

## Entrepreneurship Experience

Career Cluster	All
Course Code	80026
Prerequisite(s)	None; Recommended: Foundational CTE Course(s)
Credit	0.5 to 1.0
Program of Study and Sequence	Foundational Course – Pathway Course – <b>Capstone: Entrepreneurship Experience</b> – Postsecondary Program.
Student Organization	DECA, Educator Rising, FBLA, FCCLA, FFA, HOSA, SkillsUSA
Coordinating Work-Based Learning	Student-Run Enterprise, Mentoring, Cooperative Work Experience, Project-Based Learning
Industry Certifications	May vary based on student's career interest and personal learning plan
Dual Credit or Dual Enrollment	Varies depending upon entrepreneurship experience
Teacher Certification	7-12 Certified Teachers, Certified School Counselors, Certified Administrators Best practice is to utilize an industry partner mentor for entrepreneurship knowledge and be facilitated by a certified educator.
Resources	SD Department of Education: Work-Based Learning Toolkit <a href="https://dlr.sd.gov/workforce_services/individuals/career_launch/toolkit.aspx">https://dlr.sd.gov/workforce_services/individuals/career_launch/toolkit.aspx</a>

### Course Description

Capstone: Entrepreneurship Experience provides students with the opportunity to develop the skills needed to establish a business. Through hands-on projects, students gain skills to be successful in the workplace. Students study, research and prepare a business plan that illustrates the practicality of their particular business. Both school and business mentors assist students in the process of developing a business plan. Students present this plan to a panel of community representatives and/or business leaders and are evaluated on the business plan, project portfolio and their presentation.

### Program of Study Application

Capstone: Entrepreneurship Experience is a capstone experience at the secondary level.

Capstone: Entrepreneurship Experience would follow coursework in any career cluster and may precede enrollment in a postsecondary program.

## Course Standards

### ENT 1: Students will analyze personal aptitudes, abilities, strengths, talents, and weaknesses.

Webb Level	Sub-indicator
One Recall and Reproduction	ENT 1.1 Identify entrepreneurial career interests that align with future career goals.
Three Strategic Thinking	ENT 1.3 Compare personal attributes to career expectations.

### ENT 2: Students will investigate ideas for a business to provide a product or service.

Webb Level	Sub-indicator
Two Skill/Concept	ENT 2.1 Compare and contrast various business ideas.
Three Strategic Thinking	ENT 2.2 Use knowledge and comprehension of industry standards to frame an idea to answer a challenging problem or question. <ul style="list-style-type: none"><li>• Develop an original idea that solves a customer need and presents an appropriate level of challenge</li><li>• Personalize an existing business idea</li><li>• Use an existing business to develop an idea that will significantly expand the current business</li><li>• Select a business that aligns with the student's chosen career cluster</li><li>• Use good judgment to be certain that the business plan is appropriate for presentation to a review panel and the general public</li></ul>
Three Strategic Thinking	ENT 2.3 Engage in rigorous research to validate the business idea. <ul style="list-style-type: none"><li>• Conduct primary research such as interviews, surveys, empirical observation, etc. before making a final business selection</li><li>• Investigate relevant government regulations and assess their impact on the proposed business idea</li><li>• Conduct market analysis</li><li>• Solicit feedback from relevant stakeholders to improve the business plan process and products or services</li><li>• Facilitate a focus group</li></ul>

### ENT 3: Students will develop a comprehensive business plan proposal for a real or hypothetical company based on industry standards.

