Quest for Success Course Catalogue and Unit Overviews

Unit 1: How I Learn and Lead (Self Awareness)

10 Days

This unit helps students to develop self-awareness related to their future selves and career aspirations. Students will examine their individual values and strengths as they develop a personal brand. Students will use critical thinking skills to develop a vision board regarding their future and create a student success plan.

Self-reflection, an important habit of mind, supports the overall personal growth and happiness of the individual. Students will understand their learning style and develop leadership characteristics. Students will envision how they see themselves and develop a plan showing how they will grow as an individual. Students will complete performance tasks that help them to develop self-awareness, including the development of a personal brand, followed by a vision board describing how students see themselves. The final performance task is to create a student success plan, which defines personal and career goals and outlines steps that they would need to complete in order to persist and exceed their stated goals. (Students will revisit, reflect on, and revise their vision boards and success plans throughout the course.)

Performance Tasks:

1. ***Personal Brand and Vision Board:*** Students will complete an online self-assessment to help identify their personal strengths and how to build upon their strengths. Students will develop their own personal goal and career goal statements. Students will develop their personal brand which includes identification of their strengths and active steps they will take to achieve both their personal and career goal statements. Students will create a vision board that articulates and synthesizes their personal and career goal statements and includes artifacts from their self-assessment, personal brand exercise, learning styles exercise, leadership exercise, and other resources collected during the unit which can include research on potential careers and personal interests and reflections on their strengths and values. Students must include in the vision board, inspirational quotes, identify people, programs/projects or an image or artifact from activities in this unit that reflect their strengths and ways in which they will apply their strengths to overcome obstacles. Students should be able to reflect/demonstrate why they chose these artifacts to their peers. Students will present their personal and career goals statements and their completed vision board to a small group of students, using the student rubric as a guide for feedback.

2. ***Student Success Plan:*** Students will apply their personal and career goal statements to develop an action plan or student success plan to achieve those goals. The student success plan will define personal and career related action steps, including opportunities for in-school and out-of-

school learning, personal and career development opportunities, and the development of a support network to eliminate potential obstacles to achieve their goals. Students will also brainstorm and practices ways in which they can apply their strengths to overcome challenges. Students will apply their personal and career goal statements to create a student success plan. Students will identify opportunities for in-school and out-of- school learning opportunities to achieve their personal and career goal statements. Students will identify and map their support network to help overcome obstacles and define potential challenges. Students will apply their strengths to overcoming potential challenges.

College, Career, and Life Readiness Competencies: Applied Knowledge (critical thinking skills); Relational Skills and Personal Attributes (interpersonal skills, personal qualities); Executive and Communication Skills (informational skills); Career Navigation Skills

Targeted Career Cluster(s):

Unit 2: Effective Teams: The Sum is Greater Than the Parts (Collaboration)
14 Days

This unit helps students to develop skills for healthy, work-based collaboration and effective teamwork. Students will apply their strengths and leadership styles to understand team dynamics and peer collaboration.

Collaboration is the key to solving complex problems in a global society. In this unit, students will understand the importance of communication, including verbal and non-verbal communication, during group assignments. Students will be given multiple opportunities to develop teaming skills and organize tasks to problem solve real world issues. The performance tasks ask students to design a company website that helps to attract potential clients and future employees, specifically under-represented groups, into the manufacturing sector (an important industry sector in the state).

Performance Tasks:
1. ***Develop a Team Contract:*** Students will develop a team contract to determine roles and responsibilities within a group setting. Students will work together to create a group contract, develop action steps, and define roles and responsibilities to achieve a common goal.
2. ***Redesign a Website:*** Students will design a company website that helps to attract potential clients and future employees, specifically under-represented groups, into the manufacturing sector. Students will research various occupations within the manufacturing industry and identify current demographics of the workforce including gender, race/ethnicity, etc. of people who hold these positions. Students will research various companies within the manufacturing industry and identify current products that are developed and distributed. Students will choose one company website to review and determine changes that can be made to the website to attract potential clients and future employees, specifically under-represented employee

demographics. Students will work in teams to redesign the company website using website design resources such as wix, hibu, or web.com. Students will develop a social media campaign to attract potential clients and reach diverse populations of people to attract more demographically diverse employees into the manufacturing field. Students will develop a group presentation defining updates to the website and development of the social media campaign and how the team contract helped members of the team to meet the criteria and constraints of the assignment—the audience for the presentation can be another class or to members of the manufacturing industry.

