

# Tillamook High School

## College and Career Seminar

### 2019-2020

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Google Classroom Code:

*“The best preparation for tomorrow is doing your best today.”*  
*-H. Jackson Brown Jr.*

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#### **Course Description:**

*College and Career Seminar* will challenge students to explore, develop, and take steps toward creating their own postsecondary plans. The goal is not to set the whole class on a single path, but rather help every student begin or continue along their own path. Assignments, projects, guest speakers, and classroom activities are all designed to help the student make effective career and/or educational path decisions. Skills such as: creating resumes and cover letters, completing job and educational applications, interviewing, planning for life after school (housing, transportation, loans, credit) will be explored over the course of the trimester. Emphasis will also be placed on completing important post-secondary documents such as the Federal Application for Student Aid (FAFSA) and the OSAC scholarship. The Oregon Career Information System (CIS) online portal will be used throughout the term to achieve outcomes.

#### **Objectives (Students will be able to):**

1. Establish their own systems, strategies and routines for personally managing their own time and workload both inside and outside of the academic institution.
2. Explore, discuss, and evaluate various options for their post-secondary educational plan.
3. Explore, discuss, and evaluate various options for their post secondary career plans.
4. Develop an understanding of the career acquisition, retention, and advancement process.

### Assignments:

- Essays and Projects—Essays and projects are designed to demonstrate understanding and proficiency. (Future Me, Reality Check, OSAC Essay)
- Daily Assignments—Students will complete various in-class individual and group assignments.
- Scholarship and Letters of Recommendation— Students will be expected to apply to several scholarships (regardless of path) as well as request and obtain three letters of recommendation.
- Final Portfolio—Students will compile assignments into a final portfolio, including a final reflection, to be due at the end of the trimester.

Course Work	Percent of Final Grade
Projects and Essays	10
Daily Work and Assignments	10
Scholarships and Letters of Recommendation	10
Portfolio	70

**Late work and due dates:** It is expected that all assignments are submitted prior to deadlines. “Final Portfolio” WILL NOT be accepted past the deadline.

**Expectations:** It is expected that students adhere to “The 6 P’s” at all times. This is not only in accordance with school rules, but it ensures a safe and productive work environment for everyone involved. They are as follows:

- Prompt: It is expected, per school policy, that all students are in the door before the bell rings. Three tardies will result in disciplinary action.
- Prepared: It is expected that students come to class prepared. This means having the necessary tools to work (paper, pencil, etc.) as well as having homework/reading done by the beginning of class.
- Polite: It is expected that students will treat ALL classmates and teachers with respect at ALL times. In return, you should be able to expect the same. Please be aware of others when doing things like sharpening pencils or retrieving supplies, etc.
- PMA: It is expected that students will have a “positive mental attitude” in this room. This means we should focus on building people up, not breaking them down.
- Participate: It is expected that ALL students will give their 100% in everything we do. This also means students will remain in the classroom unless there is a valid reason to leave. Lining up at the door will not be an option at the end of the period!
- Produce: It is expected that all students will turn in their best attempt at every assignment. While we may not always succeed, practice is how we improve our skills.

**Cell phones:** Please be aware that we will be following the school’s cell phone policy, which states “Cell phones are not to be out, or in use, in classrooms once the bell rings.” Furthermore, it is the expectation that any student leaving the classroom (for restroom, attendance, library, etc.) **WILL LEAVE THEIR PHONE IN THE DESIGNATED AREA INSIDE THE CLASSROOM.** In short, if your phone is out, it will be taken away. However, please communicate if there is a situation that may require the use of a cell phone during the class period.

