

**College Prep Academy Career Exploration/Development Syllabus:**  
Course Code 2323  
Topeka Public Schools  
(This syllabus may be modified to serve purposes of the course)

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Course Code:2323

Fall Semester, 2024  
.5 High School Credit  
Mon and Wed, 8:50-10:00 AM

### I. Course Success Criteria

*Students will:*

- *Demonstrate knowledge of their preferences, interests, and career readiness skills*
- *Use English and math skills to demonstrate financial literacy and effective written and verbal skills needed for careers*
- *Demonstrate ability to make informed decisions and communicate them well*
- *Understand the influences and impact of cultural biases and stereotypes on career option*
- *Develop skills to locate, evaluate and interpret career information.*
- *Develop their self-awareness of making informed decisions about possible career paths and understand the effect of career choices on quality of life*
- *Write an autobiography*
- *Identify career choices they have an interest in, and they will complete a research paper on a career*

### II. Course Overviews

**1. Course Description:** Career Exploration – The Career Exploration courses help students identify and evaluate personal goals, priorities, aptitudes, and interests with the goal of helping them make informed decisions about their careers. This course exposes students to various sources of information on career and training options and may also assist them in developing job search and employability skills.

**2. Course Focus:** In the Fall 2024, the focus of the course is on careers that promote a deeper understanding of self, civic engagement, and it will provide practical experiences for middle school students through shadowing experiences at events and for future internships.

**3. Required Resources:**

- Covey, Sean. 7 Habits of Highly Effective Teens. Adopted 2014.
- Covey, Sean, Summers, Muriel & Hatch, David. The Leader in Me Curriculum & Book Study Guide.  
[https://www.leaderinme.org/wp-content/uploads/2018/10/TLIM\\_2nd\\_Edition\\_Book\\_Study\\_lr.pdf](https://www.leaderinme.org/wp-content/uploads/2018/10/TLIM_2nd_Edition_Book_Study_lr.pdf)
- Moore, Wes, 1978-. The Other Wes Moore : One Name, Two Fates. New York: Spiegel & Grau Trade Paperbacks, 2011.
- A Biography or Autobiography (Selected by the student)

**4. Recommended Resources:** (English grammar texts will be used)

- Starks, Glenn & Brooks, Arthur. Thurgood Marshall: A Biography

- Martin Luther King Jr. & Carson, Clayborn. The Autobiography of Martin Luther King Jr.
- Various English Grammar Texts (Resources provided by Dr. Anderson)
- Time Magazine for Kids (Provided by Dr. Anderson)
- Newsela <https://newsela.com/>

### **5. Course Objectives:**

The objective are:

1. Know and understand themselves as future career professionals
2. Identify and evaluate personal goals, priorities, aptitudes, and interests
3. Make informed decisions about their career options
4. Complete career readiness tasks which include resumes, portfolios,
5. Provide career and training options
6. Develop job search and employability skills (resumes, portfolios)
7. Assess leadership skills needed in careers
8. Participate in public speaking and develop effective presentation skills
9. Participate in community service and gain an understanding of not-for-profit careers
10. Understand historical developments of labor, careers and leaders that led movements impacting future careers
11. Employ methods of reading texts using Kansas ELA standards
12. Creatively and critically use a college prep approach to problem solving
13. Participate in constructing a college prep career-oriented community for addressing matters relating to youth
14. Develop a portfolio relating to career readiness

### **6. Course Structure:**

The course is the practice place for the real world of work. Students will develop soft skills, leadership skills and will develop key work habits as part of the course as they learn about careers.

Students will be expected to produce results as they would in a business. Students will have checkbooks, and they will balance points (which represent payroll) weekly. Students will make a budget and spend their payroll at the end of the quarter. Students will be compensated for working well with team members and completing the requested work on time and well.

