INTEGRATING CAREER TECHNICAL EDUCATION
INTO A-G CURRICULUM

A graduate project submitted in partial fulfillment of the requirements
For the degree of Master of Science in Counseling, School Counseling

By

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DEDICATION

This graduate project is dedicated to my family, friends, Eden Tree, my cohort and professors, and my supervising counselors. Thank you for your support that inspired, empowered and allowed me to complete my master’s program and this graduate project. I am thankful that we get to do life together; it empowers me to be an expression of love on this earth and I’m excited to be able to extend what I’ve been gifted and given to the students I will encounter as a school counselor.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature Page</td>
<td>ii</td>
</tr>
<tr>
<td>Dedication</td>
<td>iii</td>
</tr>
<tr>
<td>Abstract</td>
<td>vi</td>
</tr>
<tr>
<td>Chapter 1: Introduction</td>
<td>1</td>
</tr>
<tr>
<td>　Statement of Problem</td>
<td>3</td>
</tr>
<tr>
<td>　Purpose of Project</td>
<td>3</td>
</tr>
<tr>
<td>　Terminology</td>
<td>5</td>
</tr>
<tr>
<td>　Summary</td>
<td>7</td>
</tr>
<tr>
<td>Chapter 2: Review of Literature</td>
<td>8</td>
</tr>
<tr>
<td>　Perceptions Versus Goals</td>
<td>8</td>
</tr>
<tr>
<td>　Examining Effectiveness of CTE</td>
<td>12</td>
</tr>
<tr>
<td>　The Impact of School to Work Activities on Career Awareness</td>
<td>13</td>
</tr>
<tr>
<td>　Implications for School Counselors</td>
<td>17</td>
</tr>
<tr>
<td>　The Value of Professional Development Workshops</td>
<td>20</td>
</tr>
<tr>
<td>　Conclusion</td>
<td>22</td>
</tr>
<tr>
<td>Chapter 3: Project Audience and Implementation Factors</td>
<td>23</td>
</tr>
<tr>
<td>　Development of Project</td>
<td>23</td>
</tr>
<tr>
<td>　Intended Audience</td>
<td>26</td>
</tr>
<tr>
<td>　Personal Qualifications</td>
<td>26</td>
</tr>
<tr>
<td>　Environment and Equipment</td>
<td>27</td>
</tr>
<tr>
<td>　Formative Evaluation</td>
<td>27</td>
</tr>
<tr>
<td>　Project Outline</td>
<td>27</td>
</tr>
</tbody>
</table>
ABSTRACT

INTEGRATING CAREER TECHNICAL EDUCATION INTO A-G CURRICULUM

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Master of Science in Counseling, School Counseling

This graduate project examines the relevance of career technical education and how it can be integrated into traditional core academic content to increase career awareness and exposure in high school students. The history, effectiveness and impact of vocational and career technical education, and the integration of career technical education into required academic courses addressing the standards of college and career readiness will be examined as part of this graduate project. Additionally, a workshop guide created for teachers and educators that introduces career-integrated curriculum and informs about the requirements of such courses and steps for implementation is provided, and collaborative space for teachers to draft course syllabi is encouraged as part of this graduate project.
CHAPTER I: INTRODUCTION

The K-12 education system in the United States continuously undergoes major reforms and initiatives in an effort to provide students with a meaningful education. An important debate in the midst of these developments exists: career preparation. A growing college-career divide yields an increasing emphasis on college readiness, and a subsequent failure to establish a connection between academics and career readiness (Castellano, Stringfield & Stone, 2003). For example, Los Angeles Unified School District, the second largest public school district in the nation, recently implemented new graduation requirements by adopting the “a-g” curriculum and raising the current passing grade for “a-g” courses to a “C” beginning with the class of 2017 (Los Angeles Unified School District, n.d.). These changes enable students to apply for any public California university and met requirements automatically qualify them to be considered for admission. While this promotes a culture of students pursuing postsecondary education, it can also create a dichotomous perception of academic programs of study versus career technical education.

