



High School Course of Study Approval Request Form

High School Site	Signature - Principal or Academic AP Designee	Signature - Teacher Leader (enter N/A if no Teacher Leader)	Comments:
American Canyon HS	Andrew Goff	Anna Eschoo	
Napa HS	Ean Ainsworth	Ana Andrilla	
Napa Valley Independent Studies	Susan Wilson	NA	
New Tech HS	Riley Johnson	Anne Vallerga	
Valley Oak HS	Maria	NA	
Vintage HS	Katelyn Estudillo	Dylan Leach	

Course submitted by:	Gillie Miller	School Site:	NCOE CTE Office
----------------------	---------------	--------------	-----------------

Executive Director, Secondary Education: 

Review resources:

- [Rubric for Evaluating Digital Content & Technology Tools in Relation to CCSS for ELA \(Grades 6-12\)](#)
- [State Math criteria](#)
- [Technology in Teaching Math](#)
- [Other criteria and decision making tools](#)

Please review following high school course outline and sign above if you approve or write reason in comment area if you do not.

New Revised

COMPUTER (Short) TITLE: P CTE CCR
 COURSE (Long) TITLE: P CTE College and Career Readiness/P CTE Choices: College & Career
 AERIES TITLE: P CTE College and Career Readiness
 COURSE NUMBER: CTE501
 GRADE LEVEL: 9 - 11
 LENGTH OF COURSE: 1 year Elective/10 credits (5 credits/semester)
 GRAD REQUIREMENT: Elective (Z)
 CSU/UC REQUIREMENT: "g" (College Preparatory Elective)
 COLLEGE PREP: Yes
 VOCATIONAL ED: Concentrator
 CALPADS CODE: 7410
 PATHWAY CODE: 182
 NCLB: No

COURSE OVERVIEW

Choices: College and Career is a yearlong course designed to assist students in obtaining the necessary skills and resources for effective career, educational, and life planning. The course is an introductory course as part of a Business pathway. California Career and Technical Education Business and Finance Anchor Standards are met along with numerous Business and Finance Pathway Standards. Keyboarding and business writing are integrated and woven throughout the course. Students have the opportunity to earn 3 units of articulated credit from Napa Valley College.

Students will refine their business writing skills developing word processing skills and techniques for the workplace. Topics will include: an overview of the major commands, steps to create documents in MS Word and Google Docs. These skills will be applied to prepare letters, notes, memos and other real world communication. Students learn MLA and APA format, catalog organization and study strategies, engage with college and job search tools, and develop public speaking and interview skills.

Through a variety of units in Choices: College and Career, students research colleges and career paths, gather educational, occupational, and labor market information, and formulate a plan and purpose for their future. This course also prepares students to complete a business internship in their senior year. Through research, job simulations, work-based learning activities, speeches, projects, and diverse writing tasks, students analyze their strengths, passions, skills, and academic interests, reflecting on and articulating why their goals and plans suit those characteristics. The capstone course (Level 2) in the pathway builds on the skills developed in this Level 1 course, going deeper into business management, financial services, professionalism, and entrepreneurship.

COURSE CONTENT

Unit 1: Keyboarding

Goal: Students demonstrate knowledge of keyboarding theory by passing an objective test with 70% or better. Students key 30 words a minute on a 2-minute timed writing test with no more than 5 errors.

Learning Objectives:

Operate the alphabet, number, and symbol keys by touch using proper keyboarding techniques.

Identify and count keyboarding errors and determine speed.

Improve speed and accuracy.

Sample Assignments

Students will take a pretest to assess their current level of proficiency in keyboarding. Students receive direct instruction in proper keyboarding techniques using all 10 fingers. Students will practice keyboarding the alphabet, numbers and symbols. Will integrate keyboarding skills into all of their writing assignments. Students periodically retest to assess their progress. Students who meet the goals may receive early college credit.

Anchor Standards:

Pathway Standards:

Unit 2: Business Writing

Goal: Students utilize the necessary commands to format documents using tabs, margins, and spacing and formatting as needed.

Learning Objectives:

Key materials using the appropriate word processing software functions and commands.

Utilize the necessary commands to format documents using tabs, margins, and spacing and to reformat as needed.

Create, retrieve, edit, save, and print different types of documents.

Students understand MLA and APA formats and when they are appropriate.

