CENTRAL BUCKS
SCHOOL DISTRICT

Community Internship 2

Course Number: 9998B

Course Level: Academic

Grade: 11-12

Time/Credit: 83 minutes daily/1 semester
1 credit

Development Date: Fall 2026

School Board Approval:

Central Bucks School District
20 Welden Drive
Doylestown, PA 18901

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Central Bucks School District
K – 12 Internship Program Enduring Understandings

Students will understand that:

Goal setting

- Goals shape an internship by providing focus, specificity, and accountability to the experience.
- Professionals set career and leadership goals to provide a relevant, timely, and concrete path toward success.

Leadership

- Professionalism can be defined by responsibility, communication, and work ethic, and young employees work to meet those standards to create a positive workplace.
- Leadership attributes are defined by service, vision, and ingenuity, and young employees apply these skills through their habits and routines.
- Habits of highly effective people involve synthesis, compromise, and relationship-building.
- Young employees assess their own personality and reflect on the core personal attributes and experiences that will contribute to their success in a career.

Research

- Researching mentors for career growth provides future employees with models on how to be successful.
- Future employees research education, pay, and skills when researching career choices.
- Researchers use skills such as summarizing, evaluating, and analyzing when performing research tasks.

Communication

- Young leaders refine and practice the skills of self-awareness, self-management, social awareness, and relationship management to successfully grow and maintain a career.
- Young leaders demonstrate awareness of tone, audience, and purpose, as well as understanding of occasion, ethos, and clarity, when communicating in a professional setting.

Synthesis

- Young leaders blend multiple ideas, thoughts, and sources to demonstrate understanding and application of career-specific skills.

Central Bucks School District
K – 12 Internship Program Essential Questions

Goal setting

- How and why do goals shape an internship experience?
- Why do professionals set career and leadership goals?

Leadership

- What does professionalism look like in the workplace and why do young employees work to meet those standards?
- How do employers define leadership and how do young employees apply that skill to their profession?
- What are the habits of effective people?
- How do young employees use their skills and attributes to find a career?
- What does leadership look like in the professional world?

Research

- Why is it important to research mentors and models for career growth and leadership?
- What kind of information do people need to know when they are examining career choices?
- What research skills do people use to find information about their careers?
- What research steps can someone take to solve a problem and present a solution in a specific career field?

Communication

- How does an understanding of emotional intelligence affect a young leader's career and their ability to be successful?
- How do young leaders use their writing and verbal skills to further their career and communicate effectively?

Synthesis

- How can young leaders use the skill of synthesis to show understanding of career-specific skills and experiences?

Central Bucks School District – Course of Study Overview
Community Internship 2

Desired Results

Course Description: **Course Number:** 9998B– **Course Name**: Community Internship 2

Prerequisite: Community Internship 1

This course is an elective course designed for students who are interested in exploring a career and who have already completed Community Internship 1. The course builds on the professional, communication, and career-specific skills students have learned in the previous course, while providing students with new opportunities for career projects, goals, and experiences. The purpose of the course is to empower students to try on a career they're passionate about and to instruct students on the core components of effective leadership, career-understanding, and communication. To that end, the course is broken into two components: an instructional component and an experiential internship component.

Instructionally, students will meet with their CBSD instructor to set goals, complete a Career Thesis, and plan a Capstone Presentation and Portfolio that documents the interns' learning and growth. Experientially, the students find their own internship placement, work hands on in the field, and complete multiple projects for their internship supervisor. These projects will focus on career-specific skills that go beyond Community Internship 1. Students will be expected to intern more throughout their experience, to develop deeper and more ambitious goals, and to complete more rigorous and dynamic projects. This course focuses less on the classroom instruction and more on the professional internship experience; students will find their own internship location based on CBSD guidelines and requirements before the semester begins.

The scope and sequence of the course is scholarly, rigorous, and experiential. The decision to take this course should be made based on interest and passion for a possible career field, as well as based on the responsibility and professionalism that an experiential internship will demand.

Lead Writer: Will Melvin

Committee Members**:** Jenn Opdyke, Michele Myers, Richard Kratz, and Joe Piselli

Acceptable Evidence.

Summative Assessments:

1. Career Thesis
2. Action Research Project
3. Performance Assessment #1
4. First mentor evaluation
5. Performance Assessment #2
6. Portfolio additions
7. Capstone presentation
8. Second mentor evaluation

Course Grading: Each marking period will count for 50% of the semester grade. There is no Final Exam.

Community Internship 2 – Pacing Guide

Content	Days
Unit 1 – Internship Goals	**3-4 days**
Students will review internship logistics, Community Internship 2 course requirements, and goal setting.	1
Students will review professionalism and leadership attributes as it relates to their internship and career.	1
Students will develop and compose goals for their internship.	1
Unit 2 – Career Thesis	**4 weeks**
Students will review core communication and writing skills from Community Internship 1 and learn the logistics and requirements for the Career Thesis.	1-2
Students will research technical and personal skills as well as the history and current outlook of the profession; students will complete an annotated bibliography.	2
Students will write a narrative of their professional, career, and internship experience.	1
Students will draft a "literature review" of the research they found.	1
Students will compose a synthesis that combines the research and their experience to evaluate their future career success.	1
Students will write a conclusion that looks to the future of their career and their role in it.	1
Students will participate in peer revision and teacher conferences for feedback.	1
Unit 3 – Action Research Project	**4 weeks**
Students will brainstorm and develop an idea for the ARP with the guidance of their mentor and their CBSD instructor.	1
Students will research the background of the topic, providing context and rationale for the project's purpose and importance.	2
Students will develop a thesis/solution for the topic based on the research performed.	1
Students will develop two logical arguments for why the thesis/solution will work, given the research.	1
Students will construct an implementation timeline for the project.	1
Students will create a detailed presentation focusing on all facets of the project and present to their mentor.	1
Students will complete the work on their ARP at their internship location.	2-3
Students will report on their internship goal completion to the CBSD instructor.	
Unit 4 – Performance Assessments	**4 weeks**
Most of the unit will happen asynchronously; meetings with the CBSD instructor happens at the instructor and the intern's discretion based on need.	
Students will develop, alongside their mentor, an appropriate plan for the performance assessment.	1-2
Students will practice and plan for that assessment; CBSD instructor will check in on the progress of that practice. This can happen asynchronously.	2-3
Students will complete the work on their performance assessment at the discretion of the internship mentor.	2-3
Students will report on their internship goal completion to the CBSD instructor.	
This process will repeat itself two times throughout the semester—once in the first marking and once in the second marking period.	

