



Lutcher High School

Quest for Success Course Syllabus



Teacher: Mrs. Meagan LeJeune

Room Number: LHS Room 310

Planning Period: 3rd & 6th Periods

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Course Overview/Objectives:

This course will help all students to:

- develop essential 21st century workforce skills - the ability to communicate, collaborate, and lead;
- explore new and exciting careers and industry sectors; and
- learn about themselves and their interests to successfully navigate high school, postsecondary education, and career pathways.

Course Description:

The course, offered to students across the middle and high school grades, will help to improve academic and career planning as students develop personal and career goals and take steps while in high school to achieve those goals. The course is designed for youth to earn high school credit and garner additional pre-employment supports and services offered through the partnering school district and community. The course is aligned to growth occupations in the state and builds foundational knowledge, skills, and dispositions in several areas, including the following:

- Applied Knowledge (academic, critical thinking, and career related technical skills)
- Relational Skills and Personal Attributes (e.g., interpersonal skills like teamwork, customer service, exercising leadership, respecting differences, resolving conflict and personal qualities like integrity, self-discipline, personal responsibility)
- Executive and Communication Skills (e.g., technology skills, systems thinking, information use, resource management)
- Career Navigation Skills
- Postsecondary Transitions Knowledge and Skills
- Financial Literacy (e.g., personal financial management, planning for postsecondary education)
- Civic Engagement (e.g., personal responsibility, service to the community, leadership, appropriate, ethical use of technology)

This course will be particularly focused on improving students' relational, communication, and career navigation skills. The course is divided into 9 units, as depicted in the table below. Each unit includes a unit plan, teacher guide, student resources, performance tasks, and instructional rubrics. These tools provide educators with the information necessary to make learning authentic and build a relationship to real world applications, notably the workplace and preparing youth for employer expectations. The course provides youth with opportunities to learn about, practice and apply, and reflect on academic, technical, and cross-sector competencies through a variety of individual assignments and peer learning activities that engage the community and area employers.

Supply List:

- \$2 Class Fee (If you cannot afford the class fee, please provide written documentation from your guardian stating this.) You will not have access to supplies without your fee or note.
- Daily Requirements:
 - Pens and pencils with erasers
 - Highlights
 - Section in 8th grade binder or a folder if preferred
 - Laptop fully charged in proper case with charger
 - Headphones

Course Outline:

UNIT	OVERVIEW
Unit 1: How I Learn and Lead (Self Awareness)	Unit 1 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. 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.)
Unit 2: Effective Teams: The Sum is Greater Than the Parts (Collaboration)	Unit 2 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. 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).
Unit 3: Planning for Project Success (Project Management)	Unit 3 helps students to develop project management skills. Students will apply teamwork skills to successfully plan and execute projects. Students will understand the importance of project management by defining problems, creating systems to manage criteria and constraints, monitoring performance, and analyzing success/failures. The performance task asks students to respond to a Request for Proposals (RFP) to create an architectural model. Students will research architectural designs and construction plans, and create a project management plan for a "green" high school.
Unit 4: Thinking out of the Box (Innovation and Entrepreneurship)	Unit 4 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.
Unit 5: Being a Cyber Citizen (Digital Citizenship)	Unit 5 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 cyber bullying, and managing data privacy.
Unit 6: Superheroes in My Community (Leadership and Public Service)	Unit 6 helps students to apply leadership skills through public service and discovery. Students will understand servant leadership and take steps to become good citizens. The performance tasks ask students to identify community heroes...those who are altruistic and/or in a career that helps people or shapes the community. Students will work in teams to develop and lead a service 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.

Unit 7: Managing Money to Meet My Goals (Financial Literacy)	Unit 7 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.
Unit 8: Navigating My Career Path (Career Sectors and Pathways)	Unit 8 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.
Unit 9: Looking Forward (Planning for Postsecondary Success)	Unit 9 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. As a final project, students will develop an electronic portfolio that builds on their work from prior units and leads to a robust and individualized plan for their future.

Course Assignments/Grading Policies Per Quarter:

- Minor - 35%
 - Minor grades will consist of things such as classwork and quizzes.
 - Minor graded classwork activities will not be accepted as late work. All work must be done in class with the time provided.
- Major - 60%
 - Major grades will consist of major projects that are completed throughout the quarters.
- Homework/Participation - 5%

Grading Scale:

Percent	Letter Grade
93-100%	A
85-92%	B
75%-84%	C
67-74%	D
0-66%	F

Cheating Policy:

- As per district student policy manual, if a student cheats on a test or plagiarizes he/she will receive 1 day In-School Suspension and will retake the assignment under strict supervision to determine assignment grade. 2nd Offense will result in 2 days In-school suspension and a zero on the assignment.
- Sharing files with other students or using another student's file as your own is also considered cheating.

