TAMALPAIS UNION HIGH SCHOOL DISTRICT

Career Exploration & Workplace Learning

Overview Information

Title of Course: **Career Exploration & Workplace Learning**	
Course Author(s): Alyssa Callahan	**Schools where the course will be taught:** Tamiscal High School San Andreas High School Archie Williams High School
Length of Course: Yearlong	**Subject Area and Discipline:** Elective and Interdisciplinary
Grade Levels: 10-12	**Is this course an integrated course?** No
Is this course being submitted for possible UC honors designation? No.	**Are you seeking UC approval?** If so, in what area (A-G)? Yes, Area G.
Prerequisites (required or recommended): None	**Co-requisites (required or recommended):** None
If there are prerequisites for the course, please include a justification as to why they are in place: N/A	

Introduction to the Course

Course Overview:
Career Exploration & Workplace Learning is a yearlong college-preparatory elective that prepares students for success in college, career, and civic life through interdisciplinary study of career pathways, workplace systems, postsecondary opportunities, and professional communication. Aligned with University of California Area G expectations and California Common Core literacy standards, students engage in sustained research, analytical reading, expository and reflective writing, collaborative discussion, presentations, and inquiry-based projects that develop critical thinking, communication, problem-solving, and research skills.

In alignment with the TUHSD Graduate Profile, the course develops collaboration, intercultural competence, communication, creative and independent learning, character, and critical thinking through reflection, teamwork, civic engagement, and authentic problem-solving experiences connected to students' future goals and communities.

Essential Questions:

- Who am I, and how does my identity shape my future goals?
- What are my interests, strengths, values and skills?
- What careers and industries align with my goals and identity?
- What education, training, and experiences are needed for different pathways?

- How can I effectively communicate, collaborate, and present myself professionally?
- What skills are necessary for success in the postsecondary world?
- How can I make informed decisions about my future?

Course Outcomes

- Analyze how identity, experiences, culture, and values influence career choices and future planning.
- Identify personal strengths, interests, and transferable skills.
- Research and evaluate careers, industries, and labor market trends.
- Compare postsecondary pathways including college, trade school, apprenticeships, military, entrepreneurship, and direct workforce entry.
- Demonstrate professional communication and workplace readiness skills.
- Develop career-related documents including resumes, cover letters, portfolios, and applications.
- Build networking, collaboration, and interview skills.
- Engage with a diverse range of professionals through guest speaker presentations in the classroom and career-focused events in the broader community.
- Create a comprehensive Career & Life Capstone Portfolio Presentation.

Unit 1: Identity, Interests and Career Awareness

Unit Summary:
Students will explore how identity, personality, values, strengths, culture, and lived experiences influence career interests and goals. To enter the workplace, an individual must consider marketing themselves to future employers, which requires that students develop an understanding of themselves: their unique strengths, abilities and aptitudes. Students will engage in reflective writing, discussion and research activities that connect personal identity to future educational and career opportunities.

Ultimately, this unit establishes the foundation for the entire course by helping students answer: Who am I, and how does that shape my future?

Essential Questions:

- Who am I?
- What experiences and identities shape me?
- What are my strengths, values, and interests?
- How do identity and lived experiences influence career goals?
- What motivates me?
- What does success mean to me?

Unit Outcomes:

Learning Outcomes

- Reflect on how identity and experiences influence goals and choices.
- Identify personal strengths, interests, and transferable skills.
- Analyze personality traits and work preferences.
- Explore how culture, family, community, and experiences shape perspectives.
- Develop short-term and long-term personal goals.
- Communicate self-awareness through writing, discussion, and presentation.

Standards

CCSS.ELA-LITERACY.W.9-10.3 / W.11-12.3
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- Students reflect on personal experiences, beliefs, and influences related to success.
- Students incorporate reflective storytelling and personal insight.

CCSS.ELA-LITERACY.W.9-10.4 / W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Students organize their ideas into a coherent reflective paragraph.
- Students write for an academic audience while expressing personal perspectives.

CCSS.ELA-LITERACY.W.9-10.9 / W.11-12.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Students use interview responses as evidence to support reflection and comparison of perspectives.

CCSS.ELA-LITERACY.W.9-10.10 / W.11-12.10
Write routinely over extended and shorter time frames for a range of tasks, purposes, and audiences.
- Students engage in reflective writing as part of ongoing career exploration and identity work.

CCSS.ELA-LITERACY.SL.9-10.1 / SL.11-12.1
Initiate and participate effectively in a range of collaborative discussions.
- Students conduct interviews and engage in discussions about success and values.

CCSS.ELA-LITERACY.SL.9-10.4 / SL.11-12.4
Present information, findings, and supporting evidence clearly, concisely, and logically.
- Students communicate and synthesize ideas from multiple perspectives.