Unit 5 – Capstone Presentation	4-5 weeks
Most of the unit will happen asynchronously; meetings with the CBSD instructor happens at the instructor and the intern's discretion based on need.	
Students will review presentation skills—introductions, arguments, conclusions, poise, and use of technology. This can happen asynchronously.	1-2
Students will work on the core components of the presentation—introductory story; review of goals, projects, and assessments; synthesis and reflection of learning and growth through the program. This can happen asynchronously.	5
Students will continue the work of their internship off site through this process.	

NOTE: Additional remediation in standards/content from the grade level (or previous grade level) where the student completes this course will be provided for students when the teacher determines a student has not yet mastered that content. Enrichment opportunities will also be provided to meet the needs of students that acquire an understanding of the content faster than their classmates.

Required Texts and Software

Microsoft OneNote: This online interactive digital notebook would be helpful to manage classroom materials, drafts of writing, and annotations of articles read in class. It is also a suggested place for classroom agendas and collaboration.

Canvas: The CBSD learning management system is recommended for calendar usage for due dates and dates for the internships experiences, as well as a place for students to post final drafts of assessments. Most importantly, however, Canvas will be the ideal place for students to post their reports as proof of attendance in their internship sites.

Central Bucks School District – Course of Study
Community Internship 2
Unit 1 – Internship Goals

Desired Results:

Essential Questions:

- How and why do goals shape an internship experience?
- Why do professionals set career and leadership goals?
- What does professionalism look like in the workplace and why do young employees work to meet those standards?
- How do employers define leadership and how do young employees apply that skill to their profession?
- What are the habits of effective people?
- How do young employees use their skills and attributes to find a career?

Enduring Understandings:

Students will understand that…

- Goals shape an internship by providing focus, specificity, and accountability to the experience.
- Professionals set career and leadership goals to provide a relevant, timely, and concrete path toward success.
- Professionalism can be defined by responsibility, communication, and work ethic, and young employees work to meet those standards to create a positive workplace.
- Leadership attributes are defined by service, vision, and ingenuity, and young employees apply these skills through their habits and routines.
- Habits of highly effective people involve synthesis, compromise, and relationship-building.
- Young employees assess their own personality and reflect on the core personal attributes and experiences that will contribute to their success in a career.

Knowledge:

Students will know…

- **Terms:** SMART goal, professionalism, habits of highly effective people

Skills:

Students will be able to…

- write specific and concrete SMART goals for their internship experience.
- identify the habits of highly effective people and consider their impact on relationships, career, and leadership.
- examine their own personal strengths and narrate how those strengths have led them to consider the field in which they're interning.

Standards:

Priority:

- 13.1.11.A. Relate careers to individual interests, abilities, and aptitudes.
- 13.1.11.B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.
- 13.1.11.D Evaluate school-based opportunities for career for career awareness/preparation, such as, but not limited to: • Career days • Career portfolio • Community service • Cooperative education • Graduation/senior project • Internship • Job shadowing • Part-time employment • Registered apprenticeship • School-based enterprise
- CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.
- CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Supporting:

- 13.1.11.G. Assess the implementation of the individualized career plan through the ongoing development of the career portfolio.
- CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 15.3.12.L. Evaluate characteristics of positive role models and their contribution to the development of a professional image.
- 15.3.12.M. Critique etiquette skills for building and maintaining a professional image.
- 15.3.12.N. Demonstrate appropriate work ethic in the workplace, community, and classroom.

Acceptable Evidence:

Acceptable evidence of learning:

Formative Assessment

- Reactions and responses to articles via Canvas posts and article notations
- One-pagers (opinion responses or narrative responses)
- Feedback on interns' goals
- Feedback on interns' daily journals

Summative Assessment

- No summative assessment for this unit.

Suggested Learning Experiences and Instruction

Learning Experiences:

- Read articles on the current state of the career market and discuss the implications and connection to previous and future internship experiences.
- Have students create a concept map that explores the different areas of professionalism as a review of Community Internship 1 content.
- Review the SMART goal acronym and provide models.
- Direct students to create three SMART goals for their internship, as well as SMART goals for the following projects: Career Thesis, ARP, and possible performance assessments.
- Ask students to review professionalism by creating five categories for the topic and create a small presentation to show and review their knowledge from Community Internship 1.
- Break up students into groups and have them make a one-pager/poster that reviews the following soft skills: emotional intelligence, communication and active listening, teamwork and team culture, leadership and planning, adaptability and resiliency, and problem-solving.
- Ask students to interview their Community Internship mentor—and other mentors in their own life—about their leadership philosophy and how it applies to their profession.

