



Course: Readiness for Career and College

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READINESS FOR CAREER AND COLLEGE

Syllabus

Washburn High School
2019- 2020

Course # 07136

Course Philosophy

Readiness for Career and College is offered as an elective course that prepares students for entrance into college or job training programs. There will be an emphasis on writing, study skills, note taking, research, as well as preparation for test taking for college entrance and placement exams.

Course Structure

The course curriculum will be based on a variety of AVID and SIMS materials along with other academic supplements. Readings will include social justice topics as well current events. Each week will include reading, writing, collaborative discussion strategies, tutorial inquiry, study groups, college study skills, test-taking and note-taking strategies, and note-taking research.

Topics of Study

Character Development
Inquiry
Organization
Writing

Communication
Collaboration
Reading
College Preparedness

Unit 1: Self-Advocacy and Goals

Learning Target: I can identify the mission and purpose of college and career readiness and make connections to my goals and academic learning.

1. Understand the role of a high school students and display positive student habits on a regular basis.
2. Develop skills in offering and receiving constructive feedback.

3. Identify potential academic challenges that may occur and seek proactive solutions with teachers.

Learning Target: I can set, monitor, and adjust short-term, intermediate, and long-term goals for myself.

1. Set goals.
2. Review academic plan, checking to assure rigorous course load through graduation.
3. Refine plans for ongoing personal and academic development (Graduation plan in IEP).
4. Create living document with written goals, broken down into steps to use throughout the year.

Unit 2: Ownership of Learning

Learning Target: I can show accountability and ownership for my learning, by monitoring, communicating, and advocating for myself, on a regular basis.

1. Access grades online or from teachers on a regular basis.
2. Analyze grade reports to create a study/action plan for continued academic improvement.
3. Communicate effectively with teachers, counselors and administrators to discuss areas of concern or a need for clarity.
4. Increase awareness of how various content areas are connected.
5. Integrate academic questions before, during and after class with teachers and peers.

Unit 3: Organization and Time Management

Learning Target: I can utilize organizational tools and structures (notes, binder, and planner) to optimize success in academic classes.

1. Refine the use of organizational tools, such as assignments logs, calendars, agendas, planners, consider color coding to distinguish types of tasks and develop an individualized style.
2. Adjust commitments to ensure that sufficient time is available to meet academic goals, as well as extracurricular activities and a job, as necessary.
3. Reflect on academic performance and independently adjust study habits and time management skills as needed.
4. Continuously add to and reflect on multi-grade level portfolio throughout the school year.
5. Publish final versions of writing for the academic portfolio.

Unit 4: Note-taking

Learning Target: I can use the Cornell Note strategy to increase my success in my academic classes.

1. Take 10 to 25 pages of quality Cornell notes per week.
2. Utilize Cornell notes as an advanced study tool, which will be continually refined and studied independently.
3. Adapt organization strategy of note-taking to meet require academic tasks, such as lectures, lab work, reading or collaborative work.
4. Use the skills of underlining key terms, highlighting and going back to fill in gaps to sufficiently process notes that have been taken.
5. Review, refine and use color-coding on notes discussing on important information, key information and potential text questions.
6. Refine content on notes as new understanding is gained through reading textbooks(s), tutorial sessions, study groups and discussions with the teacher/peers.

7. Refine writing of higher-level questions in the left column that corresponds to chunks of information in the notes section to ensure that they will generate higher-level thinking.
8. Reflect on all notes taken during a unit of study after the test is returned and consider gaps of study that led to missed questions.

Unit 5: Community and School Involvement

Learning Target: I can actively participate in my school and community, contributing to larger goals aside from my own.

1. Continue with select school activities/clubs and community service opportunities throughout the year, especially clubs for upperclassmen.
2. Focus on leadership positions within school clubs.
3. Track community service hours and extracurricular activity participation in a portfolio.
4. Consider putting on class community service activity within collaborative groups.
5. Ask for letters of recommendations from club advisors with whom a strong relationship has been established.

Unit 6: Communication

Learning Target: I can increase my communication skills by participating in speaking and listening activities.

-Public Speaking

Learning Target: I can demonstrate good public speaking skills - frequent eye contact, appropriate voice volume and intonation, well-paced with intentional pauses, purposeful language and movement/expression choices.

