



DISTRICT OF COLUMBIA  
PUBLIC SCHOOLS

Office of Specialized Instruction

# General Explorations Overview

Presented by:

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# Introduction

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**Purpose** – The purpose of this presentation is to provide Professional Development (PD) on the General Explorations Course

**Process** – The PD will be conducted through this presentation, discussion on topics reviewed, and an interactive activity.

**Payoff** – At the conclusion of this PD participants will be able to discuss the three pillars of the General Explorations Course, the outside resources associated with the course, and the intended outcomes of the course.

## Norms

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- **Be prepared**
- **Utilize informed questioning**
- **Look for opportunities to offer collaboration and support**
- **Provide constructive, solution-based feedback**
- **Practice self-regulation**

## Purpose of the Course

- The course was established to give a general overview of career-based skills for students. The course has been established from 10<sup>th</sup> grade to 12<sup>th</sup> grade.
- Students will use these skills to further develop workforce competencies and ensure they are prepared for post-secondary life and a seamless transition to work.
- The course is also designed to give tangible outputs for each of the three pillars that embody the grade level themes, which are:
  - Exploration
  - Preparation
  - Experience



## Curriculum Supports

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- The delivery of the course is dependent on two partnerships between DCPS and outside agencies. In order to ensure maximum outcomes, students will apply the skills being gained in the classroom to interact with the outside partners.
- The partnerships are broken up over varying grade levels. The following is the breakdown of the partnerships with the appropriate grade levels:
  - 10<sup>th</sup> Grade (1<sup>st</sup> and 2<sup>nd</sup> Semester) – O\*Net OnLine
  - 11<sup>th</sup> Grade (1<sup>st</sup> and 2<sup>nd</sup> Semester) – MicroCareer Bursts
  - 12<sup>th</sup> Grade (1<sup>st</sup> and 2<sup>nd</sup> Semester) – Workforce Opportunities Unlimited

## O\*Net OnLine

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- O\*Net is a resource put out by the Department of Labor that allows individuals of all ages to explore different careers and establish their interest in a particular career field.
- Students in the 10<sup>th</sup> grade will explore the following website: <http://www.onetonline.org>, taking self-assessments and exploring different career clusters.
- Students will then complete manual searches and begin to narrow down their careers of interests through the O\*Net system. By the end of the 10<sup>th</sup> grade, students should have narrowed down to their top 5 career interests for the 11<sup>th</sup> grade.



## MicroCareer Bursts

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- MicroCareer Bursts is a company located in South Carolina who offers an online job shadowing program. Students can view videos and complete various modules aligned to their career interests.
- Students in the 11<sup>th</sup> grade will access the MicroCareer Bursts portal through <http://www.microburstlearning.org/login.html>, and then complete the various modules using their career interests in the 10<sup>th</sup> grade.
- Students will use the MicroCareer Bursts to identify the knowledge, skills, and abilities that are necessary for their jobs of interest. Students will prepare for their careers by identifying relevant training and education needed to enter the workforce.



# Workforce Opportunities Unlimited

- The Workforce Opportunities Unlimited contract allows students to begin sampling careers in their school's community. Students will be given the opportunity to practice their skills and apply relevant training.
- The Workforce Opportunities Unlimited contract is based through the site : <http://www.workopportunities.net>, which allows students to explore different jobs and acts as an intermediary to find work for them after leaving high school.
- DCPS is using the company in a different capacity, contracting them to identify vendors in the school's area that will allow students to work temporarily to gain transferable skills for after high school.



## 10<sup>th</sup> Grade – Exploration Level

- Students at this grade level are working on exploring their career interests and potential goals for after high school. This grade level is rooted in the development of an awareness of careers.
- Students will work on the following skills as part of the curriculum in the 10<sup>th</sup> grade:
  - Defining key vocabulary associated with jobs,
  - The role of self-evaluations in job searching,
  - Recognizing the components of a job description,
  - Identifying key responsibilities of a job,
  - Practicing jobs tasks in the classroom, and
  - Exploring disclosure.



## 11<sup>th</sup> Grade – Preparation Level

- Following 10<sup>th</sup> grade, students will begin to explore the key components associated with pursuing a job. Students will consider what items and skills should be in place before pursuing a job.
- Students in the 11<sup>th</sup> grade level will have more tangible outcomes associated with their curriculum. Students will work on the following skills as part of this level:
  - Identifying personal Knowledge, Skills, and Abilities,
  - Developing a Cover Letter,
  - Creating a Resume,
  - Practicing Interviewing Skills,
  - Identifying Follow-Up Practices After an Interview, and
  - Developing an Awareness of Self-Advocacy on the job.



## 12<sup>th</sup> Grade- Experience Level

- Students in the 12<sup>th</sup> grade will begin to apply the skills learned in the 10<sup>th</sup> and 11<sup>th</sup> grade years to an actual experience working in their community. Students will build skills to be utilized in the workforce.
- Students in the 12<sup>th</sup> grade will be exploring concepts that are applied in the workplace in their everyday activities. Students will determine the ways these skills can be applied in the job sampling program:
  - Conflict Resolution in the Workforce,
  - Maintaining a Schedule of Activities,
  - Consulting Others for Assistance,
  - Effective Time Management Skills,
  - Determining Efficient Ways of Completing a Task, and
  - Coping with a Disability in the Workplace.



## Transition Planning

- As a component of their course, all students will be required to complete a final project associated with their activities within the course. Students will be able to present their projects in their annual IEP meeting, using the following continuum for interaction:

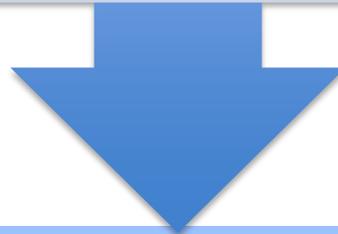


# Web Resources

[DCPS.DC.GOV](http://DCPS.DC.GOV)

[DCPSCEO.COM](http://DCPSCEO.COM)

[DCPSTRANSITION.COM](http://DCPSTRANSITION.COM)



# Transition Team Contact

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