

Career Preparedness Syllabus

James Clemens High School

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COURSE DESCRIPTION:

Career Preparedness is a one-credit course required for graduation that focuses on three integrated areas of instruction-academic planning and career development, financial literacy, and technology. Course content ranges from college and career preparation to computer literacy skills to ways to manage personal finances and reduce personal risk. The area of technology is designed to be interwoven throughout course instruction. Mastery of the content standards provides a strong foundation for student acquisition of the skills, attitudes, and knowledge that enables them to achieve success in school, at work, and across the life span. The acquisition of these skills is achieved by incorporating content and strategies that can easily allow students to meet the required 20-hour online experience as defined in the Alabama State Department of Education.

I. Materials and Supplies Needed:

- **MCC Issued Chromebook Computer:** **Bring your Chromebook and charger and all required materials to class every day.**
- Assigned novels.
- Paper, pens, pencils, and highlighters.

II. Grading Policy:

- **Homework:** Assignments must be submitted by the due date.

According to MCS Student Handbook:

Work Makeup, Excused Absences. Students are permitted to make up work, tests, and other assignments, activities, etc., when absences are excused. **Under normal circumstances, it is expected that students will submit previously assigned work upon return to school after an excused absence.** All work missed on the day(s) of excused absence(s) must be made up within three school days after returning to school. However, for extended excused absences when homebound services are not necessary, the teacher may grant additional time, but not to extend beyond two weeks past the

return to school. It is the joint responsibility of student and parent to ensure a student makes up work following excused absences. Teachers may alter assignments, tests, work, activities, etc., as necessary to ensure an accurate evaluation of the student's performance after an excused absence.

Late Work: Classroom Policy: Regarding late submissions, I will accept most assignments up to two weeks after the original due date. However, there will be a 5-point deduction for each day an assignment is late, including weekends. After two weeks, a zero will be recorded permanently. To address a zero, you **MUST** send me a **POLITE** message on Schoology with the name and date of the assignment as it appears in PowerSchool, confirm that the assignment is complete, and request a grade update at my earliest convenience.

- **Grading Scale:**
 - A (90-100)
 - B (80-89)
 - C (70-79)
 - D (65-69)
 - F (Below 65)

Grade Breakdown:

- Major Tests, Quizzes, Papers & Projects: 70%
- Daily Assignments & Homework: 30%
- The final exam counts for 1/5 of the final grade.

High School Exam Exemption Procedure

Any student in grades 9-12 are eligible to earn an exam exemption for the Spring 2025 Exams for each class.

Students are eligible to exempt a final exam if they have earned an **85% or higher** as the final grade for that course.

Any of the following will **EXCLUDE** a student from exempting the exam for that class:

- More than five **EXCUSED** absences (includes doctor notes)
- Any **UNEXCUSED** absence
- Assignment to In School Suspension (ISS) for 3 days or more
- Any Out of School Suspension (OSS)
- One or more days of Alternative School placement
- Not participating in the state standardized assessment for their grade level including all subtests (10th PreACT, 11th ACT with Writing, 12th WorkKeys)

Attendance and full participation in reviews and assignments for the class leading up to the day of the final exam are required.

III. Classroom Expectations:

You are expected to conduct yourself in a respectful and productive manner. In addition to all the rules and expectations listed in the student handbook, I expect you to have a positive attitude, treat others with respect, practice self-discipline, and demonstrate responsibility. If these conditions are not met, you can expect one-on-one meetings with me, parent/instructor conferencing, and administrative action, if necessary.

1. Be respectful, polite, and courteous.
2. Be prepared: Bring your Chromebook/charger and all required materials to class every day.
3. Be on time and begin Bellringer activities immediately when the tardy bell rings.
4. Stay in your assigned seat unless given permission to move.
5. Follow all school and district policies.
6. Avoid disruptive, disrespectful, or defiant behaviors.

Consequences for Misbehavior:

- Verbal reprimand.
- Conference with the student and parent contact.
- Referral to administration for major offenses.