Insert elements such as symbols and characters, page numbers, headers and footers, and the date and time.

Apply these skills to the preparation of letters, reports, memos, manuscripts and other business documents:

Creating, Printing, and Editing Documents

Formatting Characters

Aligning and Indenting Paragraphs

Customizing Paragraphs

Proofing Documents

Formatting and Customizing Pages

Inserting Elements, Navigating, Maintaining Documents

Managing and Printing Documents

Merging Documents

Managing Page Numbers, Headers, and Footers

Inserting Endnotes, Footnotes and References

Sample Assignments

Reading Assignments: Students will read assigned chapters in the textbook covering word processing concepts.

For example: Students will read textbook chapters which cover using word processing features to customize paragraphs.

Writing Assignments: Students will prepare original documents using the word processing software and features learned. Written assignments using MS Word and Google Docs will be integrated throughout the course.

Anchor Standards:

Pathway Standards:

Unit 3: Self Exploration

Goal: To help students begin to answer the question "Who am I?"

Learning Objectives:

Students will identify learning styles and identify how they learn most effectively.

Students will explore personal interests and passions.

Students will identify personality type and personal strengths.

Chapter 2 - Who am I?

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.

Students will create a professional profile of themselves

Sample Assignments

Professional Profile: Students will synthesize everything they have learned about themselves by writing a professional profile based on their learning styles, personality, passions, and strengths. They will compare, contrast, and analyze real life examples in the process. Profile will be updated later in the course and will eventually go onto their digital portfolio.

Anchor Standards: 1.0, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.9, 4.1, 4.4, 5.4, 11.5

Pathway Standards: A1.1, A1.3, A2.1, A2.3, A2.4, A7.4

Unit 4: My Future/What Do I Want?

Goal: To start students thinking about an ideal future. To help students answer the question “What do I want?” by considering their ideal lifestyle.

Learning Objectives:

Chapter 1 - My Future

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 3 - What Do I Want?

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.

Sample Assignments

Introductory Speech: 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 mentor, and plans for the future. Students will then organize that information onto note cards they can effectively use during the speech. Student will learn the importance of a cohesive introduction, conclusion and effective transitions. This speech will also 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.

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.

Anchor Standards: 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 3.2, 3.5, 3.9, 4.1, 4.3, 4.4, 5.1, 5.4, 7.3, 7.4, 7.7, 8.4, 8.6, 9.3, 11.5

Pathway Standards: A1.1, A1.3, A2.1, A2.3, A2.4

Unit 5: Digital Tools, Citizenship, and Social Media Etiquette

Goal: To expose students to safe and effective use of technology through multiple modalities in the digital world.

Learning Objective:

Students will identify appropriate use of technology and apply safe practices, expectations and responsibilities to using technology within the educational and working environment.

Students will familiarize themselves with Google tools and resources that support digital communication, collaboration, and organization

Students will evaluate and reflect on appropriate use of social media and demonstrate proper etiquette when using social media tools

Students will learn and practice writing professional emails

Students will understand the importance of managing their digital footprint while planning for the future

Sample Assignments

Media Project: Students will create a digital media public service announcement (written script included) for peers and/or younger students on managing their digital footprint and the importance of having a professional digital presence. Students will present and inform middle schoolers and/or ninth graders.

Anchor Standards: 1.0, 2.1, 2.2, 2.4, 2.5, 2.6, 3.8, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 6.3, 6.4, 6.5, 6.6, 7.7, 7.8, 8.3, 8.4, 8.5, 8.6, 8.7, 9.2, 9.3, 9.5, 9.6, 9.7, 10.2, 10.4, 10.8, 11.1, 11.5

Pathway Standards: A7.1, A7.2, A7.3, A7.4, A7.5, B9.3, C5.1, C5.2, C5.3

Unit 6: Community Involvement

Goal: To expose students to a variety of school and community service opportunities.

Learning Objectives:

Students will identify opportunities to participate in school activities and become active in at least one club/activity.

Students will familiarize themselves with the variety of resources on campus for academic and personal support.

Students will identify at least one community service event to participate in for the year.