Webb Level	Sub-indicator
Two Skill/Concept	ENT 3.1 Compose a concise overview (executive summary) of the business plan that may include: <ul style="list-style-type: none"><li>• Mission statement</li><li>• Nature, type, and location of business</li><li>• Summary of product or service's features and benefits</li><li>• Potential drawbacks of the business</li><li>• Unique aspects of the product or service</li></ul>

One Recall and Reproduction	<p>ENT 3.2 Describe the service or product in detail, that may include:</p> <ul style="list-style-type: none"> <li>• Benefits to current or potential customers</li> <li>• Production methods</li> <li>• Areas in which the business would have a distinct advantage</li> <li>• Problems the product or service would solve</li> </ul>
Three Strategic Thinking	<p>ENT 3.3 Conduct a detailed market analysis which compares and contrasts the strengths and weaknesses of the business plan.</p> <ul style="list-style-type: none"> <li>• Identify competitors and customers</li> <li>• Analyze price point</li> <li>• Conduct a SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats)</li> <li>• Describe the uniqueness of the product or service, including how it differs from competitors</li> </ul>
Three Strategic Thinking	<p>ENT 3.4 Develop a marketing plan.</p> <ul style="list-style-type: none"> <li>• Identify and analyze the market in terms of potential customers, annual sales, and communication strategies</li> <li>• Gather information about target market including demographics and how to reach customers</li> <li>• Describe the competitive advantage, strategies for business growth, definition of distribution channels, and sales and marketing activities, including for example designing a logo, slogan, advertisements, packaging</li> <li>• Define demographics of target market, including for example age, income level, location, lifestyles, and occupations</li> </ul>
Three Strategic Thinking	<p>ENT 3.5 Develop an organizational structure, management scheme, and operational procedures.</p> <ul style="list-style-type: none"> <li>• Define qualifications and skills of key personnel</li> <li>• Describe how the business will operate</li> <li>• Determine infrastructure needs such as physical facilities and location</li> <li>• Ascertain necessary technology to run, operate, and manage the business</li> </ul>
Three Strategic Thinking	<p>ENT 3.6 Formulate financial projections to meet the requirements for funding by a lending institution, including calculating:</p> <ul style="list-style-type: none"> <li>• Projected sales of goods and/or services</li> <li>• Fixed and variable expenses</li> <li>• Loan and interest costs, if applicable</li> </ul>
Two Skill/Concept	<p>ENT 3.7 Create an appendix for business plan documents.</p> <ul style="list-style-type: none"> <li>• Resumes</li> <li>• Sales projections</li> <li>• Advertisements</li> <li>• Inventory</li> <li>• Cost analysis, etc.</li> </ul>

**ENT 4: Students will demonstrate effective communication to explain the business plan.**

<i>Webb Level</i>	<i>Sub-indicator</i>
Three Strategic Thinking	ENT 4.1 Create a short business pitch that illustrates the major concepts and benefits of the product or service.

Three Strategic Thinking	<p>ENT 4.2 Present the business plan to relevant stakeholders utilizing appropriate visual aids. This may include:</p> <ul style="list-style-type: none"> <li>• Oral presentation</li> <li>• Website</li> <li>• Podcast</li> <li>• Social media promotion</li> <li>• Presentation to potential investors</li> <li>• Create a video using a digital platform</li> <li>• Prepare a display board or poster</li> <li>• Develop a product prototype</li> </ul>
Four Extended Thinking	<p>ENT 4.3 Defend and support the business plan.</p> <ul style="list-style-type: none"> <li>• Present the business plan to a live panel of reviewers and answer questions about the proposal</li> </ul>

**ENT 5: Students will reflect, analyze and document the learning process of the entrepreneurship experience.**

<i>Webb Level</i>	<i>Sub-indicator</i>
Three Strategic Thinking	<p>ENT 5.1 Self-evaluate and assess the business plan.</p> <ul style="list-style-type: none"> <li>• Create a reflection from the beginning to the end of the project</li> </ul>
One Recall and Reproduction	<p>ENT 5.2 Articulate challenges encountered in the project and describe the outcomes.</p>
Three Strategic Thinking	<p>ENT 5.3 Identify future options and opportunities based on entrepreneurial experience, including:</p> <ul style="list-style-type: none"> <li>• Postsecondary Plan</li> <li>• Options to secure Funding and Open Business</li> <li>• Apprentices, internships, other career training options</li> </ul>

