

***Instructor***: Mr. Christopher J. Hekeler ***Room(s)****:* MBA 202

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**Course Objective:**

Branded! Career ID is a senior level course designed to assist students in (a) discovering their personal strengths and abilities, (b) understanding opportunities available to them in different career areas, and (c) practicing skills necessary to excel in the workforce and in postsecondary learning.

The course provides students an opportunity to discover their present interests, values, aptitudes, skills, and personality type. Personal career development opportunities include a mock interview with a community member, exploration of the qualities and characteristics of an ideal employee and the creation of a resume, cover letter, networking and individualized student portfolio.

Upon completion of this course, proficient students will know and exhibit soft skills (e.g. teamwork, creative thinking, and problem solving), as well as more technical skills (e.g. resume building and written communications) related to career exploration and experience.

In essence, this course is designed to help student create a personal brand and build the confidence and ability to market themselves to potential colleges, employers and others.

**Business Expectations *for* Success:**

* Be on time & ready to learn!
* Contribute & participate in class discussion.
* Be prepared & responsible for all assignments.
* Be respectful of your classmates and instructor.
* Follow instructions & behave in a well-respected manner.
* Consciously observe cell *phone etiquette*.

**Course Goals:**

* The student develops skills for success in the workplace.
* The student applies work ethics, employer expectations and interactions with diverse populations, and communication skills in the workplace.
* The student applies academic skills to job skills.
* The student applies ethical behavior standards and legal responsibilities within the workplace.
* The student evaluates personal attitudes, skills and work habits that support career retention and advancement.
* Research potential colleges, technical schools, and career options for after high school
* Make themselves more marketable
* Understand what the expectations are in various career fields
* Develop effective verbal and written communication skills

**Course Standards:** All projects will be evaluated based off course standards:

*Assessing & Analyzing Information (AAI)*

* Use appropriate research tools, including technology and digital media, to access and organize information from multiple sources.
* Analyze the accuracy, bias, and usefulness of information.
* Synthesize and analyze information from multiple sources to draw conclusions and/or ask questions.

*Creativity (CR)*

* Demonstrate originality and inventiveness in work

*Content Knowledge (CK)*

* The student understands the central concepts, theories and structures of the topics presented in the course.

*Clear and Effective Communication (CEC)*

* Demonstrate organized communication through varied modes (oral, written and/or performance). Collect, analyze and respond to information gathered from active listening.
* Use evidence and logic purposefully in communication.
* Select and use communication strategies (including technology and digital media) appropriate to the audience, context, and purpose.
* Select and use communication strategies and interpersonal skills to collaborate with others.

*Initiative, Self-Direction & Accountability (ISDA)*

* Demonstrate flexibility, including the ability to incorporate new ideas and information to adjust goals and actions.
* Identify and analyze personal strengths, challenges, and potential.
* Apply knowledge to set goals, make decisions and assess new opportunities.
* Demonstrate initiative and apply knowledge to seek support and advance learning.
* Demonstrate responsibility for learning and concern for quality.



**Course Resources:**

Assignments, notes, handouts and other documents will be posted to **Edmodo** throughout the year. This is a vital portal to gain information. Students (Parents) who miss class are required to log onto their Edmodo account for their missed work. Your classmates are your allies, use them as resource! If your instructor is absent; your daily assignment will be post on Edmodo.

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| --- | --- |
| **Critical Class Resources** | **Notes:** |
| Power School | Individual Student ID: |
| Edmodo | User Code: |
| Quia.com | Assessment Website: Login to Follow |
| Remind App | Enter: 81010 / Text Message: @chekele |
| Textbook | No Text; Teacher Supplied Materials |
| Personal Notebook | Student Provided |
| Portfolio Website | Individual Student ID / Google Sites |
| Linked In | Professional Networking Account |

**Daily Opener:**

Each class period will open with an interview question that will prepare you for upcoming interviews throughout the year. You will be responsible for writing the question, your initial response and any additional background information regarding the question to your portfolio. If you are late, absent or failed to complete the daily opener it is your responisbility to obtain the question from a classmate. The information will not be reposted or repeated. A grade will be scored at the end of each trimester!

**Branded! Career Portfolio Requirements**

Each student is required to complete a working portfolio that contains all required work products and the location all documents will be evaluated and assessed.

