

Service Learning Experience

Career Cluster	All
Course Code	22104
Prerequisite(s)	None; Recommended: Foundational CTE Course(s)
Credit	0.5 to 1.0
Program of Study and Sequence	Foundational Course – Pathway Course – Capstone: Service Learning – Postsecondary Program
Student Organization	DECA, Educator Rising, 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	SD Department of Education: Work-Based Learning Toolkit https://dlr.sd.gov/workforce_services/individuals/career_launch/toolkit.aspx

Course Description

Capstone: Service Learning applies academic and real-world skills to create meaningful youth-led experiences with community partnerships. Service learning is a teaching and learning strategy that connects academic curriculum to community need and empowers youth to become engaged in their personal, social, and working lives. Capstone: Service learning is a student-led, project-based learning experience that mutually benefits the student and community and extends beyond community service or volunteerism.

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.

Course Standards

SLE 1: Students will analyze personal aptitudes, abilities, strengths, talents, and weaknesses.

<i>Webb Level</i>	<i>Sub-indicator</i>
Two Skill/Concept	SLE 1.1 Connect an understanding of self to career area of interest.
One Recall and Reproduction	SLE 1.2 Connect career interests and career goals to service learning.
Three 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

SLE 2: Students will prepare a plan for a service learning project.

<i>Webb Level</i>	<i>Sub-indicator</i>
Three Strategic Thinking	SLE 2.1 Assess needs within the community. <ul style="list-style-type: none">• Research, survey, or build partnerships within the community to assess needs• Critique communities within the area or communities of similar size to compare services offered
Two Skill/Concept	SLE 2.2 Develop meaningful and student-driven service activities. <ul style="list-style-type: none">• Connect community needs to an engaging and developmentally appropriate activity
Four Extended Thinking	SLE 2.3 Hypothesize attainable outcomes that are valued by stakeholders.
Three Strategic Thinking	SLE 2.4 Collaborate with stakeholders to establish a 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 have vetted

SLE 3: Students will develop community partnerships that aid in implementation of service learning.

<i>Webb Level</i>	<i>Sub-indicator</i>
Two Skill/Concept	SLE 3.1 Identify a variety of partners. <ul style="list-style-type: none">• Seek out collaborative, mutually beneficial, and respectful partnerships, and partnerships that address needs of all community stakeholders
Three Strategic Thinking	SLE 3.2 Identify and analyze different points of view to gain understanding of multiple perspectives.

SLE 4: Students will implement a service learning plan.

<i>Webb Level</i>	<i>Sub-indicator</i>
Three Strategic Thinking	SLE 4.1 Monitor progress by collecting artifacts throughout the experience.
Two Skill/Concept	SLE 4.2 Apply evidence to improve service learning project. <ul style="list-style-type: none">• Collect evidence such as assessment, reflection, feedback from community and/or participants• May utilize an evaluation or feedback form to gather information

	<ul style="list-style-type: none"> ● Use results for improvement and sustainability
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SLE 5: Students will evaluate the service learning experience through a final product or presentation.

<i>Webb Level</i>	<i>Sub-indicator</i>
Four Extended Thinking	SLE 5.1 Evaluate the quality and effectiveness of the experience. <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 ● Identify the largest impact of the experience
Four Extended Thinking	SLE 5.2 Analyze personal growth. <ul style="list-style-type: none"> ● Reflect upon changes in leadership qualities and self-awareness on future career plans ● Reflect upon changes in knowledge, skills and/or attitudes through a variety of verbal, written, artistic, or nonverbal activities
Four Extended Thinking	SLE 5.3 Analyze one's role as a citizen within the community and one's contributions to society. <ul style="list-style-type: none"> ● Differentiate between initial role and role after service learning experience ● Propose future role and involvement in service learning
Three Strategic Thinking	SLE 5.4 Present service learning results. <ul style="list-style-type: none"> ● Video ● Blog ● Slideshow presentation ● Portfolio ● Podcast ● Community presentation