

Orange Unified School District
FRESHMAN SEMINAR
Semester Course

GRADE LEVEL: 9

PREREQUISITES: None

INTRODUCTION TO THE SUBJECT:

Freshman Seminar has been designed to promote academic success among freshmen through academic accountability, personal/social education, and career/life skills. This course will provide the opportunity for students to receive additional instruction in core areas to ensure their sustained cross-curricular success, learn about their options in higher education and discover career opportunities. This course will satisfy the requirements of an introductory Career Technical Education (CTE).

COURSE OBJECTIVES:

BY THE END OF THE COURSE THE STUDENT WILL BE ABLE TO:

Demonstrate an understanding of high school graduation requirements.

Demonstrate an understanding of all post-high school options with an emphasis in lifestyle and career choices, different colleges, choosing a major, college costs and financial aid, military and trade schools.

Recognize the impact of career choices on personal lifestyles with an emphasis on preparing a personal budget reflecting future lifestyle changes.

Recognize that the same skills are needed in multiple careers.

Create a ten-year plan with an emphasis on demonstrating skills used to research, locate, analyze and apply career information; the process for career planning and educational preparation; the process used to locate and secure entry-level employment with the aid of the BRIDGES Program.

Integrate knowledge and skills in reading comprehension, writing applications, and standards in national geography, life science, and algebra 1 and how these skills are integral in future employment.

Demonstrate knowledge of study and research skills needed for academic success.

Develop a sense of belonging to school/community by demonstrating positive social and problem-solving skills.

REQUIRED MATERIALS:

Healy, Kent and Healy, Kyle. (2005) *“Cool Stuff” They Should Teach in School*. San Clemente, CA: “Cool Stuff” Media.

Central County Regional Occupational Program. *Foundations—Career preparation and Planning Skills*. [Looseleaf binder and CD]

BRIDGES [computer program in Career Center]

SUPPLEMENTAL MATERIALS:

Bingham, Mindy and Stryker, Sandy. (2008) *Career Choices: A Guide for Teens and Young Adults, 4th Edition*. St. George, UT: Academic Innovations.

COURSE OVERVIEW AND APPROXIMATE UNIT TIME ALLOTMENTS:

WEEKS

- | | |
|-----------------------------------------------------------------------------------------------------------------|---|
| I. Develop a Sense of Belonging to School/Community by Demonstrating Positive Social and Problem Solving Skills | 1 |
| A. Campus tour | |
| B. Agenda book | |
| C. Introduction to Blackboard/Parent Portal | |
| D. Key personnel/school history | |
| i. Administration | |
| ii. Counseling | |
| iii. Campus safety | |
| iv. Support staff | |
| E. Support services | |
| i. Tutoring | |
| ii. Health office | |
| iii. Career center/work permit | |
| iv. Other | |
| F. Clubs/activities/extra-curricular | |
| G. Community education/community services | |
| H. School culture/diversity | |
| II. Demonstrate an Understanding of High School Graduation Requirements | 1 |
| A. Explanation of high school graduation requirements | |
| B. Course offerings | |
| C. Introduction of a-g requirements | |
| D. Completion of the four-year high school plan | |
| E. GPA calculation | |
| F. Introduction to the transcript | |

- III. Demonstrate Knowledge of Study and Research Skills Needed for Academic Success 2
 - A. Practice Cornell note-taking with current content texts with emphasis on writing the summary (integrated throughout semester)
 - B. “How to Get Good Grades” text
 - C. Explore and discover learning styles through learning style inventory(ies)
 - D. Develop time management skills (integrated throughout semester)
 - E. Digital Literacy

- IV. Demonstrate Positive Social and Problem Solving Skills 2
 - A. Conflict resolution skills/conflict mediation
 - B. Communication skills (verbal/non-verbal)
 - i. Explain and demonstrate effective communication
 - ii. Give and receive constructive criticism
 - iii. Active listening
 - C. Dealing with disrespect (peers and authority figures)
 - D. Bullying/Cyberbullying

- V. Recognize the Impact of Career Choices on Personal Lifestyles (BRIDGES) 2
 - A. Complete a formal career interest and aptitude assessment
 - B. Match interests and aptitudes to career opportunities and begin a personal career portfolio
 - C. Prepare a personal budget
 - D. Personal finance (credit/debit cards, checking/saving accounts)
 - E. Explore college cost and financial aid

- VI. Career Preparation and Planning Skills 3
 - A. Reading a Technical Manual
 - B. Technical Reading—Understanding Graphs
 - C. Writing a Business Letter
 - D. Developing a Resume
 - E. Complete a job application
 - F. Interviewing
 - G. Teen Safety in the Workplace
 - H. Ethical Computer Use

- VII. Create a Ten-Year Plan with Use of Research to Locate and Secure Entry-Level Employment with the Aid of the BRIDGES Program 3
 - A. Compile a list of transferable skills
 - B. Compile a list of possible career options that match interests and aptitudes
 - C. Create short and long term goals.
 - D. Compile quantitative goals and objectives for three personal or classroom projects.
 - E. Develop a timeline that covers the ten-year period and depicts steps in selected career choice.