- Daily students will reply to a written prompt in their journals
- Students will be assigned to flexible groups who will be the facilitators for the month that will produce the monthly newsletter, facilitate the affirmation pledge and share the lesson focus for the day
- Student ambassadors will rotate each month as a group of 5
- A student presenter will be scheduled to provide an update on a current event using the newspaper, Newsela or the Time Magazine subscription
- During the semester students will present projects and portfolios they have developed in class and at parent conferences as a student led presentation

**7.Course Rhythms:** There will be 18 weeks (36 class sessions) in the Career Readiness course taught by Dr. Anderson. Projects will be assigned for students who are required to work independently as they self-pace their work within the structure of the course. Monday morning is scheduled for class sessions generally with a focus on engaging in the curriculum, completing reading and writing assignments and career readiness tasks. Learning will be facilitated by the instructor with a focus on student voice, and

students teaching others what they learn. Students will submit many assignments on Google Classroom and throughout the month they will utilize Mastery Connect to assess career readiness skills and English skills impacting career readiness.

### **8. Classroom Expectations: (Copied from Mrs. Epperson-Ladd's class)**

1. Respect all property, yourself, the teacher, and your peers.
2. Be prepared and on time for class – which includes having the proper supplies (Chromebook, writing utensil, notebook, etc.) and coming to class every day with a growth mindset and a positive attitude.
3. Enhance the educational process instead of disrupting – this means listening while others are talking and becoming involved in classroom discussions.
4. Use professional language and conduct that is neither harassing nor discriminatory.
5. Follow all directions and procedures.
6. Adhere to all school-wide policies and procedures, including the dress code, and no-phone policy.

### **III. Schedule of Topics, Readings, Assignments, and Pertinent Events**

**Week 1: August 14** - (Getting to Know Your Home Room with Mrs. Epperson-Ladd)

**Week 2: August 19 - Who is in the Room?**

Getting to Know You Gallery Walk  
 Course Syllabus Review/ Expectations  
 Google Classroom and Mastery Connect  
 Accessing Tools for Classroom Success

**Week 2: August 21- Getting to Know Middle School Career Counseling Services & My Career Inventory Speaker – Mrs. Jeanie Ryan, Lead Counselor at French 9:00-10:00 AM.**

Career Inventories: Xello Career Matchmaker (Complete Career Inventory)

**Week 3: August 26** - Leader in Me Curriculum Introduction

Using the Career Inventory: Career Research Paper Planning & Portfolio Set Up

**Week 3: August 28** - Myers Briggs Self Profile @ Assessment

Using the Career Inventory : Career Research Paper Planning & Portfolio Set Up

### **September: Understanding the Leader in Me**

**Week 4: September 2 – Labor Day – No School**

**Week 4: September 4 – Leader in Me Curriculum Introduction**

Effective Habits of Highly Effective Teens by Steven Covey Introduction  
 What's My Why?

What will your legacy be?

Documenting Personal Stories: Introduce Wes Moore

**Week 5: September 9 - Leader in Me Curriculum /Xello**

The Other Wes Moore (Explore Public Service Background)

Prepare for Field Experience (Develop Questions and Research Careers Involved)

Explore Career Readiness in Law Enforcement

The Impact & Importance of 911

**September 11 – Patriot Day – TPD Field Trip (Law Enforcement & Public Safety)**

**Week 6: September 16 – Panelist (Attorney, Firefighter, City Official, County Emergency Services, Public Health Official)**

**September 18 – Jacketing Ceremony (8<sup>th</sup> mentors 7<sup>th</sup>)**

**Week 7: September 23 – No School**

**Week 7: September 25 – Understanding Me & My Community**

The Other Wes Moore Book - Autobiography

(*The Other Wes Moore: One Name, Two Fates* is narrated in alternating sections. The author, Wes Moore, narrates his own story in first person, while he narrates the other Wes Moore's story in third person.)

Library Visit: Select an Biography or Autobiographies

**Week 8: September 30 – Leader in Me Curriculum & Activity**

**Week 8: October: My Role in the Community**

**Week 8: October 2 – Leader in Me Activity & Assignment**

The Other Wes Moore Book Discussion & Review of Career Readiness Skills and Pathway

Becoming a Rhodes Scholar

**Week 9: October 7 – Careers and Leadership in Government & Capitol Tour**

Learning how to be a Student Paige at the Capitol

Meet leaders in Kansas Government ( Governor/Senator)

