

Wyoming Department of Education Required Virtual Education Course Syllabus

Niobrara County School District # 1

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| Program Name | Wyoming Virtual Academy | Content Area | VE |
| Course ID | D-ORN-300V1-K | Grade Level | 9-12 |
| Course Name | Finding Your Path III | # of Credits | 0.25 |
| SCED Code | 19258G0.25 34 | Curriculum Type | K12 Inc |

COURSE DESCRIPTION

Students begin each school year with a course specifically targeted to the unique concerns of freshmen, sophomores, juniors, and seniors. This 10-hour orientation course is unique for each student, as school counselors, advisors, and other staff guide students through an in-depth exploration of their interests, abilities, and skills. Students explore their education and career interests, define goals, and create a path through high school that will get them there. In addition, this course serves as a "home base" where students and school counselors can address topics that are critical to ensuring success in high school & beyond.

WYOMING CONTENT AND PERFORMANCE STANDARDS

| STANDARD# | BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets |
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| CV12.1.1 | College and career-ready students evaluate current knowledge and interests in order to set career goals. |
| CV12.1.2 | College and career-ready students explore careers including outlook, salary, needed training, duties and lifestyle utilizing all available resources including mentors and industry experts. |
| CV12.1.3 | College and career-ready students prepare an educational and career plan to enable them to gain desired knowledge and experience. |
| CV12.2.1 | College and career-ready students communicate clearly, effectively, and with reason. |
| CV12.2.2 | College and career-ready students identify and model integrity, ethical leadership and effective management skills. |
| CV12.2.4 | College and career-ready students apply safe, legal, and responsible use of information and technology as appropriate to the task. |
| CV12.3.1 | College and career-ready students identify and define authentic problems and significant questions for investigation. |
| CV12.3.2 | College and career-ready students identify trends, forecast possibilities, and explore complex systems and issues. |
| CV12.3.3 | College and career-ready students employ valid and reliable research strategies and apply prior knowledge to solve a problem or complete a project. |
| CV12.3.4 | College and career-ready students demonstrate creativity and innovation while considering the environmental, social, and economic impacts of decisions. |

SCOPE AND SEQUENCE

| UNIT OUTLINE | STANDARD# | OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS |
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| Unit 1: Finding Your Path III Lesson 1: Finding Your Path | CV12.2.1, 2.4, 3.1, 3.2, 3.4 | List challenges high school has presented to date. |

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| | | <p>List academic and personal strengths to date.</p> <p>Formulate a plan for the year addressing previous challenges and building on strengths.</p> <p>Examine high school progress to date.</p> |
| <p>Unit 1: Finding Your Path III Lesson 2: You So Far, You From Now On</p> | <p>CV12.2.1, 2.2, 2.4, 3.1, 3.2, 3.3, 3.4</p> | <p>Describe how mindset, attitudes, and expectations affect behavior and thus outcomes.</p> <p>Evaluate past and current support groups, both within and outside of school.</p> <p>Recognize areas in which student needs support, academically or personally.</p> <p>Evaluate past and current support groups, both within school and outside of school.</p> <p>Describe changes in students' relationships with teachers, advisers, and counselors during junior and senior years of high school.</p> <p>From a selection of community involvement options, select and describe one activity in which the student is, or wishes to be, involved.</p> |
| <p>Unit 1: Finding Your Path III Lesson 3: Health and Wellness, Offline and On</p> | <p>CV12.2.1, 2.2, 2.4, 3.1, 3.2, 3.3, 3.4</p> | <p>Describe how mindset, attitudes, and expectations affect behavior and thus outcomes.</p> <p>Identify how online behaviors affect offline behaviors, activities, and opportunities.</p> <p>Identify best practices in online behaviors.</p> <p>Identify how practices surrounding sleep, diet, exercise, and stress change as student approaches independent adulthood.</p> <p>Formulate a plan for the coming year that addresses previous challenges and builds on your strengths.</p> |
| <p>Unit 1: Finding Your Path III Lesson 4: Do What You Are</p> | <p>CV12.1.1, 3.1, 3.2, 3.4</p> | <p>Describe strengths and challenges associated with personality traits indicated by the Myers-Briggs Type Indicator.</p> <p>Recognize how knowledge of personality type can influence career choices.</p> <p>Identify the Myers-Briggs personality types.</p> <p>Describe how self-examination can lead to improved choices for future education and careers.</p> |
| <p>Unit 1: Finding Your Path III Lesson 5: Career Interests</p> | <p>CV12.1.1, CV12.1.2, 3.1, 3.2, 3.4</p> | <p>Identify three potential careers of interest.</p> <p>Identify college majors and programs related to the three potential careers indicated by the Do What You Are assessment.</p> <p>Recognize that certain multipurpose skills are applicable in a wide range of careers.</p> |
| <p>Unit 1: Finding Your Path III Lesson 6: Looking Ahead to Careers</p> | <p>CV12.2.1, 2.2, 2.4, 3.1, 3.2, 3.4</p> | <p>Identify skills for seeking and obtaining a part-time job.</p> <p>Identify best practices in preparing and sitting for a</p> |