- VIII. Integrate Knowledge and Skills Across the Curriculum 4
 - A. Research Project on a career or industry
 - B. Written Report
 - C. Oral Presentation

DATE OF LAST CONTENT REVISION: NEW – June 2006

DATE OF CURRENT CONTENT REVISION: June 2009

DATE OF BOARD APPROVAL: July 20, 2006

Appendix
FOUNDATION – CAREER PREPARATION STANDARDS

| COMPETENCIES | CA CTE Standards |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| A. ACADEMICS (Specific Academic content based upon course sector/pathway) | |
| B. COMMUNICATIONS | |
| Students understand the principals of effective oral, written and multimedia communication in a variety of formats and contexts. | |
| 1. Reading | |
| a) Use the structure and format of workplace documents and reference materials to locate information. | 2.1 |
| b) Read, interpret and follow instructions and technical directions to successfully utilize services, tools and technology. | 2.6 |
| 2. Writing | 2.2 |
| c) Demonstrate the principles of effective communication. | 2.5 |
| d) Create workplace documents, including business correspondence and reports, using correct format, style, vocabulary and grammar. | 2.5 |
| e) Create a personal résumé for a specific audience. | 2.6 |
| f) Complete a job application form. | 2.4 |
| g) Understand the importance of effective written communication skills in obtaining and maintaining a job. | 2.4 |
| h) Use the appropriate vocabulary and specialized terminology of the industry. | 2.4 |
| 3. Listening and Speaking | 2.4 |
| i) Demonstrate active listening skills. | 2.4 |
| j) Use professional, clear and appropriate techniques for verbal communication in the workplace, including answering the telephone, providing information and delivering messages. | 2.4 |
| C. CAREER PLANNING AND JOB RETENTION | |
| Students understand how to make effective decisions, use career information and manage personal career plans. | |
| 1. Assess personal qualifications, interests, aptitudes, knowledge, and skills and know those qualities necessary to succeed in the workplace. | 3.1 |
| 2. Conduct career exploration utilizing a variety of resources and systems. | 3.2 |
| 3. Outline possible career profiles and pathways and develop an individual career plan. | 3.3 |
| 4. Identify professional organizations and industry associations within a career field, and discuss their role, function and benefits. | 3.4 |
| 5. Locate and outline current labor market projections and describe past, present and future trends that affect careers. | 3.5 |
| 6. Prepare a personal portfolio. | |
| 7. Describe the key elements of the hiring process, and explain strategies that can be used effectively for self-promotion. | 3.6 |
| 8. Demonstrate effective interviewing skills. | |

D. TECHNOLOGY

Students know how to use contemporary and emerging technological resources in diverse and changing personal, community and workplace environments:

1. Identify current and future technologies and their applications. 4.1, 4.3
2. Effectively select and employ appropriate technology. 4.4

E. PROBLEM SOLVING AND CRITICAL THINKING

Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking and problem-solving techniques:

1. Demonstrate the ability to apply systematic problem-solving techniques to identify and analyze problems and create solutions. 5.1, 5.2
2. Use critical and creative thinking skills to make informed decisions about work-related issues. 5.3

F. HEALTH, SAFETY AND ENVIRONMENTAL ISSUES

Students understand health and safety policies, procedures, regulations and practices, including equipment and hazardous material handling:

1. Exhibit an understanding of occupational safety issues and describe the policies, procedures, regulations and agencies that govern workplace safety. 6.1
2. Understand the importance of emergency preparedness and describe the elements of an emergency preparedness plan.
3. Describe proper procedures for handling hazardous materials. 6.2
4. Operate equipment safely so as not to endanger themselves or others. 6.6
5. Explain personal health and safety precautions in the workplace, including universal precautions, stress management and ergonomics. 6.6

G. RESPONSIBILITY AND FLEXIBILITY

Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace and community settings:

1. Describe appropriate workplace attitudes, appearance and behaviors and know how to exhibit a positive professional demeanor. 7.1
2. Display an understanding of personal accountability and responsibility and explain how these qualities are demonstrated in their personal and professional lives. 7.2
3. Demonstrate responsibility by being punctual, attending class regularly and giving notification of absence.
4. Demonstrate a positive attitude towards change, and the ability to be flexible and utilize adaptive behaviors. 7.3

H. ETHICS AND LEGAL RESPONSIBILITIES

Students understand professional, ethical and legal behavior consistent with applicable laws, regulations and organizational norms:

1. Understand the laws dealing with sexual harassment in the workplace, recognize inappropriate behaviors and describe the recommended response and reporting procedures. 8.1
2. Discuss the elements and importance of ethics in the workplace. 8.2, 8.3
3. Demonstrate the behaviors of honesty, responsibility and integrity. 8.4

I. LEADERSHIP AND TEAMWORK

Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity and conflict resolution:

1. Identify the characteristics of a good leader.
2. Demonstrate positive working relationships and participate cooperatively as a member of a team. 9.1
3. Utilize organizational and time management skills to plan and complete tasks and attain goals. 9.3
4. Identify strategies for dealing with conflict. 9.4
5. Demonstrate respect for individual and cultural differences. 9.5