Students will practice project management skills and techniques

Sample Assignments

Writing Assignment: Students will write a reflective paper about local and global issues using correct APA format. They will site current event articles, data, statistics, journals, etc. Part of the assignment includes connecting with others globally around an issue, and reflecting on what was learned and gained from those connections. This could be through reaching out to an organization in another country that is doing work around the issue, having a pen pal in another country and asking them if and how the particular issue affects

that area, skyping with a student in another country to discuss the issue, etc.

Community Issue Project: In a group project, students will identify one problem that they are passionate about fixing, and create a plan to address this issue in their community. The student groups will take the steps to implement their solution within their community, planning, organizing, securing, and managing resources to achieve their specific goal. Groups will use industry recognized project management strategies to help implement and complete their projects.

Anchor Standards: 1.0, 2.5, 3.6, 3.7, 4.4, 4.6, 5.2, 5.4, 7.2, 7.4, 7.5, 7.8, 8.1, 8.2, 8.3, 8.4, 8.5, 9.1, 9.2, 9.3, 9.5, 9.6, 9.7, 10.1, 10.2, 10.3, 10.4, 10.8, 10.9, 10.11, 11.1, 11.2, 11.3, 11.5

Pathway Standards: A1.1, A1.2, A1.3, A2.2, A2.3, A2.4, A3.2, A 3.3, A3.6, A6.1, A 6.2, A 9.4, A 9.5

Unit 7: Financial Literacy

Goal: To instill an understanding of the costs of any given lifestyle, financial costs, as well as psychological costs and the cost in terms of commitment to a given career.

Learning Objectives:

Students will analyze how career choice, education, and skills affect income and goal attainment.

Students will learn to develop a budget/spending plan for personal/business money management (earning, spending, saving, and investing).

Students will identify the process, rights, and responsibilities relating to renting, leasing, and purchasing a vehicle or a home.

Students will explore and discuss the pros and cons of basic types of credit, such as unsecured vs. secured credit, credit cards, and loans.

Chapter 4 - Cost of Living

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.

Sample Assignments

Writing Assignment: Students 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, vacations, utilities, childcare and other life expenses. Students will research and use actual costs of commodities found in local stores, on family bills, and online. Students will present their budgets in unique and creative ways.

Anchor Standards: 1.0, 2.5, 2.6, 3.4, 3.9, 4.4, 5.4, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 10.3, 10.5, 10.6, 10.7, 10.10, 10.12, 11.5

Pathway Standards: A4.1, A5.1, A5.4, A5.6, B1.1, B1.2, B1.5, B1.7, B5.2, B6.1, B7.6, B7.7, B8.1, B8.3, B9.1

Unit 8: Career Exploration

Goal: To guide students through researching and exploring careers in order to arrive at a tentative career decision..

Learning Objectives:

Chapter 5 - What Am I Looking For?

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

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.

Students will explore careers of interest via digital resources such as KQED Education and Career One Stop

Students will be exposed to professionals as guest speakers in person and/or through digital platforms such as Nepris

Students will complete a job shadow either in person or virtually

Students will complete two informational interviews and make an informative speech

Sample Assignments

Writing Assignment: 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.

The essay must meet the ELA requirements of a writing assignment for English classes (proper organization, thesis, spelling, punctuation, etc.).

Informational Interviews: Students will interview two professionals. The first interview is with someone in the career field they have chosen or are considering. The second interview can be anyone whose career interests them. Students will write a 2 page essay for each interview (total 4 pages) in MLA format with the interview details, including perceptions/reflections after the interview.

Informative Speech: Students will give a 5 minutes 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 student 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 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.

Anchor Standards: 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.9, 4.3, 4.4, 4.5, 5.3, 5.4, 6.1, 6.2, 7.3, 7.4, 7.7, 8.1, 8.2, 9.3, 9.4, 9.5, 9.6, 10.3, 10.4, 10.8, 11.1, 11.2, 11.3, 11.4, 11.5
Pathway Standards: A1.1, A1.4, A3.1, A3.2, A3.5, C1.1

Unit 9: College Planning

Goal: To expose students to college admissions requirements, admissions process, tuition costs, financial aid, college majors and selecting a school.

Learning Objectives:

Students will research the education necessary for a career of choice and possible major.

Students will research post secondary opportunities and colleges, identifying schools that offer programs and majors related to career of choice.

Students will become familiar with admissions requirements and processes.

Students will identify and reflect on areas of academic weakness and determine study and test-taking strategies that will aid in test preparation.

