



**Career and College Readiness Syllabus
CHS/PRCTC Family and Consumer Science Department**

Contact Information: Parents may contact me by phone, email, or visiting the school.

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CCSD Vision Statement: The Chillicothe City School District will provide tomorrow's leaders with a high quality education by developing high expectations and positive personal relationships among students, staff, and community members.

CCSD Mission Statement: The Chillicothe City School District empowers students to learn, to lead, and to serve.

Course Description and Prerequisite(s) from Course Handbook:
Career and College Readiness – 568 (repeatable course)

Subject Code: 091402

Prerequisite: None

Elective

Grade: 11 -12

Graded Conventionally

Credit: 1/2

Course Description:

In this course, students will develop effective learning strategies and skills to provide a strong foundation for successful lifelong learning. Throughout the course, students will research careers and occupations, review postsecondary admissions qualifications, develop interviewing skills and participate in internships. Additional topics will include principles and techniques of professionalism, networking, conflict-resolution, negotiation, leadership and entrepreneurship.

Required: 120-150 hours per course

Course Fee: Students will have the opportunity to be a part of a Career Tech Student Organization (FCCLA) as part of this course. Students who choose to be a part of the program's respective Career Tech Student Organization will have opportunities to be student officers, attend leadership activities, and participate in various leadership and skill competitions. Students who wish to be a part of

the program's respective Career Tech Student Organization will be required to pay the dues associated with the organization prior to participation in activities outside the normal classroom. **\$20 for FCCLA Membership**

Learning Targets: Defined below for clarity are the Unit Titles, Big Ideas of every Unit taught during this course, and the Essential Questions to be answered to better understand the Big Ideas. A student's ability to grasp and answer the Essential Questions will define whether or not he or she adequately learns and can apply the skills found in Big Ideas. This will ultimately define whether or not a student scores well on assessments administered for this course.

- **1st or 3rd Quarter**
 - **Unit I Title: Career and College Exploration**
 - **Big Idea #1:** I can identify workplace personal and professional skills when setting career goals.
 - *Essential Question #1: List job related skills that are needed to be successful.*
 - *Essential Question #2: Explain how values relate to job satisfaction.*
 - *Essential Question #3: List and explain resources that would support your career goals.*
 - **Big Idea #2:** I can identify and explain how interests and talents affect career goals.
 - *Essential Question #1: Explain how relating career clusters to your interests and talents benefits your job search.*
 - *Essential Question #2: In what ways does your personal profile affect your career options?*
 - **Unit II Title: Individual Academic and Career Preparation**
 - **Big Idea #1:** I can use various résumé writing skills to enhance my career planning.
 - *Essential Question #1: List resume writing skills that are essential to job seeking success.*
 - *Essential Question #2: Explain how resume writing skills enhance your career plans and increase your job attainment.*
 - *Essential Question #3: Describe how résumé writing skills are necessary in a variety of different professional settings.*

- **Big Idea #2:** I can create and know the importance of professional correspondences when preparing for my future career.
 - *Essential Question #1: Explain the purpose and importance of cover letters and thank you notes.*
 - *Essential Question #2: Describe ways can you demonstrate your qualifications.*
 - *Essential Question #3: List professional documents you can use to benefit your career goals.*
 - **Unit III Title: Leadership and Communication**
 - **Big Idea #1:** I can recognize and develop leadership skills through the understanding of personal strengths and weaknesses.
 - *Essential Question #1: Explain leadership and what role it play in achieving personal and professional success.*
 - *Essential Question #2: List and explain the various leadership styles and how one applies them in the workplace.*
 - *Essential Question #3: Describe characteristics that are needed to strengthen key relationships in the workplace.*
 - **Big Idea #2:** I can use communication skills to promote collaboration, leadership and teamwork.
 - *Essential Question #1: Explain ways can a person communicate efficiently and effectively.*
 - *Essential Question #2: List communication skills that are needed to communicate professionally.*
 - *Essential Question #3: List the types of communication techniques.*
- **2nd or 4th Quarter**
 - **Unit IV Title: Personal Financial Management**
 - **Big Idea #1:** I can set and work towards achievement of goals that will lead to financial satisfaction.
 - *Essential Question #1: Describe ways can you achieve your personal finance goals.*
 - *Essential Question #2: Describe how does the cost of living affects your financial goals.*
 - *Essential Question #3: Explain ways consumer leadership and advocacy skills are needed for self-protection.*

