

# Syllabus

## Career Explorations

### Course Overview

Have you ever thought about what job you will eventually do for living? There are many career opportunities out there, and knowing which one is right for you can be difficult. There are a host of things to consider. What are your natural strengths? What type of work do you enjoy? What kinds of fields or industries interest you? Answers to questions like these will determine the first steps toward selecting a career. You will also need to consider the educational requirements of the career you choose and learn how to construct a cover letter and résumé so you can land that ideal job when the time comes.

### Course Goals

By the end of this course, you will be able to do the following:

- Identify personal role models and influential people in your life.
- Describe your strengths and weaknesses.
- Relate your achievements to your aptitudes and skills.
- Determine whether you enjoy working with people, information, or things.
- Identify some major industries in the US.
- Describe the organizational structure of the Standard Occupational Classification system.
- Find occupational information in the Occupational Outlook Handbook.
- Analyze the costs and benefits for different levels of education and training.
- Understand the different types of post-high school education that are available.
- Identify different types of career paths, including those of professional, skilled, and entry-level workers.
- Describe opportunities and challenges resulting from changing economic conditions.
- Construct a personal cover letter and résumé.
- Manage your time efficiently and effectively.
- Create a personal budget.
- Give informative and engaging oral presentations.

## General Skills

To participate in this course, you should be able to do the following:

- Complete basic operations with word processing software, such as Microsoft Word or Google Docs.
- Perform online research using various search engines and library databases.
- Some course readings may require a visit to the school library or public library.

*For a complete list of general skills that are required for participation in online courses, refer to the Prerequisites section of the Plato Student Orientation document, found at the beginning of this course.*

## Credit Value

Career Explorations is a 0.5-credit course.

## Course Materials

- Notebook
- Computer with Internet connection and speakers or headphones
- Microsoft Word or equivalent

## Course Pacing Guide

This course description and pacing guide is intended to help you keep on schedule with your work. Note that your course instructor may modify the schedule to meet the specific needs of your class.

Day	Activity/Objective	Type
1 day: 1	<b>Syllabus and Plato Student Orientation</b> <i>Review the Plato Student Orientation and Course Syllabus at the beginning of this course.</i>	Course Orientation
4 days: 2–5	<b>Personal Identity and Role Models</b> <ul style="list-style-type: none"> <li>• <i>Identify a positive role model and explain how such role models can be beneficial.</i></li> <li>• <i>List and describe 20 personal, professional, and other goals.</i></li> <li>• <i>Identify expectations and stereotypes that affect students, and compare these expectations to their own goals.</i></li> <li>• <i>Use visualization to create positive images about their futures.</i></li> </ul>	Lesson

Day	Activity/Objective	Type
5 days: 6–10	<p><b>Skills, Aptitudes, and Accomplishments</b></p> <ul style="list-style-type: none"> <li>• <i>Identify and describe their most important activities, responsibilities, and accomplishments.</i></li> <li>• <i>Describe their strengths and weaknesses.</i></li> <li>• <i>Relate their achievements to their aptitudes and skills.</i></li> </ul>	Lesson
5 days: 11–15	<p><b>Personality Traits and Interests</b></p> <ul style="list-style-type: none"> <li>• <i>Identify their favorite activities and relate them to their interests.</i></li> <li>• <i>Categorize their interests in terms of preference for working with people, information, or things.</i></li> <li>• <i>Compare the results of several personality and interest-inventory tests.</i></li> <li>• <i>Evaluate the usefulness and validity of such tests.</i></li> <li>• <i>Relate their interests to their life goals and identify ways to fulfill such interests and goals outside of their career.</i></li> <li>• <i>Identify the purpose of the Meyers-Briggs test.</i></li> <li>• <i>Define the four components of the Meyers-Briggs personality types.</i></li> </ul>	Lesson
5 days: 16–20	<p><b>Industry Clusters</b></p> <ul style="list-style-type: none"> <li>• <i>Define industry, the structure of an industry, and the goals of an industry.</i></li> <li>• <i>Describe the function and purpose of a labor union.</i></li> <li>• <i>Classify industries as goods producing or service providing and by industry cluster.</i></li> <li>• <i>Recognize and briefly describe each of the 42 industries identified in the Career Guide to Industries.</i></li> <li>• <i>Identify occupations, levels of employment, and education requirements within each industry.</i></li> <li>• <i>Research using the Career Guide to Industries on the Bureau of Labor Statistics website.</i></li> </ul>	Lesson
5 days: 21–25	<p><b>Occupational Groups</b></p> <ul style="list-style-type: none"> <li>• <i>Describe the organizational structure of the Standard Occupational Classification (SOC) system.</i></li> <li>• <i>Identify occupational clusters and occupational groups of the Standard Occupational Classification (SOC) system.</i></li> <li>• <i>Distinguish between occupational clusters, occupational groups, and specific occupations.</i></li> <li>• <i>Identify skills needed and activities performed by workers of various occupations.</i></li> <li>• <i>Associate occupations with different levels of education.</i></li> </ul>	Lesson