Sample Unit Assignments:
Sample Assignment #1: Personal Definition of Success
- Success means different things to different people. For some people, success might mean economic accomplishments. For others, it might be helping others, having a family, being happy, feeling healthy, or doing meaningful work. Reflect on your own definition of success and compare it to the ideas of other people in your life through interviews. Write a well-developed paragraph (8-12 sentences) in which you explain your definition of success, and how it has been shaped. Reflect on how your thinking of success has been influenced or challenged by others and/or societal norms.
- Skills: Reflection, Organize Ideas, Write an Academic Paragraph, Interview & Communicate Effectively

Sample Assignment #2: Strengths and Values Analysis
- Everyone has unique strengths, skills, and values that shape who they are and influence their goals, relationships, and future careers. Reflect on your personal strengths and values while also learning how other people view you. Interview 2-3 people to gather outside perspectives about your strengths and character traits. Compare their observations to how you see yourself. This assignment is designed to help you build greater self-awareness and begin connecting your strengths and values to future career and life goals. Write a 1-2 page reflection.
- Skills: Reflection, Organize Ideas, Write an Academic Reflection, Interview & Communicate Effectively

Unit Assessment:
Sample Assessment #1: Introductory 1-Pager
- Create a visual 1-pager and short presentation that introduces who you are, what matters to you, and how your identity, strengths, and experiences may connect to future careers, goals, and life pathways. Students will make connections to:
  - Identity
  - Transferrable Skills
  - Values & Motivations
  - Reflections from Interviews

    - Career, Industries or Pathways for Further Exploration (with connections to interests and skills)
    - Future Goals
- This will be the first major artifact of the student's Career Exploration Yearlong Portfolio

Ongoing Assessment: Building a Career Exploration Yearlong Portfolio

- Students will begin building their Career & Life Portfolio by collecting reflections, assessments, goal-setting activities, and personal narratives that will later become part of their capstone project.
    - Students will create the first section of their portfolio. It should include:
        - Personal Definition of Success
        - Personality Assessment Results
        - Personal Identity Reflection
        - Strengths & Values Analysis
        - Career Interest Inventory Results
        - Future Career Goals
        - Introductory 1-Pager

Unit 2: Career Awareness & Exploration

Unit Summary:
Students will explore a wide variety of careers, industries, workplace environments, and labor market trends while developing the research and analytical skills necessary to make informed decisions about their futures. Ultimately, students will identify careers and industries that align with their evolving understanding of themselves.

Students will continue building their Career Exploration Yearlong Portfolio by collecting research, reflections, interview quotes, workplace analysis, and career exploration artifacts that will later support their final yearlong project.

Essential Questions

- What careers and industries exist?
- How do people find meaningful careers?
- What careers align with my strengths, values, and interests?
- What skills and education are required for different careers?
- What workplace environments and cultures fit different personalities and goals?
- What industries are growing? What data can we use to support that analysis?

Unit Outcomes:
Content

- Explore and analyze multiple career pathways and industries, including contemporary work trends (i.e. gig economy, remote work, freelancing, contract).
- Research education, training, salary and compensation, and labor market information.
- Identify careers connected to personal interests and strengths.
- Evaluate workplace environments and career fit.
- Conduct career-focused research and informational interviews.
- Analyze labor market trends and future career opportunities.
- Communicate career research through discussion and presentations.
- Reflect on how identity and personal values influence career choices.

Skills

CCSS.ELA-LITERACY.W.9-10.2 / W.11-12.2
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

- Students explain: career clusters, individual career pathways, workplace expectations and culture,

and labor market trends.
- Students synthesize research from multiple sources into organized analysis and written reflections.

CCSS.ELA-LITERACY.W.9-10.4 / W.11-12.4
Produce clear and coherent writing appropriate to task, purpose, and audience.
- Students organize research, interview notes and reflections into a structured assignment.

CCSS.ELA-LITERACY.W.9-10.7 / W.11-12.7
Conduct short as well as more sustained research projects to answer a question or solve a problem.
- Students conduct career-based inquiry through research and professional interviews.

CCSS.ELA-LITERACY.W.9-10.8 / W.11-12.8
Gather relevant information from multiple authoritative print and digital sources.
- Students gather and evaluate career information and labor market data from databases and career exploration websites.

CCSS.ELA-LITERACY.W.9-10.9 / W.11-12.9
Draw evidence from informational texts to support analysis, reflection, and research.
- Students use researched information to support their reflections and career analysis.

CCSS.ELA-LITERACY.W.9-10.10 / W.11-12.10
Write routinely over extended and shorter time frames for a range of tasks, purposes, and audiences.
- Students engage in ongoing reflective and research-based writing connected to career exploration as well as visual design a 1-pager on a specific career pathways.

CCSS.ELA-LITERACY.RI.9-10.1 / RI.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Students analyze career research materials and labor market information.

CCSS.ELA-LITERACY.RI.9-10.7 / RI.11-12.7
Analyze various accounts of a subject told in different mediums.
- Students use charts, graphs, websites, videos, and career databases to gather information.

CCSS.ELA-LITERACY.RI.9-10.8 / RI.11-12.8
Delineate and evaluate the argument and specific claims in a text.
- Students evaluate claims about career growth, industry demand, and future workforce trends.

