**[](http://en.wikipedia.org/wiki/File:MarburyHighSchoolLogo.jpg)****Career Preparedness Course Syllabus** 2019-2020

***Instructor Information***

Teacher: **David Hicks**

Room #: B09

Contact: email **david.hicks@acboe.net** or call the school at 334-387-1910 to set up a conference

Also visit www.marburyhighschool.org and click on “Faculty & Staff” to view teacher bio, class schedule, lesson plans, course syllabus, and additional information.

***Career Preparedness Class Description***The Career Preparedness course 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.  
  
As part of preparing students to be college- and career-ready, this course also equips them with the skills needed for business and industry, continuing education, and lifelong learning. 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’s High School Distance Learning: Online/Technology Enhanced Course or Experience Guidance document. Career Preparedness is a one-credit course required for graduation. This course is required for all incoming freshmen.

***Career Preparedness Class Goals***

After completing the course, the student will be able to do the following:

* 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
* Understand the effect of workplace behaviors.
* Analyze personal skills, interests, and abilities and relate them to current career opportunities.
* Determine the correlation of personal preference, education, and training to the demands of the workforce.
* Investigate the postsecondary/higher education admissions process, including completing admission and financial aid applications
* 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
* Generate an electronic portfolio using digital tools, including a cover letter; a current résumé; a completed job application; interest, aptitude, and achievement assessment results; curriculum; **four-year high school educational plan**; education/career preparedness checklist; and other examples of academic and career preparedness achievements
* Diagnose problems with hardware, software, and advanced network systems.
* Demonstrate advanced technology skills, including compressing, converting, importing, exporting, backing up files, and transferring data among applications.
* Compare functions of various operating systems.
* Analyze cultural, social, economic, environmental, and political effects, and trends of technology to assess emerging technologies and forecast innovations.
* Demonstrate appropriate digital citizenship through safe, ethical, and legal use of technology systems and digital content.
* Utilize an online learning-management system to engage in collaborative learning projects, discussions, and assessments beyond the traditional classroom that are goal-oriented, focused, project-based, and inquiry-oriented.
* Explain specific steps that consumers can take to minimize exposure to identity theft, fraudulent schemes, unethical sales practices, and exorbitant service fees.
* Develop a plan for managing earning, spending, saving, and giving using spreadsheets, online resources, or commercial software.
* Evaluate the effect of personal preferences, advertising, marketing, peer pressure, and family history on consumer choices and decision making in the marketplace.
* Distinguish differences between the purpose of saving and the objectives associated with investing.
* Analyze various types of financial institutions.
* Demonstrate how to manage checking and savings accounts, balance bank statements, and use online financial services.
* Determine advantages and disadvantages of using credit.
* Examine why credit ratings and credit reports are important to consumers.
* 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.
* Develop a plan for financial security in the event of disaster, including secure storage of financial records and personal documents, available cash reserve, household inventory list, and medical records retention.

***Student Class Supplies***

Black or Blue Pen, Calculator, Personal Paper, **Ear Buds**, 1” Binder to file graded work and study materials

***Teacher Wish List (optional donations that would be greatly appreciated)***

White and color copy paper, black dry-erase markers, tissues, hand sanitizer, 13-gallon trash bags, AAA batteries, disinfecting wipes, college ruled loose leaf paper, paper towels.

***Textbooks***

Students will not be issued a personal textbook for this course.

***Grading Policy***

Student grades will be updated on a regular basis through “Information Now” (INOW) and will be available to parents who have paid the $10 fee for this access. Averages are weighted following Autauga County Board of Education policy and all assessments are based on a 100 point system. The grading scale used is as follows: A=90-100, B=80-89, C=70-79, D=60-69, F=0-59. Grades of 0.5 or higher will round up.

* Test – 65%

*Could be standard specific, mid-chapter, or end of chapter and always graded for accuracy.*

* Quiz – 20%

*Could be announced or as a pop quiz and graded for accuracy.*

* Classwork – 10 %

*Could be taken up anytime and graded for effort.*

* Homework – 5%

*This is usually given 1-2 days per week and may be graded for effort or accuracy.*

I will be glad to inform any student of their current average at anytime if asked.

Extra credit will not be available, but there will be multiple opportunities for students to improve their average.

Yearly average is calculated as 1st semester average=40%, 2nd semester average=40%, final exam score=20%

A midterm exam counting 20% will be included in the 1st semester average with no exemptions.

Board of Education policy states exemptions are allowed for the final exam based on the semester criteria:

*“3 absences with A average, 2 absences with B average, 1 absence with C average”*

***Make-Up Work***

If a student is absent from class, they are responsible to stay caught up in the curriculum. Excused absences allow for a student to make up missed assignments (points will be deducted for assignments that are turned in late). Students have 3 days following an absence to turn in an excuse or that absence will be considered unexcused. Assessments that are missed due to unexcused absences will result in a zero according to administration policy.

***Daily Schedule***

Our normal routine will begin with turning in homework if necessary and completing a short bellringer. This time is used to refine prior material or concepts. New material will then be presented through instructional examples, online prompts and strategies followed by guided practice. Some days will consist of interactive activities, games, groupwork, or peer tutoring to reinforce learning. On most days there will be some kind of summarizing activity or assessment at the end of class. At the end of the period, classwork may be submitted as a grade for student participation.

***Classroom Rules***

1. **Be on-time, on-task, and prepared to learn everyday**
2. **Keep all electronics and distractions put away**
3. **Be responsible for your own learning**
4. **Respect the teacher, the classroom, and other students**
5. **Trash goes in the trashcan**

**\*Always be mindful of the school policies and expectations in the student handbook.**

***Four-Step Discipline Policy (Some actions may cause steps to be skipped)***

When behavior issues arise, the following system will be followed with documentation in order to address the issue:

1. Verbal warning
2. Break Detention(s)
3. Contact parent/guardian
4. Office referral

\*A tardy student must provide pass from front office before allowed to enter class. Tardies follow the same four-step discipline policy. Excessive tardies and absences will result in disciplinary action at discretion of the administration.

***COMPLETE THIS PAGE AND SUBMIT TO TEACHER   
NO LATER THAN TUESDAY, AUGUST 13, 2019.***

ACKNOWLEDGEMENT OF RECEIPT AND AGREEMENT TO COURSE SYLLABUS   
GOVERNING CLASSROOM RULES, PROCEDURES, AND EXPECTATIONS

I have read in detail the guidelines and expectations set forth for Career Preparedness. I understand that successful completion of this course will be based largely upon my following these guidelines and expectations. As it is my intention to successfully complete this course with a passing grade and credit granted, I agree to follow all of the guidelines given.

Printed Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dear Parent/Guardian:

Your child is enrolled in the Career Preparedness class at MHS. If you have any questions at any time during the semester, please feel free to call me at the school or e-mail me at [david.hicks@acboe.net](mailto:david.hicks@acboe.net).

Parent/Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian 1 Contact Phone number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian 2 Contact Phone number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_