Course Name: Career Exploration/Introduction to College and Careers-DEV-0270  
Course ID: 10660  
Course Credits: .5

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Year/Term: 2019-20

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Year/Term: 2019-20

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Course Information

Description:  
Students will assess their personal interests, abilities, and values to develop self-awareness, set goals, and make decisions for their future. They will begin to develop a personalized learning plan/portfolio that will prepare them for their career path. Students will explore current and projected career options utilizing web and community-based resources and explore post-secondary options. Students will prepare a personal budget and learn the fundamentals of managing savings and checking accounts, as well as information regarding credit and identity theft. Students will also conduct a job search, prepare a resume and cover letter and acquire interviewing skills. Students will have the option with successful completion of this class to receive a passing grade for the Introduction to College and Careers class at CCV which will help them begin the Dual Enrollment process.

COMMUNITY COLLEGE OF VERMONT (CCV)
With successful completion of this course, BFA students will receive a Pass grade on a CCV transcript. Students will take the Accuplacer assessment which is a requirement for enrollment at CCV. Students will then have the opportunity to start the dual enrollment process with CCV and earn free college credit while they are still in high school.

**Prerequisites:**
sophomore, junior, or senior standing  Sophomore Graduation Requirement

**Course Standards:**
1. **Business Concepts** - Students can comprehend and demonstrate the basic concepts presented within the Business Curriculum.
2. **Career and College Readiness** - Students can identify their career interests and what steps are necessary to further their education at the postsecondary level and/or the world of work.
3. **Effective Communication Skills** - Students can present ideas coherently with a clear or creative sequence whether writing or speaking while demonstrating a command of the conventions of standard English spelling, grammar, and usage.
4. **Financial Literacy** - Students can solve financial problems correctly and precisely with a logical progression of steps with a detailed explanation of those steps when applicable.
5. **Soft Skills** - Students can demonstrate the necessary interpersonal skills to solve problems, communicate and collaborate effectively, and utilize leadership skills to take initiative and responsibility for their personal decisions and actions.
6. **Technology Application** - Students can use technology as a tool to solve problems and present material while practicing responsible digital citizenship.

**CAREER EXPLORATION-NBEA STANDARDS**

**Career-1** Apply knowledge gained through individual assessment to develop a comprehensive set of goals and an individual career plan. (goal-setting, career options, post-secondary plans)

**Career-2** Utilize career resources to develop a career information portfolio. (trends, salaries, transferable skills, work-based learning opportunities)

**Career-3** Relate the importance of career readiness skills to career development. (work ethic, relationships, communication skills, and diversity in the workplace)

**Career-4** Develop strategies to effectively transition from school to career. (job search documents and how to conduct a job search)

**Career-5** Develop and evaluate a spending/savings plan and evaluate the services provided by financial deposit institutions to transfer funds. (budgeting, living on your own)

**Career-6** Examine the role of entrepreneurship in a career and college pathway

**Transferable Skills:**

1. **Clear and Effective Communication**
   - Presentation and organization of information
   - Poise
   - Collaborative discussion

2. **Self-Direction**
   - Demonstrate initiative and responsibility for learning
   - Complete assignments in a timely manner.
   - Demonstrate flexibility with learning and persevere in challenging situations.

3. **Responsible and Involved Citizenship**
   - Take responsibility for personal decisions and actions
   - Working collaboratively with others.
   - Use technology and digital media responsibly.
Required Student Materials:
*pen or pencil, a folder, a great attitude, organization skills, and a willingness to have fun and learn a lot of information that will help make you successful in the future*

Scoring
A course score average of 3 or better will receive credit for the course.

For example:
*Standard - Reading: 4*
*Standard - Writing: 2*
*Standard - Speaking and Listening: 3*
*Standard - Language: 3*
*Course score = 3*

Standard and Course Scoring Procedures

To calculate standard scores for a reporting period, the default method would be to average the scores within a standard. The average of the proficiency is the lowest score a student could receive.

If the trend within the standard over time shows a growth of learning not represented by the average, the teacher has the right to increase the final standard score, but not decrease it.

For example, in Standard 1, the teacher might think the final score would be better represented by a score of 3.0 and the teacher could increase it (see the highlight score).

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Trend Scoring

- We believe students should not be penalized for struggling in the process of learning. With trend scoring, student growth and progress is celebrated. A student’s score reflects where they are at that point in time, while taking into account the growth over time as a positive factor in the student’s overall score.

- Growth over time also accounts for a student's consistency in progress toward achieving proficiency.

- It is the teacher's judgement whether or not to use a scoring average or a scoring trend.
Assessment Policy

Learning will be assessed through performance tasks, written reflection, projects, presentations, as well as pre-assessments, formative and summative assessments.