

## Career College & Life Readiness Syllabus

School Year: 2017-2018

Certificated Teacher: [Click here to enter text.](#)

### Desired Results

**Course Title** (example: Geometry A and B): **Career College & Life Readiness**

**Credit:**   X   one semester (.5)        two semesters (1.0)

**Prerequisites and/or recommended preparation ):**

It is important that Unit 1 be completed close to high school registration, therefore, **Semester 1**, Unit 1, High School Ready and Beyond, should be completed the **last** 7 weeks of the semester. **Semester 2**, Unit 1, High School Ready and Beyond, should be completed the **first** 7 weeks of the semester.

**Estimate of hours per week engaged in learning activities:**

5 hours of class work per week per 18 week semester

**Instructional Materials:**

All learning activities (resources, assignments, assessments) are contained within or referenced in the student's online course. The online course is accessed via login and password assigned by student's school (web account) or emailed directly to student upon enrollment, with the login website.

**Other resources required/Resource Costs:**

*There are no additional resources required or costs.*

**Course Description:**

Career College and Life Readiness

Career, College, and Life Readiness provides students with the opportunity to focus on practical, concrete skills which enhance the ability of individuals and families to be effective and productive in careers, at home, and in the world. Through the integration of technology, students practice important consumer, family and work skills including : college & career planning, financial planning, positive relationships, human growth and development, drug, tobacco, and alcohol education, and foods and nutrition. In addition, this class embeds the important skills of reading, writing, communicating, problem solving and decision making about real everyday issues.

**Enduring Understandings for Course (Performance Objectives):**

*What will students understand (about what big ideas) as a result of the course?*

- Education will increase the options important to my future.
- Planning and management of finances increases the likelihood of success.
- Developing skills to make healthy choices will help me manage my relationships in life.
- Healthy choices improve my potential for successful relationships, first impressions and careers.
- Knowledge of healthy eating choices and skills for preparing healthy meals increase personal well-being and increase career options.

**Course Learning Goals (including WA State Standards, Common Core Standards, National Standards):**

*What is the key knowledge and skill needed to develop the desired understandings?*

**Unit 1: High School Ready and Beyond**

**Content Standards:** *The student knows the processes for career planning and educational preparation and its impact on his or her future lifestyle.*

**Unit 1: Financial Planning Embedded in Unit 1**

**Content Standards:** *The student knows the processes for career planning and educational preparation and its impact on his or her future lifestyle.*

**Unit 2: Human Growth and Development**

**Content Standards:** *The student acquires the knowledge and skills necessary to maintain a healthy life.*

**Unit 3: Drug, Alcohol & Tobacco**

**Content Standards:** *Students analyze and evaluate the impact of real life influences on health.*

**Unit 4: Foods and Nutrition**

**Content Standards:** *The student acquires the knowledge and skills necessary to maintain a healthy life.*

**Evidence of Assessment**

*What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, and assessments]*

**Performance Tasks:** [Click here to enter text.](#)

**Other Evidence (self-assessments, observations, work samples, quizzes, tests and so on):**

**Works samples, projects scored with rubrics, and unit assessments.**

[Click here to enter text.](#)

**Types of Learning Activities**

*Indicate from the table below all applicable learning strategies that may be used in the course.*

<b>Direct Instruction</b>	<b>Indirect Instruction</b>	<b>Experiential Learning</b>	<b>Independent Study</b>	<b>Interactive Instruction</b>
<input type="checkbox"/> Structured Overview <input type="checkbox"/> Mini presentation <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Demonstrations <input type="checkbox"/> Other (List)	<input checked="" type="checkbox"/> Problem-based <input type="checkbox"/> Case Studies <input checked="" type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Practice <input checked="" type="checkbox"/> Project <input type="checkbox"/> Paper	<input type="checkbox"/> Virt. Field Trip <input type="checkbox"/> Experiments <input checked="" type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Field Observ. <input checked="" type="checkbox"/> Role-playing <input type="checkbox"/> Model Bldg.	<input type="checkbox"/> Essays <input checked="" type="checkbox"/> Self-paced computer <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Directed Study <input checked="" type="checkbox"/> Research	<input type="checkbox"/> Discussion <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Peer Partner Learning <input type="checkbox"/> Project team

