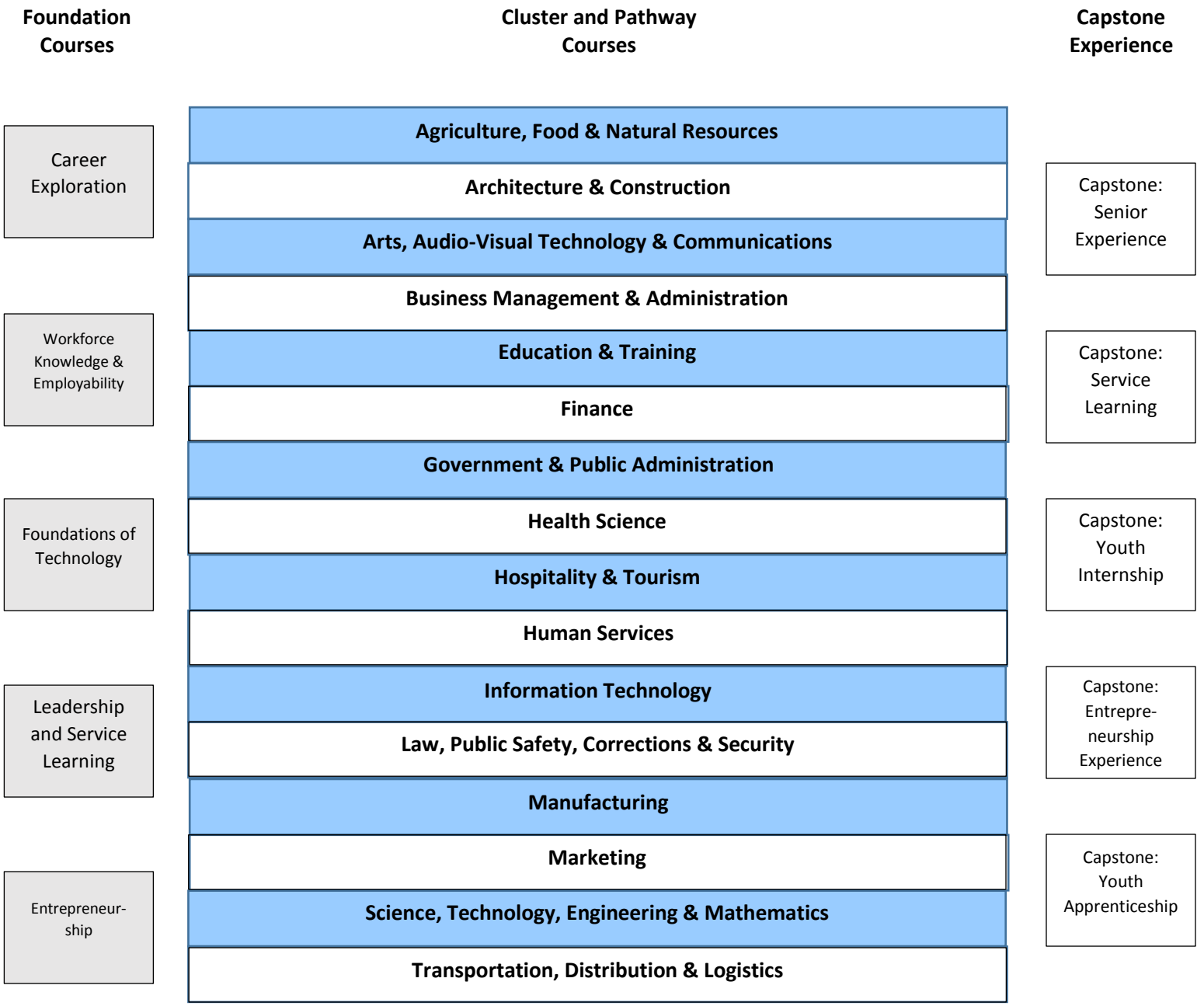
Programs of Study – Capstone Experiences



Capstone: Youth Apprenticeship

Career Cluster	All
Course Code	80020
Prerequisite(s)	None; Recommended: Foundational CTE Course(s)
Credit	0.5 - 1.0
Graduation Requirement	Can meet the 1 unit of any combination of the following: Capstone Experience, Approved CTE, or World Language
Program of Study and Sequence	Foundational Course – Pathway Course – **Capstone: Youth Apprenticeship** – Postsecondary Program
Student Organization	DECA, FBLA, FCCLA, FFA, HOSA, SkillsUSA
Coordinating Work-Based Learning	Mentoring, Youth Apprenticeship, Cooperative Work Experience
Industry Certifications	May vary based on student's career interest and personal learning plan
Dual Credit or Dual Enrollment	Varies depending upon youth apprenticeship experience
Teacher Certification	7-12 Certified Teachers, Certified School Counselors, Certified Administrators
Resources	ApprenticeshipUSA: https://www.dol.gov/featured/apprenticeship; South Dakota Department of Labor and Regulation: http://dlr.sd.gov/workforce_services/individuals/training_opportunities/apprenticeship.aspx

Course Description:
Capstone: Youth Apprenticeship helps students gain work experience while earning a wage with a registered sponsor*. An apprenticeship is designed for students to acquire hands-on job skills in a specific occupational area. Their experience will be gained through a career site and classroom instruction. Students earn high school credit as well as hours towards a registered apprenticeship. At the completion of the high school apprenticeship program, students can continue their apprenticeship to earn a nationally recognized credential. Youth apprenticeship differs from an internship in that apprenticeships guarantee students receive a wage, hours towards a registered apprenticeship and the opportunity to receive a nationally recognized credential at the completion of the registered apprenticeship program.

