

College and Career Readiness Course Standard

College and Career Readiness:

Course Description

This course was designed to empower students to answer the question, “What do I do after high school?” Students will work with school counselors and advisors to build a personalized career pathway plan to help them understand their interests and aspirations and how that relates to their career. Myriad opportunities await them after high school, and they’ll be taking a look at both post-secondary education and career preparation in order to prepare themselves for success. Through the development of skills centered on effective collaboration and job preparation, students will consider what’s needed to be successful in their college and career experience.

Preparing for a smooth transition between high school and post-secondary life, college, and career is the purpose of this course. It is aligned with the competencies present in Utah’s Portrait of a Graduate (POG) and includes both highlighted vocabulary and performance assessments in order to ensure that students’ learning experiences are both cognitively rigorous, experiential, and personalized.

Below, we have included course information to support communities in incorporating this experience into their students’ academic pathways. The Core and CE Core Codes have both been included, to allow flexibility in the way that LEAs choose to teach it. The Course Resources are meant to provide teachers with some support in determining what content to include, but are in no way mandated or expected. Over time, the community will continue to grow this resource list with other supports that have proven useful in helping students to be successful.

Finally, the performance tasks have been built with accompanying rubrics that are 100% aligned to Utah’s POG. These projects are designed to be the primary mechanism by which student work is assessed for this course. Rather than taking multiple choice tests or the like, these tasks (which can also be thought of as assessments) can give students agency in exploring all of the topics laid out in the strands and standards while personalizing the knowledge, skills and dispositions they learn during that exploration to their own circumstances. Each of the 13 POG characteristics have been included in at least one rubric, with many showing up multiple times. The “final exam” for the course is the career path portfolio, which is a compendium and reflection on all of the work the students have created for and about themselves during the entirety of their course experience.

Intended Grade Level	10-12 (ideally suited for 11/12)
Units of Credit	0.5
Core Code	10-03-00-00-010
Concurrent Enrollment Core Code	10.03.00.13.010
Prerequisite	None
License Area of Concentration	Secondary Professional License
Required Endorsement(s)	No specific endorsement is required to be the teacher of record, but the course should be taught by an experienced educator in collaboration with English Language Arts, Career and Technical Educators, Counselors, College Advisors, etc.
Course Resources	<ul style="list-style-type: none"> • Resources by Strand/Standard • Performance Tasks Descriptions and Rubrics <p>*Please Note: These resources have been curated from a number of stakeholders including Public and Higher Ed partners. The existence of a resource on this page in no way constitutes an endorsement by USBE. LEAs are responsible for vetting the resources they share.</p>

STRAND 1

Students will explore, identify, and evaluate available career pathways using interest and aptitude assessments to develop an individualized career pathway plan.

Standard 1

- Explore **return on investment (ROI)**, risks/rewards, and the advantages/disadvantages of different career pathways including post-secondary education, **industry certifications**, **occupational licenses** and **entrepreneurship/business ownership** in this exploration

Standard 2

- Review, analyze, and update Plan for College and Career Readiness (PCCR) to align with career pathway plan
 - a) Complete and utilize career aptitude assessment to identify career pathways based on individual interests, values, and skills
 - b) Investigate career outlook data points to understand projected demand the future may hold for various career pathways
 - c) Explore the benefits of participating in internship and apprenticeship programs
 - d) Explore the benefits of participating in extracurricular clubs, and service activities
 - e) Investigate the differences in responsibilities for learning in high school versus post-secondary educational settings, highlighting support/accommodation structures present in each community
 - f) Compare and contrast various post-secondary educational options including **technical colleges, community colleges, state colleges, and universities** and how they interface with **for-profit, public, and private post-secondary institutions**

Standard 3

- Evaluate the training/education required for entry into (a) career pathway(s) of choice.
 - a) Identify entry level jobs requiring a HS diploma, on-the-job training, apprenticeships, technical training, and/or a post-secondary degree
 - b) Compare and contrast differences in jobs requiring different levels of preparation

Strand 1 Performance Assessments:

- Develop a personalized career pathway map that demonstrates how a student has taken their interests, aptitudes, and values and ROI into consideration as they make decisions about their future career

STRAND 2

Students will explore post-secondary educational opportunities, including identifying resources available to them.

