



# CAPSTONE – Syllabus

Mr. Binder – Rapid City Alternative Academy

## RCAS Policies/Procedures

Learners will be required to follow all RCAS policies and procedures. To view the RCAS High School Student Handbook, please visit the [Student Handbooks](#) section of the RCAS district website.

## Course Description

Capstone opportunities allow learners to become more specialized by enrolling in a Capstone Experience or Capstone Course, including dual enrollment, industry certifications, and specialized courses. Capstones enable learners to consolidate and apply learning from their high school career into a meaningful and relevant career-connected experience.

Capstone: 0.5 Credit

Can be taken twice with Capstone Coordinator approval.

## Course Learning Outcomes

There are five Capstone experiences available under this course. Each has its own unique set of Course Learning Outcomes. Your Capstone Coordinator will help you select the most appropriate one for you. The five Capstone experiences are:

### Youth Internship

Youth internship allows learners to gain authentic, real-world experience in business and industry. Learners' interests, strengths, and chosen career clusters/pathways determine the internship experience(s). Based on the internship experience(s), learners will gain insight into their postsecondary personal learning plan.

### Course Learning Outcomes for Youth Internship

- YI 1: Learners will analyze personal aptitudes, abilities, strengths, talents, and weaknesses.  
(Module 3)
- YI 2: Learners will apply career development skills.  
(Module 4)
- YI 3: Learners will complete a youth internship.  
(Module 2)
- YI 4: Learners will develop a postsecondary personal learning plan after completion of internship experiences.  
(Module 6)

### Senior Experience

Senior Experience is based on a personal proposal that requires learners to demonstrate not only what they know but what they can do. Learners will be expected to conceive a plan of action that incorporates the following four elements: a product, research component, portfolio, and presentation. Senior Experience calls upon learners to use skills they have acquired and practiced throughout formal education. It will take them out of their comfort zones, preparing them for life beyond high school.

### Course Learning Outcomes for Senior Experience

- SE 1: Learners will conceptualize, organize and construct a proposal for the senior experience which advances workplace skills, career development, and postsecondary options.  
(Module 2)
- SE 2: Learners will evaluate career and personal attributes to develop a professional work ethic  
(Module 3)

- SE 3: Learners will create appropriate workplace documents.  
(Module 5)
- SE 4: Learners will develop a research component relevant to the senior experience product.  
(Module 2)
- SE 5: Learners will construct a product connected to the conceptual plan.  
(Module 2)
- SE 6: Learners will develop a presentation showcasing the conceptualized plan, product, and research.  
(Module 2)

## Entrepreneurship Experience

Entrepreneurship Experience provides learners 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. These skills can include but are not limited to, meeting timelines, making decisions, conducting research, and preparing and making presentations. Learners study, research, and prepare a business plan that illustrates the practicality of their particular business. Both school and business mentors assist learners in the process of developing a business plan. Learners 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.

## Course Learning Outcomes for Senior Experience

- ENT 1: Learners will evaluate career and personal attributes to develop a professional work ethic.  
(Module 3)
- ENT 2: Learners will investigate ideas for a business to provide a product or service.  
(Module 2)
- ENT 3: Learners will develop a comprehensive business plan proposal for a real or hypothetical company based on industry standards.  
(Module 2)
- ENT 4: Learners will demonstrate effective communication to explain the business plan.  
(Module 2)
- ENT 5: Learners will reflect, analyze and document the learning process of the entrepreneurship experience.  
(Module 5 & 6)

## Service Learning

Service Learning utilizes a flexible method of teaching and learning that applies academic and real-world skills to create meaningful youth-led experiences with community partnerships. The goal of service learning is to empower youth to become engaged in their personal, social, and working lives. Service Learning is a course that blends academic learning with career interests and pathways while engaging learners in service. Service Learning is more than community service or volunteerism. Learners engage in a project that is carried out over an extended period of time and that mutually benefits the learner and community.