## Senior Experience

Career Cluster	All
Course Code	80019
Prerequisite(s)	None; Recommended: Foundational CTE Course(s)
Credit	0.5 to 1.0
Program of Study and Sequence	Foundational Course – Pathway Course – <b>Capstone: Senior Experience</b> – Postsecondary Program
Student Organization	DECA, Educator Rising, FBLA, FCCLA, FFA, HOSA, SkillsUSA
Coordinating Work-Based Learning	Mentoring, Job Shadow, Student-Run Enterprise, Volunteer Experience, Cooperative Work Experience, Project-Based Learning
Industry Certifications	May vary based on student's career interest and personal learning plan
Dual Credit or Dual Enrollment	Varies depending upon senior experience
Teacher Certification	7-12 Certified Teachers, Certified School Counselors, Certified Administrators Can be facilitated by a certified educator with a community partner/mentor.
Resources	Community and business/industry organizations <a href="http://www.SDMyLife.com">www.SDMyLife.com</a> South Dakota Department of Education Work-Based Learning Toolkit <a href="https://dlr.sd.gov/workforce_services/individuals/career_launch/toolkit.aspx">https://dlr.sd.gov/workforce_services/individuals/career_launch/toolkit.aspx</a>

### Course Description

Capstone: Senior Experience allows students to see the connections between what they are learning now and the application to postsecondary and careers. Students will be expected to conceive a plan of action that incorporates the following four elements: a project/product, research component, portfolio and presentation. Capstone: Senior Experience calls upon students to become an expert in their chosen topic area and showcase the skills and abilities they have gained through their high school experience. It will stretch the students' skills and prepare them for life beyond high school.

### Program of Study Application

Capstone: Senior Experience is a capstone experience at the secondary level. Capstone: Senior Experience would follow coursework in any career cluster.

## Course Standards

### SE 1: Students will create a proposal for the senior experience related to career interests.

Webb Level	Sub-indicator
Four Extended Thinking	SE 1.1 Construct a comprehensive plan including: <ul style="list-style-type: none"><li>● Research component, project/product, presentation, and portfolio</li><li>● Describe overall learning objective(s) that connects to career interests</li><li>● Explain how the project extends learning and skills as well as a learning stretch, demonstrating a significant level of knowledge and skills.</li></ul>
Three Strategic Thinking	SE 1.2 Develop a timeline for the project with realistic dates.
Four Extended Thinking	SE 1.3 Identify project resources (e.g., people, materials, funds), acquisitions, and budgeting.

### SE 2: Students will analyze personal aptitudes, abilities, strengths, talents, and weaknesses.

Webb Level	Sub-indicator
Four Extended Thinking	SE 2.1 Evaluate personal attributes and connect to career interest expectations and senior experience.

### SE 3: Students will create appropriate portfolio documents.

Webb Level	Sub-indicator
Three Strategic Thinking	SE 3.1 Create and develop documents that may be required for use in the career portfolio. This may include: <ul style="list-style-type: none"><li>● Cover page</li><li>● Table of contents</li><li>● Résumé</li><li>● Cover letter</li><li>● List of references</li><li>● Letter of intent</li><li>● Reflective letter</li><li>● Experience journal</li><li>● Thank you notes</li><li>● Emails and professional correspondence</li><li>● Relevant career and schoolwork samples</li><li>● Research component with works cited</li><li>● Product documentation</li><li>● Certificates and recognitions</li></ul>

### SE 4: Students will develop a research component relevant to senior experience projects/products.

Webb Level	Sub-indicator
Four Extended Thinking	SE 4.1 Construct a concise and clear thesis statement that: <ul style="list-style-type: none"><li>● Supports main points</li><li>● Includes relevant research obtained from valid sources</li><li>● Provides a summative section</li></ul>

Two Skill/Concept	SE 4.2 Prepare a formatted citation document to accompany the research component.
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**SE 5: Students will develop a project or product connected to the comprehensive plan (SE 1.1).**

<i>Webb Level</i>	<i>Sub-indicator</i>
Two Skill/Concept	SE 5.1 Demonstrate educational and personal growth through the project or product. <ul style="list-style-type: none"><li>• Documentation of product or development process, such as reflection and artifacts</li></ul>
Two Skill/Concept	SE 5.2 Connect skills and knowledge gained throughout coursework relevant to project/product completion.

