Course: Senior Experience

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.

Career Cluster: All

Prerequisites: None; Recommended: Foundational CTE Course(s)

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.

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

SUB-INDICATOR 1.1 (Webb Level: 4 Extended Thinking): Construct an essential plan

SUB-INDICATOR 1.2 (Webb Level: 3 Strategic Thinking): Develop a timeline for the project with realistic and workable dates

SUB-INDICATOR 1.3 (Webb Level: 4 Extended Thinking): Identify project resources (e.g., people, materials, funds), acquisition and budgeting

Knowledge (Factual):	Understand (Conceptual):	Do (Application):
-Personal interests	-How personal interests are transferable to potential career opportunities	-Connect overall learning objective(s) to personal learning plan
-Organization of a personal learning plan	-How personal learning plans guide development of objectives	-Design a project proposal (e.g., project service event)
-Developing a time-sensitive budget	-How to map out budgeted time and resources	-Construct a time and resource budget spreadsheet
-Locating and identify potential project resources	-Importance of being able to identify project resources (e.g., people, materials, funds)	-Explain how project extends learning and skills as well as a learning stretch,

		demonstrating a significant level of knowledge and skills.

Benchmarks:
Students will be assessed on their ability to:
- Communicate personal learning plan, budget and resources with mentor(s) and course facilitator, using appropriate technologies and language (e.g., letter of intent, budget proposal presentation, mentor request).

<table>
<tr><td colspan="2" align="center">Academic Connections</td></tr>
<tr><td>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</td><td>Sample Performance Task Aligned to the Academic Standard(s):</td></tr>
<tr><td>W.11-12.4.
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td><td>-Communication tool (e.g., letter of intent, etc.)</td></tr>
<tr><td>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.</td><td>-Presentation of idea to panel (e.g., teacher, student workgroup)</td></tr>
<tr><td>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.</td><td>-Construct a spreadsheet, delineating time and resource budget</td></tr>
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INDICATOR #SE 2: **Students will evaluate career and personal attributes to develop a professional work ethic.**
SUB-INDICATOR 2.1 (Webb Level: 3 Strategic Thinking): Assess personal attributes
SUB-INDICATOR 2.2 (Webb Level: 3 Strategic Thinking): Compare personal attributes to career interest expectations
SUB-INDICATOR 2.3 (Webb Level: 2 Skill/Concept): Apply power skills

Knowledge (Factual):	Understand (Conceptual):	Do (Application):
-Various career exploration opportunities -Technical characteristics and personal attributes for the career field of interest -Soft / Transferable / Power skills -Define work-based learning -Define company culture and ways in which work-based settings vary -Appropriate vs. inappropriate work behaviors and attire (example: piercings, tattoos, language, cell phone use, hand washing) -Relevant vocabulary: digital footprint, initiative, time management, integrity, problem-solving, critical thinking, professionalism, team work	-Value of self-assessment tools when choosing a career field -Relationship between personal traits and specific career field -Impact of work-based behaviors on job performance and personal satisfaction in work-based experience -Importance of industry requirements and how laws vary across career fields	-Complete a personal assessment(s) (e.g. Myers-Briggs, multiple intelligences, left/right brain dominance) -Conduct a Reality Check: evaluate personal lifestyle vs. career preference -Describe appropriate work-based behaviors for various worksite scenarios through case examples -Demonstrate appropriate soft / transferable / power skills (e.g., role play)

Benchmarks:
Students will be assessed on their ability to:
- Create an artifact (e.g., personal reflection paper, journal entries, presentation) with personally identified attributes specific to a career pathway
- Distinguish relevant/irrelevant appropriate power skills for a specified

career

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):	Sample Performance Task Aligned to the Academic Standard(s):
W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **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.	-Identify and then compare and contrast prerequisite power skills with personal abilities

INDICATOR #SE 3: **Students will create appropriate workplace documents.**

SUB-INDICATOR 3.1 (Webb Level: 3 Strategic Thinking): Create and develop documents that may be required for use in the workplace

SUB-INDICATOR 3.2 (Webb Level: 3 Strategic Thinking): Develop a career portfolio and organize materials

Knowledge (Factual):	Understand (Conceptual):	Do (Application):
-Appropriate materials for a professional portfolio -Proper formatting of professional materials -Multiple documents required for appropriate work acquisition	-How organized materials provide greater expediency -Usefulness of creating, maintaining, and utilizing an organized professional portfolio -Importance of constructing professional materials -Significance of multiple steps when acquiring a	-Create workplace documents for a portfolio (e.g., resumé, cover letter, letter of intent, reflective letter, experience journal, thank you notes/letters, emails and professional correspondences)

	workplace position (e.g., resumé, cover letter, thank you letter)	

Benchmarks:
Students will be assessed on their ability to:
- Organize a professional portfolio, which includes completed workplace documents.

