

Career Management

Course Description:

The goal of this course is to promote essential knowledge, skills, and attitudes students need to make key decisions about career options, high school curricular offerings related to a pathway of their choice, and postsecondary and workforce opportunities. The instructional focus will address interpersonal skills, management skills, employability skills, self-awareness, and educational and career planning. Students will increase awareness of resources available to support educational and career planning, develop a personalized individual Peach State Pathways: Education and Career Plan, explore management skills, and investigate employability skills.

Classroom Expectations:

- Be on time and ready to learn.
- Respect is a two-way street; employ it with everyone and it will be reciprocated; be kind to one and other.
- Educational discourse is key, and you must actively listen; listen while others are talking.
- The classroom is always your place of business necessitating professionalism, no horseplay.

Classroom Procedures:

Entering the Classroom:

- Line up against the wall outside the classroom. ***(No food, drinks, or phones in hand this is an energy/power and electronics classroom; safety is always #1).***
- Enter the classroom quietly take out your composition notebook and record the days Learning Target, Essential Question, and Agenda. ***(No food, drinks, or phones).***
- Gather necessary materials for the days lesson and hang all bags on the back of the chair that you are occupying. ***(Specific materials will be highlighted on the Energy Systems White Board).***
- Begin work on opening exercise quietly.

Exiting the Classroom:

- Secure all classroom equipment and place in assigned area.
- Ensure that your area is clean and clear before leaving. ***(This includes computer workstations that you were utilizing or other assigned spaces).***
- Turn-in classroom assignments to appropriate physical or digital drop box.

- Return to your assigned seat until the bell rings and you are dismissed by the instructor.

Disciplinary Actions: *The order and type of consequences depend on the nature and severity of the infraction.*

- Verbal Warning
- Lunch Detention and phone call home. (*Minor Infractions*).
- Counselor Referral.
- Discipline Referral. (*Major and Chronic Disciplinary Infractions*).

Course Standards and Objectives:

MSCM8-1: Develop and Demonstrate Positive Interpersonal Skills

- 1.1: Get along well with others, including conflict management and respect for diversity.
- 1.2: Differentiate between appropriate and inappropriate behaviors and attitudes in specific school, social, and work situations.
- 1.3: Demonstrate effective verbal and non-verbal communication skills (oral, written, and electronic)

MSCM8-2: Develop Management Skills for Academic and Career Success

- 2.1: Analyze the impact of stress and the importance of time and money management skills for academic, social, and career success.
- 2.2: Analyze how specific life role changes affect the attainment of career goals.
- 2.3: Recognize, discriminate, and manage career information including occupational, education and training, employment outlook, and economic information.

MSCM8-3: Understand and Demonstrate Employability Skills

- 3.1: Explain and summarize state and federal child labor laws.
- 3.2: Demonstrate employability/soft skills, such as honesty, motivation, creativity, leadership, critical thinking, risk-taking, flexibility, questioning, and problem-solving.
- 3.3: Demonstrate the importance of positive work ethics in relation to educational and career success (appearance, attendance, attitude, character, communication, cooperation, organizational skills, productivity, respect, and teamwork).

- 3.4: Demonstrate job-seeking skills: write a resume and cover letter, complete a job application, find and pursue employment leads, and interview for a job.

MSCM8-4: Personalize a Self-Selected Pathway for Educational and Career Goals

- 4.1: Assess individual learning styles, abilities, interests, and personality traits to enhance educational and career success.
- 4.2: Create an individual plan using Peach State Pathways: Education and Career Planning Tool.
- 4.3: Recognize the importance of educational achievement to the attainment of personal and career goals.
- 4.4: Describe the importance of community service and career-technical student organizations (CTSOs) in relationship to an individual's educational and career plan.
- 4.5: Investigate available resources to enhance educational and career goals.
- 4.6: Demonstrate an understanding of GPA calculations, financial aid information, and postsecondary options.

Academic Standards Integration:

Language Arts:

- **ELA8LSV1:** Participate in student-to-teacher, student-to-student, and group interactions.
- **ELA8LSV2:** Listen to and view various forms of text and media to gather and share information, persuade others, and express and understand ideas.
- **ELA8W3:** Use research and technology to support writing.
- **ELAALRC3:** Acquire new vocabulary in each content area and use it correctly.
- **ELAALRC4:** Establish a context for information acquired by reading across subject areas.

Social Studies:

- **SS8E5:** Explain personal money management choices in terms of income, spending, credit, saving, and investing.
- **SS8E4:** Identify revenue sources and services provided by state and local governments.

Mathematics:

- **M8P4:** Make connections among mathematical ideas and to other disciplines.
- **M8P5:** Represent mathematics in multiple ways.

National Career Development Guidelines:

- **PS2.R9:** Assess respect for all kinds of human diversity.
- **PS2.R10:** Analyze the impact of positive interaction with diverse groups on learning and achievement.
- **PS1.K7:** Recognize the effect of situations, attitudes, and behaviors on self-concept.
- **PS1.R8:** Analyze how behaviors and attitudes affect others' self-concept.
- **PS2.R1:** Evaluate the use of effective communication skills.
- **CM3.R1:** Assess the impact of career information on plans and refine plans with accurate, current, and unbiased career information.
- **PS2.A8:** Demonstrate responsibility for behavior.
- **CM4.R1:** Assess employability skills and enhance them for employment.

Weekly Schedule and Outline:

Week 1-2: Interpersonal Skills

- Getting along with others
- Conflict management
- Communication skills

Week 3-4: Management Skills

- Stress and time management
- Life role changes and career goals
- Managing career information

Week 5-6: Employability Skills

- Child labor laws
- Soft skills development
- Work ethics

Week 7-8: Job-Seeking Skills

- Writing resumes and cover letters
- Job applications and interviews
- Employment leads

Week 9-10: Educational and Career Planning

- Learning styles and interests
- Individual career plans
- Community service and CTSOs

Week 11-12: Postsecondary Options

- GPA calculations
- Financial aid information
- Postsecondary research

Week 13-14: Leadership and Teamwork

- Participation in CTSO activities
- Effective communication and teamwork
- Cultural diversity in teamwork

Week 15-17: Career Management Project

- Finalizing and presenting individual career plans
- Reflection on personal growth and career goals
- Career fairs and guest speakers

Assessment Methods:

Major Grades= 40% Minor Grades= 60% Total= 100%

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|-------------------------------------|---|-------|
| • Classwork/Homework | = | Minor |
| • Quizzes | = | Minor |
| • Exams/Role Play/Mock Interviews | = | Major |
| • Papers/Presentations/Debates | = | Major |
| • Projects & Professional Portfolio | = | Major |

Late Assignments: Late work/assignments are defined as, “assignments that are submitted after the specific deadline”.

- Late assignments may result in scores being reduced by 5% per school day for a 25% maximum reduction (five school days).
- Late work submitted after the fifth school day will **NOT** be accepted.
- Repeated incidents of late work may result in a teacher-student-parent conference to examine and correct the student’s work habits through an academic contract.

Resources:

- Scientific journals and articles
- Online databases and tools
- Guest speakers from industry

Materials:

- 2 Composition Notebooks

- Pens or Pencils
- Wired Headphones with 3.5mm jack
- 2-3” Binder (Professional Portfolio)
- Loose Leaf Paper (College Rule OK)

This syllabus provides a structured framework for the course, ensuring a comprehensive understanding of energy and power generation, transmission, and distribution while aligning with academic standards and fostering essential employability skills.

Student Printed Name

Student Signature and Date

Parent Printed Name

Parent Signature and Date

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