FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

CTE Summer Preceptorship Program

Date: June 2018　　　　　　　　　　　　　　　**Course Length: Summer Program**
Proposed Grade Level(s): 10-12　　　　　　　**Subject Area: Career Technical Education**
Grading: A-F　　　　　　　　　　　　　　　　　　**Credits: 5.0 per semester**

CTE Sector / Pathway: Multiple Industry Sectors / Multiple Pathways
Prerequisite(s): Completion or Enrollment in a CTE Course
Intent to Pursue 'A-G' College Prep Status: No

COURSE DESCRIPTION

Career Technical Education (CTE) Summer Preceptorship Program is a work based learning course that includes a combination of in-class and on-the-job experiences. The preceptorship introduces students to a professional in their fields of interest, and enhances their abilities to make an informed career choice in preparing for college. The preceptorship will provide students with a career experience supervised by an expert or specialist in the particular field. Emphasis will be placed on learning about a specific industry sector, gaining experiences in the workplace, the development of soft skills, and an understanding of leadership, teamwork and project management. Students will keep a journal of their experiences and present a research project at the end of the course.

GENERAL GOALS

Students will acquire and demonstrate the following skills:
- Increase skill/competency level in the targeted career path
- Confirm or narrow possible career choices
- Develop and improve workplace skills
- Develop employability skills
- Increase interpersonal, communication, and networking skills
- Develop and understanding of the connection between school learning and the workplace application of skills
- Increase the awareness of the workplace, career opportunities, and community resources

DETAILED UNITS OF INSTRUCTION

UNIT 1: Communication and Workplace Safety
In Unit one, students will examine the value of communication in the workplace and reflect on the messages they send to others through various forms of communication: verbal, written, listening, and body language. They will learn about how to be effective communicators, employer/employee relationships, networking, and conflict resolution. The development of leadership and teamwork skills will be stressed as students work independently and collaboratively on projects both in the classroom and at their preceptorships. Public speaking and presentation skills will be developed and modeled for students to master the culminating project in this course. Students will learn about safety requirements in various industry sectors.

UNIT 2: Career Exploration
In unit two, students will complete a career exploration including the research of industry sectors, pathways, and industry certificates for a personal area of interest. Students will complete aptitude assessments, multiple

career interest, skill, and work importance profiles. The information gained from this research will provide students with knowledge of the education and careers requirements required for the profession, and personal experiences from their preceptorship will be included in the culminating career exploration project.

UNIT 3: The World of Work
In unit three, students will develop a strong Employability Portfolio (Cover Letter, Resume, and Job Application), job interviewing skills, professional dress, and gain an understanding of the job interview process.

Students will research multiple sources for job opportunities, examine their digital presence, learn about the legal requirements of employment, and workplace legal issues, and explore business ethics.

UNIT 4: Work Based Learning Project
In unit four, students will create a Work Based Learning multiple media "TED Talks" like project based on their experiences in the preceptorship program. Information gleaned from classroom instruction (Communication and Workplace Safety, Career Exploration, and the World of Work Units, and related lessons), workplace experiences, examples of work produced, daily journals, and weekly reflections. The Work Based Learning project will be presented orally in class and videotaped for reflection and the CTESPP.

TEXTBOOKS AND RESOURCE MATERIALS

Textbook
There is no required textbook for this class.

Resource Materials
Students must have a computer access for MS Office Suites, Adobe, and on-line resources.

COMMON CORE STATE ANCHOR STANDARDS FOR READING (K-12)

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Reading Range / Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

COMMON CORE STATE ANCHOR STANDARDS FOR WRITING (K-12)

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

COMMON CORE STATE ANCHOR STANDARDS FOR SPEAKING AND LISTENING (K-12)

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and ensure that the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CTE STANDARDS FOR CAREER READY PRACTICE

1. Apply appropriate technical skills and academic knowledge.
   Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and other work-related practices.

2. Communicate clearly, effectively, and with reason.
   Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others, are active listeners who speak clearly and with purpose, and are comfortable with the terminology common to the workplace environment. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. Develop an education and career plan aligned with personal goals.
   Career-ready individuals take personal ownership of their own educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process and understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. Apply technology to enhance productivity.
   Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications and they take actions to prevent or mitigate these risks.

5. Utilize critical thinking to make sense of problems and persevere in solving them.
   Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve the problem and, once agreed upon, follow through to ensure the problem is resolved.

6. Practice personal health and understand financial literacy.
   Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. Act as a responsible citizen in the workplace and the community.
   Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them and think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management.
   Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. Work productively in teams while integrating cultural and global competence.
   Career-ready individuals positively contribute to every team as both team leaders and team members. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They

interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. <u>Demonstrate creativity and innovation</u>.
    Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices

11. <u>Employ valid and reliable research strategies</u>.
    Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. <u>Understand the environmental, social, and economic impacts of decisions</u>.
    Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

CTE KNOWLEDGE AND PERFORMANCE ANCHOR STANDARDS

1.0 Academics: Students will analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment.

2.0 Communications: Students will acquire and accurately use sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management: Students will integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology: Students will use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the Multiple Industry Sectors workplace environment.

5.0 Problem Solving and Critical Thinking: Students will conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Multiple Industry Sectors using critical and creative thinking, logical reasoning, analysis, inquiry, and problem solving techniques.

6.0 Health and Safety: Students demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Multiple Industry Sectors workplace environment.

7.0 Responsibility and Flexibility: Students will initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Multiple Industry Sectors workplace environment and community settings.

8.0 Ethics and Legal responsibilities: Students will practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork: Students will work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in career technical student organizations.

10.0 Technical Knowledge and Skills: Students will apply essential technical knowledge and skills common to all pathways in the Multiple Industry Sectors, following procedures when carrying out experiments or performing technical tasks.

11.0 Demonstration and Application: Students demonstrate and apply the knowledge and skills contained in the Multiple Industry Sectors anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings.

DISTRICT ESLRS TO BE ADDRESSED:

- **Self-Directed Learners:** Students will be expected to take responsibility for their learning by participating in class activities, projects and on-site preceptorships. Students will be expected to keep up with journaling and the career exploration project.
- **Constructive Thinkers:** Students will participate in cooperative groups for and in class activities. They will be expected to think critically for class projects and preceptorship assignments.
- **Effective Communicators**: Students will actively participate in classroom discussions on a regular basis. Students will present oral reports and career exploration project in the course.
- **Collaborative Workers:** Students will participate in cooperative groups for projects and in class activities. They will be expected to collaborate with each other and professionals at the preceptorship.
- **Quality Producers/Performers:** Assessment of class work requires students to be quality producers in order to be successful in class.
- **Responsible Citizens:** In order to become responsible citizens, students will develop their knowledge in interpersonal communications, work ethics, and employment skills in a global economy.