CCSS.ELA-LITERACY.SL.9-10.1 / SL.11-12.1
Initiate and participate effectively in collaborative discussions.
- Students discuss career pathways, industries, and reflections with peers and career professionals.

CCSS.ELA-LITERACY.SL.9-10.4 / SL.11-12.4
Present information, findings, and supporting evidence clearly and logically.
- Students share findings or presentations, and practice professional communication skills.

Sample Unit Assignments:
Sample Assignment #1: Career Clusters
- Career clusters help organize jobs based on similar skills, interests, industries, and work environments. Students will explore multiple career clusters, reflect on which pathways interest them the most, and begin connecting their strengths, interests, and values to possible future careers.
    - Example Career Clusters include: Health Science, Arts, Media & Entertainment, Business & Finance, Education & Training, Information Technology, Engineering, Hospitality & Tourism, Law & Public Safety, Agriculture & Natural Resources, Human Services

- Skills: Research & Synthesis Informational Texts, Interpret Visual Data, Participate in Collaborative Discussions

Sample Assignment #2: Labor Market Analysis
- Choosing a career is about more than just interests. It is also important to understand: which careers are growing/declining, what jobs are in demand, salary expectations, education and skill requirements, and workplace trends. In this assignment, students will research and analyze labor market information for at least 2 careers that interest them. Their exploration will include: job outlooks, salaries, required education and skills, work environments, and future trends to better understand how careers are changing and which pathway may fit their strengths and goals.
- Skills: Research & Synthesis Informational Texts, Interpret Visual Data, Compare/Contrast Data, Reflection

Sample Assignment #3: Informational Interview & Reflection
- One of the best ways to learn about careers is by talking directly to people who work in those fields. In this assignment, students will interview a professional working in a career or industry that interests them. The interview should cover the professional's career path, education and skills, current workplace, and general work experiences. The goal is for students to move beyond online research and learn what careers are actually like for someone with real-world experience. This is an opportunity to learn about a career, but also build communication and networking skills.
- Skills: Organize Ideas, Interview & Communicate Effectively, Reflection

Sample unit Assessment:
Sample Assessment #1: Career Research 1-Pager/Infographic & Gallery Walk
- This assessment is designed to help students narrow in one career pathway, and research it in-depth. The final product is a 1-pager that encourages students to communicate their findings visually and creatively. It should include:
    - Key findings on chosen career
    - Workplace culture and environment
    - Labor market information, trends and future projections
    - Industry or Company Leaders
    - Education and training pathways
    - Connections to student's strengths and interests
- Skills: Research, Synthesis, Organize Ideas

Ongoing Assessment: Building a Career Exploration Yearlong Portfolio
- Students will create the second section of their portfolio. It should include:
    - Career Clusters Analysis & Reflection
    - Labor Market Analysis
    - Workplace Culture Findings
    - Informational Interview Key Takeaways & Reflection
    - Career Research 1-Pager

Mid-Semester Reflection:
- What careers, industries or pathways currently feel most aligned with your strengths, interests, values, and future goals? Why?
- What do you still hope to learn in order to make an informed decision about your future career goals?

Unit 3: Postsecondary Pathways and Planning

Unit Summary:
Students will investigate various postsecondary options and create a personalized plan. By exploring

postsecondary opportunities, researching the requirements for entry, and evaluating the financial costs associated with each pathway, students will be equipped to make informed decisions about their future goals and plans.

Essential Questions:

- What pathways exist after high school?
- How do people choose postsecondary options that fit their goals?
- What education or training is required for different careers?
- How do finances influence future planning?
- What are the benefits and challenges of different pathways?
- How can I make informed decisions about my future?
- What steps can I begin taking to prepare?

Unit Outcomes:

Content

- Compare multiple postsecondary pathways and opportunities.
- Research admissions, training, and certification requirements.
- Analyze the financial impact of postsecondary decisions.
- Understand financial aid and scholarships.
- Connect career goals to education and training pathways.

Skills

CCSS.ELA-LITERACY.W.9-10.2 / W.11-12.2
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

- Students explain postsecondary pathways, financial planning, career preparation, and future goals through research-based writing and reflections.

CCSS.ELA-LITERACY.W.9-10.4 / W.11-12.4
Produce clear and coherent writing appropriate to task, purpose, and audience.

- Students create organized pathway plans, reflections, research organizers, and portfolio entries.

CCSS.ELA-LITERACY.W.9-10.7 / W.11-12.7
Conduct short as well as more sustained research projects to answer a question or solve a problem.

- Students research colleges, trade schools, financial aid systems, apprenticeships, and career pathways.

CCSS.ELA-LITERACY.W.9-10.8 / W.11-12.8
Gather relevant information from multiple authoritative print and digital sources.

CCSS.ELA-LITERACY.W.9-10.9 / W.11-12.9
Draw evidence from informational texts to support analysis, reflection, and research.

- Students use researched evidence to justify pathway choices and future plans.

CCSS.ELA-LITERACY.W.9-10.10 / W.11-12.10
Write routinely over extended and shorter time frames for a range of tasks, purposes, and audiences.

