SAN LEANDRO UNIFIED SCHOOL DISTRICT
COURSE PROPOSAL

SECTION A. COVER PAGE

1. **Course Title: Internships 101**	7. **Action** X New Course ▫ Course Revision ▫ Title Change Only
2. **Date Submitted: May 11, 2015**	8. **Grade Level** ▫ 9 X 10 X11 X12
3. **Transcript Title/Abbreviation(s)** Internships 101/Intern10	9. **Prerequisites** (Please list.) X None ▫ Required ▫ Recommended: Application and Letter of Intent
4. **Transcript Course Code/Course Number :**	10. **Seeking Program Distinction?** ▫ YES (Check one below.) XNO ▫Honors ▫ AP ▫ Other
5. **Subject Area** **Non-Departmental**	11. **Is this a CTE course?** ▫ YES X NO **If YES, complete Section C**
6. **Department**	12. **Previously approved by UC?** ▫ YES X NO Year approved Year removed
13. UC ELIGIBILITY **Already eligible? ▫YES X NO** **a▫ b▫ c▫ d▫ e▫ f▫ g▫** **Proposing eligibility? ▫YES X NO** **a▫ b▫ c▫ d▫ e▫ f▫ g▫** Please mark one for approved eligibility or proposed eligibility.	14. **Unit Value/Course Credit/Length of Course** X 0.5 (semester or half-year) ▫ 1.0 (one year equivalent) ▫ 2.0 (two-year equivalent) ▫ Other
15. School Contact: Name: Joanne Clark Phone: Email: jclark@slusd.us Position: Assistant Director, Secondary Focus, Teaching, Learning and Educational Equity Department	
16. Signatures: Department Chair Principal:	**DISTRICT OFFICE USE ONLY** **Date approved by Board Curriculum Committee** 5-11-15 **Date approved by Board**

SECTION B. COURSE CONTENT

17. Course Description

Internships 101 is a course designed to not only raise career awareness but to also strengthen a student's educational and career preparation. This course will actively engage students in real world work experiences providing the opportunity to develop the 21st century skills (communication, creativity, critical thinking and collaboration) necessary to be successful in both college and career. Through their preparation for and participation in an internship, students will apply their academic and content knowledge to the workplace. As a result, Internships 101 students will acquire the confidence, critical thinking skills, and social strategies to be accomplish their educational and career goals. Internships support students as they prepare for business/industry occupations and related professions. This class will support ALL students who are in a pathway or are interested in earning work based learning experiences.
Intern Eligibility and Requirements:

- Maintain above average attendance and good behavior
- Interview with school mentor and/or work site mentor
- Complete application and wok-place interest survey
- In-take interview with teacher and internship site

18. Course Goals and/or Major Student Outcomes

- Students will solve problems and make decisions.
- Students will think creatively to solve problems, negotiate challenges, and resolve conflicts.
- Student will learn through active investigation and research.
- Students will reflect and evaluate.
- Students will communicate clearly through their writing, speaking, and body language.
- Students will listen attentively and ask relevant, thoughtful questions.
- Students will cooperate and collaborate with others.
- Students will provide and receive feedback.
- Students will plan and prioritize to reach a goal.
- Students will learn to manage time effectively, responsibly, and professionally.
- Students will appreciate and demonstrate situationally appropriate language, behavior, and attire.
- Students will recognize and respond appropriately to workplace challenges.
- Students will be reliable and dependable.
- Students will discover skills and/or talents that they have to offer.
- Students will develop a personal resume.
-Students will produce a end of course portfolio

19. Course Objectives (standards)

The internship class is designed to support Common Core State Standards and 21st Century Learning Standards:

CCSS Reading Standards Technical Subjects

The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. 1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. 2. Determine the central ideas 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. 2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

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. 3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Craft and Structure

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. 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 11–12 texts and topics. 5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms. 5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. 6. Analyze 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. 6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

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. 7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. 8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. 8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. 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. 9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Writing Standards:

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

21st Century Learning Skills:

Learning and Innovation Skills Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in today's world and those who are not. They include: • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration

Life and Career Skills Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive

20. Course Outline

The Internships 101 course provides students with a real work experience. The first part of the course will focus on preparing students to enter the workplace. Strategies and techniques to effectively and professionally communicate, collaborate, and approach situations will be taught and practiced.

When students enter the workplace they will document their experiences through guided activities in their Internship Journal. Throughout the internship, students will continue their journal activities and use this as a resource for their final project/presentation and Portfolio. Min. of 40 hours per semester at the internship site and weekly min. of 1 hour classroom instruction with teacher. Journal and log hours are due each week to internship teacher. Student will have a final evaluation completed by teacher and internship supervisor each semester.

21. Instructional Materials:

1. **Work based Learning Placement**
2. **Supplementary materials: Connect Ed Studios: Exploring College, Career and Community Options (ECCCO) Curriculum**

Key Assignments

- journal activities
- final project/presentation
-Portfolio of weekly logs and hours

22. Instructional Methods and/or Strategies

The purpose of this course is to prepare students to enter the workplace. Students will practice appropriate workplace behaviors. Their experiences and reflections will be recorded in their Internship Journal. Upon the completion of their internship students will present a final project/presentation. Throughout the course CCSS and 21st century learning skills will be the foundation. Differentiation

instructional strategies will be implemented for all student populations.

23. Assessment Methods and/or Tools

- journal activities
- employer evaluation
- final project/presentation

25. Grading Policy

Grading will be follow the San Leandro Unified School District's policy. It is expected that assignments will be turned in on time. Late assignments will be accepted if student has communicated to teacher the reasons and actions taken to complete the work in a timely manner.

Context of Course:
The California Career Pathways Trust is supporting students throughout the state to develop pathways to academic and career success. This grant is supporting schools to "develop and integrate standards-based academics with a career-relevant, sequenced curriculum" as well as "provide articulated pathways to postsecondary education." As part of this work, San Leandro High School is developing a BioMedical/Health Pathway. This internship course can support students in this pathway but will also support students in any pathway or career choice.