The stigma associated with Career Technical Education (CTE) carries with it an image of a non-rigorous curriculum for the less academically able student. Federal legislation during the late 1970s mandated requirements for vocational education to meet the needs of special needs students, and schools’ tracking of students tended to categorize students along racial, ethnic, and social class lines into vocational education (Oakes, 1992). What resulted was a split in paradigm of two different types of curricula for different types of students. Moreover, an increasing focus on academic requirements makes the dichotomous split more pronounced. Grubb (1995) describes that the need for
students to continue postsecondary education grew especially with the dawn of computer-based technology, thereby introducing new educational policies in the form of increased academic course taking. For example, the “New Basics” recommendation set forth as an educational policy goal in *A Nation at Risk* during President Ronald Reagan’s administration explicitly listed curriculum very similar to today’s “a-g” requirements as suggested high school graduation requirements (National Commission on Excellence in Education, 1983). Thus, this growing inclination toward academic curricula naturally sidelines CTE.

Still, attempts to integrate CTE courses into traditionally academic settings have not been uncommon. For example, the California Department of Education’s California High School Career Technical Education Course report (2013) found that the number of “a-g” approved integrated courses have seen a dramatic increase across all CTE disciplines over the last decade, with the total number of CTE courses increased in count from 258 in the 2000-01 school year to 10,527 in 2013-14. In a study conducted by Aliaga, Kotamraju, and Stone III (2014), the researchers found that the shifting educational environments did not reflect dichotomous categories differentiating CTE from “regular” (i.e., academically focused) education. Rather, they suggest that the CTE experience must be interpreted differently according to a new typology that corresponds with different levels of CTE credit-taking for all students; they aim to shift away from comparing the relative advantages of CTE or academic curricula to an overall analysis of the impact of CTE (Aliaga, Kotamraju, Stone, 2014). How, then, can this type of integration and shift in paradigm tangibly be encouraged in the school setting and reflected in curricula?
Statement of Problem

How can educators utilize the increasing emphasis on A-G curriculum in California to benefit and serve both the college-bound population and work-bound population? Furthermore, how can this college-career divide be closed? Since its origins, CTE has often held the perception of being associated with low-achieving, non-college-bound students who are unsuited for more rigorous academic programs. Though the University of California system has seen a steady increase in the number of CTE course offerings, there still appears to be a number of schools without “a-g” approved CTE course offerings (California Department of Education, 2013). This demonstrates that many secondary schools may not have the capabilities or the tools to implement CTE in a manner that serves all students in equipping them for careers and postsecondary options, including college. This warrants an educating of educators on CTE as well as a proposal and tools to integrate it in an effective manner to serve all students.

Purpose of Project

The purpose of this project is to develop a workshop that assists teachers and educators with creating syllabi of CTE courses for submission to be “a-g” approved. This will be accomplished through providing template syllabi containing approved language, guidelines, standards, and requirements to ease the process of creation, submission to the University of California (UC), and chance for approval. The status of “a-g” approved CTE courses allows for students to explore career options in the course of their study, without compromising the academic competencies required in secondary education. Furthermore, the UC/CSU-approved status of these courses ensures that students have the access and preparation for postsecondary admissions options, while also gaining
technical and/or career-related skills. The availability of this resource foresees increasing submissions for CTE courses to become “a-g” approved, as teachers, school counselors, administrators and coordinators are challenged and grow in their confidence to create new courses or modify existing ones.

