



**Montpelier High School  
Community Based Learning  
Course Syllabus  
2013-2014**

**OVERVIEW:**

Community Based Learning (CBL) is an elective course at Montpelier High School that provides students a "learning-by-doing" experience, utilizing the community as an extension of the classroom. CBL students spend between 15 and 100 hours (typically 30 to 50) in a mini-internship with a community partner exploring an interest, vocational or avocational, in a real world setting. Along with weekly visits to their community site, students meet regularly, both independently and in groups, with their school supervisor to reflect on their experience and the knowledge they are gaining and the skills they are developing through it. Depending on the student's and community partner's schedules, a CBL can take place during and/or outside the regular school day. CBL is a pass/fail course, for which students receive academic credit.

**ESSENTIAL QUESTIONS:**

What can I learn about myself and others through actively involving myself in real world professional/community settings and experiences?

What can I learn about my interests, skills, and aspirations through actively involving myself in real world professional/community settings and experiences?

**CORE COMPETENCIES:**

**Students will understand that...**

1. Active and sustained engagement with community partners in fields of work, service, and study provides opportunities for multi-faceted learning and growth.

**Apprenticing (A)**

2. Thoughtful communication requires an evaluation and clear articulation of perspectives, ideas, and values. **Communication (C)**

3. Personal growth requires an honest assessment of strengths and weaknesses and a disciplined approach towards improvement. **Personal Development (PD)**

4. Examining a complex world requires each of us to challenge assumptions, gather evidence, and consider multiple perspectives. **Reasoning and Problem Solving (RPS)**



## **SKILL DEVELOPMENT:**

### **Students will be able to:**

- Communicate effectively with their school supervisor, community partner, and peers.
- Identify vocational and avocational interests.
- Participate actively.
- Be reliable and punctual.
- Be open and responsive to new and diverse perspectives.
- Set goals with tangible and intangible success criteria.
- Deal positively with praise, setbacks, and criticism.
- Incorporate input and feedback into the work.
- Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts.
- Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions.
- Adapt to varied roles, jobs responsibilities, schedules, and contexts.
- Demonstrate initiative to advance skill levels towards a professional level.
- Reflect critically, both orally and in writing, on learning experiences and processes.

## **PERFORMANCE TASKS:**

### **Students will:**

- Complete Statement of Purpose - **(A)**
- Conduct Interest Research - **(C, RPS)**
- Write Letter of Introduction to Community Partner - **(C)**
- Participate in Initial CBL Site Interview - **(C)**
- Establish SMART Goals - **(PD)**
- Participate at CBL Site - **(A)**
- Attend Student/Supervisor Reflection Meetings - **(A, C, PD)**
- Participate in Mid-Semester Community Partner Evaluation - **(C, PD, RPS)**
- Participate in Small Group Reflections/Discussions - **(C, PD, RPS)**
- Write Thank You Letter to Community Partner - **(C)**
- Participate in End of Semester Community Partner Evaluation - **(C, PD, RPS)**
- Write Final Written Reflection - **(C, PD, RPS)**

## **MHS LEARNING EXPECTATIONS (LEs):**

### **Students will reflect on their growth and development in the school's seven school wide Learning Expectations:**

Writing  
Reading

Communication  
Problem Solving

Creativity  
Habits of Learning

Citizenship