College, Career, and Life Readiness Competencies: Applied Knowledge (critical thinking skills); Relational Skills and Personal Attributes (interpersonal skills, personal qualities); Executive and Communication Skills (executive skills, technology use skills, communication skills, information use skills)

Targeted Career Cluster(s):

Unit 3: Thinking out of the Box (Innovation and Entrepreneurship)
22 Days

This unit helps students to become innovative and lead entrepreneurial projects. Students will develop innovative solutions to real-world problems and develop marketable products for a specific field. The performance task asks students to investigate innovation in a specific career field, conduct research on innovation currently occurring in the market, and to develop ideas based on a defined audience and target market.

Economic progress and social advancement is driven largely by innovation and creative thinking. In this unit, students will understand and apply creativity and habits of effective innovators and entrepreneurs. They will identify and compare major innovators and entrepreneurs throughout American History. They will understand how creative qualities can be applied to achieve their personal and career goals and how innovation and entrepreneurship create economic growth in local and regional economies. Students will understand and apply the engineering design process to develop a client facing product and business plan. They will demonstrate creativity and entrepreneurship using the engineering design process to design and create a local business model and create and present a business plan to a group of stakeholders.

Performance Task(s):
1. *Food Truck Wars?* Students will research careers in culinary and hospitality service and management, including food trucks and the impact of alternative services models. Students will conduct market research and develop products that meet the stated needs of clients, including the development of a food truck concept and food truck menu. Students will develop a food truck prototype. Students will develop a communication plan to promote products within a target market, including promotional material for the designed food truck. Students will create a

business plan to take a defined product to market, including the development of financial capital to launch the food truck concept. Students will present their business plan, communications plan, and product concepts to a group of stakeholders. (Note: this performance task was adapted from CTE Online: Project Planner)

College, Career, and Life Readiness Competencies: Applied Knowledge (critical thinking skills, career-related technical skills); Relational Skills and Personal Attributes (interpersonal skills, personal qualities); Executive and Communication Skills information use skills); Financial Literacy Skills; Civic Engagement Skills

Targeted Career Cluster(s): Hospitality and Food Service

Unit 4: Being a Cyber Citizen (Digital Citizenship)
28 Days

This unit helps students to understand digital citizenship. Students will become self-aware and understand what it means to be a productive, ethical citizen in both a local context and on a global scale through digital platforms. The performance tasks ask students to develop authentic responses to scenarios about the application of copyright, creating a positive digital identity, addressing cyberbullying, and managing data privacy.

Ethical, effective, productive digital citizenship is imperative in modern technology rich environments. Students will learn in this unit how to conduct online searches that are responsible, safe, and evaluate the use and/or truth of online content and information. They will use technology to safely and effectively solve a problem and grow their digital citizenship. Students will understand and apply copyright of factual materials to develop authentic information and support a claim. They will evaluate online information and determine if resources are reliable, useful, and truthful. Students will demonstrate an understanding of copyright and correctly cite materials and online content. They will evaluate online behavior, determine characteristics of good digital citizens, and how how online behavior can help or harm transitions into postsecondary education and employment. Students will apply characteristics of good digital citizenship to solve issues related to privacy, cyberbullying, and online or in-person relationships. They will take active steps to safeguard personal online information and data and create a positive digital footprint and understand the negative consequences of risky online behavior.

Performance Tasks:
1. ***Navigating the Net:*** Teachers will utilize the Common Sense Facilitator Guide to assist students in planning and executing the cumulative Performance Task. Students will curate an independent project focusing on the following topic: Copy & Paste Culture.

2. ***My Digital Identity:*** Teachers will utilize the Common Sense Facilitator Guide to assist students in planning and executing the cumulative Performance Task. Students will curate an independent project focusing on the following topic: Disconnected.
3. ***The Price of Cyberbullying***: Teachers will utilize the Common Sense Facilitator Guide to assist students in planning and executing the cumulative Performance Task. Students will curate an independent project focusing on the following topic: Haters and Trolls.
4. ***Your Data, Your Privacy:*** Teachers will utilize the Common Sense Facilitator Guide to assist students in planning and executing the cumulative Performance Task. Students will curate an independent project focusing on the following topic: Online Tracking.