## Course Learning Outcomes for Service Learning

- SLE 1: Learners will develop skills in employability and identify areas of career interest.  
(Module 4)
- SLE 2: Learners will prepare a plan for a service-learning project.  
(Module 2)
- SLE 3: Learners will develop community partnerships that aid in the implementation of service learning.  
(Module 2)
- SLE 4: Learners will implement a service-learning plan.  
(Module 2)
- SLE 5: Learners will evaluate the service-learning experience through a final product or presentation.  
(Module 2 & 6)

## Youth Apprenticeship

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

**\*\*THIS MUST BE A REGISTERED APPRENTICESHIP... DO NOT GET TOO EXCITED UNTIL YOU WORK WITH YOUR CAPSTONE COORDINATOR!\*\***

### Course Learning Outcomes for Youth Apprenticeship

- YA 1: Learners will evaluate career and personal attributes to develop a professional work ethic (Module 3)
- YA 2: Learners will complete on-the-job training and occupational-related tasks. (Module 2)
- YA 3: Learners will demonstrate the final product of the apprenticeship experience. (Module 2)
- YA 4: Learners will create a postsecondary plan. (Module 6)

## Course Expectations

**Be Respectful-** Making safe choices by being kind to self and others to empower all.

**Be Present-** Being here and being aware of yourself and your surroundings focused on the here and now.

**Be Courageous-** Taking appropriate risks, persevering, doing what is right, even if it is uncomfortable or unpopular.

Learners must accept the responsibility of being a positive role model in the community and will be held to high standards. These standards include attendance, behavior, maturity, work ethic, confidentiality, and dependability.

## Grading

All learners must reach the "Meets Mastery" level for each Course Learning Outcome. This requires the learner to fully participate in all aspects of the course. A learner must provide evidence of mastery through feedback and reflection/growth.

So what does this really look like in the Capstone course?

Learners are presented with six modules. During each module, learners will be asked to show mastery of competency in that unit. Learners will do this by demonstrating multiple points of proficiency (providing evidence).

Learner mastery will be evaluated on a scale. The key to mastery learning is that learners can always demonstrate growth. If a learner did poorly the first time, they can always try again and improve their level.

Learners must reach the "Meets Mastery" level for every Course Learning Outcome in order to pass the class. That means that a learner must complete each Course Learning Outcome. This is not like other

	Exceeds Mastery
	Meets Mastery
	Near Mastery
	Well Below Mastery

### Rapid City Alternative Academy Courses:

- Will determine grades based on student learning and growth.
- Will not include practice and behavior in grade determination.
- Will give all students regardless of absence an opportunity to demonstrate learning.
- Will not include extra credit.

courses where a learner can skip sections and still pass. Learners are not done with the course until they have completed all the checks and demonstrated mastery.

## Instructional Resources

All instructional resources are presented on Canvas. There are no additional textbooks. Within Canvas there are directions for accessing external resources including but not limited to, YouScience.

## Attendance Expectations

Capstone is a unique course that does not have a specific attendance period. It is scheduled in conjunction with the Advisory period as a placeholder. Learners need to plan on the following attendance expectations:

- **Attend Weekly Workshops**
  - Weekly workshops are held during advisory once a week and take place of the typical in-class instruction.
  - If a learner misses the weekly workshop, it is their responsibility to access the information on Canvas and/or schedule a time with the Capstone Coordinator to review the missed workshop.
- **Schedule Weekly Check-Ins**
  - Weekly check-ins are a learner's chance to check in with the Capstone Coordinator one-on-one. Once the learners are released on their capstone, they will have very little in-class time for this course. The weekly check-in is a time the learner will share with their teacher/Capstone Coordinator what they have been doing.
- **Attend On-Site/Mentor Meetings and Scheduled Worktime**
  - Every learner will have an assigned site or mentor and will be expected to have weekly contact time with them. Weekly contact time begins after Module 1 and is very individualized to each learner.
  - This will be coordinated with the learner's Capstone Coordinator and site/mentor.

## Communication

Communication with the supervising teacher is key to success. Learners are encouraged to communicate professionally, directly, and often with their supervising teacher.