

Eastland-Fairfield

Career & Technical Schools

COURSE OF STUDY

EASTLAND-FAIRFIELD CAREER & TECHNICAL SCHOOLS

CAREER CONNECTIONS

NOVEMBER 2021

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ACKNOWLEDGMENTS

Sincere appreciation is extended to the following individuals and groups for their assistance and cooperation in preparing the course of study for the Career Connections course for Eastland-Fairfield Career & Technical Schools:

Dr. Kimberly Pietsch Miller, Superintendent

Shelley Groves, Assistant Superintendent

Tresa Durkin, Director of Satellite Programming, Off-Site Programming & Marketing

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RESOLUTION

WHEREAS, a committee of instructors and administrative staff have identified competencies to be included in the Career Connections course of study,

NOW THEREFORE BE IT RESOLVED, in accordance with the Superintendent's recommendation, that the Eastland-Fairfield Career & Technical Schools adopt the Career Connections course of study.

Approval Date: _____

Superintendent

Board of Education President

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MISSION STATEMENT

Eastland-Fairfield Career & Technical Schools will be a recognized leader in preparing youths and adults to become lifelong learners and productive members of society who excel as they either enter the workforce or transition to post-secondary training.



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CAREER CONNECTIONS GOALS

The goals of the Eastland-Fairfield Career & Technical Schools' Career Connections course are to:

1. Heighten students' awareness of the expectations of the 21st Century workplace.
2. Increase students' ability to select and use technology and software applications to acquire, organize, analyze, and communicate information.
3. Enhance students' knowledge of basic technology and communication skills and apply these skills in work-related situations.
4. Help students acquire the employability skills which prepare one for obtaining, maintaining, advancing, and changing employment.
5. Introduce students' to future options including, but not limited to, employment, entrepreneurship, and postsecondary education.
6. Encourage students to become lifelong learners.
7. To prepare students for post-secondary success, both in the workforce and in their educational pursuits.
8. To prepare students to process information using higher order thinking skills and to engage in sound decision making.
9. To provide a challenging, worthwhile curriculum based on current industry/academic expectations.
10. To provide a rich learning environment utilizing research-based methods of instruction, state-of-the-art technology, and current resources and materials.
11. To maintain high expectations for all students regardless of educational needs and to provide support necessary for achievement.

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COURSE DESCRIPTION CAREER CONNECTIONS

Program Overview

- Semester course that provides learning activities concerned with basic technology, interpersonal, communication, and employability skills needed in the 21st Century workplace.

Course Description

- This course is designed for students in grades 6 - 9 to enhance their abilities in several “in demand” career fields. This course will allow students to engage in hands-on projects representing a variety of career & college pathways, while introducing students to the theoretical and practical framework with which to explore their individual skills. Students will examine and explore the world of work, assess their interests and abilities, and make realistic decisions on academic majors and careers. Students will also use the decision making process to develop their own high school pathways and career & college plan. This course will focus on four major units: 21st Century Skills, Engineering/Manufacturing/Construction, Marketing, Health & Medical and Education & Training.

Population to be Served

- Students in grades 6 - 9 (as identified by the satellite school).

Housing of the Program

- Is taught in classrooms at partner satellite schools.

Supervisor of the Program

- Tresa Durkin, Director of Satellite Programming, Eastland-Fairfield Career & Technical Schools

Critical Thinking

- Develops critical thinking skills through the use of reading and writing skills and, project based activities.

Basic Program Operation

- Develops fundamental knowledge, skills, abilities, values, and attitudes in 21st Century Workplace skills.
- Students will participate in classroom instruction and project-based activities.
- Outside speakers/resources from the community will be utilized to enhance the curriculum and keep students abreast of the most current changes occurring in the workplace.

Lifelong Learning

- Teaches fundamental technology, interpersonal, and communication skills upon which to build effective, lifelong, professional learning and practice.
- Requires students to develop competencies in the 21st Century workplace skills needed to obtain a job in their chosen career.