Instructional Strategies:

- When reading the two NYT articles, provide students with prompts and questions focusing on the realities of the job market, their passions and interests, and the internship experience's connection to the realities of the professional world.
- Ensure students know the SMART goal acronym stands for Specific, Measurable, Attainable, Relevant, and Time-bound.
- Discuss with students some of the key components of the servant leadership philosophy—including prioritizing the needs of a team, promoting empowerment and trust, showing empathy, self-awareness, and community—from Community Internship 1.

- Review with students some of the other leadership philosophies (transactional, transformational, democratic, visionary) from Community Internship 1.
- Stress the importance of self-reflection and knowing yourself as a leader.
- Reinforce to students that the more you can self-assess your strengths and weaknesses, the more you can figure out the right fit and path for your career.
- Make sure to emphasize specifics relating to professionalism on the internship site, including, but not limited to work ethic, commitments, dress, self-regulation and time management, appropriate communication, social media and phone usage on the job, boundaries and relationships.
- Discuss with students the value of soft skills as the differentiator between success and proficiency in the workforce.

Differentiation/Intervention/Enrichment Options:

- Students can be provided specific organizers for the written responses and for the larger writing assignments.
- Students can be provided mentor texts and models for the written responses and for the larger writing assignments.
- Students can be provided specific annotation guidelines, comprehension questions, and article "look fors" when reading articles in this unit. These articles can also be chunked and modified for length.
- Students can be provided with scaffolds and outlines for the research in this unit.
- Enrichment option: Students can be tasked with independent research on topics covered in this unit for enrichment.

For Language Development:

- Students can be provided specific organizers for the written responses and for the larger writing assignments.
- Students can be provided sentence stems and sentence starters to be used for written responses. These responses should be modified for length and content.
- Articles in this unit can be pared down for length and translated into the students' first language to ease comprehension.
- A terms sheet with definitions for this unit of study can be translated into the student's first language.
- Visuals can be used to enhance students' understanding of content and comprehension of material.
- Subtitles in the student's first language can be used in the presentation of new information.
- Students can be provided with scaffolds and outlines for the research in this unit.

Central Bucks School District – Course of Study
Community Internship 2
Unit 2 – Career Thesis

Desired Results:

Essential Questions:

- What kind of information do people need to know when they are examining career choices?
- What research skills do people use to find information about their careers?
- How do young leaders use their writing and verbal skills to further their career and communicate effectively?
- How can young leaders use the skill of synthesis to show understanding of career-specific skills and experiences?

Enduring Understandings:

Students will understand that…

- Future employees research education, pay, and skills when researching career choices.
- Researchers use skills such as summarizing, evaluating, and analyzing when performing research tasks.
- Young leaders demonstrate awareness of tone, audience, and purpose, as well as understanding of occasion, ethos, and clarity, when communicating in a professional setting.
- Young leaders blend multiple ideas, thoughts, and sources to demonstrate understanding and application of career-specific skills.

Knowledge:

Students will know…

- **Vocabulary:** Annotated bibliography, narrative paragraph, literature review, synthesis, topic sentence, transition, evidence, commentary, conclusion

Skills:

Students will be able to…

- identify foundational components of a piece of writing.
- research technical, contemporary, and historical aspects of a profession.
- draft a personal narrative paragraph.
- summarize research in a literature review.
- write academic paragraphs with a focused argument.
- compose a conclusion to finalize an argument.

Standards:

Priority:

- 13.1.11.B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.
- 13.1.11.D Evaluate school-based opportunities for career for career awareness/preparation, such as, but not limited to: • Career days • Career portfolio • Community service • Cooperative education • Graduation/senior project • Internship • Job shadowing • Part-time employment • Registered apprenticeship • School-based enterprise.
- CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.
- CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. • Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
- CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- CC.1.4.11–12.V 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.
- CC.1.4.11–12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Supporting:

- 13.1.11.G. Assess the implementation of the individualized career plan through the ongoing development of the career portfolio.
- CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 15.3.12.M. Critique etiquette skills for building and maintaining a professional image.
- 15.3.12.N. Demonstrate appropriate work ethic in the workplace, community, and classroom.

Acceptable Evidence:

Acceptable evidence of learning:

Formative Assessment

- Feedback on Career Thesis thesis statement, outline, and rough draft
- Feedback on interns' daily journals

Summative Assessment

- Career Thesis Essay

Suggested Learning Experiences and Instruction

Learning Experiences:

- Review core communication and writing skills from Community Internship 1 and learn the logistics and requirements for the Career Thesis.
- Have students research technical and personal skills as well as the history and current outlook of the profession.
- Ensure students complete an annotated bibliography.
- Direct students to write a narrative of their profession, career, and internship experience.
- Have students draft a "literature review" of the research they found.
- Have students compose a synthesis that combines the research and their experience to evaluate their future career success; focus them on topic sentences, quotation embedding, and commentary.
- Have students write a conclusion that looks to the future of their career and their role in it.
- Provide time in class to have students participate in peer revision and teacher conferences for feedback.

Instructional Strategies:

- Stress to students the importance of defining a problem or topic when researching and how that kind of thinking centers research.
- Ensure students know how to check for source credibility, emphasizing that the source should be supported with provable facts from a specific and legitimate location.
- Remind students they can read around the page, use fact checking sites, and have multiple tabs open when researching to ensure source reliability.