Positive Outcomes for Following Policies:

- Verbal acknowledgment.
- A stress-free learning environment.
- A pleasant and secure atmosphere.

Cell Phone Policy:

ALL electronic devices are prohibited to be used during the instructional day. This is from 8:12-3:28. This includes: cell phones, smart watches, earbuds/headphones/airpods, tablets/ipads, and personal computers (school issues laptops will be allowed). Discipline will be given to ANY student who uses an electronic device. If you bring your devices to school, **cell phones must be stored in the designated cell phone case upon entering the classroom daily. These items must remain stored away during instructional time. Violations will result in consequences per the classroom management plan.** They cannot be on your person.

Let's work together to make this semester a successful and enjoyable learning experience for all!

COURSE GOALS:

1. Demonstrate knowledge of a systematic approach to a decision-making process (specifically, opportunity costs and trade-offs), including factors regarding academic planning and career development, financial literacy, and technology. Example: decision-making process steps – define the problem, brainstorm, list alternatives, evaluate alternatives, and identify consequences, propose a solution.
2. Understand the effect of workplace behaviors.
 - a. Examine appropriate workplace behaviors, including attitude, work ethic, responsibility, dependability, punctuality, integrity, time management, effort, adherence to dress code, communication (written, verbal, and nonverbal), teamwork, and other workplace etiquette.
 - b. Identify inappropriate workplace behaviors, including violence and sexual.
 - c. Recognize the importance of and capitalize on diversity in the workplace.
3. Analyze personal skills, interests, and abilities and relate them to current career opportunities.
 - a. Participate in assessments that identify personal areas of interest and aptitude, including utilizing results
to develop a four-year high school educational plan.
 - b. Explore individual career options from the 16 National Career Clusters to examine specific job descriptions, requirements, salaries, and employment outlooks.
 - c. Identify safety and health standards in the workplace for daily procedures, emergency procedures, equipment/tools, dress, use of technology, and work area maintenance.
4. Determine the correlation between personal preference, education, and training to the demands of the workforce.
 - a. Select a personal career goal based upon results of interest and aptitude assessments.
 - b. Investigate employee benefits and incentives related to identified career choices.
 - c. Calculate net pay from a given gross salary by subtracting required and non-required deductions.
 - d. Utilize advanced database features (i.e., merging, sorting, filtering, formulas) to examine the effect of
career choice on lifestyle, including how interest, ability, and educational achievement relate to the attainment of personal, social, educational, and career goals.
5. Investigate the postsecondary/higher education admissions process, including completing admission and financial aid applications (e.g., Free Application for Federal Student Aid (FAFSA), grants, loans, scholarships, personal financing).
6. Examine the employment process, including searching for a job, filling out a job application, writing a résumé, developing, and practicing interview skills, and completing required employment forms (e.g., W-4, I-9).
 - a. Utilize word processing software to demonstrate professional writing skills by producing and editing business and personal correspondence documents.

7. Generate an electronic portfolio using digital tools (e.g., Webpage, wikis, blogs, podcast), including a cover letter; a current resume; a completed job application; interest, aptitude, and achievement assessment results; curriculum samples (e.g., academic research, educational projects); four-year high school educational plan; education/career preparedness checklist; and other examples of academic and career preparedness achievements (e.g., student organizations, club memberships, honors, credentials, certificates, awards, community service experiences, recommendations).

a. Utilize advanced features of word processing (e.g., outlining; developing forms; applying tracking

changes, hyperlinking, and mail merging).

b. Create presentations using effective communication skills and advanced features of multimedia,

including photo, video, and audio editing.

8. Diagnose problems with hardware, software, and advanced network systems. Examples: printer, projector, power supply, task manager, network connectivity

9. Demonstrate advanced technology skills, including compressing, converting, importing, exporting, backing up files, and transferring data among applications.