Sample Assignments

Writing Assignment: Students will write a research paper in MLA format on a college that they are potentially interested in attending. They will research the majors offered, the campus lifestyle, cost for tuition, living options when attending and cost of living, and entrance requirements.

Commercial: Students will create a short digital commercial on the college and the information gathered through writing the research paper. Digital tool examples for creating commercial: <http://www.animaker.com/>, <https://www.moovly.com/>, <https://explee.com/>. Final commercials will be played to the entire student population at the school.

Anchor Standards: 1.0, 2.5, 2.6, 3.4, 3.9, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 7.2, 7.3, 7.4, 7.5, 7.6, 10.3, 10.4, 10.10, 10.11, 11.1, 11.2, 11.5
Pathway Standards: A2.1, A2.3, A5.1, A5.2, A5.5, A5.6

Unit 10: Goal Setting and Problem Solving

Goal: To help students understand two important points about decision making—that not making a decision is making a choice, and that most decisions can be changed. To help students make the plans, learn the skills, and acquire the tools they will need to realize their dreams. Students learn that problems are a fact of life that must be faced head-on if they are to be overcome. Since they are responsible for their own lives, it is up to them to overcome any limitations they perceive. To instill the attitudes that lead to success, as defined by each individual.

Learning Objectives:

Chapter 7 - Decision Making - Choosing What Is Best For Me

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 - Setting Goals and Solving Problems

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 - Avoiding Detours and Roadblocks

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 - Attitude is Everything: Focusing on the Positives

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.

Sample Assignments

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 our local homeless shelter. 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 steps (within 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.

Infographic Poster: Students will synthesize the information learned by creating information graphic posters that can be displayed around the school or in the community (at the community library, for example). Resource for creating infographic poster: <https://www.canva.com/templates/infographics/>

Anchor Standards: 1.0, 2.6, 4.2, 4.3, 4.4, 4.6, 5.1, 5.2, 5.3, 5.4, 6.6, 7.4, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 9.2, 9.3, 9.6, 9.7, 10.4, 10.8, 11.1, 11.2, 11.5

Pathway Standards: A2.1, A2.2, A2.4, A6.1

Unit 11: Career Readiness and Job Skills

Goal: To introduce students to some of the most basic job hunting skills—writing resumes, locating jobs, research interviews, filling out applications, job interviews.

Learning Objectives:

Chapter 11 - Job Hunting Skills

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.

Sample Assignments

Dream Job Application Package: Students will locate a current posting for a position that best identifies what they want to do in terms of a career. Using the information for the job posting, they will create an application package including a resume (one that reflects the education and skills they currently have in addition to one dream resume they would like to eventually have in order to obtain the job), cover letter reflecting the position, completed application form, and at least two letters of recommendation.

Interview Speech: Closely related to an impromptu speech, an interview is similar in technique and similar in real world 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 including physical appearance, before the interview, at the interview site, during the interview, and after the interview. Special attention will be given on how to act and present oneself 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 this assignment, students will be able to prepare appropriate interview questions, conduct an 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 in interviewing.

Anchor Standards: 1.0, 2.3, 2.5, 2.6, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 4.1, 4.5, 6.2, 6.4, 6.5, 6.6, 6.7, 7.3, 7.4, 7.5, 7.6, 7.7, 8.3, 8.4, 8.5, 8.6, 8.7, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 10.1, 10.2, 10.8, 10.11, 11.1, 11.2, 11.5

Pathway Standards: A1.1, A3.1, B9.C1.1, C1.2

Unit 12: Digital Portfolio

Goal: To guide students through creating a professional digital portfolio.

Learning Objectives:

To help students understand the process of curate > reflect > publish

To give students experience creating a digital portfolio

To synthesize everything that has been learned and accomplished throughout the course into one usable place - an e-portfolio that will follow the student and can be used to get an internship, job, college acceptance, etc

Sample Assignments

Digital Portfolio: Students create a website to be the home of their digital portfolio. Website creator is up to the student, examples are Google Sites, Blogger, Wix, Weebly, etc. The website should represent the uniqueness of the student, while also being professional and appropriate for student's chosen career. Personal style and aesthetic should add to the originality of the site, but it should not distract from the content. The site needs to be appealing to a larger global audience, so the font style should be easy to read and consistent throughout. Contents should include: professional profile (updated from beginning of year), work examples along with process (digital writing piece, digital media piece, artwork, project examples, etc.), resume, personal goals, education and career goals along with plan for getting there, letters of recommendation, and reflective blog posts. **Editing and Revising:** each piece must reflect the student's current abilities as a writer and student. They will need to edit and revise each piece to reflect growth and development. **Reflective Blog Posts:** as students work, they will need to post a series of 5 separate (approximately 1 per week) blog posts spanning the length of their work on this project. Each blog post should reflect on the work they have done on their portfolio to that point.

