Directions: This template must be used for all other content areas taught and for each course required for graduation, excluding language arts, math and science content areas and courses. For each other content area or course, complete the document below to include all appropriate Strands and Concepts for the course.

Curriculum Planning Document – Electives			
Content Area/Grade Level: Electives/High School - Career Explorations			
Course Description: The 21 lessons and additional activities in this one-semester course are fundamental to ensuring career readiness on the part of your students. Covering such essentials as developing and practicing a strong work ethic, time management, communication, teamwork, and the fundamentals of workplace organizations, Career Explorations develops not just essential skills, but the confidence in themselves and their abilities to present themselves that your students need as they prepare to embark on their chosen careers.			
	Educational Delivery Methodologies	**Evidence of Mastery**	**Comments**
Syllabus and Plato Student Orientation **Review the Plato Student Orientation and Course Syllabus at the beginning of this course.** **Personal Identity and Role Models** • Identify a positive role model and explain how such role models can be beneficial. • List and describe 20 personal, professional, and other goals. • Identify expectations and stereotypes that affect students, and compare these expectations to their own goals. • Use visualization to create positive images about their futures. **Skills, Aptitudes, and Accomplishments** • Identify and describe their most important activities, responsibilities, and accomplishments. • Describe their strengths and weaknesses.	The Edmentum LMS (PLATO Courseware) as detailed in the narrative, includes a diverse set of instructional methodologies integrated into each course. These instructional methods include: computer assisted learning systems, virtual classrooms, virtual labs, electronic field trips, electronic mail and messaging, virtual tutoring, online help desk, a wide array of formative assessments and non-computer activities. The common design elements and activities combined with a thorough initial orientation video lecture support a student's quick understanding of the delivery system. This immediate understanding enables a student to	Mastery for each course will be based on the student meeting the prescribed Performance, Participation, and Progress requirements. The Program is designed to foster high expectations for staff and students. The goal for all students is to meet 100% of the expected progress and 100% of the expected weekly participation. The desired performance goal for all students is to attain a score of 100% on all assignments. The minimum that will be accepted on each assignment and assessment is 70%.	Continues Throughout Course

• Relate their achievements to their aptitudes and skills. **Personality Traits and Interests** • Identify their favorite activities and relate them to their interests. • Categorize their interests in terms of preference for working with people, information, or things. • Compare the results of several personality and interest-inventory tests. • Evaluate the usefulness and validity of such tests. • Relate their interests to their life goals and identify ways to fulfill such interests and goals outside of their career. • Identify the purpose of the Meyers-Briggs test. • Define the four components of the Meyers-Briggs personality types. Industry Clusters • Define industry, the structure of an industry, and the goals of an industry. • Describe the function and purpose of a labor union. • Classify industries as goods producing or service providing and by industry cluster. • Recognize and briefly describe each of the 42 industries identified in the Career Guide to Industries. • Identify occupations, levels of employment, and education requirements	focus on the content right from the beginning of the first lesson. Each course utilizes a variety of methods and has the flexibility to allow teachers to modify the program to suit individual student learning needs. The Edmentum LMS (PLATO Courseware) enables the teacher to employ numerous educational delivery options for each online course. The ability to modify delivery methods empowers teachers to efficiently and effectively support differentiation of instruction, customized assessments, and supplementation of course material for different learning styles. Providing online students a choice in how they absorb content is considered a key to supporting different learning styles. The primary delivery method for the content, is web-based online delivery. Based on needs identified by teacher monitoring, formative and summative assessment, or student request, the delivery	***Assessment and Testing*** Best practices in assessment and testing call for a variety of activities to evaluate student learning. Multiple data points present a more accurate evaluation of student strengths and needs. **Formative and Summative Assessments** contained in the web-delivered content, which include authentic learning and objective assessments are used to show mastery: • Unit pretests (typically designed for credit recovery use) • Mastery tests • Lesson Activities • Unit Activities • Online Threaded Discussions • Unit Post-Tests • End-of-Semester Exam **Authentic Learning Assessments**: Of the assessment tools available in this course, three are designed specifically to address higher-level thinking skills and operations:	

