

HIGH SCHOOL CURRICULUM PROPOSAL

PROPOSED COURSE NAME: Career Exploration & Post-Secondary Planning

OLD COURSE NAME (if applicable): NA

SUBMITTED BY: Tracy Peed – Professional School Counselor

Underline the Appropriate Item: New Course / Major revision to an existing course

Implementation Date: 2013-2014 School Year

Person(s) who will write the Curriculum: Tracy Peed

Respond to the following:

Duration: Semester – I would like to teach a section each semester if there is enough student demand

Open to: Sophomores-Seniors

Prerequisites: None

Pass/Fail Option: NA

Credit: Elective

If the course meets a graduation requirement, which one does meet?

NA

Where does this course fit into department sequence?

NA

What is the potential impact of this course on the other department offerings?

We are in need of additional elective courses.

Course Description

Making the connection between high school curriculum and career/post-secondary options is vital and necessary for our students' future success. The Career Exploration and Post-Secondary Planning Course will offer students the opportunity to explore who they are, and their related interests, attitudes, values, and beliefs regarding the world of work. It will help to foster connections between high school pathways of study and career outcomes. Finally, the students will be able to decide on a plan of action to pursue their career(s) of choice. Experiential learning, guest presenters, use of technology and relevant topical information will allow students to maximize their career potential and decision-making.

Special Notes (i.e., extended periods, team teaching, etc.)

None

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RATIONALE, OBJECTIVES, STRATEGIES

1. Course Rationale

A) What is the evidence of student need for this course?

In the spring of 2010 and the spring of 2012 the counseling department assessed the needs of North Boone high school students through a counseling needs assessment. Both assessments demonstrated the needs for career and post-secondary planning assistance, support, and resources at all grade levels.

B) What departmental needs/goals would this course meet?

Needs

As a school counselor who strives to practice career development in a comprehensive fashion, the following departmental needs (taken from the counseling needs assessments) will be addressed in this course:

Grade 9 students indicated that they needed assistance with the following career and post-secondary planning tasks within their top 10 overall counseling needs:

- 1) Obtaining information on colleges and technical schools
- 2) Knowing the education requirements for a particular occupation
- 3) Learning how different occupations can affect my future way of life
- 4) Relating my interests and abilities to my future career

Grade 10 students indicated that they needed assistance with the following career and post-secondary planning tasks within their top 10 overall counseling needs:

- 1) Setting academic goals based on strengths and weaknesses
- 2) Obtaining information on college and technical schools
- 3) Obtaining information on financial aid and scholarships

Grade 11 students indicated that they needed assistance with the following career and post-secondary planning tasks within their top 10 overall counseling needs:

- 1) Obtaining information on colleges and technical schools
- 2) Having easy access to counselors
- 3) Obtaining information about financial aid and scholarship
- 4) Relating my interests and abilities to my future career
- 5) Knowing the requirements for a particular occupation
- 6) Identify my interests and abilities
- 7) Setting academic goals based on my strengths and weaknesses

Grade 12 students indicated that they needed assistance with the following career and post-secondary planning tasks within their top 10 overall needs:

- 1) Obtaining information on colleges and technical schools
- 2) Having easy access to counselors

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- 3) Obtaining information about financial aid and scholarship
- 4) Relating my interests and abilities to my future career
- 5) Knowing the requirements for a particular occupation
- 6) Identify my interests and abilities
- 7) Setting academic goals based on my strengths and weaknesses

Goals

The following departmental goals will be met through this course:

- 1) **Who Am I?** Students will foster increased self-awareness, specifically in the areas of interests, skills, abilities, and values.
- 2) **Where Am I Going?** Students will understand the vast array of career options available and the pathways through which to attain them.
- 3) **How Do I Get There?** Students will develop personal goals related to their high school plan of study and their future career plans drawing on the many resources provided in class.

C) What institutional needs/goals would this course meet?

I am aware that at North Boone High School and district-wide we would like to increase the number of NBHS students pursuing meaningful work and post-secondary educational opportunities. Personally and professionally, I would like to see less students, who upon graduation, are undecided or list their post high school plans as unknown. I firmly believe this undetermined plan of action sends them into a world riddled with harsh economic realities without the tools or knowledge to be successful.

2. Course Objectives: What will each student learn and know?

After taking this course, students will have increased self-awareness regarding their own personal career development. Students will develop a comprehensive plan of study and career portfolio to assist them in planning for their remaining time in high school. Lastly, students will demonstrate a clear understanding of the necessary steps to take after high school in preparation for their desired career outcome.