- Explain to students that reputable sites, recency of the source, supporting documentation with a source, audience, and depth are all factors to consider in source credibility.
- Show students the importance of summary by reviewing with them the importance of focusing on salient facts, concise and succinct details, and objectivity.
- Reinforce to students the importance of evaluating a source for its use in a research project; contrast that information with a summary. Evaluating a source for use in a research project involves reflecting on the information found and can assist or support the larger research problem or topic.
- Ensure students know that topic sentences provide a core focus for a paragraph; that evidence is chosen to support that point; and that commentary is an examination of that evidence in relation to the topic sentence.
- Explain to students that "literature reviews" look at the important research for a research paper, focusing on the context of the subject, the history of the subject, and the realities of the subject today.
- Tell students that strong intros have engaging leads, clear and defining context/occasions, and a sharp thesis that guides an essay.
- Reinforce to students that confirmation paragraphs focus on logical arguments and include claim sentences, concrete evidence, and argumentative commentary.
- Show students that conclusion paragraphs echo the introduction, work to universalize, and end with a powerful final line that reaffirms the thesis.

Differentiation/Intervention/Enrichment Options:

- Students can be provided specific organizers for the written responses and for the larger writing assignments.
- Students can be provided mentor texts and models for the written responses and for the larger writing assignments.
- Students can be provided specific annotation guidelines, comprehension questions, and article "look fors" when reading articles in this unit. These articles can also be chunked and modified for length.
- Students can be provided with scaffolds and outlines for the research in this unit.
- Enrichment option: Students can be tasked with independent research on topics covered in this unit for enrichment.

For Language Development:

- Students can be provided specific organizers for the written responses and for the larger writing assignments.
- Students can be provided sentence stems and sentence starters to be used for written responses. These responses should be modified for length and content.
- Articles in this unit can be pared down for length and translated into the students' first language to ease comprehension.
- A terms sheet with definitions for this unit of study can be translated into the student's first language.
- Visuals can be used to enhance students' understanding of content and comprehension of material.
- Subtitles in the student's first language can be used in the presentation of new information.
- Students can be provided with scaffolds and outlines for the research in this unit.

Central Bucks School District – Course of Study
Community Internship 2
Unit 3 – Action Research Project

Desired Results:

Essential Questions:

- How do young leaders use their writing and verbal skills to further their career and communicate effectively?
- How can young leaders use the skill of synthesis to show understanding of career-specific skills and experiences?
- What research steps can someone take to solve a problem and present a solution in a specific career field?

Enduring Understandings:

Students will understand that…

- Young leaders demonstrate awareness of tone, audience, and purpose, as well as understanding of occasion, ethos, and clarity, when communicating in a professional setting.
- Young leaders blend multiple ideas, thoughts, and sources to demonstrate understanding and application of career-specific skills.
- Researchers use skills such as summarizing, evaluating, and analyzing when performing research tasks.

Knowledge:

Students will know…

- **Vocabulary:** Summary, analysis, evaluation, synthesizing, source credibility, career specific terminology from research

Skills:

Students will be able to…

- develop a sustainable idea for an action research project.
- research career-specific information to contextualize an action research project.
- craft a thesis for an action research project.
- construct a logical argument to support a thesis for an action research project.
- cite research to support an idea.
- create an implementation timeline for an action research project.
- identify and apply steps of a classical argument in a formal presentation.

Standards:

Priority:

- 13.1.11.B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.
- 13.1.11.D Evaluate school-based opportunities for career for career awareness/preparation, such as, but not limited to: • Career days • Career portfolio • Community service • Cooperative education • Graduation/senior project • Internship • Job shadowing • Part-time employment • Registered apprenticeship • School-based enterprise.
- CC.1.4.11–12.V 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.
- CC.1.4.11–12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

- CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

Supporting:
- CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.
- CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- 13.1.11.G. Assess the implementation of the individualized career plan through the ongoing development of the career portfolio.
- CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 15.3.12.L. Evaluate characteristics of positive role models and their contribution to the development of a professional image.
- 15.3.12.M. Critique etiquette skills for building and maintaining a professional image.
- 15.3.12.N. Demonstrate appropriate work ethic in the workplace, community, and classroom.

Acceptable Evidence:

Acceptable evidence of learning:

Formative Assessment
- Feedback on research and drafts of the Action Research Project presentation
- Feedback on interns' daily journals

Summative Assessment
- Action Research Project
- Mentor evaluation

Suggested Learning Experiences and Instruction

Learning Experiences:
- Encourage students to discuss ideas with their mentors and bring those 2-3 ideas to the classroom.
- Conduct a discussion in class where students share their previous projects; use this as a way to begin the brainstorming process.
- Provide students time in class to brainstorm ideas for the project.
- Have students use class time to complete their research and give them concrete deadlines for its completion; set up OneNote or Canvas submissions for the submission of the research.
- Give students models of the thesis statement, the two logical arguments, and the implementation timeline.
- Review models of effective presentations and pitches from TED and *Shark Tank*.
- Ensure students have a presentation outline/scaffold that they complete in class, discuss with other students, and show the teacher.
- Carve out class time for students to practice their presentations with one another.
- Follow-up with students throughout the process to see how the implementation of the project is going after the presentation.

Instructional Strategies:
- Stress to students the importance of defining a problem or topic when researching and how that kind of thinking centers research.
- Ensure students know how to check for source credibility, emphasizing that the source should be supported with provable facts from a specific and legitimate location.

