

**SDSU CES Linked Learning Certificate**  
**Module E**  
**Backward Mapping from Graduation to the Classroom**

**Syllabus**

**Course Overview and Description**

This two-unit online module is part of a Linked Learning Certificate, a six-module certificate designed to promote study of the Linked Learning field, critical components of this approach to high school transformation, the growing body of Linked Learning research, and challenges and solutions associated with implementation. *Backward Mapping from Graduation to the Classroom* begins by defining an essential component of Linked Learning, the graduate profile. We then systematically break those long-term goals into measurable outcomes for the purposes of communication, instructional planning and revision at each year, benchmark period, major project, and lesson. Along the way, you will learn what makes a good student performance outcome and how to strengthen pathway instruction through the consistent use of vertically and horizontally aligned outcomes.

*Backward Mapping from Graduation to the Classroom* is one among the six learning modules, listed below, in the Linked Learning Certificate:

- ❖ Linked Learning Pathway Design and Delivery
- ❖ Work-Based Learning
- ❖ Authentic Learning and Assessment
- ❖ Using Data in Communities of Practice
- ❖ Backward Mapping from Graduation to the Classroom
- ❖ Essential Collaborations: Industry, Community, and Postsecondary Partners

The module follows a weekly schedule of readings, assignments, and discussions. Participants are expected to examine resources, evaluate ideas and evidence, draw conclusions, and collaborate with other participants and colleagues. The assignments and discussions ask participants to apply their new knowledge to propose improvements to their own pathway practices, as well as the practices of their home district or regional consortium.

For the culminating experience of this module, participants complete a project that demonstrates deep understanding of the uses of the graduate profile and student performance outcomes. The culminating project is detailed later in this document.

**Learning Outcomes**

- Articulate how a district's graduate profile logically determines student expected learning outcomes at all levels – from pathway, to grade level, to course, and finally lesson.
- Identify the characteristics of quality student performance outcomes at the graduate profile and pathway level.
- Incorporate relevant technology, 21<sup>st</sup> Century skills, Common Core Standards, postsecondary entrance requirements and other essential standards into the map of student outcomes to guide instructional planning.
- Discuss methods of effectively using assessments that measure progress towards pathway student outcomes.

## Culminating Project

The culminating project requires a demonstration of deep understanding of using effective student learning outcomes from the graduate profile to daily classroom practice. The project may be completed individually or in pairs. Some project ideas are below; students can also propose a different presentation or product for instructor approval.

### Possible Projects

- Use your district's existing graduate profile to draft the pathway-level outcomes for a brand new pathway. Justify your proposed outcomes and give examples of how those outcomes blend academic, industry, and 21<sup>st</sup> Century standards to prepare students for college and career. Attempt to convince stakeholders in the new pathway (industry partners, community members, administrators, fellow teachers, students, parents) to adopt the pathway outcomes.
- Take your pathway's existing pathway-level outcomes and explain how one specific subject area (e.g. mathematics) would contribute to their mastery. Present a logical flow of student outcomes that build knowledge and ideas from freshman through senior years. Suggest engaging and authentic performance assessments in two or more grade levels that would measure student progress.
- Create a year-long curriculum map of one of the courses you teach, including standards, topics, outcomes, and assessment descriptions. Explain where it was appropriate to add 21<sup>st</sup> century skills, relevant technology, etc., as well as how the course contributes to a student's achievement of the graduate profile. Discuss the benefits of curriculum mapping to individual teachers and pathway teacher teams.
- Create a professional development module or presentation that teaches your pathway staff how to use and create quality student performance outcomes.

## Grading

You can check on your grade any time in the Grades section of the BlackBoard course. The final grade for this module is broken down in the following way:

**Culminating Project: 50%**

The culminating project is due at the end of Week 4. Details on the assignment are found in the Culminating Project section of the course.

### **Weekly Assignments and Discussions: 50%**

All other assignments and class discussions are mandatory and constitute the remaining 50% of your final grade. Each assignment and discussion has equal weight.

#### *Participation, Assignments and Discussion*

Practicing effective communication and active exchange of ideas is essential to your success in this course. Your regular and visible participation online, then, is valued and expected as part of this learning community. All communications should be professional in tone as well as quality. Graduate level writing is expected on all assignments and discussion boards.

Plan to log into the course to contribute to the discussions and post assignments at least two to three times a week. Logging in online at the last hour of the last day of each week does not benefit the class, as it prevents others from reflecting on and responding to your contributions before we move on to the next week's topic. You will lose points for this.

The best postings to the discussion board are substantive, pose interesting questions, and offer new insights or information. Few points are earned by posts that simply state "I agree with what Harry said," or restatements of already discussed ideas. You do not need formal citations in your discussion postings unless specifically asked in the assigned discussion forum question or assignment.

In general, the grading for weekly assignments and discussions will be as follows:

90% - 100% = Exceeds expected level of participation and completes all assignment requirements. Contributed more than the minimum required number of postings. Postings are timely, thoughtful, well written, and always add to the level of the conversation.

80% - 90% = Meets expected level of participation and completes all assignment requirements. Postings are timely, thoughtful, well written, and generally add to the level of the conversation

70% - 80% = Meets the minimum required level of participation and completes the assignment requirements. Little evidence of thoughtful insights or valuable new contributions to the discussion. Postings may be too late to allow responses from others.

less than 70% = Does not meet the minimum required level of participation in number and/or quality of postings. Does not meet the requirements of the assignment. Postings may be too late to allow responses from others.