The work of this project is significant to the field. The availability of this resource enables educators to maximize their courses and more easily integrate career technical education into the existing school curriculum instead of viewing it as a separate module. Educators can capitalize on this workshop through creation of new CTE courses, or modification of existing ones to be “a-g” approved. The use of this proposed resource encourages collaboration between school counselors and teachers as they draft syllabi and submit them to the University of California. The Common Core standards, which are the state of California’s education standards, can also be addressed. The Common Core standards were developed in 2009 in an effort to address the lack of standardization of student proficiency, the level at which a student is determined to be sufficiently educated at each grade level and upon graduation (Development Process, n.d.). In the development process, college and career-readiness standards were first to be developed and then incorporated into the K-12 standards; this highlights the importance of college and career-readiness statewide (Development Process, n.d.). School counselors can advocate for and provide insight to the career standards of the Common Core as well as work together with teachers to help dissolve the CTE-academic course divide. The implication for school counselors who provide postsecondary guidance for students will be to put forth efforts to create school-wide initiatives that educate and provide teachers with options and resources to integrate CTE into the school’s academic curriculum. Students
will also benefit by experiencing larger course offerings that qualify as UC/CSU admission requirements, and by exploring career interests through these courses. Schools and districts increasingly emphasize “a-g” curriculum; though in theory they state that this kind of curriculum readies students for the workplace and aids to transition them into a career, this program will practically allow for career technical education to be integrated into “a-g” curriculum in turn raising career awareness and exploration as well as qualifying students for postsecondary education admissions.

**Terminology**

- Career technical education: “A program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers” (California Department of Education, 2015).

- A-G requirements: “The intent of the “a-g” subject requirements is to ensure that students have attained a body of general knowledge that will provide breadth and perspective to new, more advanced study. Courses from California high schools and online schools used to satisfy the "a-g" subject requirements must be approved by UC and appear on the institution's "a-g" course list. These courses are to be academically challenging, involving substantial reading, writing, problems and laboratory work (as appropriate), and show serious attention to analytical thinking, factual content and developing students' oral and listening skills.

  - The subject requirement
- History/social science (“a”) – Two years, including one year of world history, cultures and historical geography and one year of U.S. history, or one-half year of U.S. history and one-half year of American government or civics.
- English (“b”) – Four years of college preparatory English that integrates reading of classic and modern literature, frequent and regular writing, and practice listening and speaking.
- Mathematics (“c”) – Three years of college-preparatory mathematics that include or integrate the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.
- Laboratory science (“d”) – Two years of laboratory science providing fundamental knowledge in at least two of the three disciplines of biology, chemistry and physics.
- Language other than English (“e”) – Two years of the same language other than English or equivalent to the second level of high school instruction.
- Visual and performing arts (“f”) – One year chosen from dance, music, theater or the visual arts.
- College-preparatory elective (“g”) – One year chosen from the “a-f” courses beyond those used to satisfy the requirements above, or courses that have been approved solely in the elective area.”

(University of California, 2015).
Summary

Reforms and trials have been attempted in career technical education, much of which is recent. Because of this, research in this arena remains limited and provides more of a directional picture than a conclusive statement. The literature review in Chapter Two highlights two main areas of career technical education: perceptions versus goals, and measured observable effectiveness. The review will help to clarify the purpose of career technical education and summarize some of the outcomes of CTE programs. The upcoming chapter will also discuss the school counselor’s role in expanding career exploration through participation in school-wide initiatives. Through partnering with teachers to provide an integrated CTE curriculum, school counselors are able to affect career exposure in students while providing teachers the tools, training, knowledge they need to draft a curriculum and syllabus for submission to the University of California.
CHAPTER II: REVIEW OF LITERATURE

This chapter will begin with a discussion on the perceptions versus goals of career technical education (CTE), followed by an investigation of the effectiveness of CTE. The review of literature in career technical education will provide a clear working definition and understanding of CTE as well as examine the effects of CTE on secondary students. In addition, the review of literature will also discuss the implications for the role of the school counselor in relation to CTE.

Perceptions Versus Goals

The concept of career technical education owes its roots to vocational education, initiated by the Smiths-Hughes Act in 1917 (American Youth Policy Forum [AYPF], 2009). The enactment of the Smith-Hughes Act prepared youth for jobs resulting from the industrial revolution. Many supporters of vocational education were businessmen and labor unions that viewed it as a solution for labor shortage and unemployment in the midst of the industrial revolution. The legislation provided federal grants and aid to the states to promote vocational education in agriculture, industrial trades and home economics, and called for a different kind of curriculum that would better meet the needs of children of the working class who were attending high school but not profession-bound, resulting in programs that readied students for blue-collar jobs with practical skills (“Smith-Hughes Act,” 2010). As a result, vocational education programs provided an alternative to classical curriculum (Lynch, 2000).