	___x_ Concept Mapping ___ Other (List)	___x_ Surveys ___ Other (List)	Projects ___ Other (List)	___ Laboratory Groups ___ Think, Pair, Share ___ Cooperative Learning ___ Tutorial Groups ___ Interviewing ___ Conferencing ___ Other (List)
<b>Other:</b> Click here to enter text.				

**Learning Activities**

*Learning activities (as provided in the student friendly course schedule posted in online course) and contains the scope and sequence of performance tasks, activities and assessments by semester, unit, and weeks.*

These learning activities are aligned with the successful completion of the course learning goals and progress towards these learning activities will be reported monthly on a progress report.

**1<sup>st</sup> Semester** Click here to enter text. **Learning Activities**

**Unit 1: High School Ready and Beyond**

**Duration: 6 weeks**

**Essential Understandings:** *What will students understand (about what big ideas) as a result of the unit? Education will increase the options important to my future.*

**Essential Questions:** *What arguable, recurring, and thought provoking questions will guide inquiry and point toward the big ideas of the unit? To what extent can I prepare the pathway for my future career to reach my full potential.*

Click here to enter text.

**Student Learning Targets:** *What will the students know and be able to do (in student friendly language)?*

- I can investigate reasons to choose training beyond high school.*
- I can examine my personal interests and work habits and connect them to future career goals.*
- I can examine high school graduation requirements.*
- I can analyze how academic goals affect high school and beyond.*
- I can examine my transferrable skills to make connections between school and career.*
- I can interpret the relevant information on a resume'*
- I can demonstrate my understanding of transferrable skills to provide honest and relevant information on a job application and my resume'.*
- I can analyze my transferrable skills and provide evidence...*
- I can examine interview skills.*
- I can investigate spending plans and use them to make financial decisions.*
- I can evaluate the responsible use of credit.*
- I can examine how much it costs to apply to a college.*
- I can demonstrate I can find approximately how much college may cost.*
- I can demonstrate I understand how scholarships and financial aid can help me pay for college/training.*

**Learning Activities:**

**Digital Journal**

**Virtual College Tour Know How 2 Go.**

**High School Graduation Requirements**

**Create digital portfolio in Naviance**

- **Cluster Finder**
- **Career Key**
- **College Super Match**
- **Resume'**
- **Goal Setting**
- **Learning Styles Inventory**

**Career Research**

**High School and Beyond Plan**

**Work Habits**

**Job Application**

**Interview Skills**

**Unit 1: Financial Planning Embedded in Unit 1**

**Duration: 1 week**

**Essential Understandings:** *What will students understand (about what big ideas) as a result of the unit?  
Planning and management of finances increases the likelihood of success.*

**Essential Questions:** *What arguable, recurring, and thought provoking questions will guide inquiry and point toward the big ideas of the unit?*

To what extent can financial planning help me prepare for my post high school training and career.

**Student Learning Targets:** *I can demonstrate I understand how scholarships and financial aid help me pay for college/training.*

*I can investigate spending plans and use them to make financial decisions.*

*I can evaluate the responsible use of credit*

**Learning Activities:**

**Types of Financial Aid**

**FAFSA**

**Responsible Borrowing**

**Create spending plans**

**On Your Own Coast to Coast**

**Reflection**

**Unit 2: Human Growth and Development**

**Duration: 4 weeks**

**Essential Understandings:** *What will students understand (about what big ideas) as a result of the unit?  
Developing skills to make healthy choices will help me manage my relationships in life.*

**Essential Questions:** *What arguable, recurring, and thought provoking questions will guide inquiry and point toward the big ideas of the unit?*

To what extent can making healthy choices help develop safe healthy relationships and sexually responsible

decisions.