- Students engage in ongoing reflection, planning, research, budgeting, and goal-setting writing.

CCSS.ELA-LITERACY.RI.9-10.1 / RI.11-12.1
Cite strong and thorough textual evidence to support analysis.

- Students analyze admissions requirements, pathway options, financial aid information, and labor market data.

CCSS.ELA-LITERACY.RI.9-10.2 / RI.11-12.2
Determine a central idea of a text and analyze its development.

- Students summarize and interpret information related to education pathways and future planning.

CCSS.ELA-LITERACY.SL.9-10.1 / SL.11-12.1
Initiate and participate effectively in collaborative discussions.

CCSS.ELA-LITERACY.SL.9-10.2 / SL.11-12.2
Integrate multiple sources of information presented in diverse formats and media.

CCSS.ELA-LITERACY.SL.9-10.4 / SL.11-12.4
Present information, findings, and supporting evidence clearly and logically.

Sample Unit Assignments:
Sample Assignment #1: Postsecondary Pathways Research

- There is no single "right" path after high school. Different people chose different pathways based on their: interests, goals, strengths, values, finances, career interests, etc. In this assignment, students will research and compare postsecondary pathways to better understand the opportunities available after high school, benefits and challenges of different pathways, education or training connected to careers, and reflect on which pathway fits them best and why.
  - 4-year/2-year College, Trade, Apprenticeship, Certification, Military, Gap-Year, Workforce Entry
  - Optional Extension: Interview an individual who selected 1 or more of your researched pathways.
- Skills: Research, Compare/Contrast, Analytical Thinking, Synthesis

Sample Assignment #2: Financial Aid & Scholarship Search

- Students should explore the financial cost associated with postsecondary options. In this assignment, students will research at least two different postsecondary pathways and the costs and strategies for paying for education and training, including: scholarships, grants, and financial aid opportunities such as FAFSA/CADAA. The goal is for students to become more informed, prepared, and confident about future financial planning.
- Skills: Research, Compare/Contrast, Analytical Thinking, Synthesiswhat

Sample Unit Assessment:
Sample Assessment #1:End-of-Semester Reflection

- A goal of this course is to create an informed, thoughtful, and realistic plan based on your current goals and research findings. This reflection could take one of the following formats:
  - Vision Board w/Analysis
  - Website or Blog
  - Canva Infographic w/Analysis
- No matter the format, the student must:
  - Discuss and reflect on the postsecondary pathways they explored, and the rationale behind the pathways they would choose to follow. The rationale should include, but not limited to a discussion of the following:
    - Benefits and challenges of what led to their decision: prerequisites (if any), financial costs and planning, connections to career pathways (researched in Unit 2) and why/how it aligns with their strengths, values and short- and long-term goals (identified in Unit 1)
- Skills: Research, Synthesis, Critical Thinking, Incorporating Visual Data, Reflection

Ongoing Assessment: Building a Career Exploration Yearlong Portfolio

- Students will create the third section of their portfolio. It should include:
  - Postsecondary Pathways Research Findings
  - Financial Aid & Scholarship Search Findings
  - End-of-Semester Reflection

Unit 4: Professionalism, Communication, and Workplace Skills
Including: Workplace Rights, Responsibilities & Advocacy

Unit Summary:
In this unit, students will develop professional, interpersonal, and workplace readiness skills needed for success in jobs, internships, and future careers. Students will also learn how to navigate job applications, interviews, and a range of workplace scenarios. By analyzing different workplace scenarios, students will gain insight into conflict resolution, workers rights and protections, self-advocacy, and how to recognize fair, safe, and equitable workplace practices. Students will engage in collaborative activities and discussion, research and reflective writing.

Essential Questions
- What makes someone professional? What does professionalism look like in different workplaces?
- How do communication and collaboration impact workplace success?
- What skills do employers value?
- What rights and protections do workers have?
- How do employees advocate for themselves respectfully and effectively?
- How can workplace conflict be resolved professionally?
- What responsibilities come with being part of a workplace community?

Unit Outcomes:
Content
- Demonstrate professional communication skills.
- Analyze workplace expectations and professional behavior.
- Practice collaboration, leadership, and conflict resolution.
- Create professional workplace readiness documents.
- Prepare for interviews and workplace interactions.
- Understand basic worker rights and labor protections.
- Analyze workplace case studies and ethical dilemmas.
- Reflect on personal workplace strengths and growth areas.

Skills

CCSS.ELA-LITERACY.W.9-10.2 / W.11-12.2
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
- Students explain workplace expectations, worker rights, ethical dilemmas, and professional skills through reflections, case studies, resumes, and workplace analyses.

CCSS.ELA-LITERACY.W.9-10.4 / W.11-12.4
Produce clear and coherent writing appropriate to task, purpose, and audience.
- Students create professional emails, resumes, cover letters, reflections, and workplace communication samples.

CCSS.ELA-LITERACY.W.9-10.7 / W.11-12.7
Conduct short as well as more sustained research projects to answer a question or solve a problem.

