



# Transitions: Exploring Jobs and Careers

## 2011-2012 School Year

### Quarter 3

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#### **Course description:**

What is the difference between a “job” and “career”? Students in this course will explore answers to that very question through learning about the Minnesota career fields, cluster and pathways. Students will be exposed to job descriptions and requirements, wage ranges for occupations and the current market outlook for specific career paths. In this course, students will have the opportunity to take job tours in the community to learn about the variety of positions at various employers and duties required for each one. Guest speakers and the opportunity for e-mentoring with professionals in a variety of career clusters may also be a part of this class.

#### **Objectives:**

Students will become:

**Purposeful thinkers** by analyzing the skills and decisions required to make successful job and career choices.

**Effective communicators** by learning to present ideas both orally and in writing.

**Self-directed learners** by developing the awareness and skills necessary to be successful in subject material and by independently demonstrating skills required for being able to make decisions about and explore job and career options.

**Productive group participants** by interacting and working with class members to solve problems related to the topics of exploring jobs and careers.

**Responsible Citizens** by expressing awareness of the skills, experiences, education and expected behaviors required for specific jobs and careers.

#### **Textbooks:**

Mariotti, S., Patel, N., & Weixel, S. (2011). *Exploring Careers For the 21<sup>st</sup> Century*. Upper Saddle River, NJ: Pearson Education, Inc.

This cited text will be used to provide information via direct instruction with PowerPoint presentations and hands on classroom activities. The text will not be used in class as a method of instruction. Information will also be provided using direct instruction with PowerPoint presentations, role plays, activities, class speakers, community trips and hands-on work in the school apartment.

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**School Policies:**

Students are subject to all academic policies of the school as printed in the Lionsgate Academy Parent-Student Handbook. Furthermore, it is each student's responsibility to read and follow all academic policies of the school.

**Class Expectations:**

In order for our transitions class to be comfortable, safe, positive and calm where students are able to learn and practice new skills students NEED to follow the following:

Expected behaviors in the <i>transitions classroom</i> :	Expected behaviors in the <i>community</i> :
<p>Follow Lionsgate classroom expectations:</p> <ul style="list-style-type: none"><li>○ Listen</li><li>○ Follow Staff Directions</li><li>○ Treat Everyone with Respect</li><li>○ Keep Hands, Feet and Objects to Yourself</li></ul> <ul style="list-style-type: none"><li>● Participate in all classroom discussions/activities and complete all class assignments</li><li>● Work cooperatively with classmates</li><li>● Practice new skills being taught</li><li>● Raise your hand to talk during instruction time and wait to be called on before speaking</li><li>● Sit in your assigned classroom seat unless otherwise directed or given permission</li><li>● Before speaking in class, ask yourself the following: Is it nice, appropriate and true? If not, use your thought bubble</li><li>● Ask classroom staff to take a break, use the restroom, get a drink</li><li>● Take classroom seat and keep voice off when classroom lights are off</li></ul>	<ul style="list-style-type: none"><li>● Follow Lionsgate classroom expectations (remember the community is our classroom for the day)</li><li>● Stay with the class group</li><li>● Stay physically behind the designated adult leader (may be teacher, may be EA, may be community member) unless directed otherwise</li><li>● Ask a Lionsgate staff member if you need to leave the group to take a break, use the restroom, get a drink</li><li>● Do not touch items/objects in the community unless instructed to</li><li>● Listen to and treat community members following the same expectations for Lionsgate Staff (Listen, Follow Directions, Treat with Respect)</li><li>● Keep questions and comments on-topic using appropriate and respectful language</li><li>● Keep volume of voice at a "classroom" level unless otherwise directed</li><li>● Complete class assignment</li><li>● Walk when we are in the community</li></ul>

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**Scope of Grading:**

- Daily Participation: 50%
- Projects and Class Assignments 40%
- Quizzes and Tests 10%

**Make-Up and Late Work:**

Students who are absent from class, will be marked exempt from that day's participation points and will not lose credit. Students have until the last day of the quarter to make up and turn in any missed class assignments or projects and/or late work. There will not be a penalty given for late assignments in transitions class.

**Grading Percentage Distribution:**

Percentage	Grade
100%	A+
94 % - 99%	A
90%-93%	A-
87-89%	B+
83%-86%	B
80%-82%	B-
77%-79%	C+
73%-76%	C
70-72%	C-
67-69%	D+
63%-66%	D
60%-62%	D-
Below 60%	I

**Topics in this course and possible projects and activities may include (subject to change):**

TOPICS	PROJECTS & ACTIVITIES
Your Personal Strengths The Roles You Play Why We Work Exploring Career Clusters Examining Career Trends and Job Outlook	<ul style="list-style-type: none"><li>• Identifying Personal Strengths and Weaknesses</li><li>• Completion of Job Interest Surveys</li><li>• Job and Career Research</li><li>• Job Site Tours</li><li>• Guest Speakers</li></ul>

