
- Chapter 11 Workplace Health and Safety
Section 11-1 Becoming a Healthy Worker
Section 11-2 Safety on the Job
- Chapter 12 Workplace Legal matters
Section 12-1 Laws About the Workplace
Section 12-2 You and the Legal System

Semester Two

Unit Five: Professional Development

- Chapter 13 Interpersonal Relationships at Work
Section 13-1 Your Personal Traits at Work
Section 13-2 Applying Interpersonal Skills
- Chapter 14 Teamwork and Leadership
Section 14-1 Teamwork
Section 14-2 Leadership
- Chapter 15 Professional Communication Skills
Section 15-1 Speaking and Listening
Section 15-2 Writing and Reading
- Chapter 16 Thinking Skills on the Job
Section 16-1 Making Decisions on the Job
Section 16-2 Solving Workplace Problems
- Chapter 17 Technology in the Workplace
Section 17-1 Changing Technology in Everyday Living
Section 17-2 Computer Software and Its Applications
- Chapter 18 Time and Information Management
Section 18-1 Using Time Effectively
Section 18-2 Organizing Your Work

Unit Six: Life Skills

- Chapter 19 Economics and the Consumer
Section 19-1 Our Economic System
Section 19-2 You, the Consumer
- Chapter 20 Managing Your Money
Section 20-1 Budgeting
Section 20-2 Coping with Financial Responsibility

- Chapter 21 Banking and Credit
Section 21-1 Saving Money
Section 21-2 Checking Accounts and Other Banking Services
- Chapter 22 Buying Insurance
Section 22-1 Insurance Basics
Section 22-2 Home and Automobile Insurance
- Chapter 23 Taxes and Social Security
Section 23-1 All About Taxes
Section 23-2 All About Social Security
- Unit Seven: Life Long Learning
- Chapter 24 Adapting to Change
Section 24-1 Managing Your Career
Section 24-2 Changing Jobs or Careers
- Chapter 25 Balancing Work and Personal Life
Section 25-1 Setting Up Your Own Household
Section 25-2 Managing Work, Family and Community Life

THIS COURSE WILL HELP PREPARE STUDENTS FOR THE CAPA EXAMS IN:

Language Arts and Math

LAB FEE, IF REQUIRED:

\$20.00 lab fee for workbook if student would like to keep it for reference

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

Reading:

1.0 Word Analysis, fluency and systematic vocabulary development. Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

2.0 Reading comprehension (focus on informational materials). Students read and understand grade-level appropriate material. They analyze the organizational patterns, arguments, and positions advanced.

Written and Oral English Language Conventions:

1.0 Students write and speak with a command of Standard English conventions.

Listening and Speaking:

1.0 Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspective and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

Mathematical Reasoning:

1.0 Students make decisions about how to approach problems

2.0 Students use strategies, skills, and concepts in finding solutions

DISTRICT ESLRs TO BE ADDRESSED:

Students will be:

- **Self-Directed Learners:** Who will become self-aware and will plan for a future career
- **Efficient Communicators:** Who will articulate well during an interview by presenting their strengths and skills
- **Quality Producers/Performers:** Who can be effective employees in the workplace
- **Constructive Thinkers:** Who are able to problem-solve
- **Collaborative Workers:** Who will be able to work as a team as well as being individually productive
- **Responsible Citizens:** Who will accept responsibility for their actions