- **Big Idea #2:** I can identify ways my career choice affects future goals.
 - *Essential Question #1: Explain ways income and expenses affect your financial goals.*
 - *Essential Question #2: Describe how you establish financial stability.*
 - *Essential Question #3: Describe how current and future economic choices affect your career goals.*
- **Unit V Title: Admission and Application Requirements**
 - **Big Idea #1:** I can identify ways the application process can be explored.
 - *Essential Question #1: List ways a person can complete the application process.*
 - *Essential Question #2: Explain ways can you use your skills to explore career opportunities.*
 - *Essential Question #3: List and explain skills that are necessary to complete an application.*
 - **Big Idea #2:** I can use self-promotion strategies to enhance any application.
 - *Essential Question #1: Explain how having a career plan can be beneficial when completing an application.*
 - *Essential Question #2: Describe ways you include principles and techniques of professionalism in the admission/application process.*
- **Unit VI Title: Interviewing Skills**
 - **Big Idea #1:** I can identify and use various interviewing skills as part of my career planning.
 - *Essential Question #1: List the steps to securing an interview.*
 - *Essential Question #2: List ways can you prepare for an interview.*
 - *Essential Question #3: Explain the importance of researching a company or university to successful career acquisition.*
 - **Big Idea #2:** I can communicate professionally when interviewing for a career.
 - *Essential Question #1: List ways to show an interviewer you are a qualified applicant.*
 - *Essential Question #2: List the documents that are essential to create and obtain for an interview.*

- *Essential Question #3: Explain how you include positive personal attributes in a professional interview.*
- **END OF COURSE EXAM**
 - Webxam and Course EOCE-Completed by End of December/April

Course Materials:

- Google Chromebook

Textbook:

Ramsey, D. (2014). Foundations in Personal Finance. Brentwood: Lampo Press.

Supplemental Textbook(s):

Ryan, J., & Ryan, R. (2005). Preparing for Career Success. Indianapolis: JIST Works.

Electronic Resources:

- Ohio Means Jobs (www.ohiomeansjobs.com)

Course Expectations:

- Students are expected to complete class assignments by their due date or will lose any earned privileges that are offered through flexible scheduling, if applicable (Example: early release, alternative assignments, etc).
- Students should put forth their best effort every day and on all assignments and assessments.
- Students are expected to behave in a mature and respectful manner.
- Students are responsible for asking for and obtaining any make up work.
- Students will answer the bell ringer each class period.

Grading:

Unit Exams	50%
Assessments (Including: Quizzes, Essays, Labs, and Projects)	30%
Class work/Homework	20%

- Each nine week's grade comprises 40% of a student's final grade.
- The End of Course Exam comprises 20% of a student's final grade.

Grading Scale:

The grading scale for Chillicothe High School can be found in the student handbook or online at

<http://www.chillicothe.k12.oh.us/1/Content2/studenthandbook>.

Late Work: Late work will be subject to the Board-adopted policy on assignments that are submitted late (to be reviewed in class).

- Regardless of the absence type (excused or unexcused), students will be expected to make up work and be held accountable for learning all material they missed.
- Any student who is absent from school (excused or unexcused) will have one (1) additional day for every day they missed, to make up his/her work for full credit (100%).
- Any student who exceeds the allotted time to turn in an assignment for full credit may still turn in late work for partial credit.
 - Any student who turns in work up to 1 week late must at least be given the opportunity to earn 75% on that assignment.
 - Any student who turns in work between 1 and 2 weeks late must at least be given the opportunity to earn 60% on that assignment.
- The end of the 9 weeks is the cut off point for teachers to accept late work from students for full or partial credit, unless the teacher decides to give the student an incomplete for the 9 weeks due to extenuating circumstances.

Performance Based Section: Writing Assignments/Exams/Presentations/Technology

One or more of the End of Unit Exams may be Performance Based. According to the Ohio Department of Education, "Performance Based Assessments (PBA) provides authentic ways for students to demonstrate and apply their understanding of the content and skills within the standards. The performance based assessments will provide formative and summative information to inform instructional decision-making and help students move forward on their trajectory of learning." Some examples of Performance Based Assessments include but are not limited to portfolios, experiments, group projects, demonstrations, essays, and presentations.

CHS Career and College Readiness Course Syllabus

After you have reviewed the preceding packet of information with your parent(s) or guardian(s), please sign this sheet and return it to me so that I can verify you understand what I expect out of each and every one of my students.

Student Name (please print):

Student Signature:

Parent/Guardian Name (please print):

Parent/Guardian Signature:

Date:
