



West Windsor-Plainsboro Regional School District
Senior Internship Curriculum

Summary and Rationale

The overall goal of the Senior Practicum and Internship Curriculums, taken together, is to provide eligible students the opportunity to utilize their last year of high school to gain purposeful real-life experiences. The program allows high school seniors, who are in good academic standing, to intern with local companies and organizations.

This program provides students the opportunity to evaluate chosen high-interest career paths in an effort to determine future career goals. Students enrolled in the Senior Practicum and Internship Program will complete a Senior Practicum class first semester, followed by an on-site job internship second semester (SLE).

According to the NJ Department of Education, a SLE refers to an experiential, supervised, in-depth learning opportunities for senior students. These rigorous experiences follow individualized training plans which integrate classroom learning with hands-on business experience, ensuring relevant knowledge that will propel students forward along their future career paths.

Qualified seniors may elect to apply for placement in Senior Practicum/Internship. These experiences are structured, supervised activities that take place in a classroom as well as a workplace, agency, association, or non-profit community organization. These opportunities are designed to provide students with experiences that will enable them to clarify career goals, explore career possibilities, develop employable skills, and facilitate the transition between school and employment or further education and training.

Specific requirements for student participation in the Senior Practicum/Internship include the following: 3.0 Grade Point Average (GPA); completion of an application packet and interview process; arrangement and availability of class schedule to leave the high school campus in the afternoon session during the second semester of the senior year; and ability to provide personal transportation to the internship site. Acceptance into the program is at the discretion of the coordinator. Student participants must also adhere to the attendance and punctuality requirements, as well as the policies and procedures of the internship site. Student performance in the ten-credit Senior Practicum/Internship is assessed by the program director in collaboration with the worksite mentors and the student interns through lenses of observation, consultation, discussion, documentation and presentation.

Unit 0: Senior Internship

Content Area: Senior Internship

Course & Grade Level: Senior Internship - Seniors

Summary and Rationale

The West Windsor-Plainsboro Regional School District recognizes the importance of the study of 21st Century Life and Careers standards. Additionally, it is also believed this learning should be taught via cross curricular and career ready practices, which are embedded in every unit of study in this curricular document.

Recommended Pacing:

ELA Companion Standards and Career Ready Practices will be integrated throughout all units of study.

Interdisciplinary Connections

Grades 9-12

Progress Indicators Reading Science and Technical Subjects

Key Ideas and Details

RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

RST.9-10.2. Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

RST.9-10.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

Craft and Structure

RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9-10 texts and topics*.

RST.9-10.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*).

RST.9-10.6. Determine the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

Integration of Knowledge and Ideas

RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

RST.9-10.8. Determine if the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Range of Reading and Level of Text Complexity:

RST.9-10.10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
 CRP2. Apply appropriate academic and technical skills.
 CRP3. Attend to personal health and financial well-being.
 CRP4. Communicate clearly and effectively and with reason.
 CRP5. Consider the environmental, social and economic impacts of decisions.
 CRP6. Demonstrate creativity and innovation.
 CRP7. Employ valid and reliable research strategies.
 CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
 CRP9. Model integrity, ethical leadership and effective management.
 CRP10. Plan education and career paths aligned to personal goals.
 CRP11. Use technology to enhance productivity.
 CRP12. Work productively in teams while using cultural global competence.

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Senior Internship

Content Area: Senior Internship

Course and Grade Level: Seniors

Summary and Rationale

During the internship, students will work closely with their mentors in order to gain meaningful insight into the career opportunity that they have chosen to explore. Students will participate in all the activities that a full-time employee is expected to perform on the job. Students will intern five days a week, with an average of 12-15 work hours. Students will be expected to adhere to workplace policies and practices, and meet or exceed the expectations of the employer. Students will contribute to the overall success of the business. Students will be under the direct supervision of the on-site mentor as well as the WWP program director. Students will reflect weekly on their learning and contributions to the company. At the end of the internship, students will reflect on their learning experience and their chosen career path.

Recommended Pacing

67 days

State Standards

NEW JERSEY STUDENT LEARNING STANDARDS 21ST CENTURY LIFE AND CAREERS-CAREER READY PRACTICES

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP3.** Attend to personal health and financial well-being.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP5.** Consider the environmental, social and economic impacts of decisions.
- CRP6.** Demonstrate creativity and innovation.
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- CRP9.** Model integrity, ethical leadership and effective management.
- CRP10.** Plan education and career paths aligned to personal goals.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

*INDIVIDUAL WORKSITES MAY ADDRESS STANDARDS NOT STATED ABOVE.

Interdisciplinary Standards

Technology 8.1:

8.1.12.A.3 Select and use applications effectively and productively.

NJSLS 11-12.SL Comprehension and Collaboration:

2. Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

NJSLS 11-12.SL Presentation of Knowledge and Ideas:

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.

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

Instructional Focus

Enduring Understandings:

- Experience plays a vital role in choosing a career path.
- Early exploration of a work environment of the student's choosing provides a significant advantage in career choice.
- Internships provide a glimpse of possible future employment, and can impact a student's career decisions.
- Internships provide a basis for networking opportunities.
- Internships provide an opportunity to acquire new job-specific skills.
- Internships provide an opportunity to learn and develop personal and professional workplace habits that will lead to future success.
- Reflection is an essential tool to evaluate employment, professional and personal goals.

Essential Questions:

- Why is experience important when choosing a career path?
- Did the internship provide adequate career exposure?
- Was the internship successful?
- What strengths helped me to be successful on the job?
- What opportunities for improvement did the internship highlight?
- What “soft skills” did I learn?
- Did the internship provide a pathway to future employment?
- What professional connections did I make that can support my future career endeavors?
- Has my overall skill level improve?

Objectives:

- Students will adhere to workplace and school policies and procedures.
- Students will favorably represent the West Windsor-Plainsboro Regional School District, the program director, and themselves.
- Students will evaluate their own job performance.
- Students will evaluate the compatibility of the job with their career and life goals.
- Students will build a career network.
- Students will build upon existing skill levels.
- Students will assimilate into the professional environment.

Activities:

- Weekly journal
- Reflective assessments
- Trifold presentation
- Internship presentation/luncheon
- Conferences (employee/employer)
- On-site meetings
- First day, 30 day, 60 day, 90 day plan evaluation

Resources

- Career Ready Practices Standards
- NJ Department of Education Structured Learning Experiences (SLEs) resources
- Google Hangout for communication