10. Compare functions of various operating systems.

11. Analyze cultural, social, economic, environmental, and political effects, and trends of technology to assess emerging technologies and forecast innovations.

a. Demonstrate proficiency in the use of emerging technology resources, including social networking and other electronic communications (e.g., desktop conferencing, mobile technology, listservs, blogs, virtual reality, online file sharing)

12. Demonstrate appropriate digital citizenship through safe, ethical, and legal use of technology systems and digital content.

a. Explain the consequences of illegal and unethical use of technology systems and digital content.

Examples: cyberbullying, plagiarism

b. Interpret copyright laws and policies with regard to ownership and use of digital content.

c. Explain the implications of creating and maintaining a positive digital footprint.

d. Critique Internet and digital information for validity, reliability, accuracy, bias, and current relevance.

e. Cite sources of digital content using a style manual. Examples: Modern Language Association (MLA)

13. Utilize an online learning management system to engage in collaborative learning projects, discussions, assessments beyond the traditional classroom that is goal-oriented, focused, project-based, and inquiry-oriented.

14. Explain specific steps that consumers can take to minimize exposure to identity theft, fraudulent schemes, unethical sales practices, and exorbitant service fees.
 - a. Identify online safety precautions, including data encryption, password strength, clearing browser cache, firewalls, and antivirus software.
15. Develop a plan for managing, earning, spending, saving, and giving using spreadsheets, online resources, or commercial software.
 - a. Create a budget, net worth statement, and income expense statement using a spreadsheet.
 - b. Utilize spreadsheet features, including formulas, functions, sorting, filtering, charts, and graphs.
 - c. Identify types of income other than wages, including rent, interest, and profit earned from various resources.
 - d. Evaluate various methods for acquiring goods and making major purchases. Examples: borrowing, renting, leasing, paying cash
16. Evaluate the effect of personal preferences, advertising, marketing, peer pressure, and family history on consumer choices and decision making in the marketplace.
 - a. Compare goods and services to determine the best value, including sales tax, tips, coupons, discounts, product quality, and unit pricing.
 - b. Explore how to use different payment methods, including cash, debit card, credit card, online payments, mobile devices, checks, payroll cards, layaway plans, and automatic bank deductions.
17. Distinguish differences between the purpose of saving and the objectives associated with investing.
 - a. Explain how using the Principles of Compound Interest and the Rule of 72 in investing builds wealth to meet financial goals.
 - b. Evaluate various ways to buy and sell investments, including mutual funds, exchange-traded funds (ETFs), stocks, bonds, certificates of deposit (CDs), real estate, and commodities.
18. Analyze various types of financial institutions.
 - a. Evaluate services and related costs associated with financial institutions in terms of personal banking needs. Examples: checking and savings accounts, personal checks, cashier checks, overdraft fees
19. Demonstrate how to manage checking and savings accounts, balance bank statements, and use online financial services.
20. Determine the advantages and disadvantages of using credit.
 - a. Analyze credit card offerings for the effect on personal finances. Examples: annual percentage rate (APR), grace period, incentive buying, methods of calculating interest, fees
21. Examine why credit ratings and credit reports are important to consumers.
 - a. Explain ways of building and maintaining a good credit score.

- b. Determine the implication of entering into contracts and binding agreements. (e.g. college loans, cell phone contracts, car loans, Collateral loans, passbook loans, mortgages).
 - c. Describe legal and illegal types of credit that carry high interest rates, including payday loans, rent-to-buy agreements, and loansharking.
 - d. Assess the implications of bankruptcy, including Chapter 7, Chapter 11, and Chapter 13.
- 22. Determine the type of insurance associated with different types of risks, including automobile, personal and professional liability, home apartment, property, health, life, long-term care, and disability.
 - a. Analyze the factors that reduce the cost of insurance.
 - b. Identify which perils are insurable. Examples: injury, loss, destruction
- 23. Develop a plan for financial security in the event of a disaster, including secure storage of financial records and personal documents, available cash reserve, household inventory list, and medical records retention.