- Remind students they can read around the page, use fact checking sites, and have multiple tabs open when researching to ensure source reliability.
- Explain to students that reputable sites, recency of the source, supporting documentation with a source, audience, and depth are all factors to consider in source credibility.
- Show students the importance of summary by reviewing with them the importance of focusing on salient facts, concise and succinct details, and objectivity.
- Reinforce to students the importance of evaluating a source for its use in a research project; contrast that information with a summary. Evaluating a source for use in a research project involves reflecting on the information found and can assist or support the larger research problem or topic.
- Discuss with students that their thesis statement should respond to the question they developed by providing an answer and sharply explaining their plan.
- Teach students that their leads should be engaging and captivating; begin with a story, a quote, a statistic, or a question.
- Stress to students that the "narrative" portion of their presentation should discuss the background and context of the topic, as well as provide a review of the research to "ground" the presentation and to show the intern's ethos.
- Ensure students know that their two logical reasons act as supporting "body paragraphs" for the presentation; they should be clear, separate, and distinct reasons for why the thesis will work; they should be supported and examined with evidence from the research and the intern's experience.
- Highlight that the implementation timeline should be concrete and take the project from inception to completion, hitting a minimum of five checkpoints beyond the start and finish.
- Tell students that the conclusion should focus on two parts: the counter and the future. The counterargument looks at the other side of the argument and tries to rebut it; the future looks toward how the project will benefit the organization.
- Make sure students schedule a time to present with their mentor where you the instructor can be there.

Differentiation/Intervention/Enrichment Options:

- Students can be provided specific organizers for the written responses and for the larger writing assignments.
- Students can be provided mentor texts and models for the written responses and for the larger writing assignments.
- Students can be provided specific annotation guidelines, comprehension questions, and article "look fors" when reading articles in this unit. These articles can also be chunked and modified for length.
- Students can be provided with scaffolds and outlines for the research in this unit.
- Enrichment option: Students can be tasked with independent research on topics covered in this unit for enrichment.

For Language Development:

- Students can be provided specific organizers for the written responses and for the larger writing assignments.
- Students can be provided sentence stems and sentence starters to be used for written responses. These responses should be modified for length and content.
- Articles in this unit can be pared down for length and translated into the students' first language to ease comprehension.
- A terms sheet with definitions for this unit of study can be translated into the student's first language.
- Visuals can be used to enhance students' understanding of content and comprehension of material.
- Subtitles in the student's first language can be used in the presentation of new information.
- Students can be provided with scaffolds and outlines for the research in this unit.

Central Bucks School District – Course of Study
Community Internship 2
Unit 4 – Performance Assessments

Desired Results:

Essential Questions:

- How and why do goals shape an internship experience?
- What does professionalism look like in the workplace and why do young employees work to meet those standards?
- What does leadership look like in the professional world?
- What research steps can someone take to solve a problem and present a solution in a specific career field?
- How does an understanding of emotional intelligence affect a young leader's career and their ability to be successful?
- How can young leaders use the skill of synthesis to show understanding of career-specific skills and experiences?

Enduring Understandings:

Students will understand that…

- Goals shape an internship by providing focus, specificity, and accountability to the experience
- Professionalism can be defined by responsibility, communication, and work ethic, and young employees work to meet those standards to create a positive workplace.
- Leadership attributes are defined by service, vision, and ingenuity, and young employees apply these skills through their habits and routines.
- Researchers use skills such as summarizing, evaluating, and analyzing when performing research tasks.
- Young leaders refine and practice the skills of self-awareness, self-management, social awareness, and relationship management to successfully grow and maintain a career.
- Young leaders blend multiple ideas, thoughts, and sources to demonstrate understanding and application of career-specific skills.

Students will know…

- **Vocabulary:** Career-specific vocabulary that relates to performance assessment tasks as set by Community Internship mentor

Skills:

Students will be able to…

- develop an appropriate plan for two career performance assessments.
- practice and plan for their performance assessments.
- complete two performance assessments with their Community Internship mentor and CBSD instructor.
- reflect on internship goals.

Standards:

<u>Priority:</u>

- 13.1.11.A. Relate careers to individual interests, abilities, and aptitudes.
- 13.1.11.B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.
- 13.1.11.D Evaluate school-based opportunities for career for career awareness/preparation, such as, but not limited to: • Career days • Career portfolio • Community service • Cooperative education • Graduation/senior project • Internship • Job shadowing • Part-time employment • Registered apprenticeship • School-based enterprise
- 15.3.12.N. Demonstrate appropriate work ethic in the workplace, community, and classroom.

Supporting:

- CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.
- CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- 13.1.11.G. Assess the implementation of the individualized career plan through the ongoing development of the career portfolio.
- CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 15.3.12.L. Evaluate characteristics of positive role models and their contribution to the development of a professional image.
- 15.3.12.M. Critique etiquette skills for building and maintaining a professional image.

Acceptable Evidence:

Acceptable evidence of learning:

Formative Assessment

- Feedback on practices leading up to the Performance Assessments
- Feedback on interns' daily journals

Summative Assessment

- Performance Assessments

Suggested Learning Experiences and Instruction

Learning Experiences:

- Give students optional time in class to brainstorm and discuss possible projects with them.
- Provide feedback to students on their performance assessment ideas and practices.
- Help students develop a practice plan/timeline in preparation for their performance assessment.

Instructional Strategies:

- If students and/or mentors struggle defining a performance assessment, provide a list of possible ideas that focus on practicing soft skills needed for success in that specific field. For instance, costumer service, handling clients, presenting at a team/staff meeting, etc. are options.
- Check in often with both mentor and student regarding the performance assessments and their implementation. If possible, the instructor should be at performance assessment.