Program of Study Application
Capstone: Youth Apprenticeship is a capstone experience at the secondary level for students 16 and older. Capstone: Youth Apprenticeship would follow coursework in any career cluster and may precede enrollment in a postsecondary program.

*Businesses must be part of a registered apprenticeship through the U.S. Department of Labor. A list of Registered Sponsors can be found at ApprenticeshipUSA : https://oa.doleta.gov/bat.cfm. Wages are set by business apprenticeship standards. Registered Sponsors have federally approved curriculum specific to the apprenticeship for use in the classroom.

Career Cluster: All

Course: Youth Apprenticeship

Course Standards

YA 1 Students will evaluate career and personal attributes to develop a professional work ethic.

Webb Level	*Sub-indicator*	*Integrated Content*
Level 1: Recall	YA 1.1 Identify career interests in the apprenticeship experience that align with the student personal learning plan (PLP)	SDMyLife – Career Matchmaker
Level 3: Strategic Thinking	YA 1.2 Assess personal attributes Examples: • Works well with others • Punctuality • Occupationally appropriate dress • Task-oriented when working	
Level 3: Strategic Thinking	YA 1.3 Compare career interest expectations to personal attributes Examples: • Some careers are more flexible on their culture with coming to work on time; whereas others are more strict • Dress requirements (scrubs, business professional, business casual, casual, etc.)	
Level 2: Skill/Concept	YA 1.4 Apply power skills Example power skills: • Problem solving • Employability • Communication • Leadership • Interpersonal relations • Attendance/Punctuality • Cooperation • Responsibility • Accountability • Self-management • Integrity/honesty • Initiative	The Center for Work Ethic Development https://workethic.org/

YA 2 Students will complete on-the-job training and occupational-related tasks.

Webb Level	*Sub-indicator*	*Integrated Content*
Level 1: Recall	YA 2.1 Demonstrate mastery of occupational-related skills by documenting a minimum of 200 on-site apprenticeship hours per semester during the experience Examples: • Log • Blog • Journal	National apprenticeship standards/guidelines
Level 3: Strategic Thinking	YA 2.2 Adhere to industry norms and safety standards Examples: • Complete Occupational Safety and Health Administration (OSHA) General Safety training for various occupations • Complete First Aid certification training	OSHA 10
Level 1: Recall	YA 2.3 Identify an array of skills learned through exposure to several tasks within the business setting Examples: • Using white balance feature with a video camera • Soldering a pipe • Checking blood pressure on a patient • Using Microsoft Excel	

Notes

Career Cluster: All

Course: Youth Apprenticeship

YA 3 Students will demonstrate final product of the apprenticeship experience.

Webb Level	*Sub-indicator*	*Integrated Content*
Level2: Skill/ Concept	YA 3.1 Perform daily work tasks consistent with responsibilities and work culture in the apprenticeship experience Examples: • Arriving/departing on time • Communicating with supervisor/co-worker/internship coordinator • Completing assigned tasks	
Level 3: Strategic Thinking	YA 3.2 Showcase a presentation, demonstration, or portfolio as the culmination of the apprenticeship experience Examples: • Showing the web site a student designed • Showing the landscaping a student created • Presenting on PowerPoint about the student's experience • Demonstrating how to draw blood • Showing the basics of acting	Available Apprenticeship Occupations: https://www.doleta.gov/OA/occupations.cfm

Notes

Career Cluster: All

Course: Youth Apprenticeship

YA 4 Students will create a postsecondary plan.

Webb Level	*Sub-indicator*	*Integrated Content*
Level2: Skill/ Concept	YA 4.1 Evaluate career pathway(s) Examples: • Continue to complete apprenticeship • View occupational options • Explore postsecondary education options	SD Career Pathways web site (Coming Soon)
	YA 4.2 Construct postsecondary plan • Use key knowledge, understanding and skills gained from the apprenticeship to frame postsecondary plans.	