Academic Connections	
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):	**Sample Performance Task Aligned to the Academic Standard(s):**
W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	-Justify portfolio contents and organization (e.g., one-on-one teacher-student discussion, reflective letter)
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.	-Present portfolio documents (e.g., administrator/s, community member/s)

INDICATOR #SE 4: **Students will develop a research component relevant to senior experience product.**

SUB-INDICATOR 4.1 (Webb Level: 4 Extended Thinking): Construct a concise and clear thesis statement

SUB-INDICATOR 4.2 (Webb Level: 2 Skill/Concept): Prepare a formatted citation document to accompany research component

Knowledge (Factual):	Understand (Conceptual):	Do (Application):
-Thesis statements require organizing subtopics	-How to construct a research project with varied components	-Develop a concise and clear thesis statement
	-Importance of acquiring information from valid sources	-Support main points
-Research projects take on a variety of formats		-Research relevant material from valid

| (e.g., web page, presentation, research paper, ignorance paper, illustrated booklet, technical document)

-Plagiarism | -Significance of appropriate citation formats (e.g., MLA, APA, Chicago Style) | sources

-Create a summative section

-Prepare a formatted citation document to accompany research component (e.g., MLA, APA, Chicago Style) |

Benchmarks:
Students will be assessed on their ability to:
- Construct a research project
- Gather, organize and analyze information from multiple sources to answer a research question

Academic Connections	
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):	**Sample Performance Task Aligned to the Academic Standard(s):**
R.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	-Compose a correctly formatted research paper – thesis, body paragraphs with cited facts, conclusion and works cited page
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.	-Develop a correctly formatted web page

INDICATOR #SE 5: Students will construct a product connected to the conceptual plan.
SUB-INDICATOR 5.1 (Webb Level: 2 Skill/Concept): Product defines and demonstrates educational and personal growth
SUB-INDICATOR 5.2 (Webb Level: 2 Skill/Concept): Demonstrate skills and knowledge gained throughout pathway coursework to product construction

Knowledge (Factual):	Understand (Conceptual):	Do (Application):

| -Documentation of product development (e.g., journal logs, photographs)

-Skill sets required to construct selected product

-Hands-on product creation to increase knowledge and skills | -Importance of process documentation

-Significance of personal growth and educational benefits through product completion

-Value of learning stretch – personal education and skills growth | -Document product steps

-Record and reflect over product steps

-Articulate skills gained through product completion

-Conduct a project that specifies a problem, identifies solution paths, tests the solution and reports results |

Benchmarks:
Students will be assessed on their ability to:
- Design and develop a product based on personal learning plan

Academic Connections	
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):	**Sample Performance Task Aligned to the Academic Standard(s):**
SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.	-Public display of product (e.g., senior fair, community open house)
SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	-Compose a letter to the editor (e.g., school or local newspaper), detailing product steps, met/unmet goals, time and resources utilized and how experience has stretched growth toward future plans.

INDICATOR #SE 6: **Students will develop a presentation showcasing the**

conceptualized plan, product and research.

SUB-INDICATOR 6.1 (Webb Level: 2 Skill/Concept): Utilize a technology presentation tool that incorporates appropriate and effective audio, visuals and text

SUB-INDICATOR 6.2 (Webb Level: 3 Strategic Thinking): Formulate presentation demonstrating public speaking skills

SUB-INDICATOR 6.3 (Webb Level: 4 Extended Thinking): Present an overview of the senior experience to an audience

Knowledge (Factual):	Understand (Conceptual):	Do (Application):
-Methods to present a product -Presentation methods -Professional presentation skills (e.g., attire, eye contact, volume, gestures, word choice, clarity / pronunciation, hook, supporting details, conclusion) -Technology tool applications	-How to utilize professional presentation skills -How to determine appropriate technology tool(s) -Value of project analysis and process -Importance of relationships between conceptualized plan, product and research -Impact on postsecondary goal(s)	-Synthesize information from personal learning plan, product and research -Utilize appropriate technology tool(s) to create presentation -Analyze skills and educational benefits derived from senior experience

Benchmarks:
Students will be assessed on their ability to:
- Organize and deliver prepared presentation, delineating plan, product and research

Academic Connections	
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):	**Sample Performance Task Aligned to the Academic Standard(s):**
SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	-Presentation of capstone experience to panel of community judges

Additional Resources

Please list any resources (e.g., websites, teaching guides, etc.) that would help teachers as they plan to teach these new standards.

- https://owl.english.purdue.edu
- Problem-Based Learning
- Reality Check: http://realitycheck.intocareers.org/RealityCheck_SD/
- Myer's -Briggs: https://www.16personalities.com/free-personality-test
- Multiple Intelligences: https://www.edutopia.org/multiple-intelligences-assessment
- Left Brain/Right Brain Dominance: https://braintest.sommer-sommer.com/en/
- Lonestar College
- Ditch That Textbook
- Labor Market Information
- Occupational Outlook Handbook
- Instructional Materials -- www.sdmylife.com
- http://nextgenpersonalfinance.org
- Monster
- The Center for Work Ethic Development https://workethic.org
- *Elements of Business Writing: Guide to Writing Clear and Concise Letters* TheBalance.com
- Problem-Based Learning
- SkillsYouNeed.com
- TakeChargeToday.arizona.edu
- http://nextgenpersonalfinance.org