DIAL Virtual School – Youth Internship Program
Course Syllabus

Youth Internship is an opportunity for a student to spend time with one or more employees at a business, non-profit organization, or government agency. The objective is to provide an opportunity to observe and gain hands-on experience in how businesses and industries work. By being at the work site, students will get a firsthand perspective of the skills and tasks required on the job. The goal of the internship program is to increase the student's knowledge of workplace skills and receive on-the-job experience. The internship experience is selected based on the student's chosen career cluster. This is a capstone CTE course applicable to any of the 16 Career Clusters.

Course Description Aim: Students will participate in an unpaid, hands-on, supervised workplace internship to provide basic employability skills and an opportunity for future career exploration.

Program of Study: Elective course for students in grade 12 (grade 11 with special approval). This is a capstone course for Career and Technical Education programs and high school seniors. This course is based on the Youth Internship Framework developed by the South Dakota Department of Education.

Length: Semester

Prerequisite: successful completion of CTE Foundations or Career and Employability Skills or other similar course.

Communication

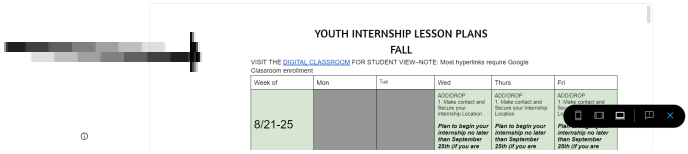
La Kisha Jordan	E-Mail: lakisha.jordan@k12.sd.us
1010 E. Broadway	Digital Classroom: **https://tinyurl.com/DIALDigitalClass**
Pierre, SD 57501	Phone: 605-956-0756

Class Policies

This course will give you the opportunity to explore and learn about the different career opportunities As a student in an online course, you are responsible for your own learning. As your instructor I will support you in your learning process. Here are some ways to make this a positive experience:

- Because this course is on-line, it is important for you to ask questions whenever you need to. If your question has to do with your grade or your progress in the course, you should email or call me.
- Even though this is an on-line class, we will still have many opportunities to work in groups and complete "hands-on" activities. Your class information and activities will be posted on the Digital Class and turned in through Google Classroom.
- In the digital classroom your weekly assignment Calendar is available with clickable links. It is the student's responsibility to open the Lesson Calendar everyday to see the assignment for the day. If you were absent or plan to be absent you will know what you need to make-up.





- It is important for you to do your own work on the assignments, projects and quizzes. It is also important for you and the other students at your site (if there are other students) to be able to figure things out together and to learn with each other. If you are not sure about how to complete an assignment, ask your classmates. If they aren't sure either, post a question to the class stream. Work together – but do your own work!
- You can contact your instructor at the email address above. I read my e-mail each day and will usually reply to your email within 3 hours. If I am going to be away from my email, I will let you know by email or by posting a message in *Announcements* in Google Classroom. NOTE: **DO NOT SUBMIT ASSIGNMENTS THROUGH EMAIL**. ALL ASSIGNMENTS MUST BE UPLOADED TO GOOGLE CLASSROOM OR POSTED TO YOUR BLOG.
- Your instructor can be reached by telephone at the numbers and times listed above. You or your parent/guardian can also ask me to schedule a video conference using MEET if we need to discuss an issue face to face.
- As your instructor I am interested in hearing your comments and questions concerning the course content. I am here to help you to learn the course material. If you are having problems with the course, or just need to ask a few questions please feel free to email me or ask your facilitator to help you contact me.

Class Policies and Procedures

- Placement: It is the student's responsibility to make initial contact with a potential business for placement. Once student gives my contact information I can arrange for documentations to be sent to placement
- Attendance and Class Time:

Since this class is on-line it is best for all those enrolled in the class at your school to work in the same room at the same time, so you can help each other. Use the assigned class time to work on the on-line course. It is easy to fall behind and very difficult to catch up once you are behind. Your facilitator will take attendance and handle excuses when you are late or absent from class, according to the policies of your school.

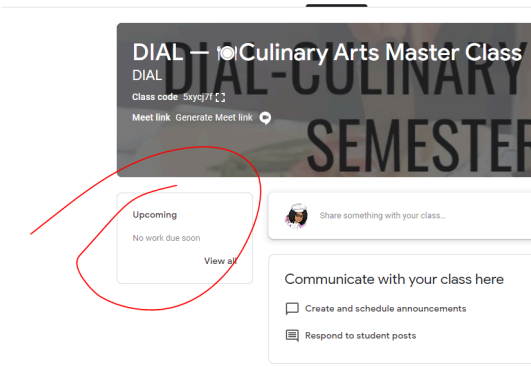
Student Behavior:

A good work ethic is crucial to success in this course. Your facilitator will handle any discipline issues according to your school's discipline policy.