Carnegie Credit:

Quest for Success counts as a high school credit course. This means that whatever final letter grade that is made in this course will be on the student's high school transcript. It also will count as one of the required electives towards graduation.

Attendance Policy/Make-Up Work:

- The student is responsible for collecting and turning in his/her makeup work. They should come and get their make up lab slip from me upon returning to school.
- By school and parish policy, if a student has an unexcused absence or tardy, he/she earns a "0%" for each missed graded activity—No Exceptions. Students will be allowed to make up the missed assignment for a 60%.
- Students have 5 school days to get an absence excused.
- In the case of excused absences, the student has the same number of days he or she missed to complete makeup work, up to three days.
- If a student is absent the day the test is given only, he or she is responsible for taking the test the day he or she returns (if the absence is excused).
- EVERYTHING we do in class can be located on Moodle, so students should keep up with class work even when they are not present. It is their own responsibility to come to me to find out what was missed or make up quizzes or to find out what was missed. Please see me at lunch. Anything that is not asked about will result in a "0%".
- Because I teach so many students, it is impossible to keep track of who is out on what day, so please do your best to keep up with Moodle and come to me at lunch for work!

Incomplete Assignment/Late Work Policy

- As stated in the St. James Parish grading policy, a grade of "I" shall be given to a student on the report card for incomplete work.
- The academic grade assigned to late work shall be lowered 10 percentage points for every day that the project is late up to -40 percentage points for major graded work. (Excluding a student with an extenuating circumstance.) Minor graded work/classwork will not be accepted late.
- Any project that is scored lower than a 60% can be redone to get the 60%.
- All late work/redone major graded work will be due two days prior to the end of the quarter, or a date specified by the teacher.

Emergency Procedures:

In case of emergencies, such as a hurricane, please check the St. James Parish Schools homepage for information www.stjames.k12.la.us, call Lutchter High School, or call the SJP Central Office.

Daily Expectations/Class Rules and Procedures:

- Follow directions - you are responsible for all directions given in the written, verbal or electronic form.
- Raise hand to speak; Do not talk while others are talking.
- Stay in your seat.
- Speak appropriately to adults and peers.
 - No Profanity.
 - Respect your teacher and your classmates!
 - No verbal abuse or threats of any kind to anyone.
- Behave Appropriately
 - Keep your hands and feet to yourself.
 - No flying objects.
 - No physical or verbal disruption.



- Absolutely no bullying behavior is tolerated.
 - No physical, verbal, or sexual harassment.
 - No hurtful, teasing, gossip, or isolation.
- Be Respectful.
 - There is a zero tolerance policy for disrespect and aggressive behavior towards the teacher and towards fellow students.
 - Do not touch or take another student's belongings at any time without their knowledge and permission.
- Come to Class on Time. Tardies will be recorded daily and will be consequenced per school policy.
- Do not pack up to leave before being dismissed by Mrs. LeJeune.
- Follow all school and parish rules as outlined in your handbooks.
- Follow all laptop rules and procedures.
- **Most importantly, follow our class social contract. We will be creating these and holding each other accountable for them daily.**

Online Communications Policy

- The word "netiquette" is short for "Internet etiquette." You should be aware of the common rules of netiquette for the Web and employ a communication style that follows these guidelines.
- Blog topics should be treated as serious classroom discussion only, unless noted by the teacher.
- All electronic communication between the student and teacher shall be limited to the sanctioned sources, (i.e., school email and Moodle accounts) created for the students.
- Any electronic communication through any non-sanctioned means (i.e., texting, Facebook) is prohibited, per the district policy manual.

Consequences and Rewards:

- Consequences:
 - Category A - office referral/dismissal
 - Category B - Office Referral
 - Category C - Conference with administration, office referral
 - Category D - Consequence ladder - warning, behavior reflection, lunch detention, call home, office referral
- Reinforcements:
 - Bulldog Bucks
 - Verbal Praise
 - Candy
 - Bonus Points
 - Snack passes, bathroom passes, or other rewards

Changes to Syllabus:

The above schedule and procedures in this course are subject to change in the event of extenuating circumstances!