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*Please sign below, acknowledging that you have read to your understanding, and agree to the procedures, policies, and expectations outlined in this course syllabus.*

Student: \_\_\_\_\_(print) \_\_\_\_\_(sign)

Guardian: \_\_\_\_\_(print)

\_\_\_\_\_ (sign)

Best Contact: \_\_\_\_\_

# THS COLLEGE AND CAREER SEMINAR STANDARDS<sup>1</sup>

DOMAINS	OBJECTIVES (STUDENTS WILL BE ABLE TO...)	PORTFOLIO COMPONENTS
<b>I. PERSONAL MANAGEMENT</b>	<ul style="list-style-type: none"> <li>A. <i>Establish a sense of self-reliance and advocacy.</i></li> <li>B. <i>Establish a proficient and relevant sense civic and cultural awareness.</i></li> <li>C. <i>Establish strategies to improve productivity and decision making.</i></li> <li>D. <i>Maintain and organize all required documents and assignments (portfolio).</i></li> </ul>	1-12
<b>II. POST-HS EDUCATIONAL PLANNING AND PREPARATION</b>	<ul style="list-style-type: none"> <li>A. <i>Explore multiple post-secondary educational options.</i></li> <li>B. <i>Locate and understand post-secondary educational planning information (such as: related costs, application process, educational expectations).</i></li> <li>C. <i>Create and maintain necessary post secondary educational acquisition documents (Such as: FAFSA, Scholarship essay, letters of recommendation).</i></li> <li>D. <i>Create and track progress toward educational and/or vocational goals.</i></li> </ul>	2, 4, 5, 8, 9, 10, 12
<b>III. CAREER AWARENESS &amp; PREPARATION</b>	<ul style="list-style-type: none"> <li>A. <i>Explore multiple post-secondary career options and pathways.</i></li> <li>B. <i>Evaluate personal interests as they pertain to college and career choices.</i></li> <li>C. <i>Evaluate non-traditional workplace roles and opportunities.</i></li> <li>D. <i>Locate local career preparation opportunities.</i></li> <li>E. <i>Evaluate necessary preparations and requirements for desired careers.</i></li> <li>F. <i>Consider and evaluate the relationship between Education and Career.</i></li> </ul>	1, 2, 3, 5, 6, 9, 10, 12
<b>IV. CAREER ACQUISITION, RETENTION AND ADVANCEMENT</b>	<ul style="list-style-type: none"> <li>A. <i>Evaluate and practice proficient interviewing skills.</i></li> <li>B. <i>Locate career acquisition resources.</i></li> <li>C. <i>Create and maintain necessary career acquisition documents (such resume and activities chart).</i></li> <li>D. <i>Understand and evaluate the career acquisition process.</i></li> <li>E. <i>Understand workplace requirements, behaviors, and expectations (ex. business culture).</i></li> <li>F. <i>Demonstrate effective time and budget management skills.</i></li> </ul>	3, 4, 5, 6, 7, 12

<sup>1</sup>This document is a synthesis of the following:

“Academic Standards for Career Education and Work.” *State Academic Standards*, Pennsylvania DOE, 2008, [www.stateboard.education.pa.gov/Regulations/AcademicStandards](http://www.stateboard.education.pa.gov/Regulations/AcademicStandards).

“Oregon College and Career Readiness Definitions.” *Oregon College and Career Readiness and Success Center*, American Institute for Research, 2019, [www.ccrscenter.org/ccrs-landscape/state-profile/oregon](http://www.ccrscenter.org/ccrs-landscape/state-profile/oregon).