### **Weekly Topics and Outcomes**

Required resources, readings, and assignments/discussions are found under the Week 1-4 sections of the course.

## **Week 1: District Graduate Profile and Pathway Outcomes**

*What are the broad student achievement goals that attract districts to the Linked Learning approach?  
How are pathways translating these goals into pathway student outcomes that drive instruction and fit their industry and community preferences and needs?*

### **Learning Outcomes**

- Articulate the foundational role of student learning outcomes within Linked Learning Pathways
- Write high quality pathway student learning outcomes
- Incorporate Common Core standards, 21<sup>st</sup> Century skills, and industry expectations into pathway and course student learning outcomes

## **Week 2: Incorporating Technology and 21<sup>st</sup> Century and Industry Standards**

### **Learning Objectives**

- Describe the structure and goals of career-technical education standards
- Integrate 21<sup>st</sup> century skills into expected student outcomes for academic and CTE courses
- Add or adapt learning outcomes to reflect new technology and industry standards that address and the needs of today's students and future workforce

## **Week 3: Course-Level Curriculum and Performance Mapping**

### **Learning Objectives**

- Create course-level student outcomes that lead directly to the mastery of grade-level outcomes
- "Unpack" content standards in a subject area into key student understandings and performances
- Create an individual course curriculum and performance map

## **Week 4: Culminating Project**

### **Learning Outcomes**

- Create a presentation or product that demonstrates deep understanding of the uses of student learning outcomes in Linked Learning pathways.
- Reflect on what was learned during the module and create an action plan for the improved use of learning outcomes and curriculum mapping

## Getting Help

There are several options available to get help at any time during the course.

If the answer to your question is one that everyone in the course would benefit from, post it in the Course Questions discussion forum. All participants are welcome to offer help in response to a post in this discussion forum -- there is no need to wait for the facilitator!

For private questions, email the facilitator and/or ask to schedule a phone or video conference. The facilitator aims to respond to all participant requests within 24 hours during weekdays, and by Monday afternoon for requests made during the weekend.

All participants in the course are credentialed in-service teachers, so please remember that help can come from your peers, as well. Email and call each other, skype, or schedule time in a chat room. You can ask the instructor to be a part of these conversations or interact on your own.

## Statement on Cheating and Plagiarism

“Statement on Cheating and Plagiarism: Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one’s grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term ‘cheating’ not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one’s own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the University. For more information on the University’s policy regarding cheating and plagiarism, refer to the Schedule of Courses (‘Legal Notices on Cheating and Plagiarism’) or the University Catalog (‘Policies and Regulations’).”

## Students with Disabilities

“Americans with Disabilities Act (DA) Accommodation: The University is committed to providing reasonable academic accommodation to students with disabilities. The Student Disability Services Office provides university academic support services and specialized assistance to students with disabilities. Individuals with physical, perceptual, or learning disabilities as addressed by the Americans with Disabilities Act should contact Student Disability Services for information regarding accommodations. Please notify your instructor so that reasonable efforts can be made to accommodate you. If you expect accommodation through the Act, contact the Student Disability Services Office ([http://www.sa.sdsu.edu/dss/dss\\_home.html](http://www.sa.sdsu.edu/dss/dss_home.html)) at (619) 594-6473.”

## Religious Observances

University Policy on Absence for Religious Observances includes the following statements: “By the end of the second week of the class, students should notify the instructor of planned absences for religious observances. Instructors shall reasonably accommodate students who notify them in advance of planned absences for religious observances.” Please notify the instructor in a timely manner and a reasonable accommodation will be reached.

### **Statement that Syllabus is Subject to Change**

This syllabus and schedule are subject to change in the event of extenuating circumstances. It is your responsibility to check on announcements.

## **Culminating Project**

You must complete a project by the end of the course, either as an individual or in pairs. If you choose to work with a partner, it is your responsibility to identify, contact, and figure out fair working arrangements. Both partners will receive the same grade on the project.

The culminating project requires a demonstration of deep understanding of using effective student learning outcomes from the graduate profile to daily classroom practice. Some project ideas are below; students can also propose a different presentation or product for instructor approval. All projects will be assessed against the Culminating Project Rubric.

### **Possible Projects**

- Use your district's existing graduate profile to draft the pathway-level outcomes for a brand new pathway. Justify your proposed outcomes and give examples of how those outcomes blend academic, industry, and 21<sup>st</sup> Century standards to prepare students for college and career. Attempt to convince stakeholders in the new pathway (industry partners, community members, administrators, fellow teachers, students, parents) to adopt the pathway outcomes.
- Take your pathway's existing pathway-level outcomes and explain how one specific subject area (e.g. mathematics) would contribute to their mastery. Present a logical flow of student outcomes that build knowledge and ideas from freshman through senior years. Suggest engaging and authentic performance assessments in two or more grade levels that would measure student progress.
- Create a year-long curriculum map of one of the courses you teach, including standards, topics, outcomes, and assessment descriptions. Explain where it was appropriate to add 21<sup>st</sup> century skills, relevant technology, etc., as well as how the course contributes to a student's achievement of the graduate profile. Discuss the benefits of curriculum mapping to individual teachers and pathway teacher teams.
- Create a professional development module or presentation that teaches your pathway staff how to use and create quality student performance outcomes.