**Student Learning Targets:** *What will the students know and be able to do (in student friendly language)?*

*I can investigate the behaviors that will ensure my safety in a dating relationship.*

*I can examine the warning signs for dating violence/ date rape.*

*I can examine why kids bully, and how to stand up to a bully without using violence*

*I can examine safe, legal, and ethical behavior in the use of information technology.*

*I can interpret the symptoms of depression.*

*I can investigate resources for suicide prevention*

*I can evaluate the benefits of abstinence.*

*I can investigate the symptoms, treatment and complications of STD's.*

*I can investigate how HIV/AIDS is contracted and prevented.*

*I can examine and make connections between sexual responsibility and future goals.*

*I can examine the effectiveness of birth control for pregnancy and STD's,*

*I can examine the cause of birth defects and which can be prevented.*

*I can investigate sources of assistance*

**Learning Activities:**

**Healthy dating relationships**

**Cycle of Violence**

**Dating Bill of Rights**

**Video Streaming; The Big Deal About Bullying and What to Do About it**

**Video Streaming: Internet Safety ( Chunk)**

**Look Listen Link Lessons**

**Abstinence: Reasons to Choose**

**Graphic Organizer—STD's--- ( Looking for patterns) Reflection**

**Refusal Skills—Practice**

**HIV AIDS:**

**SQ3R Teen Pregnancy Articles—( Looking for patterns)**

**Birth Defect March of Dimes power point**

**Sources of Assistance--- discussed in each lesson.**

**Unit 3: Drug/ Alcohol/ Tobacco**

**Duration: 2.5 weeks**

**Essential Understandings:** *What will students understand (about what big ideas) as a result of the unit?*

*Healthy choices improve my potential for successful relationships, first impressions and careers.*

**Essential Questions:** *What arguable, recurring, and thought provoking questions will guide inquiry and point toward the big ideas of the unit?*

*To what extent does experimenting with alcohol, tobacco or marijuana put individuals and society at risk/Click here to enter text.*

**Student Learning Targets:** *What will the students know and be able to do (in student friendly language)?*

*I can analyze the reasons people use drugs.*

*I can investigate behaviors that ensure my safety.*

*I can investigate the health effects and legal consequences of alcohol, tobacco, marijuana, and prescription drugs.*

**Learning Activities:**

**Graphic Organizer—health effects, legal consequences, future goals**

**Refusal Skills**

**Media Literacy**

## **Culminating Activity--- Anti advertisement Mind Map Videos**

### **Unit: Foods and Nutrition**

**Duration: 4.5 weeks**

**Essential Understandings:** *What will students understand (about what big ideas) as a result of the unit?  
Knowledge of healthy eating choices and skills for preparing healthy meals increase personal well-being and increase career options.*

**Essential Questions:** *What arguable, recurring, and thought provoking questions will guide inquiry and point toward the big ideas of the unit?*

To what extent can the knowledge of healthy eating preparing healthy meals and physical movement increase my personal well being.

**Student Learning Targets:** *What will the students know and be able to do (in student friendly language)?*

*I can design nutritional goals based on national dietary guidelines and individual activity needs.*

*I can describe how nutrition, exercise and rest influence physical growth and lifelong health.*

*I can investigate the nutrients important to healthy diet.*

*I can implement important safety and sanitation procedures related to food preparation.*

*I can describe personal health care practices that result in prevention, early detection, treatment and monitoring of communicable diseases.*

*I can read and interpret food labels.*

*I can examine the benefits of eating breakfast.*

*I can examine the causes and warning signs of eating disorders.*

*I can read and follow technical directions and produce the desired product.*

*I can assume roles or tasks within a group to perform a task.*

*I understand how math is used in everyday life.*

*I understand the role of good manners in everyday life and in the workplace.*

### **Learning Activities:**

**Choose my plate.gov**

**Dietary guidelines**

**Label reading**

**Personal diet**

**Kitchen safety**

**Food safety**

**Recipe reading**

**Manners**

**Eating Disorders**

**Food labs**