Standard 1

- Evaluate post-secondary school options and prepare admission criteria for school(s) of choice
 - a) Discuss the financial ROI for earning specific post-secondary education credentials
 - b) Research post-secondary admission requirements, including **open and selective admission** colleges and universities
 - c) Research and discuss post-secondary scholarship requirements
 - d) Locate dates, times, and resources available to prepare for post-secondary entrance exams
 - e) Identify schools whose characteristics and opportunities align with students' needs

Standard 2

- Identify strategies a student can use to succeed at the post-secondary level
 - a) Investigate campus resources (academic, financial, emotional, etc.) available to students
 - b) Explore personalized strategies a student can use to deepen understanding of course content

Standard 3

- Identify financial resources available to all post-secondary students
 - a) Research and discuss the options available for covering the costs incurred with a post-secondary education.
 - b) Understand the application process for **Free Application for Federal Student Aid (FAFSA)**

Strand 2 Performance Assessments:

- Draft a college entrance and/or scholarship essay and receive feedback from at least two people
- Develop a rubric for comparing post-secondary institutions (technical and academic programs offered, size of student population, rural or urban setting, on and off campus housing, extracurricular activities such as sports, cost of attendance, etc.). Use the rubric to compare at least two post-secondary institutions and identify preferred school(s)
- Create a personalized portfolio that requires students to be metacognitive, identifying examples of calendaring norms, note-taking structures, focusing techniques and information transfer strategies that are specific to a student's individual needs

STRAND 3

Students will develop, practice, and demonstrate skills that correlate to successful and collaborative classroom, workplace and life experiences.

Standard 1

- Develop a set of personalized strategies that correlate to a student reducing risk factors and enhancing protective factors
 - a) Explore ways to maintain emotional health
 - b) Explore ways to maintain physical health
 - c) Explore ways to maintain social health
 - d) Identify risk factors experienced by a student and determine strategies to mitigate the risk

Standard 2

- Understand how to contribute to a collaborative and inclusive classroom and workplace environment through effective communication
 - a) Identify the different types of communication that happen within the classroom and workplace
 - b) Explore the application of **verbal, nonverbal, visual** and **written communication** strategies that are effective for an individual in different situations
 - c) Compare and contrast the differences between **personal** and **professional communication** and the consequences of miscommunication
 - d) Identify and understand the benefits of developing conflict management skills, including the role of **active listening, emotional intelligence, impartiality and open communication**

Standard 3

- Develop personal accountability and metacognitive skills to promote responsibility, productivity, and agency
 - a) Utilize tools and technologies to maximize time management skills and increase dependability
 - b) Investigate tools and technologies that promote productivity

Strand 3 Performance Assessments

- Research and present on the employability skills that are most relevant to a student's career path of choice
- Create a personalized collaboration chart, specifying when different communication patterns/habits are productive and when they are ineffective, including goals the student has regarding improving their own habits

STRAND 4

Students will understand qualifications for success in a particular career pathway.

Standard 1

- Research job openings in a few career pathways of the student's choice and identify components needed to apply
 - a) Investigate characteristics of an effective **resume**
 - b) Investigate characteristics of an effective **cover letter**

Standard 2

- Research and engage in action steps to take before, during, and after job interviews
 - a) Research the company and its background before the job interview
 - b) Discuss and identify actions to prepare for the interview
 - c) Identify effective techniques to use in the job interview
 - d) Discuss appropriate responses to different interview outcomes

Standard 3

- Explore how to prepare for a new job
 - a) Understand basic employment forms including **W-2s, W-4s** and **I-9s**
 - b) Discuss professional norms prevalent in different workplaces and how to engage with them effectively
 - c) Engage in and reflect on job simulation experiences
 - d) Compare and contrast common benefit packages including **401(K)s, Individual Retirement Accounts (IRA), pension plans** and **tax deferred investments** and basic employee benefits

Strand 4 Performance Assessments:

- Create a career related profile including a student's resume, cover letter, and various interview responses
- Build a chart comparing the positive and negative aspects of different benefits packages