

January 27, 2014

Dear Parent or Guardian:

Welcome to the first week of *Decisions* at Peninsula High School! *Decisions* is in transition to CCFE. We will be following the outline provided with the goal of better preparing each student for career, for education beyond high school, and for surviving the financial decisions they will each face.

We will begin with some assessments, discover what skills we already have, and begin to build on those skills. Students in this class will learn to work with a variety of technology tools, including the skill of creating their own website.

If at any time during the semester you have any questions about grades or assignments, please feel free to contact me at Peninsula High School Ph. 253.530.4400. I am also available by email: rieblij@psd401.net. Website is www.johnriebli.com To maintain current information on the progress of your student please use parent portal. I tend to be pretty current there. If a project shows no entry, it hasn't been turned in yet.

I am looking forward to an exciting year at Peninsula. We will be creating some high quality animations in a lab well-equipped with computer technology.

Sincerely,

John Riebli
Technical Design/Media/Computer Apps/Decisions Instructor
Peninsula High School

Parent Signature _____

Student Name: _____

Parent Email: _____

Peninsula High School

Career and Technical Education Department

"Pleasure in the job puts perfection in the work."

-Aristotle

Careers, College, and Financial Exploration

CCFE or "C-CORE."

Mr. John Riebli; Room 625

(253) 530-4556

Email: rieblj@psd401.net

Course Description

The Plan Ahead course prepares 10th and 11th graders to succeed in high school and to set goals for postsecondary education and careers. It exposes students to a range of potential careers and helps them develop the skills, the attitudes and the behaviors they will need as they embark upon their lives as young adults.

This course employs an inquiry-based approach, in which students learn by solving real-world problems that are relevant to their lives and that require the development of such key 21st century skills as critical and analytical thinking, collaboration, and the proficient use of technology. A wide range of literacy strategies re used throughout the course.

This course emphasizes the development of an individual portfolio for each student. The portfolio includes personal reflection and career-oriented documents that can be useful to the student in future years. The portfolio project can be completed even if students have limited access to computers, but ideally it should be created and stored digitally.

Course goals

After taking this course, students will be able to:

- Describe themselves in terms of their personal characteristics, values, interests and strengths.
- Display understanding of the importance of social responsibility.
- Identify career pathways that match their interests, strengths and values.
- Develop a preliminary college and career portfolio, which includes a high school action plan that meets graduation requirements as well as a career options plan.
- Set short-term and long-term education and career goals.
- Apply problem-solving strategies to a variety of relevant career and live scenarios.
- Demonstrate proficiency in conducting online research.
- Understand the components of successful applications and interviews in preparation for college and career.
- Demonstrate financial literacy by analyzing personal spending and creating budgets.
- Describe workplace etiquette, responsibilities and ethical behavior.
- Use technology to research and create projects and presentations.

Course units

- Unit 1 -- Getting started: Classroom ground rules and expectations, time management, personal reflection.
- Unit 2 -- Exploring my future: Personality, interest and skill assessments, career exploration, community service, academic course planning.
- Unit 3 -- Preparing for my future/career preparation: Post-secondary options, development of employment materials, interviewing skills and strategies.
- Unit 4 -- Financial literacy: Consumer rights and protections, financial services, investing, budgeting, financial aid and scholarships, adult responsibilities.
- Unit 5 -- Putting it all together: Development of the career portfolio.

Culminating Project: Career Portfolio

Grading Criteria:

Class professionalism: Attendance and conduct*	25%
Career Portfolio Process, tests, quizzes	25%
Consumer education and daily assignments	25%
Career Research and Exploration Process	25%

Class professionalism

Because this is a career and technical education class, a strong emphasis will be placed on professional skills and work habits. At a span of about 20 days, students will have 20 available points. Deductions of points will occur for such offenses as (but not limited to) unexcused absences (5), unauthorized food/drink in class (3), tardies (3), communications infractions such as vulgarity or unauthorized use of cell phones/I-Pods (4-20), failure to remember computer password or bring required school supplies (2), excessive use of bathroom privileges (1), excessive talking (1), and other activities deemed unprofessional.

Classroom Attendance Policy

Being in class and being part of the lesson is an important part of student success. In order to support student learning and high expectations, I have instituted an attendance policy for this course.

The maximum number of absences allowed for this class is ten. This includes excused and unexcused absences. Once a student reaches five absences in this class, the teacher will notify the student in person they are reaching the maximum allowed for this class. When the tenth absence is reached, notification will be sent home informing parents that the student has been placed on academic probation, and may be in jeopardy of losing credit for this class. A mandatory hearing with the dean of students or an administrator will then determine whether or not the student will receive credit for this course.

* Absences due to school related events, i.e., field trips, music contests/performances, athletic contests, etc...will be excluded from this attendance policy.

Grading Scale: The grading scale adopted by the Peninsula High staff will be followed. It is:

A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	60-66%
F	59% & Below

IMPORTANT: Please sign and return this page to Mr. Riebli.

STUDENT

"I have received and read the course description and requirements for this course. By signing this, I understand what is expected of me as a participant in this class."

Student Name (printed): _____

Student Signature: _____ Date: _____

PARENT

"As the parent/guardian of a student in this course, I too have received and read the course description and requirements for this class. By signing this, I can assure you my child read the syllabus and I understand the policies and standards set by Mr. Riebli for my child"

Parent Name (printed): _____

Parent Signature: _____ Date: _____

Please include parent/guardian phone number(s) and an e-mail address below:

Phone #: (H) _____ (W) _____

E-mail address: _____

(This is vital in providing proper communications during the school year.)