Date: March 2007

Proposed Grade Level(s): 11–12

Grading: A-F

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, 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 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