Instructor: Shawn Parks   Phone: (253) 683-6821   Email: sparks@bethelsd.org

Grade Level: 11,12   Credit: Careers.5 per section   NCAA Approved

Time Requirements:
Students will be required to do 3.5 hours per week of class work and to do 3.5 hours of homework per week. Students are required to contact the instructor prior to an absence in order to determine how the student will make up any missed assignments.

Course Description:
This course provides a means to achieve an elective credit. This is an individually planned class, which teaches a range of skills dependent upon each student’s ability level, which provides specially designed instruction, based on the student’s annual IEP goals. This course provides students with the opportunity to explore career interests and ideas. Students gain an understanding of how their skills, aptitudes, and personal traits prepare them for future careers. Topics include: Workplace skills, employer expectations, writing a resume, filling out an application and communication skills.

- Course content: student will demonstrate a basic understanding of the following:
  (Over a 9 week period of time to earn a .5 credit.)

SPE 103/104:
- Careers assessments
- Interests assessments
- Job shadowing
- Resume building
- Community service
- Create and maintain a multicultural awareness
- Focus on effective communication in written and spoken forms.

Materials (may include but are not limited to)
- IXL online reading software
- Internet sites, ELA lab experiences, computer based learning models, reading materials, video clips
- Other materials will be provided by the instructor

Assessment (may include but not limited to)
- Oral/Written expression for mastery understanding of course concepts and demonstration of the application of course concepts.
- Performance based evaluations through labs, quizzes, participation, and group and individual projects.
- Progress reports will be issued monthly by the instructor.

Progress
- Student progress is monitored weekly. Student monthly progress is at the discretion of the certificated teacher based on weekly evaluations and the students’ ability to complete the required learning benchmarks for that month.
- If a student fails to make collective progress for all weeks, then monthly progress is unsatisfactory. Student monthly progress is specifically evaluated against progress benchmarks, which are clearly defined in the course for each month.
- In addition to the course schedule, these benchmarks may also come in the form of lesson, unit, assignment and/or assessment completion dates.
- These established progress benchmarks will allow teachers and students to assess the students’ educational progress in meeting the course learning standards.
- At a minimum, students must turn in at least one assignment per week to maintain a status of “making monthly progress,” but will need to complete all the instructor is asking for each week in order to complete the course on time.

Grading Scale: (Progress reports will be done monthly)
- A (90-100%) Student demonstrates exemplary abilities through scores earned; student showed outstanding mastery of expected skills.
- B (80-89%) Student demonstrates adequate abilities through scores learned on assessments; student shows adequate mastery of expected skills.
● C/P (70-79%) Student demonstrates average abilities through scores earned; students showed average mastery of expected skills.
● D (69% or below) Student unable to demonstrate mastery of expected skills.
● F (59% or below) Student unable to demonstrate mastery of skills and will not receive credit for the course.

Relationships to other Content Areas
● Completion of this course will require the student to integrate: mathematical, logical linguistic, social, historical, societal, technological, and writing skills.

Common Core Standards
Students will be able to
1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among key ideals and ideas.
3. Evaluate various explanations for actions and events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
4. Determine the meanings of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.
5. Analyze in detail how complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Evaluate author’s differing points of view on the same historical event or issue by assessing the author’s claims, reasoning, and evidence.
7. Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or issue.
8. Evaluate the author’s premises, claims, and evidence by corroborating or challenging them with other information.
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.