## THS COLLEGE AND CAREER SEMINAR: SCOPE & SEQUENCE

PORTFOLIO ELEMENT	DOMAINS	OBJECTIVE (PURPOSE)
1. "My Future Me" Project	I, II, III	<ul style="list-style-type: none"> <li>● Get students thinking about their future plans.</li> <li>● Create community and shared goals/expectations.</li> <li>● Teachers get to know students and their plans (formative assessment).</li> </ul> <p>*** Required project to complete end of term reflection</p>
2. Housing and Transportation	I, II, III	<ul style="list-style-type: none"> <li>● Reflect and plan for required expenses after high school (transportation costs, insurance, maintenance, housing, etc.).</li> </ul>
3. Activities Chart (Includes printed HS/CC transcript)	I, III, IV	<ul style="list-style-type: none"> <li>● Reflect on activities and accomplishments.</li> </ul> <p>*** Required document to complete <i>Resume</i> and <i>Letters of Recommendation</i></p>
4. Resume	I, II, IV	<ul style="list-style-type: none"> <li>● Prepare students for job acquisition process.</li> </ul> <p>*** Required document to complete <i>Letters of Recommendation</i></p>
5. THREE Letters of Recommendation	I, II, III, IV	<ul style="list-style-type: none"> <li>● Create a positive and proficient culture for students and teachers at THS regarding Letters of Recommendation.</li> <li>● Prepare students for scholarship and college applications.</li> <li>● Model and practice professional skills.</li> </ul>
6. "Career and Education Reality Check" Project	I, III, IV	<ul style="list-style-type: none"> <li>● Get students thinking about their future plans (and backup plans).</li> </ul>
7. Job Shadow/Career Presentations	I, IV	<ul style="list-style-type: none"> <li>● Evaluate possible career options.</li> <li>● Practice professional skills.</li> </ul>
8. Interview Experience Reflection	I, II	<ul style="list-style-type: none"> <li>● Practice professional skills.</li> </ul>
9. Obstacle Essay (OSAC 5 Paragraphs)	I, II, III	<ul style="list-style-type: none"> <li>● Get students reflecting on their past, present, and future.</li> <li>● Practice Professional writing skills.</li> </ul> <p>*** Required document to complete the OSAC, Scholarships, college applications.</p>
10. Completed Scholarship Applications (local and national requirement)	I, II, III	<ul style="list-style-type: none"> <li>● Get students some money for college!</li> <li>● Practice professional writing skills.</li> </ul>
11. Resources Tab (passwords, logins, websites, contact info)	I	<ul style="list-style-type: none"> <li>● Practice professional organization skills.</li> </ul>
12. End of term reflection and/or survey	I, II, III, IV	<ul style="list-style-type: none"> <li>● Reflect on learning over the term.</li> <li>● Help teachers plan for next year (formative assessment).</li> </ul>

## THS COLLEGE AND CAREER SEMINAR: WEEK-BY-WEEK

WEEK	CLASSWORK, ASSIGNMENTS, PROJECTS AND ACTIVITIES
1 (3 DAYS)	<ul style="list-style-type: none"> <li>● Syllabus and Class Expectations</li> <li>● Future Me Project (Get to know you)</li> </ul>
2	<ul style="list-style-type: none"> <li>● "Future Me Project" Presentations</li> <li>● Adulting 101               <ol style="list-style-type: none"> <li>1. Housing (renting, mortgages)</li> <li>2. Transportation (car insurance, maintenance)</li> <li>3. Automotive</li> <li>4. Building credit, credit cards</li> <li>5. Student Loans</li> </ol> </li> </ul>
3	<ul style="list-style-type: none"> <li>● Letters of Recommendation: Assignment, form and expectations</li> <li>● Resume Building</li> </ul>
4	<ul style="list-style-type: none"> <li>● Resume Building (continued)</li> <li>● Activities Chart</li> </ul>
5	FAFSA WEEK (Bring in Counselors)
6 (4 DAYS)	Career Acquisition Week: <ul style="list-style-type: none"> <li>● Alumni Visits AND/OR Bank presentation AND/OR Career presenter AND/OR Military presenters</li> <li>● Job Shadow Assignment</li> <li>● MIDTERM= Portfolio Check</li> </ul>
7	<ul style="list-style-type: none"> <li>● Career and College Reality Check Project</li> </ul>
8 (2 DAYS)	<ul style="list-style-type: none"> <li>● Career and College Reality Check Project</li> <li>● Movie</li> </ul>
9	<ul style="list-style-type: none"> <li>● OSAC "My Scholarship Essay"</li> </ul>
10	<ul style="list-style-type: none"> <li>● OSAC- "My Scholarship Essay"</li> <li>● OR Movie?</li> </ul>
11 (4 DAYS)	<ul style="list-style-type: none"> <li>● Mock Interviews</li> <li>● Local Scholarships due at the end of the week</li> </ul>
12	TBCC- Application Week (Oregon Promise)
13 (1 DAY= FINAL)	<ul style="list-style-type: none"> <li>● Portfolio Share Out: Debrief</li> </ul>