All assignments and projects must contain content that is appropriate for a K-12 classroom. Assignments or projects containing inappropriate material will not be accepted and may result in a grade or a 0 or, in extreme cases, removal from the course.

Assignments and Projects

As stated above it is important that you complete your own assignments. It is also important to remember that using the ideas, works, pictures, or any other content developed by other people is illegal without their permission.



In order to be successful in an on-line class, you need to turn assignments and projects in promptly and consistently. For online classes use **UPCOMING** found on Google Classroom (GC) to stay current. Assignment reminders will also be posted on the GC under Upcoming from time to time, but always check on **UPCOMING** to see what is due that week. MOST assignments, blogs, and reflections will be due Sunday 11:59pm CENTRAL TIME. Checking the **UPCOMING** frequently is your responsibility.

<u>Unexcused late assignments will always have points deducted. Assignments not submitted for grading within a week after the due date will receive a "0" grade. Meeting the deadlines for your assignments is vital to earning a passing grade in this course.</u>

- *How do I hand in my assignments?* This is done by submitting the assignments through the *Assignment* within each week's module. Please refer to the *First Day of Class Video* in **Week 1** if you are having problems, or please email the instructor so that we can resolve the situation. You **must** continue working through the course in order to finish by the end of the semester or semesters. I will be sending status reports to your facilitator at mid-term and quarter breaks.

*Reminder: You are responsible for your learning in on-line classes more than in any other classroom situation!

If you are absent from school for a school related event or an illness, please allow some extra time devoted to work on this course, in order to get caught up. Check the **WEEK'S LESSONS** to stay-up-to-date!

Grades

Assignments, quizzes and projects are graded based on the maximum number of points possible. The number of points allowed for each assignment, project or quiz is shown at the top of each assignment. The number of points that are earned will be divided by the points possible to determine your percentage. The percentage earned determines your course grade and will be based on the grading scale used at your school. The percentage earned at the end of the course will be reported to your school and the grade assigned by your school.

Instructional Philosophy and Delivery

Expectations: Students will be expected to meet all the goals listed in this syllabus and other internship program agreements. Students are expected to read and comply with the DIAL Virtual School Student Policy, which will be provided on the Youth Internship Program Blackboard course site. Student and parent signatures are required to acknowledge understanding of this policy. Additional agreements and forms are also required by students and parents for participation in the Youth Internship Program. These forms will be provided through the instructor or Blackboard course site.

Delivery of Instruction: Instructional delivery will engage the students in hands-on, real-world activities with a minimum of lecture. It will be done primarily through the work- based learning experiences. The instructor will outline course operational procedures, including the projects to be completed by the individual students. The evaluation and grading system will be introduced at the beginning of the course to advise students of the standards they will be expected to meet to pass the course.

During the semester the student/instructor contact will be primarily through online instruction, telephone, and e-mail. The teacher will maintain contact with the worksite through telephone and email and schedule periodic visits to the internship site to meet with students and the workplace site supervisor.

Student Work: Students will work with employers 60 – 90 minutes daily or another agreed upon schedule. Students are expected to complete 75 hours of class and job time to receive .5 credit. In working for the employer, students will be able to learn employment skills they can transfer. A workplace competency sheet will be developed for each student based upon his or her individual worksite. During the course, students will need to draw on their academic skills in reading, communication arts, and math; and apply these academic skills to real tasks performed in the area of career and technical education. Students will also complete several class projects to include a resume, digital portfolio and reflection paper.

Use of Community: The community will be used as an extended learning lab. Students will work with an employer from the community.

Student Assessment: Students will be assessed based upon a combination of the employer assessment, a reflection paper, a digital portfolio, and in-class activities.

Course Goals

The goals of this course are:

- Participate in a supervised internship experience
- Complete learning goals outlined for the internship site (workplace competencies)
- Prepare a professional resume
- Prepare a digital portfolio
- Relate the importance of lifelong learning to career success
- Explore appropriate employment opportunities and further education/training
- Develop a minimum of five questions to ask your employer about his/her career.
- Apply reading, communication, and math skills in school, community and workplace activities. The goals for the course integrate essential competencies from technical, academic, and transferable work skills.

The following South Dakota **academic content standards** are addressed in the course.

UNIT/PROJECT: Supervised Work Experience

Reading ○ Goal 4, Indicator 4, Benchmark C – Compile and synthesize information to make reasonable and informed decisions.

Listening and Viewing ○ Goal 3, Indicator 1, Benchmark B – Apply effective listening techniques for creative problem solving and collaborative decision-making.

