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.

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

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

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.

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,

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
	    o Journal Logs
	    o 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

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