Notes

Capstone: Entrepreneurship Experience

Career Cluster	All
Course Code	80026
Prerequisite(s)	None; Recommended: Foundational CTE Course(s)
Credit	0.5 -1.0
Graduation Requirement	Can meet the 1 unit of any combination of the following: Capstone Experience, Approved CTE, or World Language
Program of Study and Sequence	Foundational Course – Pathway Course –**Capstone: Entrepreneurship Experience** – Postsecondary Program.
Student Organization	DECA, FBLA, FCCLA, FFA, HOSA, SkillsUSA
Coordinating Work-Based Learning	Student-Run Enterprise, Mentoring, Cooperative Work Experience, Project-Based Learning
Industry Certifications	May vary based on student's career interest and personal learning plan
Dual Credit or Dual Enrollment	Varies depending upon entrepreneurship experience
Teacher Certification	7-12 Certified Teachers, Certified School Counselors, Certified Administrators Can be facilitated by a certified educator with an industry partner mentor. Best practice is for course educators to attend business related professional development to extend entrepreneurship background.
Resources	http://doe.sd.gov/octe/documents/EnE_Compl.pdf

Course Description:

Capstone: Entrepreneurship Experience provides students with the opportunity to develop the skills needed to establish a business. Through hands-on projects, students gain skills to be successful in the workplace. These skills can include, but are not limited to, meeting timelines, making decisions, conducting research, and preparing and making presentations. Students study, research and prepare a business plan that illustrates the practicality of their particular business. Both school and business mentors assist students in the process of developing a business plan. Students present this plan to a panel of community representatives and/or business leaders and are evaluated on the business plan, project portfolio and their presentation.

Program of Study Application

Capstone: Entrepreneurship Experience is a capstone experience at the secondary level. Capstone: An Entrepreneurship Experience would follow coursework in any career cluster and may precede enrollment in a postsecondary program.

Career Cluster: All

Course: Entrepreneurship Experience

Course Standards

ENT 1 Students will evaluate career and personal attributes to develop a professional work ethic.

Webb Level	*Sub-indicator*	*Integrated Content*
Level 1: Recall and Reproduction	ENT 1.1 Identify entrepreneurial career interests that align with personal learning plans (PLP)	Sdmylife.com – Career Matchmaker
Level 3: Strategic Thinking	ENT 1.2 Assess personal attributes Examples: • Works well with others • Punctuality • Occupationally appropriate dress • Task-oriented when working	Sdmylife.com-Learning styles inventory, ability profiler

Level 3: Strategic Thinking	ENT 1.3 Compare personal attributes to career expectations
	Examples:
	• Student behavior compared to workplace expectation
	  ○ Dress requirements (scrubs, business professional, business casual, casual, etc.)
	  ○ Punctuality
	  ○ Formality
		Sdmylife.com-Career Matchmaker

Level 2: Skill/Concept	ENT 1.4 Apply power skills. Examples of power skills: • Problem solving • Employability • Communication • Leadership/initiative • Interpersonal relations • Attendance/punctuality • Cooperation • Responsibility/accountability • Self-management • Integrity/honesty • Appearance	The Center for Work Ethic Development https://workethic.org/

Notes:

Career Cluster: All

Course: Entrepreneurship Experience

ENT 2 Students will investigate ideas for a business to provide a product or service.

Webb Level	*Sub-indicator*	*Integrated Content*
Level 2: Skill/Concept	ENT 2.1 Compare and contrast various business ideas	How To Think Outside the Box with Entrepreneurship Lesson Plans http://www.aeseducation.com/blog/2015/05/entrepreneurship-lesson-plans
Level 3: Strategic Thinking	ENT 2.2 Use knowledge and comprehension of industry standards to frame an idea to answer a challenging problem or question Examples: • Develop an original idea that solves a customer need and presents an appropriate level of challenge • Personalize an existing business idea. • Use an existing business to develop an idea that will significantly expand the current business. • Select a business that aligns with the student's chosen career cluster. • Use good judgment to be certain that the business plan is appropriate for presentation to a review panel and the general public	Tribal Enterprise Business Guide: 8(a) Business Development Program https://www.sba.gov/tools/sba-learning-center/training/tribal-enterprise-business-guide-8a-business-development-program Small Business and Self-Employed Tax Center https://www.irs.gov/businesses/small-businesses-self-employed

Level 3: Strategic Thinking	ENT 2.3 Engage in rigorous research to validate the business idea Examples: • Conduct primary research such as interviews, surveys, empirical observation, etc. before making a final business selection. • Investigate relevant government regulations and assess their impact on the proposed business idea. • Conduct market analysis • Solicit feedback from relevant stakeholders to improve the business plan process and products or services • Facilitate a focus group	Marketing 101: A Guide to Winning Customers https://www.sba.gov/tools/sba-learning-center/training/marketing-101-guide-winning-customers

Notes

Career Cluster: All

Course: Entrepreneurship Experience

ENT 3 Students will develop a comprehensive business plan proposal for a real or hypothetical company based on industry standards.