1. Refine aspects of public speaking and presenting.
2. Incorporate visual aids of varying types into speeches and presentations.
3. Present research findings as a group.
4. Refine speaking skills through working with peers to promote civil, democratic discussions and decision making.

-Listening

Learning Target: I can fully participate in a philosophical chairs discussion through dialogue, paraphrasing others' ideas/comments, and active listening.

1. Listen and respond to others in formal and informal settings.
2. Effectively summarize ideas from a discussion, noting how their personal views on the topic have changed or been influenced.
3. Critically evaluate and analyze oral presentations.

Unit 7: The Writing Process

Learning Target: I can use the writing process to develop and strengthen my writing.

1. Review drafts as necessary until all ideas are expressed in the best possible manner.
2. Edit students' essays, especially checking for integration of quotes and citations
3. Use a variety of rubrics to grade essays, especially those used to grade essays for the ACT and other college admission tests.

4. Reflect on one's own writing to set future goals and /or determine next steps or needs as a writer.

-Writing Skills

Learning Target: I can organize my writing in a way that is appropriate to the task, purpose, and audience.

1. Develop well-constructed thesis statements, which properly captures the paper's topic.
2. Effectively integrate quotes into writing.
3. Utilize multiple structures commonly used at collegiate levels, such as MLA/APA citation, source integration and abstract writing.
4. Focus on improving sentences through word choice and varying sentence structure.

-Writing Application

Learning Target: I can demonstrate command of the English language through my various written work.

1. Develop and strengthen writing through the creation of a research paper.
2. Develop and strengthen writing through the creation of a college admissions essay.
3. Develop and strengthen writing through the creation of a "life goals" essay focused on college/career.
4. Produce a friendly letter focusing on professional response, reflecting needs in college and professional careers.
5. Produce a resume, cover letter, and list of references.

-Writing to learn

Learning Target: I can assimilate and synthesize information to produce comprehensive writing passages.

1. Refine skills of summarizing information in various contexts.
2. Reflect upon research skills gained during the research project and how those skills will relate to postsecondary education.

Unit 8: Inquiry

Learning Target: I can identify Level 1, Level 2, and Level 3 questions. I can explain the 'Costa's Three Levels of Questioning' and its purpose. I can write and ask Level 1, Level 2, and Level 3 questions.

1. Refine collaborative group study skills during academic tutorials so that students are able to form groups independently for each core class.

Unit 9: Collaboration

Learning Target: I can participate effectively in conversations and collaborations with diverse partners. I can build on others' ideas and clearly express my own.

1. Independently create study groups for academically rigorous coursework, with discussion on creating group norms and expectations.
2. Develop positive peer relationships, especially with those taking advanced coursework.
3. Provide opportunity for peer tutoring in after-school programs or at surrounding middle schools.

Unit 10: Test Preparation/Test-Taking

Learning Target: I can increase my test taking results, by communicating with teachers and utilizing tutorial group time well.

1. Discuss test-taking strategies with core content teachers, in order to support efforts in preparing for exams
2. Analyze test results and bring missed questions to tutorials to discuss and solve with peer groups.

Unit 11: Reading

-Vocabulary

Learning Target: I can increase my vocabulary by implementing specific strategies, with unfamiliar words from my reading material.

1. Relate new vocabulary to familiar words
2. Infer word meaning using knowledge of advanced prefixes, suffixes and root words
3. Chart new words during reading of increasingly complex texts.
4. Utilize concept mapping to determine word usage and various meanings.

-Textual Analysis

Learning Target: I can increase my understanding of complex texts by using an analyzation process.

1. Effectively summarize sections of an argument, text or film
2. Analyze multiple interpretations of a story, drama or poem, evaluating how each version interprets the source text
3. Analyze the features and rhetorical devices used in different types of nonfiction: essays, speeches, editorials, scientific reports and historical documents
4. Deliberately select rereading strategies that will assist in understanding of the text
5. Analyze an author's proof in order to isolate key evidence, identify types of evidence being presented, and analyze its value and impact on the argument.

Additional Activities

Field Trips

1. Attend as many college/university visits as possible, with opportunities to sit in on college classes or attend a cultural events on campus
2. Determine and plan the spring college/university field trip, including contacting admissions counselors and student guides
3. Visit schools of interest independently during weekends.
4. Reflect on course performance/GPA to determine which schools might best fit with areas of career interest.