College, Career, and Life Readiness Competencies: Applied Knowledge (critical thinking skills, career-related technical skills); Relational Skills and Personal Attributes (interpersonal skills, personal qualities); Executive and Communication Skills (technology use skills, communication skills, information use skills); Civic Engagement Skills

Targeted Career Cluster(s): Targeted career clusters will depend on the pathways offered at each school, but these may include: STEM; Information Technology; Arts/AV Tech/Communication; Publications; Marketing; Business Management/Admin; Law and Public Safety

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Unit 5: Superheroes in My Community (Leadership and Public Service)
28 Days

This unit helps students to apply leadership skills through service learning and discovery of careers in healthcare and public health. Students will understand servant leadership and take steps to become good citizens. The performance tasks ask students to identify community heroes who are altruistic and in a career that helps people or shapes the community. Students will work in teams to develop and lead a service learning project as they engage their peers and the community to apply components of good citizenship. In the process, students will explore and understand a variety of public service-oriented careers. Students will also help to address health issues through a public health and healthcare career simulation.

Altruism and servant leadership are essential to the health and growth of a community. In this unit, students will define servant leadership and the characteristics and benefits of altruism. They will develop and demonstrate the 10 characteristics of servant leadership including: Listening, Empathy, Healing Awareness, Persuasion, Conceptualization, Foresight, Stewardship, Commitment to the Growth of People, Building Community. Students will evaluate problems in their community and apply leadership skills to create goals that improve the lives of people or address community issues. They will conduct research and a simple needs assessment to determine the needs of individuals or a community. Students will apply servant leadership skills to develop a service learning projects that helps people or helps to shape their community. Students will apply technology to implement a service learning project, and research jobs and careers that are helping professions and what career pathways are available to

access these jobs. Students will research public health issues and related healthcare or public health occupations and develop a model of simulated patient care through research and evaluation of healthcare and public health occupations and related procedures.

Performance Tasks:

1. ***Servant Leadership/Altruism Profiles.*** Students will research an everyday hero, complete a hero profile, and reflect on the qualities that define heroism and citizenship. Students will research heroes on Giraffe Heroes-(giraffe.org) or CNN. Students will select one hero who displays qualities of servant leadership and altruism and create a one-page profile of the individual (e.g. a LinkedIn or Facebook profile page) that highlights the person and his/her identified servant leadership and altruism qualities. Students will write a 3 to 4 sentence reflection on the qualities of the identified hero and how that person inspired others to make a difference.

2. ***Service Learning Project.*** Students will work in teams to develop and implement a service learning project based on the identified needs of individuals or through a community needs assessment. Student teams will develop a needs assessment to identify individual and/or community needs. Student teams will develop a service learning project and create an action plan to implement the service learning project to meet a community need. Students will define and assume one or more roles within their student team to implement the service learning project. Student teams will create an impact document that details the individual or community growth that occurred through their service learning project. Student teams will present their service learning projects and impact document to another class or to identified community partners to ensure the longevity of the project.

3. ***Helping Professions Awareness Campaign.*** Students will be asked to create a multimedia biographical sketch of an individual who is in a helping profession career that informs other teenagers of the impact and/or reach of the individual and the chosen helping profession. Students will identify careers in their community that are considered helping professions. Students will identify one individual in their community who holds a helping professions career and job shadow this individual for one day. Students will create interview questions and record video of the identified individual during the job shadow day as background material for completion of a biographical sketch. Students will select a multimedia format to present their biographical sketch, which can include media formats such as podcasts, YouTube, and infomercials. Students will create a biographical sketch of the individual that maps their career path, education, and skills the individual displays to help people and/or serve the community.

4. **Public Health and Healthcare Careers.** Students will be asked to work in teams to develop an understanding of the Center for Disease Control's ten most important public health problems and engage their peers through a simulated work environment to address one area of public health. Students will identify public health concerns and problems. Students will work in teams to socialize one area of public health with their peers. Students will assume the role of a healthcare or public health professional to review and make recommendations about a case-study and model of simulated patient care. Students will work in teams to present their case-study and model of simulated patient care.