**SE 6: Students will develop a presentation showcasing the comprehensive plan, project or product, and research.**

<i>Webb Level</i>	<i>Sub-indicator</i>
Two Skill/Concept	SE 6.1 Utilize appropriate visual aids as part of the presentation.
Three Strategic Thinking	SE 6.2 Demonstrate public speaking skills as part of the presentation, including: <ul style="list-style-type: none"><li>• Professional Attire</li><li>• Eye Contact</li><li>• Volume</li><li>• Gestures</li><li>• Word Choice</li><li>• Clarity and pronunciation</li><li>• Effective presentation components, including hook, introduction of self, body of presentation, supporting details, and conclusion</li></ul>
Four Extended Thinking	SE 6.3 Present the senior experience to an audience. Presentation may include: <ul style="list-style-type: none"><li>• Project analysis and process</li><li>• Explanation of relationships among comprehensive plan, project, or product, and research</li><li>• Impact on postsecondary and career goals</li></ul>

## Service Learning Experience

Career Cluster	All
Course Code	22104
Prerequisite(s)	None; Recommended: Foundational CTE Course(s)
Credit	0.5 to 1.0
Program of Study and Sequence	Foundational Course – Pathway Course – <b>Capstone: Service Learning</b> – Postsecondary Program
Student Organization	DECA, Educator Rising, FBLA, FCCLA, FFA, HOSA, SkillsUSA
Coordinating Work-Based Learning	Project-Based Learning, Volunteer Experience, Job Shadow, Mentoring, Cooperative Work Experience
Industry Certifications	May vary based on student's career interest and personal learning plan
Dual Credit or Dual Enrollment	Varies depending upon service learning experience
Teacher Certification	7-12 Certified Teachers, Certified School Counselors, Certified Administrators
Resources	SD Department of Education: Work-Based Learning Toolkit <a href="https://dlr.sd.gov/workforce_services/individuals/career_launch/toolkit.aspx">https://dlr.sd.gov/workforce_services/individuals/career_launch/toolkit.aspx</a>

### Course Description

Capstone: Service Learning applies academic and real-world skills to create meaningful youth-led experiences with community partnerships. Service learning is a teaching and learning strategy that connects academic curriculum to community need and empowers youth to become engaged in their personal, social, and working lives. Capstone: Service learning is a student-led, project-based learning experience that mutually benefits the student and community and extends beyond community service or volunteerism.

### Program of Study Application

Capstone: Service Learning is a capstone experience at the secondary level. Capstone: Service Learning would follow coursework in any career cluster and may precede enrollment in a postsecondary program.



## Course Standards

### SLE 1: Students will analyze personal aptitudes, abilities, strengths, talents, and weaknesses.

Webb Level	Sub-indicator
Two Skill/Concept	SLE 1.1 Connect an understanding of self to career area of interest.
One Recall and Reproduction	SLE 1.2 Connect career interests and career goals to service learning.
Three Strategic Thinking	SLE 1.3 Develop communication skills. <ul style="list-style-type: none"><li>Examples may include: contacting potential employers or funding sources, résumé, cover letter, and interview etiquette</li></ul>