Perceptions. Vocational education programs traditionally maintained a narrow focus that was job-specific, and followed students who were primarily of low income and minority status into work-only prospects after high school. From 1982 to 1994, students
who concentrated in vocational education, defined as those taking three or more courses in a single occupational program area, decreased nearly ten percent. Furthermore, the special population groups of students disproportionately represented in vocational education were disabled, limited English proficient, or economically disadvantaged (Levesque, Lauen, Teitelbaum, Alt, & Librera, 2000). These unintended effects of the legislation that differentiated curriculum also reinforced the differential treatment already existing across lines of race and class. For this reason, the term “vocational education” still carries with it a stigma, associated with a low-achieving student population not bound for college. Though vocational education remained relevant in preparing young people for jobs in factories, farms and offices, it still did not enjoy high status (AYPF, 2009). Furthermore, according to Castellano, Stringfield and Stone (2003), even its relevancy began to wane as the globalization of the United States’ economy caused traditionally vocational-content areas such as business, agriculture and the trades to grow unpopular in enrollment. Boesel and McFarland (1994) illustrated that recurring national assessments pointed to the need for vocational education’s reform, to become pertinent and significant through becoming an active part of a broader secondary reform. As a result, a name change occurred to reflect the growing need for vocational education to adapt to new technological changes as well as to provide more expansive and relevant options to students.

The AYPF (2009) details that change of the term “vocational education” to “career technical education” signified an effort of educators and policy makers to differentiate the two, in which career technical education is characterized by more rigorous academic and technical instruction that prepares students for further
postsecondary education and careers. Withington et al. (2012) also attributed the change to the more recent Perkins legislation aimed at redefining vocational education as no longer segregated and marginalized from academic education. The name change prompted an effort to increase academic skills of CTE students, reverse the negative connotation attached to vocational education and to equip all students to meet higher prevalent standards (Castellano et al., 2003, emphasis added).

Goals. Although the negative perception of vocational education may linger in CTE, the reality of a very different set of CTE goals exists. For example, Castellano et al. (2003), through meta-analysis, posit that the first CTE legislation to recognize and serve the changing economic and educational landscape, the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, lists very academically integrated and oriented goals. These researchers detail the initiatives mandated by this federally funded legislative reform:

1. Development of Tech Prep programs, which coordinate courses in the last 2 years of high school with the 2-year community college associate degree
2. Integration of vocational and academic curricula
3. Promotion of work-related experience
4. Accountability as a required element of funding (2003, p. 246-247)

These initiatives demonstrate the direction of CTE to contextualize learning in terms of work. This kind of work-based learning clearly promotes a broader mission to prepare high school students to be academically skillful enough to enter the workplace upon culmination or to begin postsecondary education (Castellano et al., 2003). The Office of Vocational and Adult Education [OVAE] (2010) similarly defined career and technical
programs of study as clearly defined and articulated across secondary and postsecondary levels, including input from education, business and community stakeholders to ensure program relevancy, and including opportunities for students to benefit from work, project, and problem-based learning approaches. Thus, in conjunction with the name change, the shift from vocational education to career technical education moved away from job-specific, technically driven instruction to a broader contextual approach that assimilated career education with academically driven curricula.