## **Weeks 1-4 Content**

### **Week 1: District Graduate Profile and Pathway Outcomes**

*What are the broad student achievement goals that attract districts to the Linked Learning approach? How are pathways translating these goals into pathway student outcomes that drive instruction and fit their industry and community preferences and needs?*

#### **Focusing on Outcomes: The Foundation of Linked Learning**

The Linked Learning approach is centered on student learning outcomes. A set of district outcomes establish what a student should be able to perform and achieve upon graduation, from which follow the goals and structure of the Linked Learning pathway, each school year, course, benchmark period, and major lesson. This week we examine how student learning outcomes connect to system-level goals of Linked Learning High School Improvement—(e.g., closing the achievement gap, ensuring equity and access, fostering social justice, ensuring students complete the University of California’s “a-g” course requirements, etc.). We also define the characteristics of “good” student learning outcomes and explain how they form the foundation of Linked Learning pathway and system design.

#### **Learning Outcomes**

- Articulate the foundational role of student learning outcomes within Linked Learning Pathways
- Write high quality pathway student learning outcomes
- Incorporate Common Core standards, 21<sup>st</sup> Century skills, and industry expectations into pathway and course student learning outcomes

#### **Resources**

- Rustique, Elle. (2015.) The Graduate Profile: A District Strategy for the Coherent Alignment of Student Outcomes. *Professional Learning for Linked Learning Series*. Stanford Center for Opportunity Policy in Education (SCOPE). (<https://edpolicy.stanford.edu/sites/default/files/publications/scope-pub-graduate-profile-district-strategy-brief.pdf>)
- Rustique, Elle and Brad Stam. (2013.) *Knowledge Brief: The Linked Learning Advantage: Using Linked Learning to Implement the Common Core State Standards*. Stanford Center for Opportunity Policy in Education (SCOPE). (<http://www.connectedcalifornia.org/direct/files/resources/SCOPE%20LL-CCSS%20knowledge%20brief.pdf>)
- ConnectEd: The California Center for College and Career. *High-Quality Pathway Student Learning Outcome Statement Criteria*.
- CFA Institute. *Learning Outcome Statements Command Words*. [link to internal document]

#### **Assignments**

## 1.1 Introductions

Introduce yourself to the instructor and other participants in the discussion board. In addition to relevant or interesting personal and professional information, explain the type of culminating project you are leaning towards for this module. Sharing this information will help you connect with like-minded participants – remember, you can do the project with a partner, if desired!

## 1.2 Critique Learning Outcomes that Drive Quality Instruction

First, read this week's resources carefully. You will use the information and concepts found there to take a critical look at existing pathway outcomes.

Several sets of pathway (broken by year or semester) and district-level outcomes provided for this assignment. Some are initial drafts and others are more developed versions from existing schools and districts; identifying information has been removed or altered.

Select **one set** of outcomes, **critique** them as a set, and make recommendations for improvements. As a whole, do the outcomes adequately prepare students for college and career? Does achieving the yearly outcomes logically result in achieving the district outcomes? Would they meaningfully inform students and families of what they are expected to achieve?

Record your critique and recommendations, and post it to the discussion board for the set of outcomes you chose.

Respond substantively to at least two posts from others – remember to keep the discussion board organized by replying to the appropriate post rather than creating a new post to discuss something that has been brought up.

## Week 2: Incorporating Technology and 21<sup>st</sup> Century and Industry Standards

### Learning Objectives

- Describe the structure and goals of career-technical education standards
- Integrate 21<sup>st</sup> century skills into expected student outcomes for academic and CTE courses
- Add or adapt learning outcomes to reflect new technology and industry standards that address and the needs of today's students and future workforce

### Resources

- Rice, Erik. (2011.) *Knowledge Brief: Reframing Student Outcomes to Develop 21<sup>st</sup> Century Skills*. Stanford Center for Opportunity Policy in Education (SCOPE). (<https://edpolicy.stanford.edu/sites/default/files/publications/reframing-student-outcomes-develop-21st-century-skills.pdf>)

- National Association of State Directors of Career Technical Education Consortium. (2009) *What is CTE?* ([www.careertech.org/file.../1914205c-ec90-47d9-a3d4-7756e7013826](http://www.careertech.org/file.../1914205c-ec90-47d9-a3d4-7756e7013826))
- California State Board of Education. (2005) *California Career Technical Education Model Curriculum Standards*. (<http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf>)
- U.S. Department of Labor. (1991) Executive Summary, *What Work Requires of Schools: A SCANS Report for America 2000*. (<http://wdr.doleta.gov/SCANS/whatwork/whatwork.pdf>)
- Partnership for 21<sup>st</sup> Century Skills. (2009) *P21 Framework Definitions*. ([http://p21.org/storage/documents/P21\\_Framework\\_Definitions.pdf](http://p21.org/storage/documents/P21_Framework_Definitions.pdf))
- Jukes, Ian. (July, 2008) *Understanding Digital Kids: Teaching and Learning in the New Digital Landscape*. (<http://www.hmleague.org/Digital%20Kids.pdf>)
- Prensky, Marc. (2009) *H. Sapiens Digital: From Digital Immigrants and Digital Natives to Digital Wisdom*. (<http://www.wisdompage.com/Prensky01.html>)

## Assignment

### 2.1: Draft Pathway Outcomes

Choose **one** district profile outcome from last week’s examples, or from your own district.

