

Novato Unified School District
Course Outline
Subject: Elective Course

Course Title: Get Focused...Stay Focused!	
<i>(For NUSD Curriculum and Instruction Use Only)</i>	
Transcript Title:	Transcript Abbreviation:
Pre-Requisite or Co-Requisite: Required: _____ Recommended: _____ Co-requisite: _____ None: <u> x </u>	
Additional Pre-Requisite or Co-Requisite: Required: _____ Recommended: _____ Co-requisite: _____ None: <u> x </u>	
Elective Subject Area: Interdisciplinary	
Is this a CTE Course? <u> </u> Yes <u> X </u> No If yes, name of Industry Sector: _____	
Grade Level:	<input checked="" type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12
Is this course modeled after a course from another school? X Yes No If Yes: Name of School: San Gabriel High School Title of Course: Get Focused...Stay Focused	
Lead Teacher (s) writing this outline: Gina Cullen (College of Marin) & TBD (NUSD teacher)	
Brief Course Description: (Student Friendly) College and Career Seminar is a one-semester course designed to help students learn and practice valuable skills to help them to be career and college ready. Students will demonstrate their understanding of career paths through a variety of assessments, projects, job simulations, speeches, research assignments, online portfolio, and a research paper. Students will identify academic interests, skills, values and personality types, research employers and industries, gain experience with public speaking and interview skills, familiarize themselves with college and job search tools, strengthen writing skills, learn goal	

setting, solidify research techniques, and write a research paper utilizing correct MLA format.

Course Outline

Chapter 1- My Future

Learning Objectives:

- To help students realize that success does not come just from daydreaming, but from combining a vision with appropriate and necessary actions.
- To have students begin imagining the kind of future they would find most satisfying.
- To illustrate that work is not just a way to earn a living, but an important part of most people's identity.
- To allow students to recognize the scope and diversity of every individual's accomplishments on a daily basis
- To help students identify their own decision-making patterns and evaluate their effectiveness.
- To introduce students to public speaking.

Chapter 2 - Who am I?

Learning Objectives:

- To help students discover the many layers of qualities and characteristics that make up their unique identity, and to help them appreciate how knowing this identity is a necessary and ongoing part of any rewarding life.
- To help students learn to identify and articulate those things that are extremely important to them on an emotional level.
- To help students clarify which work values are most meaningful in their own lives.
- To help students identify and understand their work behavioral style as an important trait to consider when evaluating their interests.
- To help students identify their strengths and, in so doing, raise their self-esteem.
- To help students identify the skills they have developed over the years.
- To help students identify and understand standard skills categories.
- To help students identify and evaluate their roles, occupations, and vocations.
- To make students more aware of the messages — verbal and otherwise — they get from society and from significant people in their lives, and to help them understand how these messages can affect the way they feel about their future or their potential.

Chapter 3 - What Do I Want?

Learning Objectives:

- To teach students Maslow's hierarchy of needs and help them understand its impact on their identity and self-esteem.
- To help students identify an overall goal or mission for their lives.
- To teach students to project into the future and to realize the diversity of lifestyle options open to them.
- To help students identify the components of a balanced lifestyle.
- To help students understand and identify their needs and to appreciate the desirability of having a balanced internal and external, personal and professional, private and public life,
- To personalize the balanced lifestyle evaluation process and help students realize the effect outside forces can have on a person's life.

Chapter 4 - Cost of Living

Learning Objectives:

- To give students a realistic view of how many financial considerations will be important when deciding on a career path.
- To learn to budget the more common way—by having a total figure available and allocating that figure among the line items.
- To have students learn to budget the way most people do—by taking a given income and deciding how it should be allocated. An added observation will be the impact of career choice on

lifestyle

- To recognize the causes of poverty and to reduce the chances of becoming a poverty statistic.
- To explore the myth that money can make you happy.
- To help students learn that there are sacrifices as well as rewards associated with every job and every lifestyle. To help the students evaluate both aspects of any career they are considering and to decide whether or not it would be a wise choice.
- To help students recognize the rewards and sacrifices of specific careers as they relate to values.
- To demonstrate that values not satisfied on the job can be met with appropriate after-hours activities.
- To demonstrate the financial payoff—over a lifetime—of an investment in education.
- To help students gain specific information about the costs and rewards of various jobs from people they know.
- To help students realize that in order to meet long-term goals they will have to make short-term sacrifices, and to provide a decision-making model that will help them keep their goals in mind.

Chapter 5 - What am I looking for?