Day	Activity/Objective	Type
5 days: 26–30	<p><b>Using the Occupational Outlook Handbook</b></p> <ul style="list-style-type: none"> <li>• Find occupational information in the Occupational Outlook Handbook.</li> <li>• Summarize the information provided in occupation descriptions.</li> <li>• Locate additional sources of information on occupations using the Bureau of Labor Statistics website.</li> <li>• Compare and contrast occupations on the basis of a variety of factors.</li> <li>• Identify various types of compensation.</li> <li>• Interpret information on occupational earnings from a chart.</li> </ul>	Lesson
5 days: 31–35	<p><b>Career Pathways, Research, and Reports</b></p> <ul style="list-style-type: none"> <li>• Identify and define the three basic types of career pathways: entry, skilled, and professional.</li> <li>• Analyze the costs and benefits of more or less education and training.</li> <li>• Relate their interests, aptitudes, personality, and goals to different occupations.</li> <li>• Select an occupation to research.</li> </ul>	Lesson
5 days: 36–40	<p><b>Research Sources and Citations</b></p> <ul style="list-style-type: none"> <li>• Distinguish between primary sources and secondary sources.</li> <li>• Distinguish between appropriate research sources and inappropriate sources.</li> <li>• Identify four possible sources of research information.</li> <li>• Explain the importance of proper citation techniques.</li> <li>• Find information in an appropriate research source and cite it correctly.</li> <li>• Create a bibliography.</li> <li>• Write a short research report.</li> </ul>	Lesson
1 day: 41	<b>Midterm</b>	Assessment
5 days: 42–46	<p><b>Education Options After High School</b></p> <ul style="list-style-type: none"> <li>• Define terms related to higher education.</li> <li>• Distinguish differences between technical schools, two-year and four-year colleges, graduate schools, and professional schools.</li> <li>• List criteria used to screen college applicants.</li> <li>• Identify and define sources of financial aid.</li> <li>• Calculate the various costs of higher education.</li> <li>• Evaluate the costs and benefits of pursuing higher education.</li> </ul>	Lesson