### SLE 2: Students will prepare a plan for a service learning project.

Webb Level	Sub-indicator
Three Strategic Thinking	SLE 2.1 Assess needs within the community. <ul style="list-style-type: none"><li>Research, survey, or build partnerships within the community to assess needs</li><li>Critique communities within the area or communities of similar size to compare services offered</li></ul>
Two Skill/Concept	SLE 2.2 Develop meaningful and student-driven service activities. <ul style="list-style-type: none"><li>Connect community needs to an engaging and developmentally appropriate activity</li></ul>
Four Extended Thinking	SLE 2.3 Hypothesize attainable outcomes that are valued by stakeholders.
Three Strategic Thinking	SLE 2.4 Collaborate with stakeholders to establish a vision and plan. <ul style="list-style-type: none"><li>Set common goals to address community needs</li><li>Create a plan that both the student and mentor have vetted</li></ul>

### SLE 3: Students will develop community partnerships that aid in implementation of service learning.

Webb Level	Sub-indicator
Two Skill/Concept	SLE 3.1 Identify a variety of partners. <ul style="list-style-type: none"><li>Seek out collaborative, mutually beneficial, and respectful partnerships, and partnerships that address needs of all community stakeholders</li></ul>
Three Strategic Thinking	SLE 3.2 Identify and analyze different points of view to gain understanding of multiple perspectives.

### SLE 4: Students will implement a service learning plan.

Webb Level	Sub-indicator
Three Strategic Thinking	SLE 4.1 Monitor progress by collecting artifacts throughout the experience.
Two Skill/Concept	SLE 4.2 Apply evidence to improve service learning project. <ul style="list-style-type: none"><li>Collect evidence such as assessment, reflection, feedback from community and/or participants</li><li>May utilize an evaluation or feedback form to gather information</li></ul>

	<ul style="list-style-type: none"> <li>• Use results for improvement and sustainability</li> </ul>
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**SLE 5: Students will evaluate the service learning experience through a final product or presentation.**

<i>Webb Level</i>	<i>Sub-indicator</i>
Four Extended Thinking	SLE 5.1 Evaluate the quality and effectiveness of the experience. <ul style="list-style-type: none"> <li>• Consider what worked well throughout the experience and what could be done differently moving forward or in future projects</li> <li>• Identify the largest impact of the experience</li> </ul>
Four Extended Thinking	SLE 5.2 Analyze personal growth. <ul style="list-style-type: none"> <li>• Reflect upon changes in leadership qualities and self-awareness on future career plans</li> <li>• Reflect upon changes in knowledge, skills and/or attitudes through a variety of verbal, written, artistic, or nonverbal activities</li> </ul>
Four Extended Thinking	SLE 5.3 Analyze one's role as a citizen within the community and one's contributions to society. <ul style="list-style-type: none"> <li>• Differentiate between initial role and role after service learning experience</li> <li>• Propose future role and involvement in service learning</li> </ul>
Three Strategic Thinking	SLE 5.4 Present service learning results. <ul style="list-style-type: none"> <li>• Video</li> <li>• Blog</li> <li>• Slideshow presentation</li> <li>• Portfolio</li> <li>• Podcast</li> <li>• Community presentation</li> </ul>

## Youth Internship

Career Cluster	All
Course Code	80018
Prerequisite(s)	None; Recommended: Foundational CTE Course(s)
Credit	0.5 to 1.0
Program of Study and Sequence	Foundational Course – Pathway Course – <b>Capstone: Youth Internship</b> – Postsecondary Program
Student Organization	DECA, Educator Rising, FBLA, FCCLA, FFA, HOSA, SkillsUSA
Coordinating Work-Based Learning	Internship, Cooperative Work Experience, Mentoring
Industry Certifications	May vary based on student's career interest and personal learning plan
Dual Credit or Dual Enrollment	Varies depending upon youth internship
Teacher Certification	7-12 Certified Teachers, Certified School Counselors, Certified Administrators
Resources	SD Future Workforce Finder Tool SD Department of Education: Work-Based Learning Toolkit <a href="https://dlr.sd.gov/workforce_services/individuals/career_launch/toolkit.aspx">https://dlr.sd.gov/workforce_services/individuals/career_launch/toolkit.aspx</a> <a href="http://youth.gov/youth-topics/youth-employment/rules-and-regulations-youth-employment">http://youth.gov/youth-topics/youth-employment/rules-and-regulations-youth-employment</a> <a href="https://weekofwork.sd.gov">https://weekofwork.sd.gov</a>

### Course Description

Capstone: Youth Internship allows students the opportunity to consolidate and apply the learning from their school coursework into a meaningful and relevant on-the-job experience. An internship is an opportunity for a student to gain authentic, real-world, hands-on experience with one or more employees at a business, non-profit organization or government agency. The Internship experience is selected based on the student's chosen career cluster/pathway.