## IMPORTANT DATES

<b>2019-2020 ACT Test Dates</b>			
<b>Test Dates</b>	<b>Deadline</b>	<b>Late Deadline</b>	<b>Online Score Release</b>
Sept 14, 2019	Aug 16, 2019	Sept 1, 2019	Sept 24; Oct 10, 2019
Oct 26, 2019	Sept 27, 2019	Oct 13, 2019	Nov 12; Nov 26, 2019
Dec 14, 2019	Nov 8, 2019	Nov 25, 2019	Dec 24, 2019; Jan 7, 2020
Feb 8, 2020	Jan 10, 2020	Jan 17, 2020	Feb 18; Mar 3, 2020
Apr 4, 2020	Feb 29, 2020	Mar 16, 2020	Apr 14; Apr 28, 2020
June 13, 2020	May 8, 2020	May 25, 2020	June 23; July 7, 2020
July 18, 2020	June 19, 2020	June 29, 2020	July 28; Aug 11, 2020

## 2019-2020 SAT Test Dates

<b>SAT Test Date</b>	<b>Registration Deadline</b>	<b>Late Registration Deadline*</b>	<b>SAT Scores Release Date*</b>	<b>SAT Essay Scores Release Date*</b>
August 24, 2019	July 24, 2019	August 11, 2019	September 16, 2019	September 18, 2019
October 5, 2019	September 5, 2019	September 23, 2019	October 18-24, 2019	October 29, 2019
November 2, 2019	October 2, 2019	October 20, 2019	November 15-21, 2019	November 26, 2019
December 7, 2019	November 7, 2019	November 25, 2019	December 20-26, 2019	December 31, 2019
March 14, 2020	February 13, 2020	February 24, 2020	March 27-31, 2020	April 5, 2020
May 2, 2020	April 2, 2020	April 20, 2020	May 15-21, 2020	May 26, 2020
June 6, 2020	May 6, 2020	May 23, 2020	July 15, 2020	July 15, 2020

## English 10A Syllabus, 2019-2020

### **Instructor Contact Information:**

Mr. Sean Kelley

Room #37

(503) 842-2566 Ext. 2020

[kelleys@tillamook.k12.or.us](mailto:kelleys@tillamook.k12.or.us)

Class Code:

Hello and welcome to English 10A. The intent of this class is to build upon your foundation of writing skills so that you can write effectively and professionally. By mastering these skills, not only will you be able to succeed at Tillamook High School, but you will also have the skills to succeed in college and beyond. Throughout the trimester, we will be looking at the novel *Slaughterhouse 5* as well as a collection of short stories and poems.

### **Here are some of the major topics that we will be looking into:**

- Persuasive Letter
- Analytical Essay
- Public Speaking
- Expository Essays
- Persuasive Essays
- MLA Formatting

### **Course Objectives**

- Cite evidence used to make inferences
- Analyze the impact of word choice
- Analyze an author's tone and mood
- Analyze character development
- Format papers according to MLA guidelines
- Identify and compare poetic structure across multiple poems

\*These are more general course objectives. There will be more throughout the trimester.

### **Required Materials:**

#### **Writing Utensils:**

1. A Pencil (your main tool)
2. A Pen that is not black (for editing)
3. A Highlighter
4. Spiral Notebook or Loose Leaf Paper
5. Your Composition Notebook

#### **Paper:**

Make sure that you have paper that you are able to right on. This could be loose leaf paper, but I recommend getting a notebook with perforated edges in order to keep all work in one place.



### **Folder or Binder:**

It is important that you have something that will allow you to be organized. There will be resources handed out throughout the trimester, and it is important to make sure you hold on to them.

