

Syllabus
Career Ed 2017-2018
Course Code: 1830
Grade 6

Contact Information:

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Classroom #D166

Planning: 2:23-3:15

I. COURSE DESCRIPTION:

This course is designed to provide middle schools with a course in which students are introduced to career possibilities in the sixteen national career clusters adopted by the South Carolina Department of Education. Students will have an opportunity to explore job tasks and career opportunities in each cluster while identifying pathways from high school to post-secondary education and the workplace. Students will learn skills needed for success in college and careers with relevance to academic standards. This course is exposure to help each student gain an understanding of careers in order to assist in the development of an initial Individual Graduation Plan (IGP) in the 8th grade.

REQUIREMENTS: Access to the Internet; computer labs preferred

II. Units of Instruction

Career Ed (This is a one semester class.)

1st Nine Weeks

Career Exploration

Career Readiness

Projects

2nd Nine Weeks

Finding a Job

Mock Int. Prep

Projects

III. Grading Procedures

Minor Assessments

(Classwork

assignments)

(Homework)

(Vocabulary quizzes)

1st Nine Weeks

50% of average

2nd Nine Weeks

50% of average

Major Assessments

(Special Projects)

(Tests)

50% of average

50% of average

Semester Average

1st Nine Weeks 50%

2nd Nine Weeks 50%

IV. Attendance Policy

South Carolina Law requires the regular attendance of all pupils. Greenville County Schools has adopted uniform rules to assure that students attend school regularly. (See Student Handbook for details.)

V. Makeup/Missed Work Policy:

In an effort to provide every opportunity for students to succeed, Riverside Middle School has created a Work Recovery Policy. According to the policy, students will be given the opportunity to make up work to get a maximum grade of 80%. Working Lunch may be assigned for assignments such as homework, classwork, quizzes, and major assignments. In order to allow the teacher adequate time to assess the work, the assignment must be turned in five school days before the end of the current grading period. No work will be accepted for credit after the end of the grading period.

Students with excused absences, in accordance with district policy, must make up work at the earliest time and will be given up to five days to do so. It is the responsibility of the student to arrange a time to make up the work at the teacher's convenience. Students must get a pass in their agenda to come before or after school. To enter the school early, students must have a pass in their agenda signed by the teacher, so please ask for a pass if necessary.

VI. Classroom Expectations:

Students are expected to adhere to both the District and Riverside Middle School Standards for Student Conduct. Consequences for violating policies will follow the Four-Step Discipline Plan:

1. Verbal Warning
2. Verbal warning/Parent Contact
3. Teacher Consequence (before or after school detection)
4. Referral

Introduction to Career Clusters

UNIT A: Explore the role of work and careers.

1. Define career vs. job.
2. Identify why people work.
3. Analyze the expanding role of technology in the workplace.

UNIT B: Identify employability and career ready skill sets that promote success in the workplace.

1. Investigate life and career characteristics (such as integrity, punctuality, self-direction, global perspective, etc.) that are needed to obtain and retain a job.
2. Explain the importance of interpersonal relationship skills and teamwork in the workplace.
3. Define professional and workplace etiquette.
4. Interpret assessment of personal interests, aptitudes, learning styles, work values, multiple intelligences personality and abilities as they relate to personal goal setting and the career decision-making process.
4. Identify advantages and disadvantages of social media.

UNIT C: Make connections to entrepreneurship practices and financial literacy as it relates to the world of work.

1. Describe the characteristics exhibited by effective leadership roles in the workplace.
2. Explain the importance of financial planning.

UNIT D: Examine nontraditional careers and equal opportunities

1. Define and explore nontraditional careers within various career clusters.
2. Define and explore the diversity of work in our global economy.

UNIT E: Identify and explore career opportunities in each of the 16 nationally recognized career clusters. The student will be able to complete the following for each of the 16 career clusters as outlined below:

1. Identify the pathways in each career cluster and careers in each pathway.
2. Describe the variety of workplace environment(s) that employ individuals within each career cluster.
3. Describe the variety of tasks performed by individuals who have careers within each career cluster.
4. List the skills, abilities, and talents needed for careers within each career cluster.
5. Identify multiple levels of training and education required for certification and/or credentialing for the various career opportunities within each career cluster.
6. Research a career within each career cluster and present findings to class.
7. Apply math, science and reading skills in the completion of a project, presentation or activity related to each career cluster.
8. Investigate opportunities for developing leadership skills and expanding career knowledge and skills through Career and Technical Student Organizations (CTSOs) available in each career cluster.

UNIT F: Develop a brief career portfolio to include items required by the teacher.

1. Choose an occupation related to a career inventory or assessment.
2. Develop a synopsis of education requirements and skills needed in the chosen occupation.
3. Identify available course options that support the selected occupation.
4. Summarize available work-based learning opportunities for the chosen occupation. 4. Include other items for the portfolio as required by the teacher.