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| | | <p>job interview.</p> <p>Explain how networking can affect a job search.</p> <p>Describe how to initiate networking, online and offline.</p> <p>Identify the benefits and drawbacks of networking online, offline, or in combination.</p> <p>Describe the process for obtaining a part-time job in the student's community.</p> |
| <p>Unit 1: Finding Your Path III Lesson 7: Looking Ahead to College</p> | CV12.1.2, 3.1, 3.2, 3.4 | <p>Identify criteria for choosing a 'best fit' college.</p> <p>Differentiate among college requirements, programs, and degrees.</p> <p>Identify three colleges that satisfy the student's best-fit criteria.</p> <p>Make a distinction between college requirements, programs, and degrees.</p> <p>Identify the different types of degrees and certificates available in postsecondary education.</p> <p>Understand the differences among community colleges, college, and universities.</p> <p>Differentiate between public and private postsecondary institutions.</p> <p>Identify criteria for choosing a best-fit college.</p> |
| <p>Unit 1: Finding Your Path III Lesson 8: Getting Ready for College Lesson 9: Discuss: See Yourself at School</p> | CV12.1.2, 3.1, 3.2, 3.4 | <p>Identify organizations and resources aimed at making postsecondary education accessible for most students.</p> <p>Describe the different types of financial aid available to students (e.g., scholarships, grants, loans, and work-study programs).</p> <p>Describe a hypothetical college program, based on one of the three best-fit colleges.</p> <p>Identify standard entrance requirements for colleges and universities.</p> |
| <p>Unit 1: Finding Your Path III Lesson 10: Planning Your Path</p> | CV12.1.3, 3.1, 3.2, 3.4 | <p>Identify student's specific goals in relation to the standard entrance requirements for colleges and universities.</p> <p>Review past progress toward academic and professional goals (based on mission statement from previous versions of FYP or on other forms of self-awareness).</p> <p>Visualize and describe the life the student wants in 10 years.</p> <p>Identify student's specific goals in relation to seeking and interviewing for a job.</p> <p>Describe the impact of goal setting on actual achievement of one's goals.</p> <p>Review for current accuracy the milestones named in</p> |

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| | | the student's personal mission statement (based on a mission statement from previous versions of FYP or on a newly written one). |
| Unit 1: Finding Your Path III Lesson 11: Key Steps Just Ahead on the Path | CV12.2.1, 2.4, 3.1, 3.2, 3.3, 3.4 | <p>Identify gaps in the student's four-year academic plan, which must be filled before graduation (based on an academic plan from previous versions of FYP or on a newly generated one).</p> <p>Identify criteria for choosing a best-fit college.</p> <p>Describe the different types of financial aid available to students (e.g., scholarships, grants, loans, and work-study programs).</p> <p>Describe how to calculate GPA.</p> <p>Identify the graduation requirements remaining for the student to fulfill.</p> <p>Revise the four-year academic plan to incorporate all necessary graduation requirements (based on an academic plan from a previous version of FYP or on a newly written one).</p> <p>Identify final barriers or speed bumps that need to be overcome, so the student can complete his academic plan and graduate.</p> |