Webb Level	*Sub-indicator*	*Integrated Content*
Level 2: Skill/Concept	ENT 3.1 Compose a concise overview (executive summary) of the business plan Examples: • mission statement • nature, type, and location of business • summary of product or service's features and benefits • potential drawbacks of the business • unique aspects of the product or service	How to Write a Business Plan https://www.sba.gov/tools/sba-learning-center/training/how-write-business-plan USDA Rural Development https://www.rd.usda.gov/
Level 1: Recall and Reproduction	ENT 3.2 Describe the service or product in detail Examples: • benefits to current or potential customers • Production methods • Areas in which the business would have a distinct advantage • Problems the product or service would solve	Giant Vision Program http://www.southdakotagiantvision.com/business/ Big Idea Contest http://www.bigideasd.com LNI Business Plan Competition http://www.lakotafunds.org/busplancomp.htm
Level 3: Strategic Thinking	ENT 3.3 Conduct a detailed market analysis which compares and contrasts the strengths and weaknesses of the business plan Examples: • Identify competitors and customers • Analyze price point • Conduct a SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats)	Market Research https://www.sba.gov/tools/sba-learning-center/training/market-research Marketing 101: A

	• Describe the uniqueness of the product or service, including how it differs from competitors	Guide to Winning Customers https://www.sba.gov/tools/sba-learning-center/training/marketing-101-guide-winning-customers Pricing Models for Successful Business https://www.sba.gov/tools/sba-learning-center/training/pricing-models-successful-business US Department of the Treasury: Community Development Financial Institutions Fund https://www.cdfifund.gov/programs-training/Programs/native-initiatives/Pages/default.aspx Small Business and Self-Employed Tax Center https://www.irs.gov/businesses/small-businesses-self-employed

Level 3: Strategic Thinking	ENT 3.4 Develop a marketing plan Examples: • Identify and analyze the market in terms of potential customers, annual sales, and communication strategies • Gather information about target market including demographics and how to reach customers • Describe the competitive advantage, strategies for business growth, definition of distribution channels, and sales and marketing activities (e.g., design a logo, slogan, advertisements, packaging) • Define demographics of target market (age, income level, location, lifestyles, occupations, etc.)	Social Media Marketing https://www.sba.gov/tools/sba-learning-center/training/social-media-marketing
Level 3: Strategic Thinking	Ent 3.5 Develop an organizational structure, management scheme, and operational procedures Examples: • Define qualifications and skills of key people • Describe how the business will operate • Determine infrastructure needs such as physical facilities and location • Ascertain necessary technology to run, operate, and manage the business	Establishing Values for Your Business https://www.sba.gov/tools/sba-learning-center/training/establishing-values-for-your-business
Level 4: Extended Thinking	ENT 3.6 Formulate financial projections to meet the requirements for funding by a lending institution Examples: • projected sales of goods and/or services • fixed and variable expenses • Loan and interest costs, if applicable	How to Prepare a Loan Package https://www.sba.gov/tools/sba-learning-center/training/how-prepare-loan-package Introduction to Crowdfunding for Entrepreneurs https://www.sba.gov/tools/sba-learning-center/training/introduction-crowdfunding-

		entrepreneurs Opportunity Finance Network http://ofn.org/
Level 2: Skill/Concept	ENT 3.7 Create an appendix for business plan documents Examples: • Resumes • Sales projections • Advertisements • Inventory • Cost analysis, etc.	Four Bands http://fourbands.org/ Dakota Resources http://www.dakotaresources.org/ SD Center for Enterprise Opportunity: Women's Business Center http://www.bhsu.edu/sdceo/Home.aspx

Notes: These sub indicators are the industry standard components of a business plan seeking financial backing.

Career Cluster: All

Course: Entrepreneurship Experience

ENT 4 Students will demonstrate effective communication to explain the business plan.

Webb Level	*Sub-indicator*	*Integrated Content*
Level 3: Strategic Thinking	ENT 4.1 Create a short business pitch that illustrates the major concepts and benefits of the product or service	YBA (Youth Business Adventure) http://www.yba.com Elevator Speech Examples and Writing Tips https://www.thebalance.com/elevator-speech-examples-and-writing-tips-2061976
Level 3: Strategic Thinking	ENT 4.2 Present the business plan to relevant stakeholders utilizing appropriate visual aids Examples: • Oral presentation • Website • Podcast • Social media promotion • Presentation to potential investors • Create a video using a digital platform • Prepare a display board or poster • Develop a product prototype	Public Product – Students make their project work public by explaining, displaying and/or presenting it to people beyond the classroom Giant Vision Program http://www.southdakotagiantvision.com/business/ Big Idea Program http://www.bigideasd.com LNI Business Plan Competition http://www.lakotafu

		nds.org/busplancomp.htm Business Plan: Presenting Your Plan http://www.investopedia.com/university/business-plan/business-plan8.asp
Level 4: Extended Thinking	ENT 4.3 Defend and support the business plan Example: • Present the business plan to a live panel of reviewers and answer questions about the proposal.	http://www.wikihow.com/Defend-Yourself-With-Words

NOTES: This may include Big Idea Competition, bankers, etc. For examples of rubrics, go to University of Wisconsin STOUT: http://www.uwstout.edu/soe/profdev/rubrics.cfm

Career Cluster: All

Course: Entrepreneurship Experience

ENT 5 Students will reflect, analyze and document the learning process of the entrepreneurship experience.