CCSS.ELA-LITERACY.W.9-10.8 / W.11-12.8
Gather relevant information from multiple authoritative print and digital sources.
- Students analyze labor law resources, workplace scenarios, and professional communication examples.

CCSS.ELA-LITERACY.W.9-10.9 / W.11-12.9
Draw evidence from informational texts to support analysis, reflection, and research.
- Students support workplace case study responses and worker rights analyses using researched

evidence.

CCSS.ELA-LITERACY.RI.9-10.1 / RI.11-12.1
Cite strong and thorough textual evidence to support analysis.

- Students analyze workplace policies, labor law information, ethical scenarios, and worker protections.

CCSS.ELA-LITERACY.RI.9-10.2 / RI.11-12.2
Determine a central idea of a text and analyze its development.

- Students summarize and analyze informational texts related to workplace professionalism and worker rights.

CCSS.ELA-LITERACY.SL.9-10.1 / SL.11-12.1
Initiate and participate effectively in collaborative discussions.

CCSS.ELA-LITERACY.SL.9-10.5 / SL.11-12.5
Make strategic use of digital media and visual displays of data.

Sample Unit Assignments:

Sample Assignment #1: Resume, Cover Letter and LinkedIn Profile

- Students will examine a range of examples of resumes, cover letters, and LinkedIn pages, and identify the components required of each. Students will create their own professional resume, formal cover letter tailored to a specific career or job opportunity, and a LinkedIn profile.
- Skills: Precise Language, Professional-style Writing & Communication

Sample Assignment #2: Mock Interview

- Interviews are an important part of jobs, internships, scholarships, leadership programs, college admissions, and career opportunities. Interviews help employers and organizations learn more about an individual's communication skills, experiences, strengths, personality, professionalism and readiness to learn and grow. Students participate in mock interviews to help build confidence, improve communication skills, practice answering questions professionally, learning how to present oneself positively, and prepare for future opportunities. Together, students will review their resume and cover letter, research opportunities and positions, practice common interview questions, prepare responses and helpful strategies (STAR method), and identify strengths, experiences, and goals they want to make sure to share. Afterwards, students will write a reflection to be included in the yearlong portfolio.
- Skills: Professional Communication, Reflection

Sample Assignment #3: Digital Footprint Analysis

- In an era where colleges, employers, scholarships, and even peers can easily access and evaluate online content, understanding and managing your digital footprint is an essential life skill that can directly impact future opportunities, relationships, reputation, and professional success. In this assignment, students will analyze how digital footprints are created, how online actions can affect opportunities, what digital professionalism looks like, and how people can build a positive online presence. Students will review and analyze a range of scenarios with prompts to guide their thinking on the actions, impacts, and how students could handle each scenario differently. Ultimately, students will reflect in writing on the following prompt: What responsibilities do people have when communicating and interacting online, and how can digital choices impact future opportunities and relationships?
- Skills: Analysis, Collaborative Discussion, Reflection

Sample Assignment #4: Workplace Scenarios & Conflict Resolution

- Conflict and challenges happen in every workplace. The purpose of this assignment is to learn how to respond professionally and respectfully. In groups, students will review and discuss a range of scenarios (group projects, schedule conflict, miscommunication with a customer, harassment, unsafe working conditions, feeling excluded, ownership over work, bias and/or discrimination, conflict between colleagues, etc.). Students will be given prompts to guide their thinking, and to consider: the source of

conflict, problem-solving or conflict resolution strategies, and healthy and professional responses to conflict.
- Skills: Professional Communication, Analysis, Reflection

Sample Assignment #5: Workers' Rights Case Study
- Workers have legal rights and protections designed to help create safe workplaces, fair treatment, respectful environments, and equal opportunities. However, many workers may not fully understand their rights, workplace protections, and how to advocate for themselves if problems occur. The goal of this assignment is to identify key worker rights/protections and analyze real-world workplace-related court cases or labor disputes.
- Skills: Research, Synthesis, Analysis, Discussion

Optional Extensions: Elevator Pitch, Networking Reflection, Digital Citizenship Analysis
- Elevator Pitch: a 30-60 second professional introduction that explains who you are, your interests and strengths, goals, and what makes you unique. This assignment could be used before or after the resume assignment.
- Networking Reflection: Networking is an opportunity to build professional relationships and connections with people who can share advice, offer support, provide information on careers and pathways, and connect you to opportunities. Engage in a networking conversation, and write a reflection on the experience to be included in your yearlong portfolio.

Sample Unit Assessment:
Sample Assessment #1:
- Create a 1-page visual or infographic of how this unit's topics relate to your selected career field.
    - Key skills, strengths, values, etc. to emphasize in a resume or cover letter for that career pathway
    - 3-5 potential interview questions & responses for that career field
    - 3-5 workers rights & protections particular to that career field
- This visual or infographic will serve as a cover page for this section of the yearlong portfolio.
- Skills: Synthesis, Visual Data, Reflection

Ongoing Assessment: Building a Career Exploration Yearlong Portfolio
- Students will create the fourth section of their portfolio. It should include:
    - Resume and Cover Letter
    - Mock Interview Reflection
    - Conflict Resolution Findings & Reflection
    - Workers Rights & Protections
    - Unit Reflection

Unit 5: Experiential Learning & Career Exposure

Unit Summary: This unit includes two participation pathways:
- for students *with* a formal placement
- for students *without* a formal placement

Across both pathways, students develop workplace readiness skills including communication, teamwork, professionalism, accountability, time management, adaptability, and professional writing while exploring career pathways connected to their interests.