On-Line Portfolio must include the following:

* Home Page
* Personal Bio Information
* Personal Logo / Business Cards
* Personal Mission Statement
* Career Goals
* Cover Letter
* Resume
* Letter of Application
* Thank You Letter
* Skills, Values, Interests and Attributes
* Education and Training
* Community Affiliations
* Letter of Recommendations
* Career Research Project
* Other…TBD

**Branded! Career ID Course Outline**

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| --- | --- | --- | --- |
| **Unit** | **Content Topics** | **Major Tasks** | **Standards** |
| **Evaluating Your Brand** | Skills, Values, Interests, Goals, Needs & Wants, Strengths & Weaknesses, Aptitudes, Learning Styles, & Perspectives | Creating Personal Brand Collage That Represents Who You Are & Showcases a Life Path | CEC, CR, ISDA |
| **The Employment Process** | Applications, Want Ads, Resumes, Cover Letters, Networking, Job Searches, Handshakes, Attire/Dress & Employment Interviews. | Develop a Career Profile for a Mock Employment Simulation!  SHRM -UNH | CEC, AAI, ISDA |
| **Career Plan** | Careers Research: Various Career Options, Advancement & Growth Potential, Education/Training Requirements, Salary Range, Benefits, Informational Interview | Career Research Project. | AAI, ISDA |
| **Personal Branding** | Branding Plan: Mission Statement, Personal Logo, Business Letterhead, Business Cards, Brochure | Create a Personal Branding Plan | CEC, CR, ISDA |
| **Employment Reality** | Employment Terminology & Concepts, Accepting & Resigning, Etiquette, Workplace Ethics, First Day on Job, Workplace Legal Matters, Social Media Impact, Time Management | TBD | AAI, ISDA |
| **Portfolio** | Home Page, Personal information  Branding Materials, Career Research, Cover letter & Resume,  Applications, Thank You Letter  Brand Collage, Community Affiliations, 3 Letters of Recommendations… | Students will Create a Career Portfolio. | CEC, CR, ISDA |
| **Final Exam & Assessment** | Culmination of Students Learning Activities Over The Year. | Final Interview with a Business Professional, Written Exam and Resignation Letter From MBA! | CEC, ISDA, |

**Feedback & Evaluation:**

Exemplary, Competent, Emerging and Novice mastery rubric scale. Assessment will be both formative (practice/homework) and summative (projects, quizzes and exams), however, the formative assessments will not be graded. These assignments and practices will appear with a “score” in the grade book to document practice and progress towards mastery of our learning standards, however, those points will not count towards the final grade. Assignments are due at the *start* of each class period and will be graded using the following chart.

Student will have to make-up any summative projects or assessments to achieve mastery. Formative tasks are not available for makeup as they are just measuring sticks towards mastery!

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Mastery Evaluation** | | | | **“Standard Grading” Equivalent** |
| EX | Exemplary | Exceeds w/ Distinction | 4 | 100 |
| CXE | Comp/Exemplary | Exceeds Standard | 3.5 | 93 |
| **CM** | **Competent** | **★Meets Standard★** | **3** | **85** |
| EM | Emerging | Approaching Standard | 2 | 70 |
| NY | Novice | Not Yet Met Standard | 1 | 60 |
| NE | No Evidence | No Evidence of Work | - | 50 |



**My Personal Message to You…**

I am excited and proud to be teaching this course because I know how valuable the skills learned this year are to your future. My goal for you this year is provide you the tools to be successful in life after high school. I want to help you discover your talents then cultivate and strengthen them further. This course is not about receiving a grade, but rather unlocking who you are and branding yourself for a bright future.

If at any point you are having difficulties with anything covered in this course, see me as soon as possible. I want you ask questions in class that clarify concerns or probe further discussions about various topics. If you do not want to ask a specific question in class, please see me after class or before or after school. The biggest error we can make in our education is not asking questions or requesting assistance. I expect you to work hard this year; however I will never give you an assignment or expect you to do anything I haven’t already done or wouldn’t/couldn’t have done myself.

The next page requests contact information, providing an email address is essential for parent/teacher communication. If there are questions regarding grades, discipline, assignments and overall class performance, please reach out. I will respond in a timely fashion to your concerns. Periodic progress reports will be sent as well.

The more information you provide the better we can both assist your child’s education. Please indicate or list any additional comments that you would like me to know concerning your son or daughter. (Ex. Health, family, learning styles or behavioral issues)

**Parents & students please check your Power School, Edmodo and Remind App for progress updates.**

I try to contact parents as much as possible, however feel free to call me for an update as well. Early communication benefits all of us!



**Branded! Career ID**

Parents/Guardians please read this syllabus over with your student(s) and complete the bottom portion. *This is their first homework assignment.*

**Parent/Guardian Contact Information**  *Please* ***PRINT!***

Printed Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Printed Parent Name(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Relation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Home Phone #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Work Phone #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cell Phone #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Email Address***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please Make Sure Email Address can be read ***Clearly***!!!

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

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Comments**: (Use back if needed)