Imagine that you are creating the student learning outcomes for a new pathway. Choose an industry sector for this assignment – for example, health sciences, engineering and architecture, or law and justice. Create **yearly** pathway outcomes that follow from your chosen district profile outcome.

To be clear, do **NOT** create a complete set of yearly outcomes for the pathway! Only produce those yearly outcomes that directly lead to the single district profile outcome you chose. See this example from the Los Angeles High School of the Arts for a sense of what is expected.

Practice developing student outcomes that become more sophisticated over time and build on previous learning. Pathway outcomes also offer opportunities for instruction in most or all subject areas.

Post your set of outcomes as a file attachment on the discussion board for this assignment. In the body of the post, answer the question, “So what?” What is the purpose of having quality pathway outcomes that come from a district graduate profile? Why is it important to specifically include industry and 21<sup>st</sup> century skills in the outcomes? How does all of this make pathways stronger?

In addition to responding to the ideas in posts, peer review at least one other student’s drafted pathway outcomes. Comment on clarity, quality, and completeness.

## Week 3: Course-Level Curriculum and Performance Mapping

### Learning Objectives

- Create course-level student outcomes that lead directly to the mastery of grade-level outcomes
- “Unpack” content standards in a subject area into key student understandings and performances

- Create an individual course curriculum and performance map

## Resources

Association for Supervision and Curriculum Development. (2001.) *Overview of Curriculum Mapping*. ([http://faculty.njcu.edu/mmayer/EDLDPLAN/cm\\_overview.pdf](http://faculty.njcu.edu/mmayer/EDLDPLAN/cm_overview.pdf))

Jacobs, Heidi. (1997.) Chapter 1: The need for calendar based curriculum. In *Mapping the Big Picture: Integrating Curriculum and Assessment K-12*. Association for Supervision and Curriculum Development. ([http://www.ascd.org/publications/books/197135/chapters/The\\_Need\\_for\\_Calendar-Based\\_Curriculum\\_Mapping.aspx](http://www.ascd.org/publications/books/197135/chapters/The_Need_for_Calendar-Based_Curriculum_Mapping.aspx))

Jacobs, Heidi. (1997.) Chapter 2: Procedures for curriculum mapping. In *Mapping the Big Picture: Integrating Curriculum and Assessment K-12*. Association for Supervision and Curriculum Development. (<http://www.ascd.org/publications/books/197135/chapters/Procedures-for-Curriculum-Mapping.aspx>)

McTighe, Jay. *UbD In a Nutshell*. (<http://jaymctighe.com/wordpress/wp-content/uploads/2011/04/UbD-in-a-Nutshell.pdf>)

University of Connecticut. *Assessment primer: Curriculum mapping*. (<http://www.assessment.uconn.edu/primer/mapping1.html>) [Although this webpage explains program and course mapping at the university level, the example can be easily applied to high school pathways.]

## Assignments

### 3.1: Discussion

What do you see as the main benefits of curriculum mapping to the individual course level – for individual teachers, and when they are shared among pathway teacher teams? What kinds of conversations are facilitated by curriculum maps? How do well-designed student outcomes and ongoing curriculum mapping relate to other essential parts of Linked Learning, such as authentic instruction, community and industry partnerships, and a focus on equity?

Discuss these and any other relevant topics on this week's discussion board, citing at least one resource. Respond to at least two others, preferably those that you haven't interacted with yet.

### REMINDER: Continue Working on Culminating Project

The culminating project is due at the end of next week.

## **Week 4: Culminating Project**

### **Learning Outcomes**

- Create a presentation or product that demonstrates deep understanding of the uses of student learning outcomes in Linked Learning pathways.
- Reflect on what was learned during the module and create an action plan for the improved use of learning outcomes and curriculum mapping

### **Assignments**

#### **4.1: Culminating Project**

Post your culminating project to share your knowledge and work with others.

#### **4.2: Final Reflection**

As you conclude this module, reflect on what you have learned. What were the most important take-aways for you? In a discussion post, describe one thing that you will do to improve the use of learning outcomes and curriculum mapping in your pathway.

## Weekly Calendars

Week 1	Wednesday	Thursday	Friday	Saturday	Sunday	Monday	Tuesday
Assignment 1.1	Post introduction			Reply to others		Reply to responses	
Assignment 1.2			Initial post	Reply to others		Reply to responses	

Week 2	Wednesday	Thursday	Friday	Saturday	Sunday	Monday	Tuesday
Assignment 2.1			Initial Post		Comment on other posts	Reply to responses, comment on other posts	
Culminating Project	Continue working on Culminating Project.						

Week 3	Wednesday	Thursday	Friday	Saturday	Sunday	Monday	Tuesday
Assignment 3.1			Initial Post	Comment on other posts		Reply to responses, comment on other posts	
Culminating Project	Continue working on Culminating Project.						