This structure helps create equitable access to workplace learning experiences for students who may face barriers to traditional internships while still providing meaningful opportunities for applied learning, career exploration, and professional growth.

Essential Questions:
- What skills, habits, and mindsets contribute to success in professional environments?
- What can students learn from workplace experiences, even in simulated environments?

- What does professionalism look like across different careers and workplace settings?
- How does collaboration, problem-solving, and adaptability help people navigate workplace challenges?
- How do reflection and feedback support personal and professional growth?

Unit Outcomes:

Content

- Develop and demonstrate professional workplace behaviors including accountability, communication, collaboration, adaptability, and time management.
- Apply career readiness skills in authentic or simulated workplace environments through project-based learning and experiential learning tasks.
- Communicate professionally in a variety of formats, including presentations, meetings, email communication, networking interactions, and workplace discussions.
- Analyze and respond to workplace challenges using problem-solving, collaboration, and conflict resolution strategies.
- Explore career pathways through hands-on experience, workplace simulations, and professional mentorship.
- Demonstrate initiative, self-direction, and responsibility while managing long-term projects and collaborative tasks.
- Reflect on strengths, interests, workplace skills, and growth areas in order to better understand career goals and professional identity.

Skills: Whether it is through project-based learning or a real-world task at a formal placement, students will develop the following skills:

CCSS.ELA-LITERACY.W.11-12.2
Write informative/explanatory texts to examine and convey complex ideas clearly and accurately.

CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.11-12.5
Develop and strengthen writing through planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-LITERACY.W.11-12.7
Conduct short as well as more sustained research projects to answer a question or solve a problem.

CCSS.ELA-LITERACY.SL.11-12.1
Initiate and participate effectively in collaborative discussions.

CCSS.ELA-LITERACY.SL.11-12.2
Integrate multiple sources of information presented in diverse formats and media.

CCSS.ELA-LITERACY.SL.11-12.4
Present information, findings, and supporting evidence clearly and logically.

CCSS.ELA-LITERACY.SL.11-12.4
Present information, findings, and supporting evidence clearly and logically.

Sample Unit Assignments:

For those *without* a formal placement:	For those *with* a formal placement:
Sample Assignment #1: Workplace Simulation ● Students are grouped by career pathways of	Sample Assignment #1: Weekly Reflections ● Students will write weekly reflections on their

interest, and given a project to simulate a real-world task. For example, a healthcare team develops a community wellness campaign, a business team creates a marketing proposal, an engineering team solves a design challenge, a public service team research community issues, a media team develops social media/public messaging, among other career pathway possibilities. Together, students will need to assign roles, create a project proposal along with a timeline with clear delegation of tasks, share progress updates, participate in feedback cycles, and reflect on project challenges. Each group will face simulated challenges along the way, for example: budget cuts, team conflict, public criticism, communication breakdowns, etc. and will need to navigate them to finish their project successfully. Ultimately, students will formally present their work for feedback, and write reflections on the process. ● Skills: Collaboration, Communication, Organization, Reflection <u>Sample Assignment #2</u>: Guest Speaker Reflection ● Students have the opportunity to engage with a diverse range of professionals through a speaker series. Each session will include a Q& A component, allowing students to ask questions and deepen their understanding of various career pathways and experiences. Following each session, students will write a reflection analyzing their key takeaways, and connections to their own goals and interests. ● Skills: Listening, Synthesis, Analysis, Reflection <u>Extension Opportunities:</u> While a student may not have a formal placement, students could participate in any of the following one-off experiential learning opportunities: ● Job shadow ● Community service ● Career mentor conversation ● Field trip	experiences and growth. The following prompts will help guide student reflection: ○ What tasks, responsibilities or experiences did you participate in this week, and what/how did they help you learn about the workplace or career field? ○ What professional skills did you practice or improve this week (communication, teamwork, problem-solving, adaptability, etc.), and how did you demonstrate them? ○ Describe a challenge, question or unexpected situation you experienced this week. How did you respond, and what did you learn from it? ○ What did you observe about workplace culture, professionalism or collaboration during your internship this week? ○ How did this week's experiences help you better understand your interest, strengths, career goals or areas for future growth? ● Skills: Communication, Reflection, Analysis <u>Sample Assignment #2</u>: Internship Supervisor Interview & Reflection ● Students will interview their supervisor to gain better insight into the supervisor's: ○ Career trajectory and experiences ○ The connections between their education and career ○ Workplace culture and how they navigate it ○ Challenges and how they have overcome them ○ Mindsets, skills, attributes, etc. ● Skills: Communication, Listening, Synthesis, Reflection <u>Note</u>: Students *with* a formal placement will also have the opportunity to participate in the speaker series.