**Week 9: October 9 – Student Voice & Prepare for K-State Speaking Event/Tour on October 10**

Begin Planning College Prep School Mock Election for November

**Week 10: October 14 –Indigenous Peoples’ Day – No School**

**Week 10: October 16 – Leader in Me Curriculum & Activity**

**Week 11: October 21 – Visit Stormont Vail – Health Careers**

**Week 11: October 23 – CPA Speaker**

**Week 12: October 28 – Leader in Me Portfolio Presentation & Checkbook Balancing**

**Week 12: October 30 – Leader in Me Portfolio Presentation & Shopping**

**November: Leadership, Career Readiness Civic Engagement and My Community**

**Week 13: November 4 – Mock Election (Predictions)**

Leader in Me Curriculum

**Week 14: November 6 – Habits and Traits of a Highly Effective Leader**

Leadership Analysis and their Followers/Time Management

**Week 14: November 11 – Veterans Day**

Community Service Project (Harvesters)

Complete Autobiographies and Biographies

**Week 14: November 13 – TBD Shadowing/Internship Experience**

**Week 15: November 18 – Leader in Me Curriculum & Activity**

**Week 15: November 20 – Omni Speaker**

All written work for the course is due.

**Week 16: December: Leader in Me Career Exploration Final Unit & Reflection**

**Week 16: December 2 – Leader in Me Wrap Up**

**Week 16: December 4 – Examining Leadership Depicted in the Movies (Field Experience)**

**Week 17: December 9 – Leader in Me Final Exam Prep**

**Week 17: December 11 – Leader in Me Final Exam Prep**

**Week 18: December 16 – Leader in Me Final Exam**

**Week 18: December 18 – Leader in Me Checkbook Payout & Celebration**

#### **IV. Course Assignments and Requirements**

**1. Syllabus.** Each student should read the syllabus carefully the first week of the semester and then refer to it frequently. (Parents should sign the syllabus)

**2. Attendance and Participation.** Student attendance and participation are crucial in forming a learning community marked by student inquiry and respect. Arrivals after the expected time will result in academic and point deductions from the course.

**3. Active Reading.** Students are expected to read and reflect on the reading assigned for that week. Texts should be read with a focus on the author’s central concerns as well as the concerns of the student. The following questions offer a framework: What is the author proposing in this chapter? In this book? How is the proposal set forth? What resources (ideas, positions, theories, etc.) are important to building the proposal? Why does the author consider this matter important? What is the author arguing against? As a **second step**, students should identify strengths and limitations of the text: what insights does it offer? What are key grammatical elements that make the text impactful?

**4. Essays and Public Speaking.** Across the term, students are assigned topics for several small essays and speeches to practice grammar, public presentation skills, using literary elements and to practice writing and presenting. The number of words required for these essays and the length of speeches varies according to the task and topic assigned.

## 5. Student Participation in Projects and Field Experiences

### A. Projects

## V. Guidelines for Writing and Grading

**Written Work.** Writing (genres, argumentation, depth, clarity, and coherence) will be discussed across the semester. Several “Writers Workshops” will develop these discussions.

### Point Scale for Grading: (Based on Mrs. Epperson-Ladd’s Home Room Scale)

#### Grading Scale

A: 90% - 100%

B: 80% - 89%

C: 70% - 79%

D: 60% - 69%

F: Below 60%

#### The point distribution for grades is as follows:

Classwork - 30%

Essays/Quizzes/Projects - 70%

**T**

**Total - 100%**

**Final Grade.** The purpose of the final grade is to indicate the quality of college prep work the student has accomplished for the course. The final grade initially will be based on the course assignments. Factors such as demonstration of student engagement and timeliness in meeting deadlines, attendance, and the quality of work may raise or lower one’s final grade.

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### Parent Signature

**I understand and approve for my child to participate in all aspects of this course which include, taking the Myers Briggs assessment for their student career profile, attend 4 field**

trips as outlined to the library, K-State, the Capitol and an internship or shadowing experience.

## **Affirmation Pledge**

Adapted from

“I Believe in Me Pledge” by Edna J Hanks – Pipes.

### **COLLEGE PREP PLEDGE**

I pledge to be the best, by doing my best,  
In everything I do.  
And taking pride in who I am,  
My faith will see me through

**Who are we?...** College Prep Scholars

**What's our purpose?...** Unity

**How do we grow?...** With Responsibility

**To make us what?...** The Best That We Can Be