### **Required Texts:**

*Collections 10 Anthology and Close Reader*  
*Slaughterhouse 5*

### **Assignments and Grading**

Your final grade is based on assignments divided into two categories and graded on a weighted scale, as following:

- Assessments (60%): Essays, tests, and projects--items in this category measure your understanding of the content taught.
- Practice, participation, and homework (40%): Daily work--items in this category measure your progress toward mastery of the content.
- Grading scale:
  - A: 90-100%
  - B: 80-89%
  - C: 70-79%
  - D: 60-69%
  - F: 0-59%

\*Final grades a decimal point away from the next letter grade will only be rounded up (for example, a 89.7% B may become a 90% A) only if **all** classwork was turned in on time throughout the trimester.

### **Late Work**

- Practice, participation, and homework: It is expected that all work is completed on time. This is so that you are able to be prepared for the career path you have chosen. Every job expects tasks and projects to be completed on time. This policy is definite for any assignment that has not been excused.
- Assessments: Things do occur and life can become extremely hectic. If there is an issue and you do need an extension, please feel free to come and talk to me **BEFORE THE ASSIGNMENT IS DUE**. If you let me know ahead of time, we can arrange something to make sure that the assignment is turned in without penalty. This is called *frontloading*. Assessments are also able to be resubmitted for a new grade.
- No late assignments can be accepted after school wide homework cut-off date.

### **Make-up work**

- If you have an excused absence, you will have one day for each day of class missed to make up the work. For example, if you miss Monday and Tuesday, you will have Wednesday and Thursday to complete the work, with the new due date being Friday.
- If you have an unexcused absence, you will receive a zero for all assignments missed.
- All missed tests must be made up within two weeks of a missed test date.
- If it is a project that had a due date, extra time will not be given if student is absent.

## **Behavior Expectations:**

**The Classroom will use the Discovery Model with redirects and Problem-Solving Sheets**

### **The Six P's:**

- Prompt
- Prepared
- Polite
- Positive
- Participating
- Productive

### **Attending Skills:**

- Being in the moment
- Appropriate body language
- Appropriate eye contact
- Appropriate feedback
- Questions to clarify or validate

### **Bathroom use**

Please make an effort to use the bathroom before or after class. You may, however, use the bathroom next door to our classroom with your student handbook as hall pass at strategic times (i.e. when I am not in the middle of teaching). Only one student may leave the classroom at a time. Bathroom use will not be allowed during the first 10 minutes of class, or the last 10 minutes of class.

### **Food & Drink**

Healthy snacks and water are allowed until they become a distraction or I have to clean up after you.

### **Cell phones**

As a staff we have seen cell phones become a consistent distraction to the classroom environment. As a result, we have seen disturbing trends in student concentration, focus, and attention. We also know that social drama and even trauma enters the classroom through cell phone usage. As a staff we care too much about our students' academic success and general health and well-being to stand by and allow cell phones to have such an effect. Therefore, be informed that the following practices will be in place regarding cell phones beginning the 2019/2020 school year.

### **Google Classroom**

Our class has a **Google Classroom** linked to your school email I will use to communicate with you about various assignments, due dates, reminders, etc. It is in your best interest to check this daily. Assignments could also be submitted through **Google Classroom**. I would prefer a typed paper be submitted through **Google Classroom** rather than submitting a physical copy.

**Academic support**

- I will be in my room and available to you every day before and after school, and occasionally at lunch if you give me some advance notice. Please don't hesitate to take advantage of these times if you would like help, clarification, or even just to talk.
- On weekends, when I have meetings, or if I am not in my room for any other reason, you can always send me an email at [kelleys@tillamook.k12.or.us](mailto:kelleys@tillamook.k12.or.us). I do check school email on my personal phone fairly regularly, and will respond when able to.

Please sign and date that you have read and understand my expectations. Though I will not collect this contract from you, I will check for completion, and it will count as your first (and easiest) assignment. You should keep this in a place where you can reference it later on.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_