Day	Activity/Objective	Type
5 days: 47–51	<p><b>Career Entry Opportunities</b></p> <ul style="list-style-type: none"> <li>• <i>Distinguish between professional, skilled, and entry career pathways.</i></li> <li>• <i>Locate information on apprenticeships and internships.</i></li> <li>• <i>Explain the benefits of participating in an apprenticeship or internship.</i></li> <li>• <i>Identify an internship or apprenticeship best suited to a specific career goal.</i></li> </ul>	Lesson
5 days: 52–56	<p><b>Entrepreneurship</b></p> <ul style="list-style-type: none"> <li>• <i>Describe characteristics of traditional, command, market, and mixed economies.</i></li> <li>• <i>Differentiate between different business structures.</i></li> <li>• <i>List various factors that influence economies and job markets locally, nationally, and globally.</i></li> <li>• <i>Describe the opportunities and challenges caused by changed economic conditions.</i></li> <li>• <i>Define the term entrepreneurs and explain their role in the economic system of the United States.</i></li> <li>• <i>Identify entrepreneurial occupations in different industries, occupational groups, and career pathways.</i></li> </ul>	Lesson
5 days: 57–61	<p><b>Job Applications and Résumés</b></p> <ul style="list-style-type: none"> <li>• <i>Recall the function of a job application and apply strategies for completing these forms.</i></li> <li>• <i>Identify the components of a résumé and job application cover letter.</i></li> <li>• <i>Explain the components of a job application cover letter.</i></li> <li>• <i>Prepare a personal résumé.</i></li> <li>• <i>Compose a cover letter for a specific job listing.</i></li> <li>• <i>Identify a variety of resources for job searches.</i></li> </ul>	Lesson
5 days: 62–66	<p><b>Effective Interviewing</b></p> <ul style="list-style-type: none"> <li>• <i>Explain the purposes of various types of interviews.</i></li> <li>• <i>Identify strategies for successful performance during job interviews.</i></li> <li>• <i>Know and be able to respond to typical interview questions.</i></li> <li>• <i>Describe the steps to be taken following an interview.</i></li> <li>• <i>Conduct an informational interview.</i></li> </ul>	Lesson

Day	Activity/Objective	Type
5 days: 67–71	<b>Time Management</b> <ul style="list-style-type: none"> <li>• <i>Define the terms time management, prioritize, opportunity cost, and procrastination.</i></li> <li>• <i>Analyze the use of their time and compare it with others people's use of time.</i></li> <li>• <i>Identify and deconstruct long-term goals to establish a timeline for a project deadline.</i></li> <li>• <i>Utilize scheduling skills.</i></li> <li>• <i>Prioritize tasks and revise schedules as needed.</i></li> </ul>	Lesson
5 days: 72–76	<b>Budgeting</b> <ul style="list-style-type: none"> <li>• <i>Define basic budgeting terms, including income, expense, credit, interest, discretionary income, and savings.</i></li> <li>• <i>Categorize expenses as mandatory or discretionary.</i></li> <li>• <i>Calculate the percentage of the budget that categorical expenses consume.</i></li> <li>• <i>Analyze budget expenses and make necessary adjustments.</i></li> <li>• <i>Create a budget based on a chosen occupation.</i></li> </ul>	Lesson
4 days: 77–80	<b>Effective Oral Presentations</b> <ul style="list-style-type: none"> <li>• <i>List examples of oral traditions in various cultures.</i></li> <li>• <i>Identify and define three main categories of speeches.</i></li> <li>• <i>Describe elements of effective expository, narrative, and persuasive speeches.</i></li> <li>• <i>Apply strategies for effective use of language and voice.</i></li> <li>• <i>Identify and use elements of nonverbal communication strategies to enhance the message of a speech.</i></li> <li>• <i>Create complementary and appealing visual aids.</i></li> <li>• <i>Organize an expository speech.</i></li> </ul>	Lesson
4 days: 81–84	<b>Character Traits and Exam Review</b> <ul style="list-style-type: none"> <li>• <i>Identify the character traits desired by employers.</i></li> <li>• <i>Relate desirable character traits to themselves.</i></li> <li>• <i>Recognize how daily activities can instill desired character traits.</i></li> <li>• <i>List concepts which will appear on the semester exam.</i></li> </ul>	Lesson
2 days: 85–86	<b>Research Paper</b>	Lab
2 days: 87–88	<b>Oral Presentation</b>	Lab
1 day: 89	<b>Semester Review</b>	

Day	Activity/ <i>Objective</i>	Type
1 day: 90	<b>Semester Exam</b>	Assessment