What aspects of your work have dramatically improved?

Which pieces were the most enjoyable or most challenging to work on?

What elements were missing from previous pieces that you were able to add?

Can you see your growth and development as you work on older pieces?

Quality, not quantity on these blogs is important. The 5th and final blog should be a reflection on the class.

Finally, students share their website. Three separate individuals will view and assess their website. One should be a family member, one can be a friend or another student, and one should be a professional from the industry the student is interested in. Evaluators will use a Google Form (or something similar) to assess elements ranging from aesthetics to quality of content. There will also be an in class gallery walk of final portfolios.

Anchor Standards: 1.0, 2.1, 2.2, 2.4, 2.5, 2.6, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 10.1, 10.2, 11.1, 11.5

Pathway Standards: A7.1, A7.2, A7.4, B9.3

INSTRUCTIONAL STRATEGIES

Lecture and Demonstrations

Multimedia Sources

Project-Based Learning

Work-Based Learning

INSTRUCTIONAL MATERIALS / TEXTBOOKS

TEXTBOOK 1:

Title: Career Choices and Changes: A Workbook to Discover Who You Are, What You Want, and How to Get It

Edition: 4th edition

Date: 2013

Publisher: Academic Innovations

Author(s): Mindy Bingham and Sandy Stryker

TEXTBOOK 2:

Title: Possibilities: A Supplemental Anthology for Career Choices

Edition: Third edition

Date: 2008

Publisher: Academic Innovations
Author(s): Janet Goode and Mindy Bingham

SUPPLEMENTAL INSTRUCTIONAL MATERIALS

Career Choices Workbook and Portfolio

Authors: Mindy Bingham and Sandy Stryker

Academic Innovations, 59 South 100 East, Saint George, UT 84770
2015

Want To Get Into College? Learn To Fail

Education Week

Angel Perez

2012

Hidden Intellectualism

They Say/I Say: The Moves that Matter in Academic Writing

Gerald Graff

2010

Not Going to College Is a Viable Option

Education.com

Lawrence Shlack

August 2012

http://www.education.com/reference/article/Ref_Going_College_Not/

Websites

My10yearPlan.com: Online 10-Year Plan & Portfolio

Melinda Bingham and Associates, LLC

Academic Innovations

<http://www.my10yearplan.com>

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/>

STANDARDS SUMMARY

Business and Finance Knowledge and Performance Anchor Standards:

1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8, 10.9, 10.10, 10.11, 10.12, 11.1, 11.2, 11.3, 11.4, 11.5

Business Management Pathway Standards:

A1.1, A1.2, A1.3, A1.4, A2.1, A2.2, A2.3, A2.4, A3.1, A3.2, A3.3, A3.5, A3.6, A4.1, A5.1, A5.2, A5.4, A5.5,

A5.6, A6.1, A6.2, A7.1, A7.2, A7.3, A7.4, A7.5, A9.4, A9.5

Financial Services Pathway Standards:

B1.1, B1.2, B1.5, B1.7, B5.2, B6.1, B7.6, B7.7, B8.1, B8.3, B9.1, B9.3

International Business Pathway Standards:

C1.1, C5.1, C5.2, C5.3

Common Core and Academic Standards:

LS11.1-11.6, RSIT 11.1-11.4, RSIT 11.5-11.7, WS 11.1-11.9, A-SSE 1-2, A-CED 1-4, A-REI 1-3, F-IF 1-10, F-BF 1-5, G-CO 12, G-MG 1-3, N-RN 1-3, N-VM 6-12, S-IC 1-6, S-ID 1-9, S-CP 1-9, S-MD 1-7, APPS 7-16, C 11, PE 12.2.4-12.6.4, US 11.6-11.11.1 WH 10.3.1-10.3.6