Listening and Viewing ○ Goal 3, Indicator 3, Benchmark C – Use organizing and categorizing strategies to recall oral/visual information.

Speaking ○ Goal 4, Indicator 1, Benchmark B – Deliver oral information in a logical, organized and coherent manner.

Algebra ○ 6-8 Goal 1, Indicator 3, Benchmark A – Simulate life-related situations using algebraic statements. ○ 9-12 goal 1, Indicator 1, Benchmark A – Develop procedures for determining solutions for systems of algebraic statements.

Number Sense ○ 6-8 Goal 4, Indicator 2, Benchmark A – Apply computation strategies in the real number system. ○ 9-12 Goal 4, Indicator 2, Benchmark B – Use numbers in a variety of equivalent forms to solve problems

UNIT/PROJECT: Digital Portfolio
Reading o Goal 4, Indicator 4, Benchmark A – Access and use multiple information sources for a variety of purposes. o Goal 4, Indicator 4, Benchmark C – Compile and synthesize information to make reasonable and informed decisions.
Writing o Goal 2, Indicator 1, Benchmark B – Use varied and extensive vocabulary and accurate spelling in written assignments. o Goal 2, Indicator 4, Benchmark B – Write to analyze, synthesize, interpret, and use new information.
Listening and Viewing o Goal 3, Indicator 1, Benchmark B – Apply effective listening techniques for creative problem solving and collaborative decision-making. o Goal 3, Indicator 3, Benchmark C – Use organizing and categorizing strategies to recall oral/visual information.

UNIT/PROJECT: Reflection Paper
Communications Arts - Reading o Indicator 1 Apply various reading strategies to comprehend and interpret text o 9.R.1.1 Students are able to use various reading and study strategies to increase comprehension. o Indicator 4: Retrieve, analyze, synthesize, and evaluate a variety of informational texts o 10.R.4.1 Students are able to differentiate between fact, logic, and opinion in various texts. o 10.R.4.2 Students are able to analyze information for clarity, relevance, point of view, creditability, and supporting data. o 12.R.4.1 Students are able to locate, synthesize, and use information from multiple sources to solve problems and make decisions
Communications Arts - Writing o Indicator 1: Use appropriate content, organization, form, and style in technical, business, creative, and personal writing o 12.W.1.1 Students are able to create an appropriate document for a specific purpose o 10.W.1.2 Students are able to write business correspondence acceptable for workplace or academic settings o Indicator 3: Use appropriate mechanics, usage, and conventions of language o Indicator 4: Write across content areas to clarify and enhance understanding and information o 10.W.3.1. Students are able to create works that use precise language and technical or professional vocabulary to communicate ideas clearly and concisely. o 11.W.3.1 Students are able to use sentence structure correctly and appropriately for audience and purpose.
Communications Arts - Listening and Viewing o Indicator 1: Use various listening and viewing strategies in social, academic, and occupational situations o 9.L.1.1 Students are able to determine the effect of verbal cues on a message. o 10.L.1.1 Students are able to ask appropriate, focused, and subject- related questions to interpret the intent of the communication. o 10.L.1.2 Students are able to summarize what has been presented for clarification and understanding. o Indicator 2: Use strategies to retrieve, interpret, and evaluate ideas/information from various oral/visual sources o 9.L.2.1 Students are able to evaluate evidence in informational text. o 9.L.2.2 Students are able to use note-taking techniques to record, synthesize, and retrieve information.
Math - Number Sense o Indicator 2 Apply number operations with real numbers and other number systems o 9-12.N.2.1 Students are able to add, subtract, multiply, and divide real numbers including integral exponents.

The following **transferable work skills** are integrated in the course.

- Foundation Skills
  Basic Skills: Writing, speaking, listening, reading
  Thinking Skills: Making decisions, solving problems, thinking creatively
  Personal Qualities: Individual responsibility, self-management, integrity

- Competencies
  Resources: Allocate time, money, human resources
  Interpersonal Skills: Participate as a member of a team, serve customers, exercise leadership
  Information: Acquires and evaluates information, organizes and maintains information, interprets and communicates information, uses computers to process information
  Technology: Selects technology, applies technology to specific tasks
  Systems: Understands systems

Assessment Plan
Students will receive a final percentage score for completion of the course (total points awarded/total points possible = %). The final score will be based on the different components of the Youth Internship Program as listed below. In accordance with DIAL Virtual School policy, the final percentage will be used by local school districts to determine final student course grades. Scoring rubrics will be provided for each project.

Assessment by employer: 50% The employer will have a rubric that includes various items such as attendance, punctuality and quality of work at the internship site.

Reflection paper: 10% **Digital Portfolio:** 20% **Classroom Activities:** 20%