Week 4	Wednesday	Thursday	Friday	Saturday	Sunday	Monday	Tuesday
Culminating Project				Complete draft of project		Final edits. Post project	
Assignment 4.2							Post final reflection

## Culminating Project Assessment Rubric

Criteria	Criteria Not Met (0-5 pts.)	Criteria Met (6-8 pts.)	Criteria Exceeded (9-10 pts.)
<b>Content</b>	Content does not demonstrate understanding of quality student learning outcomes, curriculum mapping, and/or the purposes of graduate profiles and pathway outcomes.	Content demonstrates understanding of quality student learning outcomes, curriculum mapping, and/or the purposes of graduate profiles and pathway outcomes. High quality examples are provided and clearly explained.	Content clearly demonstrates mastery of quality student learning outcomes, curriculum mapping, and/or the purposes of graduate profiles and pathway outcomes. High quality, original examples are presented and clearly explained.
<b>Practicality, Applicability, Effectiveness</b>	The presented ideas and justifications are impractical and/or do not apply to pathways. A pathway team would have significant difficulty with improving their use of student outcomes and curriculum mapping if it relied on the information in the project.	The ideas proposed in the assignment are practical and apply directly to pathways. A pathway team would likely be able to implement the strategies and improve their use of student outcomes and curriculum mapping if it relied on the presented material.	In addition to offering practical ideas that are relevant to all pathways, a variety of useful adaptations and a nuanced discussion of the issues are presented to address possible or common differences between pathways. High confidence that a pathway team could implement the ideas and improve their practice if they relied on the presented material.
<b>Thoroughness</b>	Major aspects of the chosen topic are not addressed. Explanations are missing important points that would aid in either understanding or make justifications persuasive.	All major aspects of the chosen topic are addressed. Explanations are clear and complete enough for a pathway team to understand without having to use many outside sources. Persuasive justifications.	The chosen topic is entirely addressed. In addition, explanations include persuasive evidence of effectiveness and variations on proposed strategies are outlined to meet the needs of diverse pathway teams. Persuasive and creatively presented justifications.
<b>Project Presentation</b>	The unit project does not have a professional presentation; for example,	The unit project has a professional presentation that is intentionally written	The unit project has a professional and visually appealing presentation.

	the writing has numerous errors and lacks organization. Information not presented in a manner useful to a pathway team.	and formatted to be useful to pathway teams. Elements can be used as professional development or pathway planning tools.	The content is concisely written and formatted specifically to be of most use to pathway teams. All or most of the elements of the project can be used immediately as professional development or pathway planning tools.
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Points Earned	Comments
Content (___/10)	
Practicality and Applicability (___/10)	
Thoroughness (___/10)	
Project Presentation (___/10)	

## Student Outcomes Set A

### Graduate Profile (District-Level Outcomes)

All students will attain proficiency in the core content areas and graduate from high school prepared for post-secondary and career options. Students will grow into life-long and self-directed learners and will become proficient in new areas through research and inquiry. Above and beyond academic proficiency and meeting graduation requirements, graduates:

- Develop and manage a personal education and career plan, and demonstrate application of academic and technical competencies to a chosen career field.
- Understand the nature of problems, create innovative solutions, and make informed decisions by using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.
- Act as productive citizens by demonstrating responsibility and flexibility in fulfilling personal, professional, and community expectations.
- Display personal and professional integrity by demonstrating leadership, effective decision-making, and ethical personal and professional management skills.
- Demonstrate leadership qualities through the ability to effectively communicate, collaborate, innovate, and think creatively.

### Pathway Outcomes

**By the end of each grade, students from the Marine Environmental Studies pathway will be able to do the following:**

<b>Attributes</b>	<b>9th Grade</b>	<b>10th Grade</b>	<b>11th Grade</b>	<b>12th Grade</b>
<b>Academic Literacy</b> - <b>A-G</b> - <b>Natural Science-4 years</b> - <b>Critical thinking, reading and writing skills</b> - <b>college level preparedness</b>	Students understand the academic content required for entry into post-secondary education and employment via: Personal Goals Essay, CAP & Explore data, Bridges Surveys.  Students understand how to make effective	Students understand the academic content required for entry into post-secondary education and employment via: enriching cross-curricular projects, counselor visits and counselor parent night.	Students understand the academic content required for entry into post-secondary education and employment via: enriching cross-curricular projects, CAP and Explore data updated, ASVAB exam,	Students understand the principles of effective oral, written and multimedia communication in a variety of formats and contexts as demonstrated through: The Poetry Anthology and other collaborative

