

**CTE Standards Unpacking
Youth Apprenticeship**

Course: Youth Apprenticeship

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.

Career Cluster: All

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

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.

INDICATOR #YA 1: Students will evaluate career and personal attributes to develop a professional work ethic.		
SUB-INDICATOR 1.1 (Webb Level: 1 Recall): Identify career interests in the apprenticeship experience that align with the student personal learning plan (PLP)		
SUB-INDICATOR 1.2 (Webb Level: 3 Strategic Thinking): Assess personal attributes		
SUB-INDICATOR 1.3 (Webb Level: 3 Strategic Thinking): Compare career interest expectations to personal attributes		
SUB-INDICATOR 1.4 (Webb Level: 2 Skill/Concept): Apply power skills		
Knowledge (Factual): -Essential features of Apprenticeship -Various Career exploration opportunities -Personal learning plan -Attributes of the student learner -Power Skill/Soft Skill	Understand (Conceptual): -Comprehension of PLP -Mutually beneficial nature of apprenticeships -Personal attributes impact your career choices (e.g., tattoos, piercings, attire, etc.) -Importance of Power Skills/Soft Skills	Do (Application): -Identify career aptitudes utilizing online resources such as SDMyLife -Complete a Personal Assessment -Compare career interest expectations to personal attributes -Identify personal power

Terminology		skills/soft skills -Participate in Power Skills/Soft Skills Training. (e.g., Bring Your "A" Game Course)
<p>Benchmarks: <i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • Demonstrate proficiency in professional work ethic • Interpret supervisors feedback to improve professional work ethic. • Discuss Power Skills/Soft Skills training outcome • Develop a resume and cover letter • Complete a mock interview 		
<i>Academic Connections</i>		
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard): ELA: 1)11-12.RI.2 - Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>2)11-12.RI.7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>Technology: 1) ET.RL.1 - Students use technology to locate, organize, evaluate and analyze information.</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>-Present on a power skill/soft skill to other class mates.</p> <p>-Classroom activity comparing and contrasting power skills/soft skills</p> <p>-Student led career fair in which the student researches a career and then presents the information to younger students</p>	

<p>INDICATOR #YA 2: Students will complete on-the-job training and occupational-related tasks.</p>		
<p>SUB-INDICATOR 2.1 (Webb Level: 1 Recall): Demonstrate mastery of occupational-related skills by documenting a minimum of 200 on-site apprenticeship hours per semester during the experience</p>		
<p>SUB-INDICATOR 2.2 (Webb Level: 3 Strategic Thinking): Adhere to industry norms and safety standards</p>		
<p>SUB-INDICATOR 2.3 (Webb Level: 1 Recall): Identify an array of skills learned through exposure to several tasks within the business setting</p>		
<p>Knowledge (Factual):</p> <ul style="list-style-type: none"> -Work process and required related technical instruction specific to student's Registered Apprenticeship (RA) -Occupation safety standards -Required documentation for RA (RA application, work process logs, etc.) 	<p>Understand (Conceptual):</p> <ul style="list-style-type: none"> -Industry norms and how they relate to various occupations -Importance of safety in and around the workplace -How related skills impact the Apprentice's chosen occupation -Importance of proper completion of documentation 	<p>Do (Application):</p> <ul style="list-style-type: none"> -Review and summarize proper RA documentation -Maintain workplace log -Identify occupational safety standards (e.g., checklist, poster, etc.)
<p>Benchmarks: <i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • Obtain employment with a RA employer • Complete required RA documentation • Develop an artifact describing skills obtained during work experience 		
<p><i>Academic Connections</i></p>		
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard): Technology: 9-12.ET.CI.1.3 Utilize technology for collaboration, research, publication, communication and productivity.</p> <p>ELA:</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <ul style="list-style-type: none"> -The youth apprentice will create a blog that they will use to reflect, communicate, and collaborate 	

11.W.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.	-The youth apprentice will write a reflection paper on their skills obtained during work experience
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INDICATOR #YA 3: Students will demonstrate final product of the apprenticeship experience.

SUB-INDICATOR 3.1 (Webb Level: 2 Skill/Concept): Perform daily work tasks consistent with responsibilities and work culture in the apprenticeship experience

SUB-INDICATOR 3.2 (Webb Level: 3 Strategic Thinking): Showcase a presentation, demonstration, or portfolio as the culmination of the apprenticeship experience

<p>Knowledge (Factual): -Work culture and work tasks within their employment -Presentation, portfolio, and demonstration content</p>	<p>Understand (Conceptual): - How progression of performance tasks and responsibilities benefit the apprentice in future success. -Value of work culture</p>	<p>Do (Application): -Compile RA work experience data -Finalize presentation, portfolio, and demonstration</p>
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Benchmarks:
Students will be assessed on their ability to:

- Demonstrate proficiency in professional work-based competencies
- Deliver presentation or demonstration
- Submit completed portfolio

Academic Connections

<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard): ELA: 1) 11-12.SL.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.</p>	<p>Sample Performance Task Aligned to the Academic Standard(s): -Create a presentation that encompasses the Apprenticeship experience (e.g., informational video, Prezi, Infographic, etc.)</p>
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INDICATOR #YA 4: Students will create a postsecondary plan.

<p>SUB-INDICATOR 4.1 (Webb Level: 2 Skill/Concept): Evaluate career pathway(s)</p>		
<p>SUB-INDICATOR 4.2 (Webb Level: 3 Strategic Thinking): Construct postsecondary plan</p>		
<p>Knowledge (Factual):</p> <ul style="list-style-type: none"> -Postsecondary options -Various Career Pathways -Cost of living 	<p>Understand (Conceptual):</p> <ul style="list-style-type: none"> -How informed decisions are necessary for postsecondary success 	<p>Do (Application):</p> <ul style="list-style-type: none"> -Evaluate PLP -Discuss long-term opportunities and goals with employer -Use online resources to consider costs of living with wants vs. needs (e.g., Reality Check) -Create a budget that aligns with postsecondary plans
<p>Benchmarks: <i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • Submit expanded PLP • Submit Postsecondary Plan 		
<p>Academic Connections</p>		
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>Personal Finance: 1) PF 1.1 Explain controllable factors involved in personal finance.</p> <p>Math: 1) N.Q Reason quantitatively and use units to solve problems</p> <p>Personal Finance: 2) PF 2.3 Generate a system to organize finances and maintain records.</p> <p>Math: 1) N.Q Reason quantitatively and use units to solve problems</p>	<p>Sample Performance Task Aligned to the Academic Standard):</p> <ul style="list-style-type: none"> -Compare incomes for various careers -The apprentice will create a budget 	

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://www.starttoday.com/>
- *Promising Practices for Successful High School Apprenticeships* By, Jennifer Curry, PhD
- https://iowastem.gov/sites/default/files/Playbook_3.pdf
- *High School Registered Apprenticeship Playbook* by Career Academy of Pella and Vermeer Corporation
- https://wdr.doleta.gov/directives/attach/TEN/TEN_31-16_Acc.pdf
- *Framework on Registered Apprenticeship for High School Students*
- <https://workethic.org/>
- <http://dlr.sd.gov/>
- <https://www.apprenticeship.gov/>
- Reality Check: http://www9.intocareers.org/realitycheck_SD/
- Allows student to figure out what kind of life style they will want after school, Students
- Find out how much money they will need to earn to cover expenses. (housing, food, clothes, transportation, and other items). Then find out which occupations will support this lifestyle.