Learning Objectives:

- To help students narrow their career choices by first considering the general job characteristics that are most important to them, and then by being creative in thinking of jobs that meet their requirements.
- To give students an opportunity to consider job preferences in terms of structured or unstructured employment, and to analyze their level of anxiety tolerance in relation to working.
- To help students evaluate whether their attitudes, characteristics, and skills are more consistent with those of an employer or of an employee.
- To help students sort out their own feelings about status as it relates to job selection.

Chapter 6 - Research Careers

Learning Objective:

- To help students understand the 12 career interest areas and the types of jobs in each area.
- To help students make some tentative career choices based on their own personality traits.
- To help students learn library and research skills as they begin to gather information about potential careers.
- To help students begin thinking about—and actually experiencing—what it would be like to spend a typical day at the job of their choice.
- To give students practice in writing a business letter and conducting an interview, and to allow them
- to see first-hand what it might be like to spend a day at a particular job.
- To help students decide whether the careers they are considering are good matches for their personalities and working styles.

Chapter 7, 8, 9 - Goal Setting and Problem Solving

Chapter 7

Learning Objectives:

- To help students discern the difference between long- and short-term goals and learn to take their hopes for the future into account when making daily decisions.
- To help students understand that before they can evaluate their choices, they need to discover the facts and determine the effect of these realities on the outcome for any of the options being considered.
- To help students evaluate the pros and cons and the likelihood of success of different choices.
- To show students how their own resources, wants, and needs should enter into the process of making major life decisions.
- To help students evaluate their decision-making strategies, their strengths, and their weaknesses.

Chapter 8

Learning Objectives:

- To help students identify and apply the problem-solving techniques as presented in the text.
- To introduce students to a process for writing quantitative goals and objectives.

Chapter 9

Learning Objectives:

- Students examine some of the reasons people use for not doing what they want to do, or can do, evaluate those excuses and determine what might be done to avoid using them.
- To help students evaluate excuses and reframe them so that they are accepting the responsibility for their problems and also opening new avenues for solving them.
- To expose students to some of the statistics regarding teen pregnancy, dropping out of school, and substance abuse.
- To allow students to examine some common problems and then project into the future to consider the possible long-term consequences of present actions.
- To help students personalize the effect of dropping out of school on their eventual job satisfaction.
- To enable students to comprehend the financial costs of bad habits.
- To help students understand how flexibility and high salary relate to mixing career and family, and to have young women consider how non-traditional careers may be the best option.
- To help students learn an evaluation technique to be used before acting rashly in abandoning a dream or plan.
- To help students overcome fears by seeing themselves be successful at whatever makes them anxious.
- To expose students to a hierarchical approach to conquering anxieties.
- To give students an opportunity, in a third-person situation, to make long-range plans for the success of someone who could reasonably be expected to fail.
- To help students see that taking calculated risks is an important skill.

Chapter 10

Learning Objectives:

- To help students understand the power of affirmation in changing self-limiting attitudes.
- To recognize and evaluate the characteristics and attitudes of excellence.
- To help students realize that action is necessary to achieve any goal.
- To clarify the concept of the work ethic and help students see how it relates to their lives.
- To demonstrate the attitudes that will be most in demand for workers in the future.

Chapter 11 - Job Hunting Skills

Learning Objectives:

- To give students experience in writing a personal resume.
- To give students experience in conducting informational interviews.
- To give students experience in filling out job applications.
- To provide information on, and experience in, being interviewed for a job.
- To help students gain information on how to deal with two facets of a job search—dealing with rejection and accepting a job.
- To help students gain an understanding of mentoring and encourage them to watch for opportunities to have or be a mentor.

Key Assignments:

Introductory Speech: The students will produce a 3 minute speech introducing themselves to the class. They will learn the basics of public speaking and focus on voice, body and listening skills. Students will begin the process by drafting speaker's notes and brainstorming personal topics to potentially describe such as full name, place of birth, hometown, significant childhood memory, favorite spare time activity, heroes, idols or mentors, and plans for the future. Students will then organize information onto note cards they can effectively use during the speech. Students will learn the importance of a cohesive introduction, conclusion, and effective transitions. This speech will also

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serve as a team building exercise and initial experience with public speaking. They will gain confidence and build a safe environment through this first speech. The skills learned through delivering this speech will form the foundation for future speeches.

Media Messages: Students will analyze various print advertisements and video clips from popular television shows and movies according to a rubric created by their peer group (prior assignment), noting the characterizations, stereotypes, and underlying messages in the media. Students will perform a silent gallery walk noting their comments for several examples. They will then discuss in groups the stereotypes and messages projected and how the messages in these media effect them. Students will remake the ad or short video in a different and more positive way and then present their work to the class. Students will analyze the work of other groups.

Mission statement: After reading and analyzing the poem "Growing Older" by R.G. Wells, students will create their own mission statement based on their self-analysis in the course so far. Students will then present their statement to the class and explain why it is applicable.