<p>- <b>Specialized counseling</b></p>	<p>decisions, use career information, and manage career plans via updating the CAP and Explore files, Bridges Surveys, and Service Learning Projects.</p> <p>Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking and problems solving techniques in their submarine build project, pollution project and field trip activities.</p>	<p>Students understand the principles of effective oral, written and multimedia communication in a variety of formats and contexts as demonstrated through: production of Ethics magazine, character education, and biomes project.</p> <p>Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking and problems solving techniques in their integrated cross curricular projects (Ethics magazine) and team building activities.</p>	<p>and community service learning connections.</p> <p>Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking and problems solving techniques in their Junior thesis research paper, Decades project, Be the Change project, and multimedia commercials for the school.</p> <p>Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials in their Be the Change service learning focused project.</p>	<p>projects.</p> <p>Students know how to use contemporary and emerging technological resources in diverse and changing personal, community and workplace environments via the environmentally focused chemistry class and fieldtrips to aquariums and research labs.</p> <p>Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials in their environmentally focused chemistry class.</p>
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<p><b>Real World Skills</b></p> <ul style="list-style-type: none"> <li>- <b>Problem solving, time management, organizing</b></li> <li>- <b>Good Citizens, advocacy, service learning, &amp; tech savvy.</b></li> <li>- <b>Cultural Literacy</b></li> <li>- <b>Awareness of Global Economy</b></li> <li>- <b>Demonstration and Application</b></li> </ul>	<p>Students know how to use contemporary and emerging technological resources in diverse and changing personal, community and workplace environments via the submarine build project and participating in fieldtrips.</p>	<p>Students understand how to make effective decisions, use career information, and manage career plans via updating the CAP and Explore files, Bridges Surveys, Control/Choice Theory, Character education units.</p> <p>Students know how to use contemporary and</p>	<p>Students understand how to make effective decisions, use career information, and manage career plans via updating the CAP and Explore files, ASVAB, Bridges Surveys, and Service Learning Projects.</p> <p>Students know how to</p>	<p>Students understand the academic content required for entry into post-secondary education and employment via: enriching cross curricular projects, environmentally focused chemistry course, and fieldtrips.</p>
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<p><b>of CTE Foundation Standards</b></p>	<p>Students understand the essential knowledge and skills common to all pathways in the industry sector via the 9<sup>th</sup> grade capstone project and Submarine Project.</p> <p>Students demonstrate and apply the concepts contained in the foundation and pathway standards via all cross curricular projects in grade 9.</p>	<p>emerging technological resources in diverse and changing personal, community and workplace environments via the Educational Magazine and biomes project.</p> <p>Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials in their service learning projects, AIDS project and other biology related curriculum.</p> <p>Students will understand the professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms through the Child Labor Awareness activities.</p> <p>Students understand the essential knowledge and skills common to all pathways in the industry sector via Biome Project, Web-based research and Tenth Grade Magazine.</p> <p>Students demonstrate and apply the concepts contained in the foundation and pathway standards via all cross curricular</p>	<p>use contemporary and emerging technological resources in diverse and changing personal, community and workplace environments via Be The Change service learning projects, producing commercials for the school, and ASVAB Exploration.</p> <p>Students understand the essential knowledge and skills common to all pathways in the industry sector via Be The Change service learning projects, producing commercials for the school, and Decades Project.</p> <p>Students demonstrate and apply the concepts contained in the foundation and pathway standards via all cross curricular projects in grade 11.</p>	<p>Students understand how to make effective decisions, use career information, and manage career plans via the Careers project.</p> <p>Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking and problems solving techniques in their fieldtrips to aquariums and research labs.</p> <p>Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials in their environmentally focused chemistry class.</p> <p>Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace and community settings via projects such as Civic Voice Project.</p> <p>Students will understand the</p>
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		<p>projects in grade 10.</p>		<p>professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms through Civic Voice Project and fieldtrips.</p> <p>Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workplace diversity, and conflict resolution through the fieldtrips and cross curricular projects.</p> <p>Students understand the essential knowledge and skills common to all pathways in the industry sector via Careers Projects and environmentally focused chemistry class.</p> <p>Students demonstrate and apply the concepts contained in the foundation and pathway standards via all cross curricular projects in grade 12.</p>
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<p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>- <b>Responsibility, team building, positive interdependence.</b></li> <li>- <b>Confident, Odyssey pride, creativity</b></li> <li>- <b>Academic Honesty</b></li> <li>- <b>Independent thinkers &amp; workers, values &amp; ethics, communication register.</b></li> </ul>	<p>Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials in their health education class.</p> <p>Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workplace diversity, and conflict resolution through service learning projects and cross charity project.</p>	<p>Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace and community settings via their cross curricular projects: Cell Analogy, Timelines, etc.. Interest surveys are also included during this year to further their personal reflection and understanding: Control/Choice Theory &amp; learning styles surveys and responsible behavior on all fieldtrips.</p> <p>Students will understand the professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms through the AIDS project, fieldtrips, and historical timeline projects.</p> <p>Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workplace diversity, and conflict resolution through the cross curricular projects: (Educational</p>	<p>Students understand the principles of effective oral, written and multimedia communication in a variety of formats and contexts as demonstrated through: Decades Cross curricular project, Junior Thesis research paper, Pathway Capstone Project, and Service learning “Be The Change”.</p> <p>Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace and community settings via their cross curricular projects: Be The Change and Decades and School Commercials. Interest surveys are also included during this year to further their personal reflection and understanding: Myers Briggs, Gardner, ASVAB and responsible behavior on all fieldtrips.</p> <p>Students will understand the professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms</p>	<p>Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials in their environmentally focused chemistry class.</p>
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		Magazine, AIDS)	<p>through the Decades Project, Triangle Shirtwaist Factory Trial and Be The Change.</p> <p>Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workplace diversity, and conflict resolution through the Be The Change service project and Decades.</p>	
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## **Student Outcomes Set B**

### **Graduate Profile (District-Level Outcomes)**

*The Graduate is a(n):*

**Self-Directed Learner:** Independently seeks and uses resources including teachers, peers, print and digital references to engage in new learning toward academic, professional, and personal goals.

**Skilled Communicator:** Listens, comprehends, critiques, and communicates effectively by adapting to audience, task, purpose, and discipline. Refines and applies core content knowledge through speaking and writing.

**Effective Collaborator:** Works in teams to share ideas and responsibilities, solve problems, and achieve shared goals.

