

CTE Standards Unpacking
Youth Internship

Course: Youth Internship

Course Description: Capstone: Youth internships allow students to gain authentic, real-world experience in business and industry. Students’ interests, strengths, and chosen career clusters/pathways determine the internship experience(s). Based on the internship experience(s), students will gain insight to their postsecondary personal learning plan.

Career Cluster: All

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

Program of Study Application: Capstone: Youth Internship is a capstone experience at the secondary level. Capstone: Youth Internship would follow coursework in any career cluster and may precede enrollment in a postsecondary program.

<p>INDICATOR #YI 1: Students will analyze personal aptitudes, abilities, strengths, talents, and weaknesses.</p>		
<p>SUB-INDICATOR 1.1 (Webb Level: 3 Strategic Thinking): Connect an understanding of self to career area of interest</p>		
<p>Knowledge (Factual):</p> <ul style="list-style-type: none"> -Various career exploration opportunities -Technical characteristics and personal attributes for the career field of interest 	<p>Understand (Conceptual):</p> <ul style="list-style-type: none"> -Value of self-assessment tools when choosing a career field -How personal interests are transferable to potential career opportunities 	<p>Do (Application):</p> <ul style="list-style-type: none"> -Complete a Personal assessment(s) (e.g. Myers-Briggs, Multiple intelligences, left/right brain dominance) -Conduct a Reality Check <ul style="list-style-type: none"> – evaluate personal lifestyle vs. career preference
<p>Benchmarks: <i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • Analyze personal attribute tool results. • Evaluate a specific job opportunity, analyze and identify the characteristics for this position. • Create an artifact using personally identified attributes specific to a job opportunity (e.g. cover letter). 		

Academic Connections	
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>ELA: 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.</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>-Develop a personal blog or web page to explain the compatibility of personal attributes with career choice</p> <p>-Compare and contrast the results of one's Reality Check with job outlook regarding supply and demand</p>

INDICATOR #YI 2: Students will apply career development skills.		
SUB-INDICATOR 2.1 (Webb Level: 2 Skill/Concept): Exhibit positive work-based behaviors		
SUB-INDICATOR 2.2 (Webb Level: 4 Extended Thinking): Apply behaviors and qualities to multiple work-based settings		
SUB-INDICATOR 2.3 (Webb Level: 4 Extended Thinking): Create a professional portfolio		
<p>Knowledge (Factual):</p> <ul style="list-style-type: none"> -Soft / Transferable / Power skills -Work-based learning -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) 	<p>Understand (Conceptual):</p> <ul style="list-style-type: none"> -Impact of work-based behaviors on job performance and personal satisfaction in work-based experience -Understand the relationship between industry requirements and regulations -How the relationship between chosen career area and portfolio format selection correlate 	<p>Do (Application):</p> <ul style="list-style-type: none"> -Describe appropriate work-based behaviors for various worksite scenarios through case examples -Soft skills training (e.g., Bring your "A" Game) -Review various sample portfolios -Create a portfolio. <p>Minimum Requirements:</p> <ul style="list-style-type: none"> -Introduction (cover page)

<p>-Relevant vocabulary: digital footprint, initiative, time management, integrity, problem-solving, critical thinking, professionalism, team work</p> <p>-Various tools and formats available for creating a professional portfolio</p> <p>-Appropriate materials for a professional portfolio</p>	<p>-The usefulness of creating, maintaining, and utilizing a professional portfolio</p>	<p>-Resume -Cover Letter -References -Letters of Recommendation -Industry Certification -Work-based experience reflection (e.g., hours accrued, skills obtained, challenges faced, Evaluation of career goals) -Work-based experience artifacts if applicable</p>
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Benchmarks:

Students will be assessed on their ability to:

- Display appropriate work-based behaviors measured through mentor and self-evaluations.
- Develop a completed professional portfolio.

Academic Connections

<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>ELA: 9-12.C.5.9. Demonstrate and/or show examples of how technology has changed the way people participate beyond their traditional sphere of influence</p> <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.5. Develop and strengthen</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>-Select and utilize an appropriate format and portfolio elements connecting to industry of choice</p> <p>-Create a resume' and cover letter (e.g., hard copy, link on PowerPoint, upload to website)</p>
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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.	-Daily journals and reflection
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INDICATOR #YI 3: Students will complete a youth internship.