Course Length: 60 hours (40-minute periods for one semester)

Course Credit: 0.5 credits

EMIS (Subject) Code: 990364

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PROGRAM PUPIL EVALUATION POLICY

Evaluation of student performance is based upon pupil performance objectives relating to competencies outlined in each program's course of study. The number of competencies mastered and the degree of mastery is translated into appropriate grades consistent with the local Board of Education policy on grading guidelines, practices, and procedures.

In the process of evaluation, instructors obtain several grades for each student within each of the four nine-week grading periods. These grades may include, but are not limited to, performance on tests, quizzes, homework, assignments, special projects, classroom participation, lab competency mastery and/or improvement and the demonstration of positive employability traits.

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COURSE OF STUDY SUMMARY

CAREER CONNECTIONS

Competencies listed in the course of study include:

- Unit 1: Social and Emotional Intelligence
- Unit 2: College and Career Preparation
- Unit 3: Financial Literacy
- Unit 4: Information, Media and Technological Literacy
- Unit 5: Health Literacy
- Unit 6: Legal Practices and Ethical Aspects of Work
- Unit 7: Communication Skills
- Unit 8: Customer Service
- Unit 9: Entrepreneurial Concepts
- Unit 10: Problem Solving and Critical Thinking
- Unit 11: 21st Century Netiquette Skills

Introductory Unit: 21st Century Skills

In this unit, students will identify career interests and skills to develop an understanding of how personal characteristics can impact career choice. A brief overview of all 16 Ohio career fields will be provided. Students will create a preliminary career plan using online tools, such as OhioMeansJobs K-12, and will begin to develop an understanding of 21st century skills.

Following Units

In the additional units of study, students will gain brief experience with numerous career fields. The career fields, context, and timeframe are determined by the teacher, with guidance from leadership to meet regional interests and needs.

Career Fields

Agriculture and Environmental Systems
Arts and Communication
Business and Administrative Services
Construction Technologies

Engineering and Science Technologies
Finance
Health Science
Hospitality and Tourism

Information Technology
Law and Public Safety
Manufacturing Technologies
Marketing

Scope and Sequence

Included are documents which will provide the scope and sequence for this course:

- **Landscape Map** – This document provides an overview of the curriculum, including Essential Questions, Content, Skills, and Standards being addressed in this course.
- **Standards Addressed in Maps with Frequency** – This document states which standards have been addressed in this course and the frequency that each standard has been addressed.

Unit Description	Approx. Length	ELO	Supplies Needed
21 Century Skills & Career Cluster Overview	3 Weeks w/intro to course	1.1.1. Identify the knowledge, skills and abilities necessary to succeed in careers. 1.1.2. Identify the scope of career opportunities and the requirements for education, training, certification, licensure and experience. 1.1.3. Develop a career plan that reflects career interests, pathways and secondary and postsecondary options. 1.1.5. Develop strategies for self-promotion in the hiring process (e.g., filling out job applications, resume writing, interviewing skills, portfolio development). 1.1.6. Explain the importance of work ethic, accountability and responsibility and demonstrate associated behaviors in fulfilling personal, community and workplace roles.	
Engineering	5 Weeks	<u>Engineering and Science Technologies CFTCS</u> 5.1. 1 Describe the role of research, development and experimentation in design problem solving 5.1.3 Develop multiple solutions and select an approach. 5.1.4 Develop a design proposal and make a model/prototype. 5.1.5 Evaluate and redesign a prototype using collected data. 5.2.2. Sketch possible solutions to an existing design problem 5.2.4 Apply annotations on sketches and drawings 5.2.7. Sketch geometric forms and shapes.	Graph paper Protractors Pens or pencils Rulers Geometric shape Roller Coaster Project: Scissors tape White cardstock colored Cardstock material bins
Business	5 Weeks	<u>Marketing</u> 5.6.3 Select an approach for setting a base price (cost,	Candy Bar Creation Project: Baggies Aluminum foil