within each industry. • Research using the Career Guide to Industries on the Bureau of Labor Statistics website. Occupational Groups • Describe the organizational structure of the Standard Occupational Classification (SOC) system. • Identify occupational clusters and occupational groups of the Standard Occupational Classification (SOC) system. • Distinguish between occupational clusters, occupational groups, and specific occupations. • Identify skills needed and activities performed by workers of various occupations. • Associate occupations with different levels of education. Using the Occupational Outlook Handbook • Find occupational information in the Occupational Outlook Handbook. • Summarize the information provided in occupation descriptions. • Locate additional sources of information on occupations using the Bureau of Labor Statistics website. • Compare and contrast occupations on the basis of a variety of factors. • Identify various types of compensation. • Interpret information on occupational	method can be modified in numerous ways. **<u>Flexible deliverability</u>** **All online materials are printable.** The interface and font of the content can be adjusted to minimize the amount of ink used in printing. **eNotes**: In lieu of paper notes, the students have the option to take eNotes while listening to & interacting with the tutorials or while studying the online readings and content. These notes can be made available at the end of lesson or course assessment at the discretion of the teacher and the individual student. **Secure internal messaging system:** provides the option for synchronous or asynchronous support of student learning. **Teacher online office hours:** Teachers provide four hours of online synchronous office hours. Additional synchronous time can be requested by students as needed.	Lesson activities, unit activities, and discussions. These authentic learning activities allow students to develop deep understanding and provide data for the teacher to assess knowledge development. They also provide a tool for assessing identified Common Core mathematical practices, inquiry skills, STEM skills, and 21st century skills. The following comments address their use for assessment. • **Lesson Activities** immerse the student into one or more in-depth problems that center on developing a deep understanding of the learning objective. All Lesson Activities in this course are self-checked by the student; however, it is possible to submit this work for teacher grading on paper, by email, or by creating a drop box activity in the course learning path. • **Unit Activities** are similar	

earnings from a chart. Career Pathways, Research, and Reports • Identify and define the three basic types of career pathways: entry, skilled, and professional. • Analyze the costs and benefits of more or less education and training. • Relate their interests, aptitudes, personality, and goals to different occupations. • Select an occupation to research. **Research Sources and Citations** • Distinguish between primary sources and secondary sources. • Distinguish between appropriate research sources and inappropriate sources. • Identify four possible sources of research information. • Explain the importance of proper citation techniques. • Find information in an appropriate research source and cite it correctly. • Create a bibliography. • Write a short research report. **Midterm** **Education Options After High School** • Define terms related to higher education. • Distinguish differences between technical schools, two-year and four-year colleges, graduate schools, and professional schools. • List criteria used to screen college	**Phone communication as required.** Teachers will have access to phone numbers and refer students and parents to a phone conference as required. **Supplemental assignments:** The content can be delivered by all lessons or one lesson at a time. Teachers may determine that an alternative assignment that covers the same objective may be appropriate. These alternative assignments will be approved by the Administration and delivered electronically to the student. **Supplemental resource links:** Students may seek out additional information or guidance about a lesson objective by utilizing a personal search engine such as Google. Teachers will also collect and send out additional resource links as the need arises. All links will be submitted for approval by the administrator. **Practice exercises:** The teacher may assign practice exercises in addition	to Lesson Activities, but more time intensive and require a more integrative understanding of the unit's objectives. Unit activities are teacher graded and submitted through the drop box. These activities allow the instructor to score work on a scale of 0 to 100. A 10-point suggested rubric is provided to both the student and the teacher for this purpose. A minimum score of 70% is required. • **Discussions** encourage students to reflect on concepts, articulate their thoughts, and respond to the views of others. Thus, discussions help teachers assess students' critical-thinking skills, communication skills, and overall facility with the unit concepts. Each unit in this course has one predefined discussion	

applicants. • Identify and define sources of financial aid. • Calculate the various costs of higher education. • Evaluate the costs and benefits of pursuing higher education. **Career Entry Opportunities** • Distinguish between professional, skilled, and entry career pathways. • Locate information on apprenticeships and internships. • Explain the benefits of participating in an apprenticeship or internship. • Identify an internship or apprenticeship best suited to a specific career goal. **Entrepreneurship** • Describe characteristics of traditional, command, market, and mixed economies. • Differentiate between different business structures. • List various factors that influence economies and job markets locally, nationally, and globally. • Describe the opportunities and challenges caused by changed economic conditions. • Define the term entrepreneurs and explain their role in the economic system of the United States. • Identify entrepreneurial occupations in	to the online content. The teacher would have the opportunity to weight these additional assignments as part of the lesson performance score, as part of the participation grade, or as extra credit. Any editing or adjustment of the student's score requires a full justification in the notes section at the time the teacher makes the change. **Universal access:** The content is available at all times and on all days. Students will be able to access their online content as long as they have access to the Internet. Those that seek help from someone that may not have a computer or Internet may print the material and seek help while working on the paper version. **Learning Aids:** Learning aids within the courseware that are designed to assist students include: • eNotes • Resource Folder • Dictionary • Text to Speech (content reader) • Translator (16 languages) • Scientific Calculator	topic. Instructors can customize the course, however, to include additional discussion topics. Online discussions may use whatever rubric the instructor sets. A minimum score of 70% is required. **Objective Assessments.** There is a specific learning objective associated with each lesson, which is assessed through objective assessments at multiple points during the course: at the end of the specific lesson, at the end of the unit, and at the end of the semester. Additionally, there are optional unit pretests. • **Unit pretests** are optional multiple-choice assessments, typically designed for credit recovery use. If a student shows mastery of a lesson's objective (70% proficiency), the student will be automatically exempted from that	

