

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



CTE Internship

Board Approval Date: June 15, 2023	Course Length: 2 Semesters
Grading: A-F	Credits: 5 Credits per Semester
Proposed Grade Level(s): 11, 12	Subject Area: Elective Elective Area (if applicable): Career Technical Education
Prerequisite(s): None	Corequisite(s): None
CTE Sector/Pathway: Multiple Industry Sectors/Multiple Pathways	
Intent to Pursue 'A-G' College Prep Status: Yes	
A-G Course Identifier: (g) College-preparatory elective	
Graduation Requirement: No	
Course Intent: District Course Program (if applicable): CTE	
<p>The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, race or ethnicity, religion, gender, gender identity or gender expression, immigration status, national origin, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. For concerns/questions or complaints, contact the Title IX Coordinator(s), Equity Compliance Officer(s) and Section 504 Coordinator(s) :</p> <p>Donald Ogden, Associate Superintendent – Human Resources, Title IX Coordinator (Employees) & Equity Compliance Officer dogden@fcusd.org 916-294-9000 Ext 104410</p> <p>Jim Huber Ed. D., Assistant Superintendent – Educational Services, Title IX Coordinator (Students), Section 504 Coordinator & Equity Compliance Officer jhuber@fcusd.org 916-294-9000 Ext 104625</p>	

COURSE DESCRIPTION:

This Career Technical Education Internship course is a work-based learning experience that provides students with an opportunity to explore a career pathway in depth, develop and apply their technical and academic skills, and gain a practical understanding of the duties and responsibilities of high-skilled career areas. It combines in-class instruction in career exploration and employability skills with on-the-job experiences in one of the fifteen industry sectors identified in California. Students will work for at least five hours per week in an internship and meet in class one hour per week to complete related classroom instruction. The internship is designed to introduce students to a professional in their fields of interest, prepare them for the world of work, and enhance their abilities to make an informed career choice in preparing for college and a future career. Additionally, the course exposes students to the career readiness skills needed for a successful internship, and it is supported with activities and assignments to deepen and enhance the experience. The structure of the internship aligns with local policy and program expectations for internships.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. Professional Communication	What does it take to communicate as a professional in the industry area?	*Students draft notes and brainstorm personal topics *Students organize that information onto note cards they can effectively use during the speech	*Students produce a three minute speech that they deliver to their class
2. Professionalism	What skills do employers want their employees to have to be an asset to their company ?	* Students will demonstrate soft skills which include social skills, customer service, empathy, confidence, patience, taking initiative, problem solving, public speaking, time management, project management, emotional intelligence and critical thinking	*Employer site evaluations done quarterly or by the semester *Teacher visits and observations
3. Career Planning	What career do I want in the future? What skills and interests do I have now that will bring me happiness and income in the future?	*Students will complete career interest, skill, and work importance profiles *Students will begin to develop their educational and career “roadmap” that will allow them to enter goals and milestones to guide them on their journey	*Class presentation on the career area of choice (Topics Include: Outlook, education / how might they pay for the school, skills, salary and benefits, dress/uniform)
4. Processing On	How can I do my job well?	*Students keep a weekly	*Internship supervisors

the job Learning	How can I improve my performance as a professional?	journal reflecting upon their internship experiences, their project, what they've learned, and respond in writing to evaluations, describing what they hope to learn or do better the next week	will evaluate students' performance and demonstration of soft and technical skills *Students also participate in a guided weekly class discussion around a focus topic of the week
5. Intern Fieldwork Service	What has the student done this year to make themselves the most marketable person for the job/career field?	*Students will take their portfolio to be assessed by three professionals	*Students will give short testimonials of their year of work experience to the class and possibly the administration personnel
6. Workplace Leadership	What are the qualities of an effective leader? How can I be a more effective leader?	*Students research effective leaders, both present day and from the past	*Students work in groups to prepare skits in response to common workplace scenarios that demonstrate effective leadership
7. Personal Finance and Money Management	What do you do with your paycheck?	*Research current financial situation and one based on a projected/desired lifestyle	*Using a spreadsheet software, create two personal budgets

ESSENTIAL STANDARDS:

<https://www.cde.ca.gov/ci/ct/sf/documents/ctescrpflyer.pdf>

RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:

Link to Common Core Standards (if applicable):

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

<https://www.cde.ca.gov/be/st/ss/documents/finaelaccsstandards.pdf>

Link to Framework (if applicable):

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

Link to Subject Area Content Standards (if applicable):

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

<https://www.cde.ca.gov/ci/ct/sf/documents/ctescrpflyer.pdf>,

<https://www.cde.ca.gov/ci/ct/sf/documents/ctestdfontpages.pdf>

Link to Program Content Area Standards (if applicable):

Program Content Area Standards apply to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

<https://www.cde.ca.gov/ci/ct/sf/documents/ctescrpflyer.pdf>,

<https://www.cde.ca.gov/ci/ct/sf/documents/ctestdfontpages.pdf>

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Board Approved	Pilot Completion Date (If applicable)	Textbook Title	Author(s)	Publisher	Edition	Date
		<i>N/A</i>				

Other Resource Materials

Students must have computer access for MS Office Suites, Adobe, and on-line resources California Career Zone (online). California Career Resource Network (CDE) Various Online Source Materials. Job Hunting Handbook, Dahlstrom & Company, Inc. and instructor created materials.

Supplemental Materials

Board approved supplemental materials (Including but not limited to: Film Clips, Digital Resources, Supplemental texts, DVDs, Programs (Pebble Creek, DBQ, etc.):
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