### Program of Study Application

Capstone: Youth Internship is a capstone experience at the secondary level. Capstone: Youth Internship would follow coursework in any career cluster and may precede enrollment in a postsecondary program.

## Course Standards

### YI 1: Students will analyze personal aptitudes, abilities, strengths, talents, and weaknesses.

Webb Level	Sub-indicator
Three Strategic Thinking	YI 1.1 Connect an understanding of self to a career area of interest.

### YI 2: Students will apply career development skills.

Webb Level	Sub-indicator
Two Skill/Concept	YI 2.1 Exhibit positive work-based behaviors and career readiness skills (soft skills). <ul style="list-style-type: none"><li>• Ethics, teamwork, cooperation, appropriate behaviors/communications</li><li>• Appropriate use of technology and social media</li><li>• Leadership in the workplace</li><li>• Appropriate workplace attire</li><li>• Appropriate communication (phone/text/email)</li></ul>
Four Extended Thinking	YI 2.2 Create a professional portfolio documenting internship experience, including as appropriate: <ul style="list-style-type: none"><li>• Résumé</li><li>• Cover letter</li><li>• References</li><li>• Letters of recommendation</li><li>• Personality assessments</li><li>• Reflections</li><li>• Skills attainment</li><li>• Industry Recognized Credentials</li><li>• Panel interview or presentation</li><li>• Sharing with other students and/or administration</li><li>• Multimedia, PowerPoint, etc.</li><li>• Visual demonstrations</li></ul>

### YI 3: Students will complete a youth internship.

Webb Level	Sub-indicator
Four Extended Thinking	YI 3.1 Utilize processes and resources to acquire an internship.
Two Skill/Concept	YI 3.2 Perform daily work tasks consistent with the responsibilities and work culture of the chosen internship field.

### YI 4: Students will develop a postsecondary personal learning plan based on internship experiences.

Webb Level	Sub-indicator
Four Extended Thinking	YI 4.1 Analyze and reflect on internship experiences and the impact on future career goals.
Four Extended Thinking	YI 4.2 Develop the steps needed to achieve future career goals <ul style="list-style-type: none"><li>• Construct a timeline of goals for furthering education and preparing for the workforce</li><li>• Understand scholarship opportunities</li><li>• Consider postsecondary options for further education</li></ul>

	<ul style="list-style-type: none"><li>• Explore certifications and training</li></ul>
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Proposed

## Youth Apprenticeship

Career Cluster	All
Course Code	80020
Prerequisite(s)	None; Recommended: Foundational CTE Course(s)
Credit	0.5 to 1.0
Program of Study and Sequence	Foundational Course – Pathway Course – <b>Capstone: Youth Apprenticeship</b> – Postsecondary Program
Student Organization	DECA, Educator Rising, FBLA, FCCLA, FFA, HOSA, SkillsUSA
Coordinating Work-Based Learning	Youth Apprenticeship, Cooperative Work Experience, Mentoring
Industry Certifications	May vary based on student's career interest and personal learning plan
Dual Credit or Dual Enrollment	Varies depending upon youth internship
Teacher Certification	7-12 Certified Teachers, Certified School Counselors, Certified Administrators
Resources	<p>ApprenticeshipUSA:  <a href="https://www.dol.gov/general/topic/training/apprenticeship">https://www.dol.gov/general/topic/training/apprenticeship</a></p> <p>South Dakota Department of Labor and Regulation:  <a href="http://dlr.sd.gov/workforce_services/individuals/training_opportunities/apprenticeship.aspx">http://dlr.sd.gov/workforce_services/individuals/training_opportunities/apprenticeship.aspx</a>  <a href="https://www.starttoday.sd.com">https://www.starttoday.sd.com</a></p> <p>SD Department of Education: Work-Based Learning Toolkit  <a href="https://dlr.sd.gov/workforce_services/individuals/career_launch/toolkit.aspx">https://dlr.sd.gov/workforce_services/individuals/career_launch/toolkit.aspx</a></p>