One of the most significant effects of this shift was that postsecondary education was not an eliminated option in CTE. Rather, it became an integral part of CTE. Brewer (2004) illustrates this through his experience at Pekin Community High School; Pekin offered dual credit courses in partnership with the Central Illinois College, and offered programs such as the CISCO computer-networking program that qualified students to take CISCO networking certification exams, as well as gain college credit. Other prominent programs such as Tech Prep also connected high schools with community colleges, aiming to combine the instruction for the last two years of high school with two years of postsecondary education (AYPF, 2009). Ultimately the goal then was that students would obtain an associate’s degree or certificate. Stone’s (2000) summary of CTE in three approaches exemplifies this marriage of education and careers: education through work, education about work, and education for work. Castellano et al. (2003) expand on these approaches by stating that as CTE programs developmentally train students for occupations at earlier ages, they must be rigorous in academic development as well as career development. If these programs are to prove beneficial to students, "these programs must also be linked to postsecondary education and training"
opportunities” (Castellano, 2003, p. 245). High quality competence in skills such as communication, numeracy, literacy and computer abilities at the secondary level leads to more specific preparation at the postsecondary level. Therefore, the emerging CTE programs that educate through, about, and for work cannot exclude the importance of academic and vocational integration, contextual learning, and connections to postsecondary education (Castellano, 2003).

**Examining Effectiveness of CTE**

The fairly new effected changes in the last 15 years highlight that research remains limited and insufficient to be conclusive. For example, Castellano et al. (2003) assess major research of implemented programs such as Tech Preps, School to Work, and Career Academies and point out limitations of the studies to underscore the need for expanded research. The limited statistical evidence for the effectiveness of CTE reform, however, does not dismiss the progress and results observed in various local efforts to be discussed in this section.

A major effect of CTE is articulation between K-12 schools, higher education, and industry and employment sectors. The collaboration of these three—K-12 schools, higher education, industry and employment sectors—proves crucial to meet the goals of career technical education as it involves all three components for students. According to Brewer (2004), Pekin High experienced success, much of which was attributed to the integration of academics in classes of high interest to students that also reflected the demands of the career fields represented. For example, the growing demand in technology is reflected in their two-year CISCO computer-networking program that also equips and enables students to take a certification exam and gain college credit by taking
the exam. The school’s construction trades course builds a three-bedroom house as a part of its class, working alongside city inspectors, subcontractors, and trade experts to be sold in the summer for funds for the next year’s class. Brewer describes this kind of community partnership as what makes the school seem like a place of purpose, thereby engaging students who otherwise would disconnect. The involvement of the community helps to prevent those same students from becoming another statistic of educational failure (Brewer, 2004). In California, the AYPF (2009) contends that higher education is actively involved. The University of California is the only state university system in which high school CTE courses are reviewed to ensure they are meeting university entrance requirements. In one year, there were 8,000 CTE courses submitted, with 6,000 being approved in 2008. The UC system also provides seed money to encourage the process of course submission. Currently, the UC system hosts the University of California Curriculum Institutes at various locations to provide teachers the training, time, and resources needed to create CTE courses that meet the criteria for UC designation; as a result, new and interesting courses, such as automotive physics, are birthed in the process. These kinds of results show that CTE can be promising for students through its connection of K-12 schools, higher education, and industry sectors (AYPF, 2009).

**The Impact of School to Work Activities on Career Awareness**

CTE reform also broadens career awareness activities for students. In examining the School-to-Work Opportunities Act of 1994, Hershey, Silverberg, and Haimson (1999) found that career exploration activities were the most observable in schools. Students felt that their involvement in school-to-work (STW) activities helped them to identify career goals. Whereas parents feared that STW activities would narrow students’ career options,
the researchers concluded that STW broadened students’ career awareness. In an in-depth study of eight states that offered structured career major programs as envisioned by the STWOA, students were encouraged to choose their elective courses utilizing career pathway guidance materials. The STW 12th grade student survey between the class of 1996 and 1998 revealed that the percentage of seniors who selected a career to plan for, took academic classes designed for career interest, and had an increased number of career-related assignments in academic classes. Even if students changed career goals, STW helped them in making these decisions (1999). Hughes, Bailey, and Mechur’s (2001), in their review of over one hundred studies covering research at the national, state and district levels after the 1994 School-to-Work legislation was passed, also found that students who were engaged in STW were more likely to choose a major early in college, to be exposed to and weigh life options in high school, and develop career goals. STW participants’ career awareness caused their high school years to be meaningful rather than aimless.