different industries, occupational groups, and career pathways. **Job Applications and Résumés** • Recall the function of a job application and apply strategies for completing these forms. • Identify the components of a résumé and job application cover letter. • Explain the components of a job application cover letter. • Prepare a personal résumé. • Compose a cover letter for a specific job listing. • Identify a variety of resources for job searches. **Effective Interviewing** • Explain the purposes of various types of interviews. • Identify strategies for successful performance during job interviews. • Know and be able to respond to typical interview questions. • Describe the steps to be taken following an interview. • Conduct an informational interview. **Time Management** • Define the terms time management, prioritize, opportunity cost, and procrastination. • Analyze the use of their time and compare it with others people's use of time.	• Math tools (graphing tool, histogram, scatter plot, stem &leaf) Students will be guided to these tools at the time of enrollment, during the video orientation, and as the need is identified by the teacher.	module in the upcoming unit. • **Mastery tests** at the end of each lesson provide the instructor and the student with clear indicators of areas of strength and weakness. These multiple-choice tests are taken online and contain randomly generated questions. A minimum score of 70% is required and a student may retake the mastery tests as many times as needed to demonstrate at least a 70% proficiency. • **Unit posttests** help instructors track how well students have mastered the unit's content. The tests are multiple-choice and are provided online. A minimum score of 70% is required. • **End-of-semester tests** assess the major objectives	

• Identify and deconstruct long-term goals to establish a timeline for a project deadline. • Utilize scheduling skills. • Prioritize tasks and revise schedules as needed. **Budgeting** • Define basic budgeting terms, including income, expense, credit, interest, discretionary income, and savings. • Categorize expenses as mandatory or discretionary. • Calculate the percentage of the budget that categorical expenses consume. • Analyze budget expenses and make necessary adjustments. • Create a budget based on a chosen **occupation.** **Effective Oral Presentations** • List examples of oral traditions in various cultures. • Identify and define three main categories of speeches. • Describe elements of effective expository, narrative, and persuasive speeches. • Apply strategies for effective use of language and voice. • Identify and use elements of nonverbal communication strategies to enhance the message of a speech. • Create complementary and appealing		covered in the course. The End-of-Semester Test will be proctored (required) and a minimum score of 70% is required. Remediation assignment will be provided if a student does not meet the 70% requirement, and then a new End-of-Semester test will be administered. By combining the unit pretest (if applicable) and unit posttest information with the end-of-semester test results, the instructor will gain a clear picture of student progress. The tests are multiple-choice (randomly generated questions) and are provided online. **Remediation:** Students that attain less than 70% on assignments will be required to complete a remediation assignment and make corrections to the assignments and eNotes. Teachers will work with the student to assist and reteach as needed.	

visual aids. • Organize an expository speech. Character Traits and Exam Review • Identify the character traits desired by employers. • Relate desirable character traits to themselves. • Recognize how daily activities can instill desired character traits. • List concepts which will appear on the semester exam. **Research Paper** **Oral Presentation** **Semester Review** **Semester Exam**		**Instructional Feedback:** Teachers will provide instructional feedback in teacher-graded assignments. Students will email the teacher with confirmation that the teacher's comments and instructional was read and understood. **A midterm project** is required. Examples include: • Virtual field trip • Group or individual service learning activities • Video presentation • Web portfolio • Book Report • Research Project **A final research paper** is required. • It relates to or enriches course content • Students will have multiple topic options • Students may request an alternate subject (in a timely manner & appropriately) • MLA format is required • Six traits rubric used	

		<u>Scoring Rubric will vary based on type of activities in each course.</u> **<u>Example:</u>** • Participation and Progress = 10% • Discussions = 10% • Drop Box (Unit/ Lesson Activities) = 20% • Post Unit Tests = 20% • Midterm Project = 10% • End-of-Semester Test = 20% • Final Research Paper = 10% Total=100% **<u>Curriculum Reports:</u>** Edmentum LMS (PLATO Courseware) provides a wide array of reports that provide useable data concerning mastery of each lesson and assignment. Reports include: • Learner Progress Report by Learner • Learner Progress Report by Class • Learner Daily Usage by Learner • Learner Daily Usage by Class and Assignment • Curriculum Items	

		Response Report Curriculum Strengths and Needs by Class	