The American School Counselor Association National Standards for career development guide school counseling programs to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the life span. As a school counselor who subscribes to this model, the standards and objectives for this course are as follows:

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Objective: Students Will Develop Career Awareness

- Develop skills to locate, evaluate and interpret career information
- Learn about the variety of traditional and nontraditional occupations

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- Develop an awareness of personal abilities, skills, interests and motivations
- Learn how to interact and work cooperatively in teams
- Learn to make decisions
- Learn how to set goals
- Understand the importance of planning
- Pursue and develop competency in areas of interest
- Develop hobbies and vocational interests
- Balance between work and leisure time

Objective: Students Will Develop Employment Readiness

- Acquire employability skills such as working on a team, problem-solving and organizational skills
- Apply job readiness skills to seek employment opportunities
- Demonstrate knowledge about the changing workplace
- Learn about the rights and responsibilities of employers and employees
- Learn to respect individual uniqueness in the workplace
- Learn how to write a résumé
- Develop a positive attitude toward work and learning
- Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
- Utilize time- and task-management skills

Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

Objective: Students Will Acquire Career Information

- Apply decision-making skills to career planning, course selection and career transition
- Identify personal skills, interests and abilities and relate them to current career choice
- Demonstrate knowledge of the career-planning process
- Know the various ways in which occupations can be classified
- Use research and information resources to obtain career information
- Learn to use the Internet to access career-planning information
- Describe traditional and nontraditional career choices and how they relate to career choice
- Understand how changing economic and societal needs influence employment trends and future training

Objective: Students Will Identify Career Goals

- Demonstrate awareness of the education and training needed to achieve career goals
- Assess and modify their educational plan to support career
- Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience
- Select course work that is related to career interests
- Maintain a career-planning portfolio

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Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

Objective: Students Will Acquire Knowledge to Achieve Career Goals

- Understand the relationship between educational achievement and career success
- Explain how work can help to achieve personal success and satisfaction
- Identify personal preferences and interests influencing career choice and success
- Understand that the changing workplace requires lifelong learning and acquiring new skills
- Describe the effect of work on lifestyle
- Understand the importance of equity and access in career choice
- Understand that work is an important and satisfying means of personal expression

Objective: Students Will Apply Skills to Achieve Career Goals

- Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals
- Learn how to use conflict management skills with peers and adults
- Learn to work cooperatively with others as a team member
- Apply academic and employment readiness skills in work based learning situations such as internships, shadowing and/or mentoring experiences

3. What types of instructional strategies will be used in the class?

- 1) Direct instruction
- 2) Independent learning and research
- 3) Technology
- 4) Small and large group activities and discussion
- 5) Experiential learning through hands-on activities and projects, guest speakers, field trips, and student presentations

4. What types of student assessment procedures will be used? How will the assessment be used to guide instruction?

The students in this course will be given letter grades on a points based system. The main graded components of the course will be participation/attendance, career portfolio progress/completion, short self-reflective papers (to assess increased self-awareness as related to career), a career journal, and several projects. I do not anticipate that this will be a course with multiple choice or scantron exams, although there may be a quiz or two on career-related terminology. The bulk of the course is self-reflection which is best measured through writing and projects that incorporate the course objectives.

As the instructor, assessment will serve as a check-in point. With any new course it is important to gauge what is working and where more exploration/coverage is needed. Additionally, I am looking for overall individual growth throughout the class, and that growth will look different for each student depending on where they began the process.

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5. List resources needed and approximate costs to implement this course. Include staff development, materials, textbooks, additional staff, equipment, technology resources, facilities, and fees.

In order to utilize technology and the latest information available for this course, I will need to teach in a room with a Smart board or computer and projector. I will also need weekly access to a computer lab for the portfolio software accessed through Career Cruising. Career Cruising will be an integral element for student exploration, assessment, research, and reflection. I will also utilize curricular elements from the Illinois Career and Technical Education website, College Summit and materials that I have from several career education classes that I have co-taught or taken at Northern Illinois University. I may also use a publication put together by the College of Dupage and co-authored by my advisor at NIU called *Who Am I, Where Am I Going, and How Do I Get There?* That particular publication may have a nominal cost associated with its use/replication; all of the other items are free.

Include any additional information pertinent to your course.

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