SUB-INDICATOR 3.1 (Webb Level: 4 Extended Thinking): Prove an understanding of steps to acquire employment

SUB-INDICATOR 3.2 (Webb Level: 2 Skill/Concept): Perform daily work tasks consistent with the responsibilities and work culture of the chosen internship field

Knowledge (Factual):	Understand (Conceptual):	Do (Application):
<ul style="list-style-type: none"> -Hours required to achieve credit (90 – 120 hours relevant classroom training and worksite experience recommended) -Steps to acquiring employment, examples include: <ul style="list-style-type: none"> -Application -Background check -Interview skills and process -Training and certification requirements (HIPAA, etc.) -Drug testing -Steps to follow up on progress of application process -Accepting or denying employment -Daily work tasks for the chosen internship field 	<ul style="list-style-type: none"> -Relevance of strategies for application screening -Importance of tailoring application materials to job responsibilities -Role of resume and cover letter in application process 	<ul style="list-style-type: none"> -View sample completed applications and analyze differences -Complete sample application -Role-play a Mock Interview -Before selecting an internship placement, identify daily work tasks for chosen internship field through one or more of the following: <ul style="list-style-type: none"> -previous work experience -job shadow experience -internet research using any one of the following: O*Net Online, Xello (SDMyLife), Occupational Outlook Handbook -Log daily activity and reflections -Complete a thank you

		for internship supervisor
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Benchmarks:

Students will be assessed on their ability to:

- Find a job listing with chosen field and complete a tailored resume and cover letter for this job.
- Complete mid-term and final evaluations focused on performance of daily work tasks and competencies.
- Present summative details of internship experience to an established audience (e.g., panel of professionals, class/organization).

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):

ELA:

SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

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 of formal and informal tasks.

Sample Performance Task Aligned to the Academic Standard(s):

-Compose a letter to the editor (e.g., school or local newspaper), detailing internship, goals, time and resources utilized and how experience has stretched growth toward future plans.

-Present internship experience to a class or relevant organization

INDICATOR #YI 4: Students will develop a postsecondary personal learning plan after completion of internship experiences.

SUB-INDICATOR 4.1 (Webb Level: 4 Extended Thinking): Analyze internship experiences

SUB-INDICATOR 4.2 (Webb Level: 4 Extended Thinking): Connect future career goals to steps needed to achieve them

SUB-INDICATOR 4.3 (Webb Level: 4 Extended Thinking): Prove skills and

knowledge gained from internship experience		
<p>Knowledge (Factual):</p> <p>-Various careers within the same career cluster of interest</p> <p>-Steps necessary to achieve employment in career of interest (e.g., Training, education, experiences, certification)</p>	<p>Understand (Conceptual):</p> <p>-Career choice is an ever-evolving, life-long process</p> <p>-Evaluation process is helpful in identifying specific skills and competencies performed through the internship experience</p> <p>-Internship experience and evaluation serve as proof of skills performed in a specific career field</p>	<p>Do (Application):</p> <p>-Research to determine what education is necessary for various career fields</p> <p>-Compare and contrast two postsecondary training options necessary for the chosen field related to training and certification requirements (to be included in portfolio)</p> <p>-Create a timeline articulating steps needed to achieve career goal (e.g., Beginning with high school graduation, detail an additional 10 steps and conclude with career attainment)</p>
<p>Benchmarks: <i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • Articulate evidence from internship and self-evaluation as it relates to future goal attainment (e.g., reflective paper, presentation). • Incorporate necessary changes to postsecondary personal learning plan regarding future career goals. 		
Academic Connections		
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>ELA: 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.</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>-Develop questions, interview professionals working in career field of interest, and record responses.</p>	

<p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>-Construct an artifact (e.g., Website, PowerPoint, newspaper article, essay) that details their internship experience</p>
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Additional Resources

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

- <http://youth.gov/youth-topics/youth-employment/rules-and-regulations-youth-employment>
- 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/>
- SCANS Skills: <http://www.academicinnovations.com/report.html>