College and Career Knowledge

1. Develop an understanding of the scholarship application process and required information.
2. Determine which college/university will best meet academic pursuits.
3. Examine FAFSA requirements and determine appropriate action steps to meet deadline.
4. Begin a basic understanding of selecting and scheduling courses in college.

5. Understand what options exist to help connect with resources after high school.

College Entrance Testing

1. Practice college entrance sample questions and discuss how to best approach solutions.
2. Track all personal test results in a student portfolio and monitor scores in comparison to the requirements of colleges and universities of choice.

College Admissions/Financial Aid

1. Track requirements for various postsecondary opportunities including average GPAs, ACT scores and extracurricular activities.
2. Regularly update activity information and admissions materials in the student portfolio.
3. Begin writing personal statement essays and persona resume for college applications.

Community Service

In addition to classwork and tutorials, students will also be required to complete 10 hours of community service - five hours each semester. Opportunities will be given in class to complete this requirement, and students will be able to find opportunities in their own communities as well as Washburn's community.

Academic Expectations:

1. Respect that we are all here to learn, and honor the space and necessity for quiet for some individuals.
2. Respect the individuality of learning; be patient and understand that we all learn in different ways.
3. Respect that we are all unique, intelligent individuals who should take pride in doing our own work.
4. Respect that we will all make mistakes and that it is what we do after we make a mistake that truly matters.
5. Try every assignment, activity, project, etc. even if you find that it is so difficult you cannot finish the assignment or believe that you are doing it all wrong.

Behavior Expectations:

Exhibit respectful behavior towards your teachers and classmates at all times. This includes **respecting our room (food and drink are allowed, but if they become a nuisance or are creating a mess, the teacher can revoke this privilege at any time)**. **Cell phones, I-pods/headphones and other distractions at home, in your book bag or out of sight. Washburn's cell phone practice is in effect here. If electronics are seen, they may be bagged and tagged. Should materials be bagged and tagged, the student can follow the Washburn cell phone practice to retrieve such items.**

1. Be prompt (on-time) and seated.
2. If you are late you will need to have a pass.
3. Be responsible and get your missing work when you are absent. You may ask questions about make-up work and/or your grade before or after class or school, and by appointment. **Any pop-quizzes that may have been missed can be made up IF the absence is excused. Unexcused absences on a day with a pop-quiz, results in a zero and no**

opportunity to make it up. In life, every day you are evaluated in some form or fashion; you never know when the most important day/moment may be at your job/career. Being present, engaging in the activities, and being respectful throughout, the class will go far to help you demonstrate employable skills. You are upper-classmen, be responsible for your actions and accept consequences of your actions.

4. Bring necessary materials to class every day, this could include work from other classes, so be aware.
5. Stay in class the entire hour; if you do need to leave, you must have permission and a pass from the teacher. This pass policy includes visiting the CCC or other resources. The pass must be pre-arranged and follows Washburn's pass policy to the CCC, counselors, social workers, etc.

Other Activities

In Readiness for Career and College, students also participate in motivational activities including college and career research, college and career speakers, field trips to colleges, and service-learning experiences. These activities provide students with the resources they need to learn about opportunities available to them in their community.

Assessment Procedures

Readiness students will be assessed using a variety of performance-based assessments. They will be judged not only on the Readiness "basics" such as a well-organized notebook, participation in tutorials, and note-taking, but also according to their performance on timed writings, practice college entrance tests, participation in Socratic Seminars, and other activities. Students are required to develop a portfolio at the end of nine-weeks grading period, representing their work in the Readiness elective and other classes.

Grading

Grading for this course will follow the weighting metrics established by Washburn.

Classwork/homework, journal checks, are considered formative, and hold a weight of 30% in the classroom. Quizzes, test, papers, and activities of this nature are considered summative, and hold 70% weight on the grade. The grading scale is as follows

90-100% -**A**, 80-89.9% -**B**, 70-79% -**C**, 60-69% -**D**, 59% and below results in an **F**/or **NC**.

Plagiarism is not tolerated at Washburn. If any portion of your work is **plagiarized**, you will receive a zero on the assignment.

*Please take the syllabus home, read it over with your parents/guardians, sign it and return it for credit.

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