

Lexington Public Schools
Lexington High School

August 09, 2023

Dear Parent or Guardian,

Attached is a copy of Ms. Archer's Senior Transitions/Career Planning Course Syllabus for the 2023-2024 school year.

Please read and discuss the attached with your student. Then sign and return the bottom portion of this letter, indicating receipt, via your son or daughter **by Thursday, August 17, 2023**. If you have any questions, please do not hesitate to contact me, 308-324-4691.

Sincerely,

Elizabeth S. (Becky) Archer, MA
Lexington High School
becky.archer@lexschools.org

My signature below indicates that I have received, read, and understand this course syllabus for Senior Transitions/Career Planning, Ms. Archer's class.

Parent/Guardian Signature

Date

Student Signature

Date

Lexington High School, LPS
Senior Transitions/Career Planning
Course Syllabus and Basic Requirements
2023-2024 School Year

Instructor: Becky Archer

E-mail: becky.archer@lexschools.org

Website: <https://sites.google.com/a/lexschools.org/archer-s-career-preparation-transition-course-website/>

Google Classroom: <https://classroom.google.com/c/NDk3MjI0Mjg4OTU3>

Telephone: 308-324-4691, extension 2309

COURSE DESCRIPTION/GOALS:

This course is designed to help students develop and demonstrate the skills, knowledge, and process needed to make **realistic career choices**. This includes developing a better understanding of self in various areas, learning about the career clusters and exploring areas that are “best fits”, developing community awareness, citizenship, and decision-making skills, expanding self-determination and self-advocacy skills, exploring post-secondary options, learning and practicing the skills needed to get and keep a job, becoming familiar with resources available, learning and practicing work-related social skills, and further exploring career interests. Transition emphasis in this class is into some type of post-secondary vocational, technical, or educational setting and then into a selected career field. **Students are required to develop and maintain a hard-copy portfolio and an electronic career-planning portfolio throughout the school year.**

RATIONALE:

Research indicates that people will **change jobs 7-10 times in a lifetime**. Therefore, students need skills to pursue career options in order to meet these demands of an **ever-changing work force**. Understanding the impact of work on individual and family life helps to balance decisions people make.

EVALUATION:

Grades will be based on your timely and accurate engagement/completion of assignments/transitional assessments, homework, projects, career planning portfolios, and performance on tests/quizzes (including Semester Final Exam). Students may chart their own progress on specific concepts as directed.

GRADING SYSTEM:

Quarterly Category Grading

Bell Ringer/Journal/Vocabulary/Exit Activities	15%
Class Assignments	30%
Homework	20%
Tests/Quizzes/Projects	35%

Semester Grade will be based on the following criteria:

Quarter 1 = 45% / Quarter 2 = 45% / **1st Semester Exam = 10%
Quarter 3 = 45% / Quarter 4 = 45% / **2nd Semester Exam = 10%

****Please note: the final semester exam (both semesters) will count for 10% of the final semester grade each semester – as per LHS policy.**

CLASSWORK/HOMEWORK:

Classwork and homework must be turned in on time in order to receive full credit! If a student is absent, make-up work policies will be in effect.

Homework will be given approximately three times weekly. We will also be completing several projects throughout the school year. It is very important that each student is responsible and completes work assigned in a timely fashion. If a student needs help on a particular assignment, it is the student's responsibility to seek assistance.

Every effort will be made to foster student success. If a student does not complete an assignment or project on time, he/she will be given an opportunity to complete the assignment after school (the day the assignment was due) or before school the following day. If the student does not meet with me to complete the missing work in this timeline, an academic detention may be given at the teacher's discretion. **Late work may receive up to half credit.**

Extra credit assignments will be available upon student request and teacher discretion.

All plagiarized work will receive a "0". Students will be required to redo any plagiarized assignment (or one similar) and may earn up to half credit.

Highly unusual or irregular circumstances regarding class work and/or homework will be discussed with individual students, as the need arises.

ATTENDANCE:

Regular and punctual attendance has been verified as the greatest single factor in school success. Therefore, it is imperative that the student and parent(s) make a commitment to the student's regular attendance. **All Lexington Public Schools and Lexington High School attendance policies will be strictly enforced** (see LHS Student Handbook for specific, detailed information). High school students must not acquire more than 10 absences from any course in any given semester in order to earn academic credit for that course for that semester.

Students are expected to attend class every day. If unable to do so on a specific day, the parent/guardian must call the school office and report/excuse the absence. **Upon the student's return to school, he/she is responsible to collect and complete his/her make-up work in a timely fashion.** Generally, students will have two days to make up work for every day absent. In addition, students need to speak with the teacher regarding making up missed participation points.