Differentiation/Intervention/Enrichment Options:

- Students can be provided with scaffolds and outlines for the research in this unit.
- Enrichment option: Students can be tasked with independent research on topics covered in this unit for enrichment.

For Language Development:

- Students can be provided specific organizers for the written responses and for the larger writing assignments.
- Students can be provided sentence stems and sentence starters to be used for written responses. These responses should be modified for length and content.
- A terms sheet with definitions for this unit of study can be translated into the student's first language.
- Visuals can be used to enhance students' understanding of content and comprehension of material.
- Subtitles in the student's first language can be used in the presentation of new information.
- Students can be provided with scaffolds and outlines for the research in this unit.

Central Bucks School District – Course of Study
Community Internship 2
Unit 5 – Capstone Presentation

Desired Results:

Essential Questions:

- How and why do goals shape an internship experience?
- Why do professionals set career and leadership goals?
- What does professionalism look like in the workplace and why do young employees work to meet those standards?
- How do employers define leadership and how do young employees apply that skill to their profession?
- What does leadership look like in the professional world?
- How does an understanding of emotional intelligence affect a young leader's career and their ability to be successful?
- How do young leaders use their writing and verbal skills to further their career and communicate effectively?
- How can young leaders use the skill of synthesis to show understanding of career-specific skills and experiences?

Enduring Understandings:

Students will understand that…

- Goals shape an internship by providing focus, specificity, and accountability to the experience
- Professionals set career and leadership goals to provide a relevant, timely, and concrete path toward success.
- Professionalism can be defined by responsibility, communication, and work ethic, and young employees work to meet those standards to create a positive workplace.
- Leadership attributes are defined by service, vision, and ingenuity, and young employees apply these skills through their habits and routines.
- Young leaders refine and practice the skills of self-awareness, self-management, social awareness, and relationship management to successfully grow and maintain a career.
- Young leaders demonstrate awareness of tone, audience, and purpose, as well as understanding of occasion, ethos, and clarity, when communicating in a professional setting.
- Young leaders blend multiple ideas, thoughts, and sources to demonstrate understanding and application of career-specific skills.

Knowledge:

Students will know…

- **Terms:** Presentation terms (lead, occasion, conclusion, audience) and synthesis

Skills:

Students will be able to…

- identify and practice effective presentation skills.
- develop an effective lead and introduction.
- organize effective argument claims.
- synthesize experiences to support an argument.
- draw meaningful argumentative conclusions.

Standards:

Priority:

- 13.1.11.B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.
- 13.1.11.D Evaluate school-based opportunities for career for career awareness/preparation, such as, but not limited to: • Career days • Career portfolio • Community service • Cooperative education • Graduation/senior

project • Internship • Job shadowing • Part-time employment • Registered apprenticeship • School-based enterprise.

- CC.1.4.11–12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
- CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

Supporting:

- CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.
- CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- 13.1.11.G. Assess the implementation of the individualized career plan through the ongoing development of the career portfolio.
- 15.3.12.L. Evaluate characteristics of positive role models and their contribution to the development of a professional image.
- 15.3.12.M. Critique etiquette skills for building and maintaining a professional image.
- 15.3.12.N. Demonstrate appropriate work ethic in the workplace, community, and classroom.

Acceptable Evidence:

Acceptable evidence of learning:

Formative Assessment

- Ongoing feedback on the drafts of the presentation
- Feedback on interns' daily journals

Summative Assessment

- The Capstone Presentation
- Career Portfolio
- Mentor evaluation

Suggested Learning Experiences and Instruction

Learning Experiences:

- Provide time in class for students to explore the work they've done in the class—research, communication, leadership—as well as the work they've completed in their internship (review their portfolio and their Canvas logs); ask them to synthesize that work by considering the core takeaways and thinking about why their learning mattered to them and could matter to future students; this thinking is the core of their thesis for the pitch.
- Provide time in class for students to work on additions to their portfolio and to discuss narratives and lessons from the internship experience.
- Ask students to complete a detailed brainstorm and outline of their presentation once they've viewed examples and explored their work and their learning; meet with students in class to discuss the focus for their presentation.
- Take time in class to prepare the stages of the presentation and meet with students along the way.
- Have students view two YouTube videos in preparation for their presentation: "How to Avoid Death By PowerPoint" and "How to Create an Awesome Slide Presentation."
- Encourage students to show their drafts of their presentations to their internship supervisor and ask them to get feedback from their supervisor.

Instructional Strategies:

- Define synthesis as the blending of multiple ideas, thoughts, and sources into one coherent and original argument.
- Give students a space in Canvas or OneNote for them to synthesize their research that was completed throughout the course; have them highlight and pull-out key components that will help them locate a core focus for their presentation.
- Tell students the opening lead should be a quintessential story from their internship experience that captures their learning and growth across two semesters of learning.
- Emphasize to students that the presentation needs a guiding thesis, a purpose, a focus—that thesis should hone in on their core learning and their core takeaway on what they've learned and how they've grown as a leader over two semesters of interning.
- Stress to students that the body of the presentation should present their argument for what they've learned, focusing on showing growth, goals, and major projects.
- Remind students that a conclusion should be reflective and universal; therefore, their conclusion should consider the impact their internship will have on their future and the impact the program will have on their future prospects as a leader and professional.

Differentiation/Intervention/Enrichment Options:

- Students can be provided specific organizers for the written responses and for the larger writing assignments.
- Students can be provided mentor texts and models for the written responses and for the larger writing assignments.
- Students can be provided specific annotation guidelines, comprehension questions, and article "look fors" when reading articles in this unit. These articles can also be chunked and modified for length.
- Students can be provided with scaffolds and outlines for the research in this unit.
- Enrichment option: Students can be tasked with independent research on topics covered in this unit for enrichment.