Webb Level	*Sub-indicator*	*Integrated Content*
Level 3: Strategic Thinking	ENT 5.1 Self-evaluate and assess the business plan Examples: • Create a written reflection from the beginning to the end of the project. • Create a portfolio that reflectively critiques the learning process of the project, addressing specific learning targets and relating those targets back to specific components.	Self-Assessment Inspires Learning https://www.edutopia.org/blog/self-assessment-inspires-learning-lori-desautels
Level 1: Recall and Reproduction	ENT 5.2 Articulate challenges encountered in the project and describe the outcomes	How to Define Project "Success" http://managementhelp.org/misc/defining-success.pdf
Level 3: Strategic Thinking	ENT 5.3 Identify future options and opportunities based on entrepreneurial experience Examples: • Postsecondary Plan • Continue to college • Secure Funding and Open Business • apprentices, internships, other career training options	The University of South Dakota: Beacom School of Business http://www.usd.edu/business SD Center for Enterprise Opportunity: Women's Business Center http://www.bhsu.edu/sdceo/Home.aspx

Notes:

Capstone: Senior Experience

Career Cluster	All
Course Code	80019
Prerequisite(s)	None; Recommended: Foundational CTE Course(s)
Credit	0.5 to 1.0
Graduation Requirement	Can meet the 1 unit of any combination of the following: Capstone Experience, Approved CTE, or World Language
Program of Study and Sequence	Foundational Course – Pathway Course – **Capstone: Senior Experience** – Postsecondary Program
Student Organization	DECA, FBLA, FCCLA, FFA, HOSA, SkillsUSA
Coordinating Work-Based Learning	Mentoring, Job Shadow, Student-Run Enterprise, Volunteer Experience, Cooperative Work Experience, Project-Based Learning
Industry Certifications	May vary based on student's career interest and personal learning plan
Dual Credit or Dual Enrollment	Varies depending upon senior experience
Teacher Certification	7-12 Certified Teachers, Certified School Counselors, Certified Administrators Can be facilitated by a certified educator with a community partner/mentor.
Resources	Community and business/industry organizations; South Dakota Department of Education (www.doe.sd.gov); www.SDMyLife.com

Course Description:

Capstone: Senior Experience is based on a personal proposal that requires students to demonstrate not only what they know but what they can do. Students will be expected to conceive a plan of action that incorporates the following four elements: a product, research component, portfolio and presentation. Capstone: Senior Experience calls upon students to use skills they have acquired and practiced throughout formal education. It will take them out of their comfort zones, preparing them for life beyond high school.

Program of Study Application:

Capstone: Senior Experience is a capstone experience at the secondary level. Capstone: Senior Experience would follow coursework in any career cluster and may precede enrollment in a postsecondary program.

Career Cluster: All

Course: Senior Experience

Course Standards

SE 1. Students will conceptualize, organize and construct a proposal for the senior experience which advances workplace skills, career development and postsecondary options.

Webb Level	*Sub-indicator*	*Integrated Content*
Level 4: Extended Thinking	SE 1.1 Construct an essential plan, including • describe overall learning objective(s) that connects to personal learning plan • design a project proposal (e.g., project service event) • explain how project extends learning and skills as well as a learning stretch, demonstrating a significant level of knowledge and skills.	SDMyLife, https://owl.english.purdue.edu, Monster, *Elements of Business Writing: Guide to Writing Clear and Concise Letters*, TheBalance.com, Problem-Based Learning
Level 3: Strategic Thinking	SE 1.2 Develop a timeline for the project with realistic and workable dates	SkillsYouNeed.com, TakeChargeToday.arizona.edu, http://nextgenpersonalfinance.org
Level 4: Extended Thinking	SE 1.3 Identify project resources (e.g., people, materials, funds), acquisition and budgeting	TakeChargeToday.arizona.edu,http://nextgenpersonalfinance.org,

Notes

Career Cluster: All

Course: Senior Experience

SE 2. Students will evaluate career and personal attributes to develop a professional work ethic.

Webb Level	***Sub-indicator***	***Integrated Content***
Level 3: Strategic Thinking	SE 2.1 Assess personal attributes Examples: • Works well with others • Punctuality • Occupational appropriate dress • Task-oriented when working	
Level 3: Strategic Thinking	SE 2.2 Compare personal attributes to career interest expectations Examples: • Some careers are more flexible on their culture with coming to work on time; whereas others are more strict • Dress requirements (scrubs, business professional, business casual, casual, etc.)	
Level 2: Skill/Concept	SE 2.3 Apply power skills Examples: • Problem-solving • Employability • Communication • Leadership • Interpersonal relations • Attendance/Punctuality • Cooperation • Responsibility • Accountability • Self-management • Integrity/Honesty • Initiative	The Center for Work Ethic Development https://workethic.org/

Notes: Prods – Writing Standards/Language Arts: Technical

Career Cluster: All

Course: Senior Experience

SE 3. Students will create appropriate workplace documents.

