



Wethersfield Public Schools

WHS Curriculum: Internship

Grade(s)	11 & 12	
Unit Title and Purpose	Unit 1: Envisioning Your Future Self	
Timeframe	2-3 weeks	
Vision of the Graduate		
Communicator: In the activity, "Envisioning Your Future Self," students enhance their communication skills by articulating their future aspirations, values, and strengths through a well-crafted personal essay. They share this vision with their peers, fostering an environment where diverse backgrounds and viewpoints are acknowledged and respected.		
Problem Solver: Students actively apply their knowledge and empathy to address personal issues related to their future selves. They critically assess their strengths and weaknesses, employing problem-solving strategies to maximize their career potential.		
Collaborator: Students collaborate towards a common goal of envisioning their future selves. Through activities like preparing emails and conducting research, they actively participate and share ideas within a supportive learning community. Collaborative efforts are emphasized as students assess their strengths and weaknesses collectively, fostering an environment that values teamwork and encourages diverse perspectives in achieving a unified vision for their future selves.		
Unit Priority Standards		
ASCA Category 1: Mindset Standards: School counselors encourage the following mindsets for all students M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 4. Self-confidence in ability to succeed M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes		
Connecticut Career and Technical Education: Cooperative Work Education: Standard A Career Readiness: Assess and identify career interests, aptitudes, and options in developing a career plan. 2. Determine personal strengths, talents, values, and interests related to various jobs and careers in order to maximize career potential.		
Unit Supporting Standards		
CCSS.ELA-LITERACY.WHST.11-12.2.A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.		
Essential Questions		
What gives your future meaning and purpose?		
Performance Expectations: Skills		Performance Expectations: Essential Knowledge/Concepts



Wethersfield Public Schools

WHS Curriculum: Internship

1. Conduct research using multiple print and digital sources 2. Write a statement of who they see as their future self 3. Prepare two emails they will receive 6 months and 1 year out from this unit to remind them of their future self 4. Assess the strengths and weaknesses of their future self	1. Understand the concepts and strategies needed to comprehend their potential future growth and opportunities 2. Acquire foundational knowledge of future self concept to understand its scope and potential 3. Understand individual strengths and weaknesses to better reflect on their future potential 4. Understand the concept of prospection with regards to their future self
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
• Activation of prior knowledge and readiness activities related to self awareness • Read and discuss recent articles on future self and apply to course concepts • Independent research about recent trends in future self • Integration and application of recent trends through reflection statement on their future self	• Articles on your future self • Digital links: ○ Dr. Hardy - Prospection ○ Dr. Hardy video • Project guidelines and rubric



Wethersfield Public Schools

WHS Curriculum: Internship

Grade(s)	11 & 12		
Unit Title and Purpose	Unit 2: Discovering Your Future Career		
Timeframe	2-3 weeks		
Vision of the Graduate			
Communicator: Students become effective communicators by actively exchanging ideas and information about various careers with peers. Through conducting research using multiple print and digital sources, they gather comprehensive information on potential careers. Students then synthesize this information into a coherent and engaging presentation, practicing clear and effective communication skills.			
Problem Solver: Students evaluate postsecondary opportunities, identify necessary skills, and comprehend potential future careers. They engage in problem-solving processes that extend beyond personal goals. Through discussions on recent articles and independent research, they gain insights into the evolving nature of careers and develop strategies to navigate the complexities of the global workforce.			
Collaborator: Students actively participate and share ideas while working collaboratively toward a common goal. Engaging in group discussions, sharing insights on recent articles, and collaboratively conducting research on various careers, students cultivate a learning environment that values teamwork and diverse perspectives.			
Unit Priority Standards			
Connecticut Career and Technical Education: Cooperative Work Education: Standard A			
Career Readiness: Assess and identify career interests, aptitudes, and options in developing a career plan.			
2. Determine personal strengths, talents, values, and interests related to various jobs and careers in order to maximize career potential.			
4. Evaluate postsecondary opportunities related to career interests, including certification, licensing, apprenticeships, college, and military options.			
5. Identify skills necessary for employment in the global workforce.			
8. Identify ways to develop and maintain professional relationships to enhance career success.			
Unit Supporting Standards			
CCSS.ELA-LITERACY.WHST.11-12.1.D. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			
Essential Questions			
Does a career define you?			
Performance Expectations: Skills		Performance Expectations: Essential Knowledge/Concepts	
1. Conduct research using multiple print and digital sources		1. Acquire foundational knowledge of careers, including skills necessary for employment, to understand their nature and scope	
2. Prepare presentation that integrates multiple sources of information			
3. Assess the strengths and limitations of sources			



Wethersfield Public Schools

WHS Curriculum: Internship

	2. Understand the concepts and strategies needed to recognize potential future careers and opportunities 3. Understand individual strengths and limitations to better reflect on their future potential
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
• Activation of prior knowledge and readiness activities related to career development • Read and discuss recent articles on career development and apply to course concepts • Independent research about recent trends in careers • Integration and application of recent trends through the presentation on their chosen career	• Articles on your career development • Digital links • Project guidelines and rubric