		demand, competition). 5.6.4 Determine product's cost (e.g., breakeven, ROI, markup). 5.6.5 Employ pricing strategies to set prices throughout the product and customer life cycle. 5.6.6 Adjust prices to maximize profitability throughout the product and customer life cycle. - Collaborate in the design of slogans and taglines - Participate in designing collateral materials for a special event. - Develop a sales promotion plan - Describe the use of target marketing in professional selling	Plastic wrap ice Cube trays Play money Rubber gloves Dish and hand soap Microwave material Bins Students supplied: Materials to make 30 mini candy bars Ex: chocolate, peanut butter, caramel, etc
Medical	4 Weeks	<u>Health Science</u> 2.2.4. Obtain and document vital signs. 3.2.6. Communicate the medical benefits and risks associated with immunizations and other preventative care across the life span. 4.3.3. Describe methods of controlling or eliminating microorganisms and the importance of practices that hinder the spread of infection (e.g., hand washing, disinfecting care areas). 4.3.4. Identify and use appropriate level of personal protective equipment (PPE) when encountering body fluids, potential of splashing, or respiratory droplets.	Hand washing Kits Glow Gel Stethoscopes Student medical basic kit Gloves Hand sanitizer Sanitizing wipes Scale Height measuring wall hanger
Student Success Plan	1 Week		
Agriculture & Environmental Science	5 Weeks	5.3. Plan and design a basic site plan for a desired outcome. 5.4.2. Interpret maps, topographic site plans, deeds and aerial or satellite imagery for site planning. 5.4.4. Integrate map and surveying data into geographic information system (GIS) or computer aided	Landscape Design Budget of \$250 per selected group -supplies purchased through local hardware store

		design (CAD)software. 5.4.5. Identify topographical and existing features of areas, including property lines, benchmarks, utilities, streets and setbacks, on survey maps, parcel maps and plats. 8.1.8. Calculate nutrient requirements and select nutrient sources and additives for optimum economic return. 8.4.10. Select, evaluate and prepare soil or media for planting. 8.4.11. Understand and evaluate the process by which plants are selected. 8.4.14. Control plant growth through mechanical and chemical means. Analyze plant water requirements and provide water through artificial or natural means.	1 box universal Bond Paper for site plan 150ft * 36in 8 rulers CAD software -tinker cad -Google Sketch up Make 4 Measuring Tapes
Information Technology	5 Weeks	5.1 Describe programming concepts 5.1.1. Describe how computer programs and scripts can be used to solve problems (e.g., desktop, mobile, enterprise). 5.1.6. Analyze the strengths and weaknesses of different languages for solving a specific problem. - Describe ways of working together when programming, such as pair programming, contributing to a FOSS project, or working individually within a team. - Recognize events and event handlers implied by a user interface. - Give examples of work at higher and lower levels of abstraction. - Describe ways to identify the existence and location of errors in software. - Describe the role that functions play in developing software. - Describe how modular solutions encapsulate/conceal details, such as a software, web, or standard hardware interface. - Describe protocols and standards that enable networking	App Creation Project: One tablet for every two students. Use App Inventor II to create the app

		and data sharing. - Describe software as a service provided by web service APIs. - Describe the role of creativity in designing a mobile application to solve a problem. - Describe how computing can enhance creative expression.	
Law & Public Safety	4 Weeks	7.1 Investigate and document scenes, individuals and incidents 7.1.1. Outline the investigative process from determination that a crime was committed through evidence collection and prosecution. 7.1.2. Identify and provide aid to victims with minimal impact on a crime scene. 7.1.3. Identify and secure the crime scene, using proper chain of custody procedures for evidence collection (e.g., finger prints, DNA, physical evidence, witness statements). 7.1.4. Document the crime scene through sketches, photography and video that include measurements. 7.1.5. Collect, package, tag and preserve different types of evidence.	Crime Scene Investigation Finger print flash cards- Note cards Scotch tape Pencils Collecting finger prints- Clean glass Camel hair bristle brush Cocoa powder Crime scene- Paper footprints Pens Paper towels Yellow numbers Camera Suspect board Plastic bags +anything else you can think of to add excitement, drama, and clues to your crime scene.
Student Success Plan	1 Week		