Webb Level	*Sub-indicator*	*Integrated Content*
Level 3: Strategic Thinking	SE 3.1 Create and develop documents that may be required for use in the workplace Examples: • Résumé • Cover Letter • Letter of Intent • Reflective Letter • Experience Journal • Thank You Notes/Letters • Emails and Professional Correspondence	SDMyLife, Instructional Materials, http://nextgenpersonalfinance.org, Monster, https://owl.english.purdue.edu
Level 3: Strategic Thinking	SE 3.2 Develop a career portfolio and organize materials Examples: • Relevant career and school work samples • Cover page • Table of contents • Cover letter • Résumé • List of references • Letters of recommendation • Research component with works cited • Product documentation • Certificates / Recognitions	SDMyLife, Portfolio and Inclusive Documents, Mentor Forms/Grades, Letters

Notes:

Suggested CC Standards for Technical Writing when Unpacking:

- CCSS.ELA-LITERACY.W.11-12.4
  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

- CCSS.ELA-LITERACY.W.11-12.5
  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)
- CCSS.ELA-LITERACY.W.11-12.6
  Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- CCSS.ELA-LITERACY.W.11-12.2
  Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Career Cluster: All

Course: Senior Experience

SE 4. Students will develop a research component relevant to senior experience product.

Webb Level	*Sub-indicator*	*Integrated Content*
Level 4: Extended Thinking	SE 4.1 Construct a concise and clear thesis statement: • support main points • relevant research obtained from valid sources • provide a summative section	https://owl.english.purdue.edu, Lonestar College, Ditch That Textbook, Labor Market Information, Occupational Information
Level 2: Skill/Concept	SE 4.2 Prepare a formatted citation document to accompany research component Examples: • Modern Language Association (MLA) • American Psychological Association (APA) • Chicago Style	https://owl.english.purdue.edu

Notes

Examples of a research component:

- Web Page
- Presentation Tool
- Research Paper (MLA, APA, etc.)
- Ignorance Paper
- Identify 3 Experts on contemporary issue; make a chart comparing viewpoints and qualifications
- Illustrated Booklet
- Technical Document
- Photo Journal
- Story Board
- SWOT Analysis (Strengths, Weaknesses, Opportunities and Threats)
- Journal Article – write or review multiples
- Policy for Research Steps
- Video Documentary

- Infographics
- Podcast
- TedTalks
- Create an App

Suggested Research Writing CC Standards

- CSS.ELA-LITERACY.W.11-12.1.D
  Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- CCSS.ELA-LITERACY.W.11-12.2.B
  Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- CCSS.ELA-LITERACY.W.11-12.2.F
  Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- CCSS.ELA-LITERACY.W.11-12.8
  Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation

Prods: project-based learning, self-determination, organization, responsibility, creativity, inter/intrapersonal skills,

Career Cluster: All

Course: Senior Experience

SE 5. Students will construct a product connected to the conceptual plan.

Webb Level	*Sub-indicator*	*Integrated Content*

Level 2: Skill/Concept	SE 5.1 Product defines and demonstrates educational and personal growth
	Example:
	• Documentation of product development, such as
	  ○ Journal Logs
	  ○ Photographs
		mentor evaluation, product grade, Problem-Based Learning

Level 2: Skill/Concept	SE 5.2 Demonstrate skills and knowledge gained throughout pathway coursework to product construction	

Notes: ALL * Prods: speaking, listening, viewing, presenting

Career Cluster: All

Course: Senior Experience

SE 6. Students will develop a presentation showcasing the conceptualized plan, product and research.

Webb Level	*Sub-indicator*	*Integrated Content*
Level 2: Skill/Concept	SE 6.1 Utilize a technology presentation tool that incorporates appropriate and effective audio, visuals and text	Technology, presentation tool(s), language/word choices, concise text, graphic design, audio/visual tools, https://owl.english.purdue.edu
Level 3: Strategic Thinking	SE 6.2 Formulate presentation demonstrating public speaking skills Examples: • Professional Attire • Eye Contact • Volume • Gestures • Word Choice • Clarity/Pronunciation • Effective presentation components, including hook, introduction of self, body, supporting details and conclusion	Public speaking skills, language, syntax, employability skills, power skills, time management, https://owl.english.purdue.edu
Level 4: Extended Thinking	SE 6.3 Present an overview of the senior experience to an audience Presentation may include: • Project analysis and process • Explanation of relationships between conceptualized plan, product and research • Impact on postsecondary goal(s)	Handout(s), https://owl.english.purdue.edu

Notes

Capstone: Service Learning

Career Cluster	All
Course Code	22104
Prerequisite(s)	None; Recommended: Foundational CTE Course(s)
Credit	0.5 – 1.0
Graduation Requirement	Can meet the 1 unit of any combination of the following: Capstone Experience, Approved CTE, or World Language
Program of Study and Sequence	Foundational Course – Pathway Course – **Capstone: Service Learning** – Postsecondary Program
Student Organization	DECA, FBLA, FCCLA, FFA, HOSA, SkillsUSA
Coordinating Work-Based Learning	Project-Based Learning, Volunteer Experience, Job Shadow, Mentoring, Cooperative Work Experience
Industry Certifications	May vary based on student's career interest and personal learning plan
Dual Credit or Dual Enrollment	Varies depending upon service learning experience
Teacher Certification	7-12 Certified Teachers, Certified School Counselors, Certified Administrators
Resources	National Youth Leadership Council (NYLC)