College, Career, and Life Readiness Competencies: Applied Knowledge (critical thinking skills, career-related technical skills); Relational Skills and Personal Attributes (interpersonal skills, personal qualities); Executive and Communication Skills (executive skills, technology use skills, communication skills, information use skills); Civic Engagement Skills

Targeted Career Cluster(s): Helping Professions/Leadership/Administrative

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Unit 6: Managing Money to Meet My Goals (Financial Literacy)
9 Days

This unit helps students to understand a range of financial literacy concepts to meet their personal and career goals. Students will learn the components of personal finance and financial planning including budgeting, managing credit, and setting financial goals. Students will work to develop a personal budget, finalize simulated loans, and address real-life scenarios that influence financial decision making. In the process, students will explore how their personal and career goals can affect the lifestyles they wish to lead.

Understanding personal finances is key in long-term financial success. Students will define financial responsibility and apply actions of financially responsible individuals. They will create a financial goal and maintain a budget to achieve that goal. Students will explore personal and career goals and their impact on financial decisions. They will make informed financial decisions related to loans and budgeting and understand the effect of taxes when reviewing a paycheck. Students will apply financial tools to develop, maintain, and reach financial goals and understand the importance of financial advisors and financial supports.

Performance Tasks:
1. ***Money Matters: What Would You Do?*** Students will use review the scenarios in Money Matters: What Would You Do? Students will work in teams to respond to one of the scenarios. Students will research websites answer the questions about making financial decisions. Students will present their responses to the class.
2. ***Money Matters: Deal or No Deal: Understanding Car Loans.*** Students will review the activity sheet Money Matters: Deal or No Deal. Students will simulate purchasing a vehicle. Students will decide on a car and determine how much money they will need to borrow. Students will calculate monthly payments and the total amounts paid. Students will complete the activity sheet.
3. ***Money Matters: Budgets 101: How to Get it Done.*** Students will review the activity sheet Money Matters: Budgets 101. Students will be provided a gross income and spending indicators. Students will create a budget using a fixed and variable expense worksheet. Students will complete the activity sheet.

College, Career, and Life Readiness Competencies: Applied Knowledge (critical thinking skills); Relational Skills and Personal Attributes (interpersonal skills); Executive and Communication Skills (executive skills, technology use skills, resource management skills); Financial Literacy Skills

Additional Competencies: (Adopted from the National Standards in K-12 Personal Finance Education): Spending and Saving; Credit and Debt; Employment and Income; Financial Decision Making

Targeted Career Cluster(s):

Unit 7: Navigating My Career Path (Career Sectors and Pathways)
15 Days

This unit helps students to navigate careers and identify potential career pathways in support of their interests and goals. Students will use their understanding of their individual strengths and interests and reflect on activities and assignments throughout the course to become more self-aware and refine their early career ambitions. Students will learn about various career sectors and pathways and develop a better understanding of labor market information (e.g., high-demand careers). Students will work to develop an individualized graduation plan and early career plan, which includes high school and postsecondary coursework required to be successful, as well as other actions that need to be taken to fulfill their personal and career goals.

People who experience happiness and lifelong success in their careers have acquired this through early planning, interest alignment, and ongoing progress monitoring. In this unit, students will understand potential career requirements, such as the level of credential or education that is required and the type of experiences needed to pursue a career of interest. Students will analyze the relationship between their personal and career interests and potential occupations. They will understand how to navigate a career pathway for a specific occupation or occupational cluster and identify the proper career planning that is required. Students will establish individual goals, reflect on those goals, and develop strategies to overcome obstacles when challenges arise. They will identify personal interests, goals, and skills and match those interests with applicable occupations. Students will evaluate occupational data and present occupational information and establish a vision for achieving their personal and career goals.

Performance Task(s):
1. ***This Job is For You:*** students will be asked to perform the role of a job recruiter. Students will research the characteristics of a career including important extrinsic and intrinsic rewards. Students will interview someone in the field and analyze interview data. Students will research actives jobs that are of interest and develop a personal resume and cover letter. Students will develop a video commercial highlighting the active job and key characteristics of the position to attract applicants into the industry.