**Innovative Thinker:** Thinks critically and creatively by making claims, assessing evidence and solutions and draws on multiple perspectives when approaching complex issues and adapting to challenges.

**Quality Producer:** Consistently produces high quality academic and professional products and performances that model reflection and revision, persistence and accountability.

**Responsible World Citizen:** Exercises the rights and obligations of citizenship, engages in the local and global community through application of content knowledge and cultural awareness. Seeks to understand other perspectives.

**Proficient User of Digital Media and Technology:** Ethically and thoughtfully employs digital media and technology to analyze, organize and process content to create quality products and performances.

**Health & Wellness Advocate:** Demonstrates a commitment to the physical and mental health of self and others through interpretation and application of a wide range of health information and practices.

## Pathway Outcomes (This pathway begins in 10<sup>th</sup> Grade)

By the end of each grade, students in the Health Careers Academy will demonstrate the following attributes:

	<b>10<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
<b>Employ appropriate terminology and protocols</b>	Students have a basic understanding of human anatomy and body systems and related vocabulary	Students can accurately use Standard Objective Assessment Plan notes	Students use accurate medical terminology in all work
<b>Understanding the basic institutions and principles of health systems</b>	Students complete the Introduction to Health Careers class	Through the Sports Medicine course, <ul style="list-style-type: none"> <li>☑ Students become CPR, First Aid, and AED certified through a day-long training session</li> <li>☑ Students know how to accurately take blood pressure and monitor pulse</li> <li>☑ Students can quickly and accurately recognize common sports-related injuries</li> </ul>	Students complete a physiology class <sup>1</sup> <ul style="list-style-type: none"> <li>☑ Students can accurately measure and record data for a variety of fitness tests</li> </ul>
<b>Career Planning</b>	Students begin to create a resume <ul style="list-style-type: none"> <li>☑ Students begin to map a basic health career plan</li> </ul>	Students complete an I-Search investigation report researching a career in the Health Field <ul style="list-style-type: none"> <li>☑ Students have a developed health career plan</li> <li>☑ Students update and polish resume and cover letter and begin to build portfolio</li> <li>☑ Students secure an internship for the summer before twelfth grade</li> </ul>	Students have a complete portfolio with resume, cover letter, letters of recommendation, and examples of integrated project work <ul style="list-style-type: none"> <li>☑ Students network with Advisory Board members and community partners</li> </ul>
<b>Critical Thinking/Problem Solving</b>	Students implement critical thinking and problem solving attitudes for individual and team work	Students implement critical thinking and problem solving attitudes for individual and team work	Students can work collaboratively to analytically work their way through solving a problem relevant to themselves and their community

<b>Ethics</b>	Students take confidentiality and ethics oath ☑ Students use confidentiality when handling health data and information of themselves and others	Students take confidentiality and ethics oath ☑ Students model how to effectively use confidentiality when handling health data and information of themselves and others	Students take confidentiality and ethics oath ☑ Students complete HIPAA certification
<b>Communication</b>	Students effectively communicate Health Academy mission statement and explain the purpose of their individual participation	Students promote Health Academy mission Students complete participation in an E-Mentorship where they communicate through email with a mentor who works in the health field and report on their findings	Students embody Health Academy mission ☑ Students aid in recruitment of new students by attending events at Pinole Middle School and visiting classrooms on campus in the spring
<b>Technology</b>	Students build and frequently use soft skills like in-class note taking (Cornell and SQ3R), Internet research, and email	Students are proficient with using email, Google Docs, and the class website (when available) ☑ Students can create projects in Microsoft Word, Powerpoint, and/or Publisher	Students are proficient with using email, Internet research, Microsoft Office programs
<b>Leadership and Teamwork</b>	Students participate in the organization and execution of a Blood Drive under the direction of the eleventh grade students	Students organize a Red Cross Blood Drive ☑ Students work with Junior Achievement to complete a day of instruction at a local elementary school	Students complete 2 service learning projects before graduation

## **Student Outcomes Set C**

### **Graduate Profile (District-Level Outcomes)**

*The Graduate is a:*

#### **Critical Thinker**

– Our graduates ask questions and create solutions using their well developed ability to think critically

#### **Communicator**

– Our graduates leverage their technological knowledge in order to communicate both verbally and in writing to enhance the lives of others

#### **Collaborator**

– Our graduates are flexible teammates who are open to working with others to create positive solutions to 21st century challenges and opportunities

#### **Creator**

– Our graduates take initiative to seek innovative solutions to address both local and global issues

## Pathway Outcomes

Students from the Public Service Pathway will be (1) civic-minded ,(2) problem solvers, (3) information savvy ,and (4) citizens who contribute.

