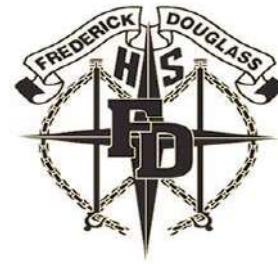


# COURSE SYLLABUS

## Career Technology Instruction



**Teacher:** Toye Rhyne  
**Room Number:** 25  
**Semester:** Fall 2016/Spring 2017  
**Textbook:** n/a  
**Textbook Price:** n/a

**Phone Number:** 404-802-5383  
**Email:** trhyne@atlanta.k12.ga.us  
**Tutorial Days:** Wednesdays  
**Tutorial Hours:** 4:00 to 5:00  
**Tutorial Location:** To Be Determined

### Service Description:

*The Georgia Career and Technical Instruction support service is designed to support students with disabilities enrolled in Career, Technical and Agricultural Education classes. The goal of the secondary level services is to provide these students with job-entry skills at the completion of the CTAE experience. The role of the career and technical instruction coordinator is to provide resource assistance to students with disabilities served under the Individuals with Disabilities Act (IDEA) in the CTAE program and to coordinate the services needed for the learner to acquire his/her goals that pertain to post-secondary options.*

### Course Content:

*The CTI Program provides structured Work-Based experiences for students with disabilities. Work-Based Learning experiences are divided into two primary categories; both and non-paid experience.*

### Goal:

*The goal of the CTI Program is to provide students with disabilities, entry-level job skills and coordinate the student's course of study with short and long-range career goals through an Individualized Education Plan (IEP).*

### Enrollment Requirements:

*A student enrolled in CTI Program must be diagnosed as a student with disabilities and placed into the Special Education program through the local school system's Special Education Placement Committee. The Legally recognized disabilities for the CTI program are Mildly Intellectually Disabled, Autism, Learning Disabled, Behavior Disorder, Orthopedically Disabled, Visually Impaired, Speech Impaired, Hearing Impaired, Other Health Impaired. Students must have junior status or a minimum of 17 credits. They must be a minimum age of 17. They must have good school attendance and no excessive behavior infractions. Student must also be enrolled in a CTAE/Pathway Course.*

**Objective:**

*The Objective of the CTI Work-Based Learning Course / program will be to provide experiences in the following areas to assist students with disabilities with career awareness, soft job skills, and gainful employment, if eligible. Eligible students who are enrolled in the CTI Caseload will participate in the following activities with both the CTI Coordinator and the Marriott Bridges Coordinator with signed permission from their parent or guardian:*

*Apprenticeships  
Cooperative Education  
Clinical Experiences  
College/Industry Tours  
Internship*

*Job Shadowing/Job Sampling  
School-Based Enterprises  
Career Awareness Activities  
Career Exploration  
Instructional Related Activities*

*A state mandated End of Course Test (EOCT) is not required*

**Prerequisite:** *Students must be a minimum of age 17 and have a minimum of 17 credits or junior status as well as have both a current psychological and current IEP. They must also have enrollment in a CTAE class, state id, original social security card, and original birth certificate and other documentation for enrollment into vocational agencies and to meet application criteria for possible employment.*

**Course Content Standards:**

**GPS Focus Standards:**

**MSCA6-1-** Students will understand the personal nature of work and how it relates to them as individuals and as integral parts of society.

- a) Identify reasons why individuals work (economic, social, and psychological)
- b) Compare and contrast jobs vs. careers.
- c) Determine viable career options (high-demand, high-skilled, and high-wage).

**GPS Academic Standards:**

**M6P4** – The students will make connections among mathematical ideas and to other disciplines.

**SS6E4** – The student will explain personal money management choices in terms of income, spending, credit, saving, and investing.

**ELA6LSV1** – The students participates in student-to-teacher, student-to-student, and group interactions.

**ELA6LSV2** – The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.

**ELA6W3** – Students uses research and technology to support writing.

**National / Local Standards / Industry / ISTE:**

**PS4.K1 - Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).**

**ED2.K6 - Identify specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs).**

**CM1.K5 - Recognize that changes in you and the world of work can affect your career plans.**

**CM3.K2 - Recognize that career information includes occupational, education and training, employment, and economic information and that there is a range of career information resources available.**

**CM3.K4 - Identify several ways to classify occupations.**

**CM5.K1 - Identify societal needs that affect your career plans.**

**Course Outline: Career Development**

<b>Week 1:</b>	Why Do People Work	<b>Week 10:</b>	Following A Schedule and Routine
<b>Week 2:</b>	Jobs vs Careers	<b>Week 11:</b>	Working on A Team
<b>Week 3:</b>	Setting Career Goals	<b>Week 12:</b>	Being A Good Employee
<b>Week 4:</b>	Handling Job Interviews	<b>Week 13:</b>	Learning New Skills
<b>Week 5:</b>	Writing A Resume	<b>Week 14:</b>	The Employee Handbook
<b>Week 6:</b>	Filling Out Job Applications	<b>Week 15:</b>	Understanding Your Paycheck
<b>Week 7:</b>	Understanding Job Benefits	<b>Week 16:</b>	Importance of Reliable Transportation
<b>Week 8:</b>	Getting The Job	<b>Week 17:</b>	Understanding Employee Relations
<b>Week 9:</b>	Getting Along At Work	<b>Week 18:</b>	Labor Laws

**Evaluation and Grading:**

<b>Non-EOCT Course Components</b>	<b>Weights</b>
Classwork/ Participation	35%
Tests	30%
Quizzes	20%
Projects	10%
Homework	5%
	<b>100%</b>

**Grading Scale**

100-90 A  
89-80 B  
79-70 C  
69-0 F  
Not Evaluated NE

**Campus Portal for Parents:** Visit <https://ic.apsk12.org/portal> to view class schedules, attendance records and grades. To activate your account, visit the school to receive your login (activation key).

**Required Materials:**

Writing Utensil, Three Ring Binder, and Composition Notebook are expected for job readiness class participation. Students are also to acquire a valid state id for CTI Program participation.

**Classroom Expectations:**

Students are expected to be self-directed. Marriott Bridges Job Readiness Class will meet once Per week and students will be expected to participate to come to class on-time and participate in all activities. Students are to be compliant with instructors. Consequences will result in being dismissed from both the class and the CTI Program.

**Late Assignments:** It is important to be a responsible student who meets established deadlines. It is at the discretion of the teachers whether an assignment will be accepted late. If an assignment is accepted late, a letter grade may be deducted for each day the assignment is late. Late is defined as anytime work is submitted **after** the assignment has already been collected.

**Make-up Policy:** Students with an excused absence will be expected to submit missed work on or before the third class period after the absence. Pre-announced assignments are due upon return to school. If the student fails to make up missed work, zeros will be assigned for the work missed.

**Remediation Policy:** At the teacher’s discretion, students will be encouraged to re-do some assignments. It is the expectation of the teacher that when such assignments are given that the student take advantage of the opportunity to improve his/her grade.

The replacement assignment will be valued at no more than 75%. Remember this is a “re-do”. The student must have **initially submitted** the work in order to be eligible for a **resubmission**.

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_