2. ***Individual Graduation Plan:*** students will develop an individual graduation plan to reflect the career they want to achieve. Students will review and update their individual graduation plan using Louisiana Believes materials. Students will identify education and career goals that map to occupations that are of interest to the student and conduct labor market research to learn more about those occupations. Students will identify secondary coursework and postsecondary coursework required to pursue occupations that are of interest and relate to their individual graduation plan. Students will identify in-school and out-of-school opportunities to build skills and knowledge related to occupations that are of interest.

College, Career, and Life Readiness Competencies: Applied Knowledge (critical thinking skills, career-related technical skills); Relational Skills and Personal Attributes (interpersonal skills, personal qualities); Executive and Communication Skills (executive skills, technology skills, information use skills); Career Navigation Skills

Targeted Career Cluster(s): (Dependent on the student's interest discovered through this unit). Includes the JumpStart pathways offered at the school (i.e. Culinary, STEM, Advanced Manufacturing, Digital Media, etc.). Teachers will refine lesson according to available cluster or pathways in the school.

Unit 8: Looking Forward (Planning for Postsecondary Success)
18 Days

This unit helps students to understand the range of secondary and postsecondary career pathways and opportunities available to them after the completion of this course. This includes local and regional career & technical education programs, early college programs, and specialized and credential programs at the secondary level, as well as credential programs, registered apprenticeship, military, and two- and four-year degree programs at the postsecondary level.

Understanding secondary and postsecondary options, costs, and barriers is essential to obtaining a desired career. To be what you want, first understand the conditions. Life does not get better by chance, it gets better by change. In this unit, students will link secondary and postsecondary education and skill development with desired career choices. They will understand how to navigate and access the secondary education system and postsecondary education system to pursue a desired career. Students will identify which secondary programs and resources are available and match with desired career goals. They will evaluate career and technical education programs, early college programs, and specialized secondary programs aligned to desired postsecondary education and career goals. Students will develop a high school graduation plan to achieve postsecondary and career goals and identify which postsecondary programs and resources are available and match with desired career goals. They will identify and navigate barriers to enrolling in the desired postsecondary education program to match career goals and understand the total cost to attend postsecondary education programs and the labor market value of degree and certificate programs. Students will identify the differences are between grants, scholarships, loans, and other forms of financial aid when seeking postsecondary education and

apply for resources that can help to offset the cost of postsecondary education, like the FAFSA. Students will seek support from parents/guardians to make secondary education and postsecondary education choices related to personal and career goals.

Performance Task(s):
1. ***Bulletin Board or Scientific Poster Presentation:*** Students will evaluate secondary education options to earn early college credit and industry credentials that can be applied to postsecondary education and technical schools. Students will present this information and host peer learning discussions or poster talks throughout the school to inform all students of the potential to earn college credit, industry credentials, and technical credit while still in high school. Bulletin board or scientific poster boards should include the following information: description of the secondary program and course options, program requirements and prerequisites, associated costs, time, location, and other factors, and enrollment procedures and steps, including the local point of contact.
2. ***Parent and Community Night:*** Students will evaluate their personal and career goals to take steps in pursuing high school coursework that helps to move them toward their educational and career goals. Students will reflect on their personal and career goals to evaluate postsecondary education options aligned with their career choices. Students will research the costs associated with postsecondary education and options for financial aid, which can include eligible grants, scholarships, and loans available to offset the costs of their postsecondary education. Students will create a multi-media presentation that outlines the secondary and postsecondary education and career path. Multi-media presentations should include the following information: What is my career choice? What are my personal goals? What are my career goals? What are the secondary educational requirements necessary to achieve my career choice? What are the postsecondary educational requirements necessary to achieve my career choice? What coursework or program can I complete in high school to give me a jumpstart on my education and career goals? What postsecondary education institutions can I attend after high school to give me a jumpstart on my education and career goals? What costs and other factors need to be considered when making these educational and career choices? What types of financial support and community support are available to help make their educational and career choices? Students will work together to organize a parent and community event to showcase the possible pathways from high school, to postsecondary education, to a meaningful career.

College, Career, and Life Readiness Competencies: Applied Knowledge (critical thinking skills, career-related technical skills); Relational Skills and Personal Attributes (interpersonal skills, personal qualities); Executive and Communication Skills (executive skills, technology use skills, information use skills); Career Navigation Skills; Postsecondary Transition Knowledge and Skills

Targeted Career Cluster(s):