Budget: Student will create a family profile of their future family and then create a realistic monthly and yearly budget (in a spreadsheet) for their desired lifestyle that includes items like mortgages, food, entertainment, vehicles, vacation, utilities, child care, and other life expenses. Students will use actual prices of commodities as found in local stores, on family bills, and online. Students will then present their budget to the class.

Reflective Essay: Students will read a quote by Mark Twain about the "World's Greatest General" and discuss the meaning. Students will then read "Lego" by David Owen (New Yorker Magazine, January 14, 1991). Students will write a reflective essay (at least 2 pages) about their desired career, giving factual information about the career and relating the work and work environment to their own attitudes, characteristics, and skills discovered in the last chapter. The essay must meet all the requirements of a writing assignment for English classes (proper organization, thesis, spelling, punctuation, etc.)

Interview Speech: Closely related to an impromptu speech, an interview is similar in technique and similar in real works application. Students will prepare for a 10-15 minute interview with community business people. They will be able to answer questions and solve problems. They will inform and motivate the audience. We will cover the entire process of an interview, and after the interview. Special attention will be given on how to act and present one self in a relaxed and confident way. They will be taught how to answer questions off the cuff by being honest, direct and straightforward. In completing the assignment, students will be able to prepare appropriate interview conduct and interview to acquire information, understand the role of research in preparation of the interview, identify types of questions to ask employers when being interviewed, and understand the communication effects of interviewing by phone or in person. They will understand that the maturity, skill and judgement they exercise will be the keys to their success or failure interviewing.

Sample assignment:

Informative Speech: Students will give a 5 minute speech that demonstrates knowledge of material. The focus will be on how to share information appropriately with a given audience. The information presented should be relevant to a pre-approved researched career within the assigned industry area that is largely unfamiliar to other students (not a common career like police officer, teacher or doctor), and the presenter should relate this information directly to the audience. This should be made relevant to students lives. At this point, students will work on going from a sentence outline to more condensed note cards. Outlining will become a more important aspect of

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preparation. Students will work collaboratively to research, outline, write, and present. When speaking, students will present the information in a logical progression. They will deliver with authority, energy, and enthusiasm. They will use credible and current sources and will focus on assuring the audience has learned something new or gain fresh insight from the speech. Students will use various websites to career search a desired interest in a field of study for a career using O*Net, Occupational Handout, Career Cruising, California Career Zone and Whodoyouwant2be? (Sites for credible and current sources which will focus on learning new information). Students will fill out a worksheet and document several interested careers in preparation for a power point project.

Essay: Students will write a five paragraph essay format outlining long term, short term, and lifestyle goals. Students will be specific as to what the goal is and how they plan to achieve it by explaining at least three objectives they will use within the correct time line. Students will also discuss three lifestyle goals and objectives how the student hopes to achieve these goals. Essay paper will include introductory paragraph with thesis statement and a conclusion statement.

Role Play: In this unit, students will be learning about the statistics of poverty, drug use, and teen pregnancy in our county as well as strategies for problem solving, setting goals, calculating risks, and conquering anxiety. Students will also volunteer at a related community center, ie. local homeless shelter and/or interview a professional from a related facility. The students will then complete a project where they role play real life scenarios in which their characters have been derailed from their goals. Students will problem solve realistic step (with the context of our county) to get back on track. Students will demonstrate their ability to analyze situations, think quickly, and show their knowledge about various community programs.

Student Presentations: Students will present a career portfolio to include a collection of the records, work samples, and certificates that demonstrate the students' qualifications, skills, experience, and achievements in a presentation folder portfolio. Students will exhibit your competencies to a potential employer or college recruiter. Not limited to but may include resume, work or project samples, letters of recommendation, certificates, diplomas, awards and records of work experience

Textbooks

Career Choices and Changes: a workbook to discover Who You Are, What You Want, and How to Get it

Mindy Bingham and Sandy Stryker

Academic Innovations, 59 South 100 East, Saint George, UT 84770

5th Edition (2013)

<http://www.academicinnovationshighered.com>

Yes

Supplemental Materials**A Supplemental Anthology for Career Choices**

Janet Goode and Mindy Bingham

Academic Innovations

Third Edition (2008)

Supplemental Textbook

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Year Plan & Portfolio	Bingham and Associates, LLC	Innovations	
Big Future-Get Ready for College	The College Board	The College Board	https://bigfuture.collegeboard.org
University of California	The Regents of the University of California	The Regents of the University of California	http://www.universityofcalifornia.edu/
Assessment Methods and/or Tools Student Portfolio (Rubric to be finalized by College of Marin)			