For Language Development:

- Students can be provided specific organizers for the written responses and for the larger writing assignments.
- Students can be provided sentence stems and sentence starters to be used for written responses. These responses should be modified for length and content.
- Articles in this unit can be pared down for length and translated into the students' first language to ease comprehension.
- A terms sheet with definitions for this unit of study can be translated into the student's first language.
- Visuals can be used to enhance students' understanding of content and comprehension of material.
- Subtitles in the student's first language can be used in the presentation of new information.
- Students can be provided with scaffolds and outlines for the research in this unit.

Community Internship 2:
Summative Assessment Task Breakdown

Career Thesis: Students will participate in a culminating project by composing a "Career Thesis" that examines their career, their interests, and their future. Students would tell the story of their interest in the career; they would include research about the skills (both technical and personal) needed for success, the history of the profession and how its evolved, the current outlook of the profession combined with the need for it in today's world; they would combine that research with their own reflections on their perceived strengths, how their goals gibe with the outlook and reality of the career today, how their previous internship experiences have prepared them for their future, and what they hope to achieve and accomplish in their future.

Requirements:

1. An introduction paragraph that has a narrative lead and a thesis statement that answers the question, "Why does my career matter in the world today and how am I fit to meet the need?"

2. A "literature review" that reviews the research found.

3. Three body paragraphs that each have a clear argument defined in a topic sentence, blended research and personal stories as evidence, and commentary that examines the evidence.

4. A conclusion that echoes the lead of the introduction and looks toward the future as a way to finalize the argument.

5. Research: students should include three sources within their writing.

Task breakdown:

1. The project is the foundation of Unit 2 and will be introduced after a review of the communication skills learned in Principles 1.

2. Students will spend time researching the following areas: the history of the career, the outlook of the profession now and in the future, the technical and "soft" skills needed to succeed.

3. Students should write a guiding thesis statement that answers the questions, "Why does my career matter in the world today and how am I fit to meet the need?" Students should also write their story-driven introductions at this point, as well; introductions should focus on telling a singular story that builds to the thesis statement.

4. Students should next draft a "literature review" that summarizes the research they found; this section acts as a "prep" for the coming arguments.

5. Students should then draft their body paragraphs—two of them with topic sentences, evidence, and commentary. These paragraphs should focus on how the student's perceived strengths fit into the career and its success, how their own goals gibe with the outlook and reality of the career today, and how their previous internship experiences have prepared them, and what they hope to achieve/the difference they hope to make.

6. Students should then write a conclusion and publish their essays.

7. Time in class is dedicated to all these steps; teachers should choose deadlines accordingly.

Action Research Project: Students, alongside their mentors, will develop an idea for an action research project, present their findings to their mentor in an argument presentation, and complete the project throughout the semester. The line of inquiry will answer a question and solve a problem that is of interest to the intern, the mentor, and the profession. The project is one of the core projects of the first half of the course and should be a concrete extension on the intern's work from Community Internship 1.

Requirements:

1. A clear line of inquiry that works for both the intern and the mentor.

2. Three sources read, summarized, and evaluated in an annotated bibliography.

3. Creation of a presentation that has a central thesis and addresses the occasion of the project, two core arguments for why the project will resolve a question or a problem, an implementation timeline for the project, a conclusion with clear plans for the future and a look at how the organization will be positively affected by the project.

4. Implementation of the project throughout the internship experience.

Task breakdown:

1. Students should work with their mentor to brainstorm and develop an appropriate subject and question for the project. Once this is decided upon, students should write out the line of inquiry in the form of a question so that it is clear and succinct. Students should make a timeline for their research.

2. Students will be given days in class to review core research skills (source credibility, summary, evaluation, annotated bibliography) and perform research. Teachers should confer with students and guide them through this process.

3. There are checkpoints for the research; each time a source is due, teachers and students can discuss it in class and consider its impact for the larger project. Students should create their annotated bibliography.

4. Students create a thesis that answers the question and provides a focus for what the project will be.

5. At this point, students should begin work on their presentation. They should use Canva to create the presentation.

6. The student should tell the origin of the idea to begin the presentation; they should use their research to set the context for the project before delivering their statement.

7. The two body sections should use research to defend the two big reasons why the intern believes this project will be effective and beneficial. The student should then create their specific and detailed implementation timeline that has a minimum of five steps to it.

8. The conclusion considers the "so what?" question and focuses on the projects potential effect.

9. Students should practice their presentation and decide, with their mentor and teacher, on a date to present. The teacher should be there to assess the presentation as a grade.

10. The project is implemented throughout the remainder of the semester.

Performance Assessments (2): Students will develop, alongside their mentor, a performance assessment. This means the mentor and teacher would assess the student's performance in a career-specific task that makes sense for the profession. The purpose of this assessment is for students to have an authentic opportunity to be assessed in their career field. Part of the assessment is a student-created reflection and analysis of their performance assessment. The grade for the performance assessment will be delivered by the teacher, based on feedback from the mentor on the student's performance and an evaluation of the student's reflection and analysis. There would be two performance assessments—one at the end of the first marking period and one toward the middle of the second marking period.

Requirements:

1. An agreed upon, concrete, and authentic opportunity for the intern to be assessed performing a career-specific skill.

2. A student created reflection on their performance assessment and an analysis of their performance assessment.

Task breakdown:

1. Teachers should engage internship mentors in discussions about possible performance assessments for the students a few weeks in advance of the assignment. Students should also engage with their mentors in this conversation.