Sample Unit Assessment:

For those *without* a formal placement:	For those *with* a formal placement:
<u>Sample Assessment #1</u>: Panel Feedback on Group Project	<u>Sample Assessment #1</u>: Professional Mentor Evaluation of Student Experience

● A panel will review each group's real-world project and provide constructive feedback on the team's professionalism, communication, collaboration, creativity, problem-solving, and ability to develop realistic and effective project plans. Panelists will also evaluate how clearly students explain their ideas, connect their work to authentic workplace expectations, and demonstrate career readiness skills through their presentation and final product. ● Skills: Professionalism, Communication, Collaboration & Teamwork, Initiative & Adaptability, Career Readiness, Reflection	● The mentor assigned to the student will provide feedback on the student's professionalism, communication, reliability, initiative, collaboration, adaptability, and overall workplace readiness throughout the internship experience. Mentors will assess how effectively students engage in workplace responsibilities, respond to feedback, contribute to the work environment, and demonstrate growth, responsibility, and professional behavior in a real-world setting. ● Skills: Professionalism, Communication, Collaboration & Teamwork, Initiative & Adaptability, Career Readiness, Reflection

Ongoing Assessment: Building a Career Exploration Yearlong Portfolio

- Students will create the fourth section of their portfolio. It should include:
  - For those *without* a formal placement: artifacts from their project, including a project proposal, presentation documents, and reflection among other potential artifacts.
  - For those *with* a formal placement: artifacts from their experience, including weekly reflections, photographs, emails, and reflection among other potential artifacts.
- Skills: Professionalism, Communication, Career Readiness, Reflection

Unit 6 Career Exploration Portfolio & Presentation

Unit Summary:
The project requires students to synthesize their learning from the entire year into a comprehensive portfolio and professional presentation that demonstrates career readiness, future planning, and personal growth. Ultimately, students will analyze their identities, strengths, interests, values, career research, postsecondary plans, workplace readiness skills, and experiential learning to create a realistic and informed future pathway plan. The portfolio and presentation is meant to be both reflective and practical, and is designed to help students answer the following question: Who am I, where am I going, and how will I get there?

Essential Questions

- How has my identity shaped my goals and future plans?
- What careers and pathways align with my interests, strengths, and values?
- What experiences have influenced my growth?
- What skills have I developed throughout this course?
- What are my next steps after high school?
- How can I present myself professionally and confidently?

Unit Outcomes:
Content:

- Reflect on personal growth and identity development.
- Demonstrate knowledge of careers and postsecondary pathways.
- Present evidence of career readiness and professionalism.
- Communicate future goals clearly and effectively.
- Develop a realistic action plan for life after high school.
- Synthesize multiple assignments and experiences into a cohesive portfolio.

Skills:
Common Core Alignment

CCSS.ELA-LITERACY.W.11-12.2
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

- Students explain career goals, reflect on workplace learning, analyze growth, and communicate understanding through portfolio reflections and written artifacts.

CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing appropriate to task, purpose, and audience.

- Students create professional-quality resumes, reflections, career plans, and portfolio components tailored to academic and professional audiences.

CCSS.ELA-LITERACY.W.11-12.5
Develop and strengthen writing through planning, revising, editing, rewriting, or trying a new approach.

- Students revise portfolio artifacts throughout the year based on teacher, peer, mentor, and self-assessment feedback.

CCSS.ELA-LITERACY.W.11-12.7
Conduct sustained research projects to answer a question or solve a problem.

- Students synthesize career research, labor market analysis, workplace experiences, and postsecondary planning into a cohesive portfolio.

CCSS.ELA-LITERACY.W.11-12.8
Gather relevant information from multiple authoritative print and digital sources and integrate the information effectively.

CCSS.ELA-LITERACY.W.11-12.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Students will reference and include evidence from their various assignments throughout the year.

CCSS.ELA-LITERACY.SL.11-12.4
Present information, findings, and supporting evidence clearly and logically.

- Students deliver a formal capstone presentation defending their portfolio, growth, and future goals.

CCSS.ELA-LITERACY.RH.11-12.7
Integrate and evaluate multiple sources of information presented in diverse formats and media.

- Students synthesize research, data, visuals, interviews, and reflections into a unified portfolio.

TUHSD Graduate Profile Alignment
While each assignment and assessment completed so far is individually aligned with TUHSD Graduate Profile, this yearlong portfolio is a culmination of that work, and aligned in the following ways:

- Collaboration: Students engage in collaborative learning throughout the course and often refine their work through feedback.
- Critical Thinking: Students demonstrate critical thinking by synthesizing multiple forms of evidence into a cohesive portfolio and justify future plans using their work from the year.
- Cultural Competence: Students reflect on how identity, culture, opportunity, and systemic factors shape career pathways.
- Communication: Students must clearly and effectively communicate complex ideas in both written and oral formats, and organize their learning into a professional portfolio to present their career journey to an authentic audience.
- Creative and Independent: The portfolio requires students take ownership over their learning by selecting artifacts, organizing evidence, and designing a professional representation of their growth and goals.
- Character: Students demonstrate responsibility, perseverance, integrity, and professionalism through

sustained completion of yearlong portfolio.