### Course Description

Capstone: Youth Apprenticeship helps students gain work experience while earning a wage with a registered sponsor\*. An apprenticeship is designed for students to acquire hands-on job skills in a specific occupational area. Their experience will be gained through a career site and classroom instruction. Students earn high school credit as well as hours towards a registered apprenticeship. At the completion of the high school apprenticeship program, students can continue their apprenticeship to earn a nationally recognized credential. Youth apprenticeship differs from an internship in that apprenticeships guarantee students receive a wage, hours towards a registered apprenticeship and the opportunity to receive a nationally recognized credential.

### Program of Study Application

Capstone: Youth Apprenticeship is a capstone experience at the secondary level for students 16 and older. Capstone: Youth Apprenticeship would follow coursework in any career cluster and may precede enrollment in a postsecondary program.

\*Businesses must be part of a registered apprenticeship through the U.S. Department of Labor. A list of Registered Sponsors can be found at ApprenticeshipUSA <https://oa.doleta.gov/bat.cfm>. Wages are set by business apprenticeship standards. Registered Sponsors have federally approved curriculum specific to the apprenticeship for use in the classroom. For more information, see: <https://www.starttodayd.com/> or contact your local Department of Labor and Regulation specialist.

Proposed

## Course Standards

### YA 1: Students will analyze personal aptitudes, abilities, strengths, talents, and weaknesses.

<i>Webb Level</i>	<i>Sub-indicator</i>
Three Strategic Thinking	YA 1.1 Connect an understanding of self to a career area of interest.

### YA 2: Students will apply career development skills.

<i>Webb Level</i>	<i>Sub-indicator</i>
Two Skill/Concept	YA 2.1 Exhibit positive work-based behaviors and career readiness skills (soft skills).
Four Extended Thinking	YA 2.2 Create a professional portfolio documenting apprenticeship experience, including as appropriate: <ul style="list-style-type: none"> <li>● Résumé</li> <li>● Cover Letter</li> <li>● References</li> <li>● Letters of Recommendation</li> <li>● Personality Assessments</li> <li>● Reflections</li> <li>● Skills Attainment</li> <li>● Industry Recognized Credentials</li> <li>● Panel interview or presentation</li> <li>● Sharing with other students and/or administration</li> <li>● Multimedia, PowerPoint, etc.</li> <li>● Visual demonstrations</li> </ul>

### YA 3: Students will participate in a youth registered apprenticeship.

<i>Webb Level</i>	<i>Sub-indicator</i>
Four Extended Thinking	YA 3.1 Utilize processes and resources to acquire a registered apprenticeship.
Two Skill/Concept	YA 3.2 Perform work duties consistent with the responsibilities, work competencies, and work culture of the chosen apprenticeship field.
Three Strategic Thinking	YA 3.3 Adhere to industry norms and safety standards.

### YA 4: Students will develop a postsecondary personal learning plan based on apprenticeship experiences.

<i>Webb Level</i>	<i>Sub-indicator</i>
Four Extended Thinking	YA 4.1 Analyze and reflect on apprenticeship experiences and the impact on future career goals.
Four Extended Thinking	YA 4.2 Develop the steps needed to achieve future career goals . <ul style="list-style-type: none"> <li>● Construct a timeline of goals for furthering education and preparing for the workforce</li> <li>● Understand scholarship opportunities</li> <li>● Consider postsecondary options for further education</li> <li>● Explore training and certifications</li> </ul>