

Relevance

Create an educational experience that advances career goals.

Criteria for Exemplary Key Practices

Personal Learning Plan

Each student will develop a Personal Learning Plan in the 8th grade utilizing the career guidance software found on www.SDMyLife.com and will review the plan annually throughout high school.

Evidence supports that parents/guardians should be involved in developing and reviewing the Personal Learning Plan.

Each student's Personal Learning Plan is based on a chosen Career Cluster Program of Study, which identifies specific coursework or training that supports the student's career choice. Coursework includes foundational courses, exploratory/cluster and pathway courses, capstone experiences, and aligned academic courses.

All students document grades and results from state and national assessments which then help them determine future coursework, especially if deficiencies are identified. The Personal Learning Plan may then be modified accordingly.

Programs of Study

The district Programs of Study offered are determined by the student and community needs. The career guidance software reports are utilized to help determine where students' interests are and which cluster/programs of study to offer. Programs of study are modeled after the state career cluster program of study framework.

Local/regional business steering committees meet with their school board to review each cluster/program of study offered on a regular basis. Curriculum and resource needs that support each program of study are reviewed annually.

Exploratory Curriculum

All students have opportunities to explore a variety of careers and complete career-related projects/activities during middle school, 9th and 10th grades. Opportunities may be gained through a careers course, Teachers as Advisors program, or career and technical education courses.

Exploratory/cluster courses:

- utilize technology
- blend rigorous academics with career content
- require students to apply academic learning to authentic projects typical of the career field
- develop the skills that employers desire of new employees
- provide opportunities to participate in job shadowing, tour local businesses and interview leaders in the career field.

Capstone Experience

All students have an opportunity to complete a relevant and rigorous capstone experience (senior experience, entrepreneurship experience, youth internships and/or pre-apprenticeships).

Senior Experience

Students who complete a senior experience will create a portfolio, a product, a research paper and a presentation, and receive high school credit.

Entrepreneurship Experience

Students who complete an entrepreneurship experience have an entrepreneur as a mentor, complete a portfolio which includes a business plan, give a presentation and receive high school credit.



Work-Based Learning

Youth Internship and Pre-apprenticeship: All students have access to work-based learning opportunities, youth internships or pre-apprenticeships for credit toward graduation. Work-based learning opportunities are aligned with the students' career cluster interests. Students complete school assignments related to worksite activities, including daily logs, weekly summaries, and a portfolio.

The school has a written agreement with sponsoring businesses. U.S. Department of Labor apprenticeship competencies or industry-based standards are utilized for student evaluation. A school career coordinator actively communicates with businesses to provide work-based learning opportunities and monitor placed students.

Virtual Courses

The high school registration guide reflects virtual courses options. Students are able to receive instruction from the South Dakota Virtual School at no personal cost. All students have access to a trained class facilitator to assist them with participating in a virtual course.

21st Century Skills

Students gain 21st century skills by learning rigorous content and apply it to real-world relevance.

21st Century Themes

- Global Awareness: Students complete activities in all classrooms that incorporate global awareness concepts.
- Financial, Economic, Business and Entrepreneurial Literacy: All students complete personal finance or economics course during their junior or senior year. Students also have opportunities to gain business and entrepreneurial skills.
- Civic Literacy: All students gain knowledge of how to become a good citizen, how to be and stay informed and how governmental processes work.
- Health Literacy: All students will obtain, interpret, and understand basic health information and services to enhance personal health and wellness. The district has a plan for addressing school health programs and policies.

Learning and Innovation Skills

- Creativity and Innovation: Students use a wide range of idea creation techniques (brainstorming, mind mapping, etc), and refine, analyze and evaluate their own ideas and the ideas of others in all classrooms.
- Critical Thinking and Problem Solving: Students complete activities or authentic projects that allow for effective reasoning, analyze and evaluate information to make judgments and decisions, and solve problems in all classrooms.
- Communication and Collaboration: Students practice effective listening and verbal, nonverbal and written communication skills in all classrooms. Students complete group work demonstrating flexibility, assuming shared responsibility and showing respect for others.

Information, Media and Technology Skills

- Information Literacy: Student complete assignments/projects in which they have to access information and evaluate credibility of information.
- Media Literacy: Students complete assignment/projects in which they access and organize, analyze and create for a variety of media.
- Information, Communications and Technology Literacy: Students utilize a variety of technology to research, organize, evaluate, communicate and create information in all classrooms.

Life and Career Skills

All students gain life and career skills through involvement in a career and technical student organization, extracurricular activity, fine arts leadership roles, or classroom leadership roles. Through involvement students develop flexibility, adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, leadership and responsibility skills.

Each school district ensures all students gain 21st century skills by implementing a district 21st century integration plan. The district provides professional development, time and resources for faculty to understand 21st century skills and integrate 21st century skills into curriculum.