2. If mentors and/or students cannot think of an appropriate idea for the performance assessment, they could use these models and examples:

    a. Interns could handle customer service calls or emails.
    b. Interns could lead a meeting with clients.
    c. Interns could present important information at a staff meeting or present important information at a conference.
    d. Interns could develop a business plan to launch a new product.
    e. Interns could respond to Google reviews on the business.
    f. Interns could make a marketing flyer or social media post.

3. Once the idea is developed, ensure that the internship mentor understands the performance rubric they will use for the assessment feedback and ensure there is a good plan for the intern to complete the assessment.

4. Feedback should be given on a "practice" attempt before the actual assessment is given so students know how to improve and what to practice.

5. Schedule a date for the performance assessment; collect and discuss feedback from mentor.

6. Have students complete the written reflection and analysis.

7. Assess the student.

Mentor Evaluations: Mentors provide a summative evaluation of the intern after each marking period. Teachers will share the Microsoft Forms evaluation with the internship mentor two weeks before the end of the marking period.

Career Portfolio: Students will make meaningful additions to their Career Portfolio, which they created in Community Internship 1. The purpose of the assessment is to further the portfolio's development, market the student's growth and development, and showcase their learning and reflection throughout the internship experience.

Requirements:

1. Students should build on their original digital portfolio—not start over.

2. The following pages should be added to the digital portfolio: Career Thesis overview, ARP overview, performance assessment overview, updated goals for the new internship, updated "the daily" tasks.

3. All other requirements from Community Internship 1 are to be followed: pictures, videos, reflections, etc.

Task breakdown:

1. Teachers should "introduce" additions to the portfolio as the students complete projects during the internship. For instance, once the students complete the Career Thesis, interns should add highlights from that project to their digital portfolio.

2. Teachers can monitor the completion of the additions throughout the semester and provide feedback.

3. The portfolio should be completed toward the end of the semester; the same rubric as Community Internship 1 can be used.

Capstone Presentation: Students will present their internship experience to the class as a final assessment. The presentation is meant to be a true capstone to the internship experience, complete with the intern discussing their learning and growth over the two semesters of the program. Students will use Canva to showcase their growth; the presentation will be the final assessment of students' leadership and communication skills.

Requirements:

1. A clear thesis that defines what they have learned about leadership and work over two semesters.

2. An introduction that leads with a sharp and meaningful internship story, reviews the student's two semesters of interning, and ends with their thesis.

3. Three clear reasons that support the thesis. Students should frame these reasons as arguments or lessons from the internship that showcase their thesis.

4. The three reasons should make use of their Community Internship 1 and 2 projects for supporting evidence.

5. Interns should examine and comment on the supporting evidence and focus on growth and learning over the course of the two semesters.

6. A conclusion that echoes the lead and looks to the future.

7. Students should use Canva for the presentation.

Task breakdown:

1. Teachers should introduce this assignment early in the second marking period of the course.

2. Teachers should confirm thesis statements with students early in the process and ensure they have a big idea to thread through the presentation.

3. Students should complete an outline of the presentation that lays out the three main reasons, the evidence to use, and the commentary for the presentation. Teachers should confer with interns on the outline and provide feedback.

4. Students complete a rough draft of the presentation and turn that in for teacher feedback.

5. Students can practice their presentations with the teacher and with their mentor if needed.

6. Teachers should invite mentors to view presentations, and they should be held in the final week of the semester.

Community Internship 2: Internship Logistics

- *MARKING PERIOD 1:* Students would meet 2x a week (Mondays and Wednesdays) with their CBSD instructor in Marking Period 1; interns are expected to bank 4.5 internship hours a week.

- *MARKING PERIOD 2:* Students would **not** formally meet with their CBSD instructor in Marking Period 2; they would schedule **weekly** project check-ins with their instructor. Interns are expected to bank get 7.5 internship hours a week.

  To ensure the intern has more time in the field, there is no formal class meeting time. However, teachers should plan to schedule meetings with students *once a week* to review internship work, class and internship projects, and goals. These meetings can range in length, but they should be at least 15 minutes. These meetings are **not** class meetings; they are meant to be scheduled check-ins with the intern beyond the traditional internship site visit. The duration of a check-in meeting is at the teacher's discretion. The teacher **must document** the meetings and **keep track** of their purpose and frequency.

  Here is a brief scope and sequence of what could be discussed at these check-in meetings:
  - Performance assessment: Check in with interns about performance ideas, schedules, practice attempts, rubrics, etc. These check-ins can focus on helping interns generate ideas and ensuring the interns are ready for the assessment.

  - Capstone presentation: Check in with interns about the presentation and review the project details, as well as the communication and presentation skills needed for success. Set up checkpoints for interns and meet with them to ensure those checkpoints are completed. Provide feedback on the outlines and drafts of the presentation, ensuring the intern is prepared for the presentation.

  - Goals: Have interns complete goal check-in reflections and discuss these reflections with the students. Ensure goals are being met and meet with interns to discuss their completion.

  - Student-specific feedback: Discuss with students any internship-specific feedback from their mentor.

  - Soft skills remediation and enrichment: Based on individual student need and interest, provide articles, videos, and talking points regarding specific soft skills. For instance, a teacher could review professionalism, leadership, or emotional intelligence with a student. A teacher could review foundational communication principles with a student.

- All other Community Internship Program procedures (time sheets, site visits, internship journals, etc.) apply.