Quarter	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>1</b>	<p>Students will understand the characteristics of effective multimedia presentations and will utilize Power Point to create &amp; deliver presentations.</p> <p>Students will develop beginning skills in crafting &amp; asking questions to investigate incidents and documenting findings in a detailed fashion.</p>	<p>Students will demonstrate the characteristics of effective multimedia presentations through use of a variety of software to create and deliver presentations that communicate a desired message to a specific audience.</p> <p>Students will understand the importance of an organization’s mission.</p> <p>Students will understand the qualities of effective leadership and will demonstrate leadership in a group to promote collaboration.</p> <p>Student will develop and practice skills in spotting and solving potential problems before and as they occur.</p> <p>Students will develop and practice skills in processing information quickly and effectively and taking appropriate decisive action.</p>	<p>Students will synthesize complex information from a variety of sources regarding a variety of issues and communicate the information to the general public in language the general public can understand.</p> <p>Students will demonstrate oral communication skills and presentation techniques that effectively to explain, justify, or discuss public issues and handle difficult interviews.</p>	<p>Students will demonstrate proficiency in recognized patterns of discourse, rhetorical skills, images and figures of speech, and knowledge of situations and audiences to prepare and deliver compelling arguments regarding issues or proposals.</p>
<b>2</b>	Students will work	Students will	Students will work	Students will develop

	<p>individually and as part of a team to develop and critique solutions to posed problems.</p> <p>Students will develop beginning skills in using logical constructs to integrate and organize information and anticipate counterarguments</p>	<p>understand important ways in which information is collected, analyzed, organized, directed, and disseminated to realize specific objectives.</p> <p>Students will refine their skills in crafting and asking questions (including active listening) to investigate incidents and in documenting findings in clear, concise reports</p> <p>Students will understand and demonstrate proficient use in a variety of communications methods and equipment (e.g., telephones, radio systems, and mobile data communications equipment).</p>	<p>individually and as a team to develop and critique multiple approaches to solving posed problems.</p> <p>Students will synthesize ideas and materials obtained from research using print and electronic sources.</p>	<p>advanced skills in using logical constructs to integrate and organize information and anticipate counterarguments, maintaining a constant awareness of potential problems.</p>
<b>3</b>	<p>Students will learn how to work as a team and exercise people skills, including respect, adaptability, and interpersonal skills.</p>	<p>Students will know the different physical agility assessments for protective services, and understand the skills and techniques necessary for success in agility testing.</p> <p>Students will design and implement a personal plan for achieving and maintaining an acceptable level of agility and physical fitness for protective services professions.</p>	<p>Students will work through conflict in groups, utilizing conflict-resolution and anger-management procedures to take charge of problems.</p> <p>Students will understand and prepare for economic, social, and political trends likely to affect a public agency or department.</p>	<p>Students will understand sources of conflict among constituents and the value of seeking and analyzing diverse opinions from all stakeholders.</p> <p>Students will understand the importance of respect for ethical principles to encourage mutual regard.</p>
<b>4</b>	<p>Students will know the key elements of the</p>	<p>Students will be able to appropriately apply</p>	<p>Students will understand the</p>	<p><b>CAPSTONE:</b> <b>Students will analyze</b></p>

	<p>U.S. Constitution and the Bill of Rights.</p> <p>Students will know the sources of law within the United States and understand the structure of CA law.</p> <p>Students will demonstrate understanding of the basic elements of criminal trial procedure.</p> <p>Students will be able to locate (on the Internet) and interpret sections of the CA Penal Code.</p>	<p>laws and recognize actions in violation of the CA Penal Code.</p> <p>Students will understand how federal, state, and local laws and regulations affect protective service operations.</p> <p>Students will know and practice the techniques for restraining individuals without violating their personal rights or jeopardizing safety.</p>	<p>individual protection granted by the Constitution.</p> <p>Students will use state and federal legal codes and landmark court cases to research legal issues.</p>	<p><b>laws, legal interpretations, rules, or standards and apply them to given situations in their specialty area of interest in legal and government services.</b></p>
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## Example: Los Angeles High School For the Arts

ESLR: LAHSA students will become **Visionary Leaders and Artists** who use the arts to create awareness, sensitivity, tolerance, and a higher quality of life for all.

### Pathway Outcomes

- Use logos, pathos, and ethos to support a vision
- Use research, evidence, and connections across time and disciplines to predict the effects of a vision
- Develop a creative, arts-based vision that makes the world a better place
- Use the arts as a medium for promoting a vision

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<p><b>Define</b> and <b>discuss</b> a (historical/modern) social/economic/political issue. With teacher guidance, <b>analyze</b> historical roots of the issue. <b>Classify</b> arguments as factual or emotional. <b>Dramatize</b> the conflicting perspectives of the social issue.</p>	<p>With teacher input, <b>compare and contrast</b> different perspectives on a (historical/modern) social/economic/political issue by <b>discriminating</b> between factual (logos) and emotional (pathos) arguments. With teacher guidance, <b>analyze</b> the ethos of conflicting groups within the social (historical/modern) issue to <b>defend</b> a perspective. <b>Create</b> an artistic representation to <b>defend</b> and/or <b>evaluate</b> a perspective.</p>	<p><b>Compare and contrast</b> different perspectives on a historical social/economic/political issue by <b>discriminating</b> between factual (logos) and emotional (pathos) arguments. With teacher input, <b>analyze</b> the ethos of conflicting groups within the historical issue. <b>Create</b> an artistic representation that <b>compares and contrasts</b> the issue across different eras. <b>Identify</b> and <b>support</b> the connections on the issue over time.</p>	<p><b>Analyze</b> historical roots of a current social/economic/political ill from a wide variety of works and resources. <b>Compare and contrast</b> different perspectives on the issue by <b>discriminating</b> between factual (logos) and emotional (pathos) arguments. <b>Analyze</b> the ethos of conflicting groups within the social/economic/political ill to <b>synthesize</b> a personal perspective. <b>Develop</b> and <b>implement</b> a unique, arts-based vision of change that <b>persuades</b> others to change their perspective or take action.</p>