Sample Unit Assignments:

Sample Assignment #1: Goal Setting

- Throughout this course, students have explored careers, completed research projects, reflected on workplace learning experiences, developed communication skills, and built a portfolio of artifacts that demonstrate their growth. This assignment will ask students to use that work to create meaningful short-term and long-term goals connected to their personal, academic, and professional future. Ultimately, this assignment is an opportunity to reflect on who they are now, what they have learned about themselves, what skills they have developed, and where they want to go next. Goals should be informed by the research, reflections, workplace experiences, presentations, assessments, and portfolio artifacts they have completed throughout the course.
- Skills: Synthesis, Incorporating Evidence, Critical Thinking, Reflection

Sample Assignment #2: Obstacles/Barriers Analysis

- For this assignment, students will critically examine the obstacles or barriers that could impact their future goals and create realistic strategies for overcoming those challenges. It's not about focusing on the problems, but about recognizing challenges honestly, thinking critically, and creating actionable plans that support success. It's about learning how to adapt, seek support, and problem-solve.
- Potential Barriers to Examine: financial, executive functioning skills, motivation/confidence, mental health, transportation, access, communication, academic readiness, lack of experience, networking, etc.
- Prompts to Guide Student Thinking:
    - What challenges did you already experience this year?
    - What skills helped you overcome those challenges?
    - What barriers could impact your future goals? Did your research or interviews reveal how professionals deal with similar obstacles?
    - What support systems do you already have?
    - What habits or skills still need growth?
- Skills: Critical Thinking, Analysis, Reflection

Sample Unit Assessment:

Sample Assessment #1: End-of-Year Reflection

- Students will write an end-of-year reflection on their learning and experiences in Career Explorations. This final reflection will serve as the closing statement in their yearlong portfolio.
- Sample Prompts to Guide Student Thinking:
    - How has this course changed your thinking about your future?
    - What did you learn about yourself through this course?
    - What TUHSD Graduate Profile Skills did you strengthen most?
    - What skills and habits will help you most after high school?
- Skills: Synthesis, Critical Thinking, Analysis, Reflection, Written Communication

Sample Assessment #2: Portfolio Presentation

- Students will finalize their yearlong portfolio, a curated collection of their best work from the year. Afterwards, they will create a formal presentation in which they share their work, but more importantly, their growth over the course of the year. The presentation should address: evidence of their career readiness, future goals and plans, and reflection on future growth.
- Skills: Synthesis, Critical Thinking, Analysis, Reflection, Presentation

Recommended Resources:

1. O*NET Online: Students can explore hundreds of occupations, including skills, education requirements,

work environments, and salaries.
2. My Next Move: A career database similar to O*NET Online, but also a resource for career exploration tools, like an interest profiler.
3. Occupational Outlook Handbook (U.S. Bureau of Labor Statistics): Provides salary information, job outlook projections, education requirements, and employment trends for hundreds of careers.
4. California CareerZone: California-specific data, including lifestyle budgeting, career assessments, and wage information.
5. CareerOneStop (U.S. Department of Labor): Career assessments, occupation information, training programs, resume tools, interview practice, and job-search resources.
6. Roadtrip Nation: Features authentic interviews with professionals from a wide variety of backgrounds discussing career journeys, setbacks, and successes.
7. BigFuture by College Board: Resource for exploring careers, colleges, training programs, scholarships, and career pathways.
8. CaliforniaColleges.edu: Useful for California students and college planning, financial aid, and application support.
9. Apprenticeship.gov: Explore apprenticeship opportunities in trades, healthcare, technology, and other fields.
10. LinkedIn Career Explorer: Helpful for understanding transferable skills, networking, and modern career pathways.
11. *Designing Your Life* by Bill Burnett and Dave Evans: A career development book to help individuals design fulfilling and professional lives. Its core framework centers on five mindsets: Be Curious, Try Stuff, Reframe Problems, Know It's a Process, and Ask for Help.
12. Podcasts:
    a. What It's Like To Be… with Dan Health: A podcast for those curious what it would be like to walk in someone else's work shoes. The host explores one profession at a time, interviewing people who love what they do.
    b. *How I Built This with Guy Raz* (NPR → Wondery): Interviews with entrepreneurs to learn how they built their brands.
    c. The Secret Life of CEO's Series from *Freakonomics*: Profiles of career trajectory and lives of CEO's.
    d. *We Regret to Inform You: The Rejection Podcast*: Stories of successful people who overcame career rejection, and the lessons they learned in the process.
    e. Squiggly Careers: Argues not all career paths are linear, and that we should embrace "squiggly" careers with frequent moves between roles and industries.

Board Approval Date: 2/28/1995
Revision: 5/11/2010, 05/2026
UC (a,b,c,d,e,f) Approval Date: UC G approved 06/30/2026