TARDIES:

Students are expected to be in the classroom on time. If a student is not in the classroom when the final bell rings, he/she is tardy. Students will make up learning time missed by serving an after school or before school detention, as assigned.

STUDENT IPADS:

Students are expected to have their IPAD, charger, and other accessories with them in class every day. NO EXCUSES. All LPS high school technology policies and procedures will be followed. It is the student's responsibility to know and follow said policies and procedures.

FOOD/DRINK:

Students are not allowed to bring food or drink (other than water bottles) into the classroom unless otherwise directed by the teacher. **There will be NO sharing of water bottles due to health regulations.**

The teacher may, on occasion, give food/drink rewards to students. These edibles will be consumed in the classroom received.

HALL PASSES:

Students are expected to take care of personal needs between classes, during passing period. Emergency hall passes may be issued at the discretion of the teacher. **Students will make up** learning time lost due to being out of the classroom.

DRESS CODE AND LANGUAGE:

The Lexington High dress code will be enforced. Students must dress appropriately for the learning environment. In addition, students are expected to use appropriate language at all times.

REQUIRED MATERIALS:

1 or 1.5 inch 3-ring viewfinder binder
Loose-leaf paper
One-subject spiral or composition notebook

Clear sheet protectors
Pencils/Pens

Senior Transitions/Career Planning Class Vocabulary Words - Fall 2023:

Individual students (based on needs) will demonstrate an understanding of the following terms and be able to apply these concepts in the "post-school" world:

Interests	Abilities	Habits	Aptitude
Goals	Values	Job	Career
Occupation	Self-assessment	Personality	Personality traits
Career cluster	Occupational trends	Employee	Employer
Job Shadowing	Learning Style	Modality	Left-brained
Right-brained	Dominant	Decision-making	Problem-solving
Job Lead	Resource	Classified Ad	Job Application
Negotiable	Initial	References	Physical record
Former employers	Employment desired	IDEA	Personal information
Present address	Permanent address	Nonhuman resource	Letter of application
Human resources	Full-time	Part-time	Post-secondary option
Seasonal work	Agencies	Follow-up letter	Jobseeker
Time management	Benefits	Overhead	Salary open
Community college	Accommodations	Self-advocacy	Self-determination
Temporary	Career or job goal	Personal fact sheet	Short-range goal
Long-range goal	Strengths	Need areas	Profession
Vocation	Financial aid	Respectful	Cooperation
Punctual	Eligibility system	Recreation activity	University
Promotion	Technical School	Personal Hygiene	Entitlement system
Fringe benefits	Payroll deduction	Afford	Sick leave
Corporation	Health insurance	Paid vacation	Retirement plan
Monthly premium	Privilege	Leisure time	Interview
Disability	Career plan	Flextime	Voc. Rehab. Act 1973

Senior Transitions/Career Planning Educational Content/Concepts:

1. Students will identify the purpose of self-assessment as it pertains to career preparation and give at least one reason how it has helped him/her better know him/herself.
2. Students will identify at least three types of self-assessment they have completed in *Senior Transitions/Career Planning*.
3. Students will identify at least 8 personality traits desired by employers.
4. Students will identify at least 10 of their personal personality traits.
5. Students will identify and describe at least 12 of the 16 Career clusters.
6. Students will identify at least one Career cluster that fits them best based on their self-assessments.
7. Students will identify whether they are right or left-brain dominant and characteristics of each.
8. Students will identify their preferred learning style (modality) and characteristics of this style.
9. Students will identify at least 3 job lead resources.

10. Students will identify and/or demonstrate at least 5 “do’s” when interviewing with a prospective employer.
11. Students will give at least two examples of illegal interview questions and an effective manner in which to respond to this type of questions.
12. Students will identify at least 3 “don’ts” when interviewing with a prospective employer.
13. Students will demonstrate the ability to read a classified ad containing abbreviations.
14. Students will apply decision-making skills to a variety of work place scenarios through journal writing.
15. Students will complete a personal fact sheet, practice finding job leads, filling out employment applications, and practice interviewing skills/strategies.
16. Students will develop a resume, write a letter of application, and a follow-up letter.
17. Students will investigate a variety of post-secondary options based on individual preferences.
18. Students will complete post-secondary admissions paperwork and/or job applications based on individual preferences.
19. Students will investigate (and apply for, if desired) a variety of post-secondary scholarships and develop a post-secondary financial plan, as appropriate to his/her post-school goals.
20. Students will further develop their self-advocacy skills.
21. Students will further expand and refine their self-determination abilities.
22. Students will demonstrate a basic understanding of their legal rights under a variety of civil rights legislation.
23. Students will develop a hard-copy portfolio. In addition, they will also create an electronic career planning portfolio via the Career Cruising website.