



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.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 2: Skill/Concept	SLE 1.1 Develop a professional work ethic <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• 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.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 3: Strategic Thinking	SLE 2.1 Assess needs within the community <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• 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.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 2: Skill/Concept	<p>SLE 3.1 Identify a variety of partners</p> <ul style="list-style-type: none">• 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	<p>SLE 3.2 Identify and analyze different points of view to gain understanding of multiple perspectives</p> <ul style="list-style-type: none">• Examine the diverse backgrounds and perspectives of those offering and receiving service. <p>Examples:</p> <ul style="list-style-type: none">• 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.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 3: Strategic Thinking	SLE 4.1 Gather evidence from multiple sources throughout the experience Examples: <ul style="list-style-type: none">• Weekly log or journal• Community partners• Teacher• Mentor	
Level 2: Skill/Concept	SLE 4.2 Apply evidence to improve service learning project Examples: <ul style="list-style-type: none">• 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

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

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 4: Extended Thinking	<p>SLE 5.1 Analyze personal growth such as changes in leadership qualities and self-awareness</p> <ul style="list-style-type: none"> • 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	<p>SLE 5.2 Analyze one's role as a citizen within the community and how he/she contributes to society</p> <ul style="list-style-type: none"> • Differentiate between initial role and role after service learning experience • Propose future role and involvement in service learning 	
Level 4: Extended Thinking	<p>SLE 5.3 Evaluate the quality and effectiveness of the experience</p> <ul style="list-style-type: none"> • 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	<p>SLE 5.4 Present service learning results</p> <p>Examples:</p> <ul style="list-style-type: none"> • Video • Blog • Slideshow presentation • Portfolio • Podcast • Community presentation 	

Notes: