

## College and Career Readiness:

### Course Description

This course was designed to empower students to answer the question, “What do I do after high school?” Students will work with school counselors and advisors to build a personalized career pathway plan to help them understand their interests and aspirations and how that relates to their career. Myriad opportunities await them after high school, and they’ll be taking a look at both postsecondary education and career preparation in order to prepare themselves for success. Through the development of skills centered on effective collaboration and job preparation, students will consider what’s needed to be successful in their college and career experience.

Preparing for a smooth transition between high school and postsecondary life, college, and career is the purpose of this course. It is aligned with the competencies present in Utah’s Portrait of a Graduate (POG) and includes both highlighted vocabulary and performance assessments in order to ensure that students’ learning experiences are both cognitively rigorous, experiential, and personalized.

<b>Intended Grade Level</b>	10-12 (ideally suited for 11/12)
Units of Credit	0.5
Core Code	10-03-00-00-010
Concurrent Enrollment Core Code	10.03.00.13.010
Prerequisite	None
<b>License Area of Concentration</b>	Secondary Professional License
<b>Required Endorsement(s)</b>	No specific endorsement is required to be the teacher of record, but should be taught by an experienced educator in collaboration with English Language Arts, Career and Technical Educators, Counselors, College Advisors, etc.

# College and Career Readiness Course Standards

## STRAND 1

**Students will explore, identify, and evaluate available career pathways using interest and aptitude assessments to develop an individualized career pathway plan.**

### Standard 1

- Explore **return on investment** (ROI), risks/rewards, and the advantages/disadvantages of different career pathways including postsecondary education, **industry certifications**, **occupational licenses** and **entrepreneurship**/business ownership in this exploration

### Standard 2

- Review, analyze, and update Plan for College and Career Readiness (PCCR) to align with career pathway plan
  - a) Complete and utilize career aptitude assessment to identify career pathways based on individual interests, values, and skills
  - b) Investigate career outlook data points to understand projected demand the future may hold for various career pathways
  - c) Explore the benefits of participating in internship and apprenticeship programs
  - d) Investigate the differences in responsibilities for learning in high school versus postsecondary educational settings, highlighting support/accommodation structures present in each community
  - e) Compare and contrast various postsecondary educational options including **technical colleges**, **community colleges**, **state colleges**, and **universities** and how they interface with **for-profit**, **public**, and **private postsecondary institutions**

### Standard 3

- Evaluate the training/education required for entry into (a) career pathway(s) of choice.
  - a) Identify entry level jobs requiring a HS diploma, on-the-job training, apprenticeships, technical training, and/or a postsecondary degree
  - b) Compare and contrast differences in jobs requiring different levels of preparation

### Strand 1 Performance Assessments:

- Develop a personalized career pathway map that demonstrates how a student has taken their interests, aptitudes, and values and ROI into consideration as they make decisions about their future career

# College and Career Readiness Course Standards

## STRAND 2

**Students will explore postsecondary educational opportunities, including identifying resources available to them.**

### Standard 1

- Evaluate postsecondary school options and prepare admission criteria for school(s) of choice
  - a) Discuss the financial ROI for earning specific postsecondary education credentials
  - b) Research postsecondary admission requirements, including **open and selective admission** colleges and universities
  - c) Research and discuss postsecondary scholarship requirements
  - d) Locate dates, times, and resources available to prepare for postsecondary entrance exams
  - e) Identify schools whose characteristics and opportunities align with students' needs

### Standard 2

- Identify strategies a student can use to succeed at the postsecondary level
  - a) Investigate campus resources (academic, financial, emotional, etc.) available to students
  - b) Explore personalized strategies a student can use to deepen understanding of course content

### Standard 3

- Identify financial resources available to all postsecondary students
  - a) Research and discuss the options available for covering the costs incurred with a postsecondary education.
  - b) Understand the application process for Free Application for Federal Student Aid (FAFSA)

### Strand 2 Performance Assessments:

- Draft a college entrance and/or scholarship essay and receive feedback from at least two people
- Develop a rubric for comparing postsecondary institutions (technical and academic programs offered, size of student population, rural or urban setting, on and off campus housing, extracurricular activities such as sports, cost of attendance, etc.). Use the rubric to compare at least two postsecondary institutions and identify preferred school(s)
- Create a personalized portfolio that requires students to be metacognitive, identifying examples of calendaring norms, note-taking structures, focusing techniques and information transfer strategies that are specific to a student's individual needs

# College and Career Readiness Course Standards

## STRAND 3

**Students will develop, practice, and demonstrate skills that correlate to successful and collaborative classroom, workplace and life experiences.**

### Standard 1

- Develop a set of personalized strategies that correlate to a student reducing risk factors and enhancing protective factors
  - a) Explore ways to maintain emotional health
  - b) Explore ways to maintain physical health
  - c) Explore ways to maintain social health
  - d) Identify risk factors experienced by a student and determine strategies to mitigate the risk

### Standard 2

- Understand how to contribute to a collaborative and inclusive classroom and workplace environment through effective communication
  - a) Identify the different types of communication that happen within the classroom and workplace
  - b) Explore the application of **verbal, nonverbal, visual** and **written communication** strategies that are effective for an individual in different situations
  - c) Compare and contrast the differences between **personal** and **professional communication** and the consequences of miscommunication
  - d) Identify and understand the benefits of developing conflict management skills, including the role of **active listening, emotional intelligence, impartiality and open communication**

### Standard 3

- Develop personal accountability and metacognitive skills to promote responsibility, productivity, and agency
  - a) Utilize tools and technologies to maximize time management skills and increase dependability
  - b) Investigate tools and technologies that promote productivity

### Strand 3 Performance Assessments

- Research and present on the employability skills that are most relevant to a student's career path of choice
- Create a personalized collaboration chart, specifying when different communication patterns/habits are productive and when they are ineffective, including goals the student has regarding improving their own habits

# College and Career Readiness Course Standards

## STRAND 4

**Students will understand the qualifications for success in a particular career pathway.**

### Standard 1

- Research job openings in a few career pathways of the student's choice and identify components needed to apply
  - a) Investigate characteristics of an effective **resume**
  - b) Investigate characteristics of an effective **cover letter**

### Standard 2

- Research and engage in action steps to take before, during, and after job interviews
  - a) Research the company and its background before the job interview
  - b) Discuss and identify actions to prepare for the interview
  - c) Identify effective techniques to use in the job interview
  - d) Discuss appropriate responses to different interview outcomes

### Standard 3

- Explore how to prepare for a new job
  - a) Understand basic employment forms including **W-2s, W-4s** and **I-9s**
  - b) Discuss professional norms prevalent in different workplaces and how to engage with them effectively
  - c) Engage in and reflect on job simulation experiences
  - d) Compare and contrast common benefit packages including **401(K)s, Individual Retirement Accounts (IRA), pension plans** and **tax deferred investments** and basic employee benefits

### Strand 4 Performance Assessments:

- Create a career related profile including a student's resume, cover letter, and various interview responses
- Build a chart comparing the positive and negative aspects of different benefits packages