Course Description:

Capstone: Service Learning utilizes a flexible method of teaching and learning that applies academic and real world skills to create meaningful youth led experiences with community partnerships. The goal of service learning is to empower youth to become engaged in their personal, social, and working lives. Capstone: Service Learning is a course which blends academic learning with career interests and pathways while engaging students in service. Capstone: Service learning is more than community service or volunteerism. Students engage in a project that is carried out over an extended period of time and that mutually benefits the student and community.

Program of Study Application

Capstone: Service Learning is a capstone experience at the secondary level. Capstone: Service Learning would follow coursework in any career cluster and may precede enrollment in a postsecondary program.

Career Cluster: All

Course: Service Learning Experience

Course Standards

SLE 1 Students will develop skills in employability and identify area of career interest.

Webb Level	*Sub-indicator*	*Integrated Content*
Level 2: Skill/Concept	SLE 1.1 Develop a professional work ethic • Attendance, initiative, cooperation, responsibility, accountability, self-management, problem solving, integrity and honesty • Communication skills • Identify leadership strengths and weaknesses • Evaluate importance of digital footprint	Skills USA http://www.skillsusa.org/
Level 1: Recall & Reproduction	SLE 1.2 Connect career interests to service learning • Identify career interests that align with their Personal Learning Plan.	SDMyLife - Career Matchmaker Assessment http://sdmylife.com/
Level 3: Strategic Thinking	SLE 1.3 Develop communication skills • Examples may include: contacting potential employers or funding sources, résumé, cover letter, and interview etiquette	SDMyLife Résumé Builder

Notes:

Career Cluster: All

Course: Service Learning Experience

SLE 2 Students will prepare a plan for a service learning project.

Webb Level	*Sub-indicator*	*Integrated Content*
Level 3: Strategic Thinking	SLE 2.1 Assess needs within the community • Assessment through research, surveys, or partnerships within the community • Critique communities within the area or communities of similar size to compare services offered	Visit with school board, community board or community members
Level 2: Skill/Concept	SLE 2.2 Develop optional meaningful and personally relevant service activities • Connect community needs to an engaging and developmentally appropriate activity	
Level 4: Extended Thinking	SLE 2.3 Hypothesize attainable and visible outcomes that are valued by those being served	
Level 3: Strategic Thinking	SLE 2.4 Establish a collaborative, shared vision and plan • Set common goals to address community needs • Create a plan that both the student and mentor agree upon	

Notes: Progress Monitoring which includes collecting evidence from multiple sources throughout the experience to reflect if the student is meeting specific goals, while using results for improvement and sustainability.

Career Cluster: All

Course: Service Learning Experience

SLE 3 Students will develop community partnerships that aid in implementation of service learning.

Webb Level	*Sub-indicator*	*Integrated Content*
Level 2: Skill/Concept	SLE 3.1 Identify a variety of partners • Examples may be: youth, educators, families, community members, community-based organizations and/or businesses. • Partnerships should be collaborative, mutually beneficial, respectful, and address needs of diverse communities.	Boys and Girls Club, Youth and Family Services (YFS), The American Red Cross, Big Brothers and Big Sisters, Young Men's Christian Association (YMCA), The United Way, Habitat for Humanity, Special Olympics, and business partners
Level 3: Strategic Thinking	SLE 3.2 Identify and analyze different points of view to gain understanding of multiple perspectives • Examine the diverse backgrounds and perspectives of those offering and receiving service. Examples: • Multicultural • Socio-economic • Multi-generational	Teaching Tolerance www.tolerance.org

Notes

Career Cluster: All

Course: Service Learning Experience

SLE 4 Students will implement service learning plan.

Webb Level	*Sub-indicator*	*Integrated Content*
Level 3: Strategic Thinking	SLE 4.1 Gather evidence from multiple sources throughout the experience Examples: • Weekly log or journal • Community partners • Teacher • Mentor	
Level 2: Skill/Concept	SLE 4.2 Apply evidence to improve service learning project Examples: • Evidence such as assessment, weekly log or journal, feedback from community and/or participants • May utilize an evaluation or feedback form to gather information • Use results for improvement and sustainability.	

Notes

Career Cluster: All

Course: Service Learning Experience

SLE 5 Students will evaluate the service learning experience through a final product or presentation.