Wethersfield Public Schools

WHS Curriculum: Internship

Grade(s)	11 & 12	
Unit Title and Purpose	Unit 3: Resume & Cover Letter Development to Prepare for the Interview	
Timeframe	2-3 weeks	
Vision of the Graduate		
Communicator: Students actively engage in communication practices essential for career readiness. Students enhance their communication skills by preparing clear and effective resumes and cover letters that summarize academic and work experiences in preparation for mock interviews.		
Problem Solver: Students conduct research using multiple sources to gain a comprehensive understanding of the components and importance of resumes and cover letters. In assessing the strengths and weaknesses of their final products, students engage in reflective problem-solving, identifying areas for improvement and refinement.		
Collaborator: Students actively participate and share ideas while working toward the common goal of career preparation while engaging in group discussions, checklists for discussion, and peer assessments of resumes and cover letters.		
Unit Priority Standards		
Connecticut Career and Technical Education: Cooperative Work Education: Standard A Career Readiness: Assess and identify career interests, aptitudes, and options in developing a career plan. 6. Describe the purpose of a resume and cover letter. 7. Analyze the steps in a job search, including the cover letter, resume, application, and participating in the interview process 8. Identify ways to develop and maintain professional relationships to enhance career success.		
Unit Supporting Standards		
CCSS.ELA-LITERACY.WHST.11-12.2.A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.		
Essential Questions		
What is the importance of a resume, cover letter, and interviewing in getting an internship?		
Performance Expectations: Skills		Performance Expectations: Essential Knowledge/Concepts
1. Conduct research using multiple print and digital sources 2. Prepare a resume and cover letter that summarizes academic and work experience 3. Assess the strengths and weakness of final products		1. Acquire foundational knowledge of resume and cover letters to understand their nature and scope 2. Understand the use of the resume and cover letter’s components to communicate with targeted audiences 3. Explain the importance of the resume and cover



Wethersfield Public Schools

WHS Curriculum: Internship

4. Practice and prepare for an interview that lands them an internship	letter in the hiring process 4. Explain the steps and process of the interview process in getting an internship
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
• Activation of prior knowledge and readiness activities related to career development • Read and discuss recent articles on career development and apply to course concepts	• Articles on your resume and cover letters • Digital links • Project guidelines and rubric



Wethersfield Public Schools

WHS Curriculum: Internship

Grade(s)	11 & 12
Unit Title and Purpose	Unit 4: Interning (UELP) Experience in the Community
Timeframe	7-8 weeks
Vision of the Graduate	
Communicator: Students actively embody the role of a communicator by engaging in written and oral communication within a professional setting. As they attend their internships weekly, students practice clear and effective communication, exchanging ideas and information with diverse individuals in the workplace. Through weekly check-ins, journal entries, and the completion of timesheets, students enhance their communication skills, ensuring that they can articulate their experiences, challenges, and achievements during the internship. Problem Solver: As students face challenges that may arise during their internship, they engage in critical thinking and problem-solving skills. This involves analyzing biases, discriminatory behaviors, and conflicts that may affect job success. Through the weekly journal entries, students reflect on and address challenges, demonstrating their ability to solve problems with empathy, contributing to their growth as problem solvers both personally and in a professional context. Collaborator: Students actively participate and share ideas while working towards a common goal—successful internship experiences. Attending internship placements weekly, students engage in teamwork and collaboration with their site sponsors and peers. They identify individual learning and challenges, fostering an environment where diverse perspectives are acknowledged. The final project, self-evaluation, and employer evaluation further emphasize collaboration as students reflect on their experiences and contributions to the workplace.	
Unit Priority Standards	
Connecticut Career and Technical Education: Cooperative Work Education: Standard C Career Retention: Demonstrate mastery of the entry-level employment skills, competencies, and character of education essential for success in the workplace, including issues of diversity, expectations, trends, and labor regulations 14. Describe personal qualities and self-management skills necessary for workplace success such as time management, organization, punctuality, and attendance. 15. Define effective communication, team-building, and leadership skills. 16. Describe personal health and workplace safety procedures. 17. Analyze biases, harassment, and discriminatory behaviors that can affect job success and advancement. 18. Define procedures that apply to conflict resolution skills. 19. Explain problem solving and critical thinking skills.	
Unit Supporting Standards	
WHST.CCR.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
Essential Questions	
How do essential workplace skills (time management, organization, punctuality) contribute to internship success? How can students demonstrate and develop communication, team-building, and leadership skills during their internship? What role do personal health and workplace safety procedures play in ensuring a successful internship?	



Wethersfield Public Schools

WHS Curriculum: Internship

Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
1. Update weekly timesheet 2. Problem solve challenges that may arise at their internship 3. Attend internship placement weekly and carry out responsibilities outlined with their site sponsor 4. Practice time management strategies	1. Understand the workings of a career by attending internship 2. Identify individual learning and challenges in internship 3. Understand time management strategies 4. Identify challenges and problems that may arise
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
• Activation of prior knowledge and readiness activities related to internship placement • Participate in internship on a weekly basis • Complete weekly journal entries and time sheet • Participate in weekly check-in with the teacher • Independent schedule for internship practice	• Internship Guidelines • Final Project guidelines • Self-Evaluation for Internship • Evaluation Form for Employer