Webb Level	*Sub-indicator*	*Integrated Content*
Level 4: Extended Thinking	SLE 5.1 Analyze personal growth such as changes in leadership qualities and self-awareness • Changes in knowledge, skills and/or attitudes through a variety of verbal, written, artistic, or nonverbal activities. • Include stereotypes and assumptions	
Level 4: Extended Thinking	SLE 5.2 Analyze one's role as a citizen within the community and how he/she contributes to society • Differentiate between initial role and role after service learning experience • Propose future role and involvement in service learning	
Level 4: Extended Thinking	SLE 5.3 Evaluate the quality and effectiveness of the experience • Consider what worked well throughout the experience, and what could be done differently moving forward or in future projects • Determine personal opinion about the largest impact of the experience	
Level 3: Strategic Thinking	SLE 5.4 Present service learning results Examples: • Video • Blog • Slideshow presentation • Portfolio • Podcast • Community presentation	

Notes:

Capstone: Youth Internship

Career Cluster	All
Course Code	80018
Prerequisite(s)	None; Recommended: Foundational CTE Course(s)
Credit	0.5 – 1.0
Graduation Requirement	Can meet the 1 unit of any combination of the following: Capstone Experience, Approved CTE, or World Language
Program of Study and Sequence	Foundational Course – Pathway Course – **Capstone: Youth Internship** – Postsecondary Program
Student Organization	DECA, FBLA, FCCLA, FFA, HOSA, SkillsUSA
Coordinating Work-Based Learning	Internship, Cooperative Work Experience, Mentoring
Industry Certifications	May vary based on student's career interest and personal learning plan
Dual Credit or Dual Enrollment	Varies depending upon youth internship
Teacher Certification	7-12 Certified Teachers, Certified School Counselors, Certified Administrators
Resources	http://youth.gov/youth-topics/youth-employment/rules-and-regulations-youth-employment

Course Description:

Capstone: Youth internships allow students to gain authentic, real-world experience in business and industry. Students' interests, strengths, and chosen career clusters/pathways determine the internship experience(s). Based on the internship experience(s), students will gain insight to their postsecondary personal learning plan.

Program of Study Application

Capstone: Youth Internship is a capstone experience at the secondary level. Capstone: Youth Internship would follow coursework in any career cluster and may precede enrollment in a postsecondary program.

Career Cluster: All

Course: Youth Internship

Course Standards

YI 1 Students will analyze personal aptitudes, abilities, strengths, talents, and weaknesses.

Webb Level	*Sub-indicator*	*Integrated Content*
Level 3: Strategic Thinking	YI 1.1 Connect an understanding of self to career area of interest Examples: • Personal assessments (Myers-Briggs, Match Maker) • Multiple intelligences • Left/right brain dominance • Reality Check – understanding personal lifestyle vs. career preference	

Notes

Career Cluster: All

Course: Youth Internship

YI 2 Students will apply career development skills.

Webb Level	*Sub-indicator*	*Integrated Content*
Level 2: Skill/Concept	YI 2.1 Exhibit positive work-based behaviors Examples: • Ethics, teamwork, cooperation, appropriate behaviors/communications • Appropriate use of technology and social media • Secretary's Commission on Achieving Necessary Skills (SCANS) • Power Skills • Focus on leadership in the workplace • Appropriate dress/dress for the job	SCANS Skills http://www.academicinnovations.com/report.html
Level 4: Extended Thinking	YI 2.2 Apply behaviors and qualities to multiple work-based settings Examples: • Appropriate communication (phone/text/email) • Assessments from mentor	
Level 4: Extended Thinking	YI 2.3 Create a professional portfolio Minimum Requirements: • Résumé • Cover Letter • References • Letters of Recommendation • Personality Assessments • Daily Journal Entries	

Notes

Career Cluster: All

Course: Youth Internship

YI 3 Students will complete a youth internship.

Webb Level	*Sub-indicator*	*Integrated Content*
Level 4: Extended Thinking	YI 3.1 Prove an understanding of steps to acquire employment Examples: • Application • Interview • Background Check • Health Insurance Portability and Accountability Act (HIPAA), etc.	
Level 2: Skill/Concept	YI 3.2 Perform daily work tasks consistent with the responsibilities and work culture of the chosen internship field Examples: • Arriving/departing on time • Communicating with supervisor/co-worker/internship coordinator • Completing assigned tasks	

Notes

Career Cluster: All

Course: Youth Internship

YI 4 Students will develop a postsecondary personal learning plan after completion of internship experiences.

Webb Level	*Sub-indicator*	*Integrated Content*
Level 4: Extended Thinking	YI 4.1 Analyze internship experiences Examples: • Journaling experiences • Likes/dislikes • Reflection – written/verbal • Exit interview with internship coordinator • Employer/mentor evaluations	
Level 4 Extended Thinking	YI 4.2 Connect future career goals to steps needed to achieve them Examples: • Construct a timeline of goals for furthering/preparing for the workforce • Scholarship • Postsecondary – options for schooling • Certifications and training	
Level 4: Extended Thinking	YI 4.3 Prove skills and knowledge gained from internship experience Examples: • Panel Interview/presentation • Sharing with other students/administration • Multimedia, PowerPoint, etc. • Visual demonstrations • Portfolio of experiences – photos, time line, reflections, etc.	

Notes