Withington et al. (2012) found statistically significant differences in reports of participation in career identification activities among non-CTE, CTE, and CTE-concentrated participants. This was tracked as a part of a larger 5-year study being conducted to examine the influence of South Carolina’s Education and Economic Development Act (EEDA) on the development of programs of study and student outcomes. Researchers followed three student cohorts from a sample of eight public high schools, who had varied levels of exposure to the state’s EEDA policy. The class of 2009 had virtually no exposure, the class of 2011 had exposure since the eighth grade, and the class of 2014 had exposure from prior to middle school. The student participants from the
class of 2011 were asked after the 10th grade whether or not they had participated in activities that helped them identify jobs or careers of interest. The report classified the student participants into three different categories: non-CTE participants, CTE participants, and CTE-concentrated participants according to varied levels of participation in CTE courses (none, once or twice, and three or more times, respectively). These participants had “researched different jobs or careers (80%, 84%, 91%, respectively; p < .01); researched different colleges, universities, military branches, or technical/community colleges (74%, 80%, and 83%, respectively; p < .05); spoken to or visited someone working in an area of career interest (48%, 55%, and 65%, respectively; p < .01); or toured a local business with a group from their school (18%, 23%, and 30% respectively; p < .01)” (Withington et al., 2012, p. 150). These statistics indicate a greater percentage in career exposure and research among students according to their level of participation in the number of vocational, career or technical courses. The increased exposure to CTE correlated with greater participation in career identification activities. Statistically significant differences in work-based learning participation such as co-op experiences, mentoring, and working in a business were also observed in the same study (Withington et al., 2012).

Lastly, the impact of CTE on student engagement, academic achievement, and attendance has also been examined. Brewer (2004) observed that Pekin Community High School experienced success as a result of their CTE program; 96.9% attendance rate (which was higher than the state average), increased graduation rate, and decreased dropout rate. The school’s key leaders viewed vocational studies as a major player in the solution to these issues and considered CTE a critical asset to the quality of education
even if funding was decreasing for these programs (Brewer, 2004). Miller (2002) also describes that academically-driven vocational courses improve student academic achievement. STW programs in particular show a positive impact on keeping high-risk students in school by offering an alternative option that engages and motivates students. However, Miller expresses caution in assessing these findings, because she raises the point that students enrolled in STW programs are self-selected, and therefore their motivation expressed through the initiative to enroll may account for these positive effects. Still, even she agrees that the shown outcomes cannot be dismissed (Miller, 2002). The Association for Career and Technical Education [ACTE] (2007), through meta-analysis, also found that CTE increases student engagement, builds positive relationships, and provides innovative delivery methods for at-risk students. Particularly, it presents that high-risk students are more likely to stay in school if they grow attached to a pathway to success that meets their interest, and find their learning relevant and interesting. Lost interest and motivation in education due to lack of real-world application is becoming an emerging significant factor for dropping out. The study points to CTE as the solution to provide contextual learning and real-world relevance (ACTE, 2007). This is further supported by Brewer’s (2004) study at Pekin Community High School, which found that CTE keeps at-risk students in school. For example, Pekin High addressed the need of students with genuine financial hardships who were likely to drop out, by providing a cooperative education program in which students worked paid job positions while also receiving daily class instruction and credit. Although these studies highlight the impact of CTE among high-risk students, this relationship can hardly be ignored.
Murnane and Levy (1996) found that, “the widening earnings gap between high school and college graduates stems in large part from differences in the mastery of basic skills when the two groups were high school seniors” (p. 8). This is significant to note because it shows that the problem may not necessarily have to do with low-achieving versus high-achieving students, but rather if the students can be engaged long enough to complete high school and master these skills (Murnane and Levy, 1996). While most of the aforementioned researchers agree that these effects are observed in CTE programs, yet there is a need for further research to establish causal effectiveness. Furthermore, research of CTE impact is lacking for students who are not at-risk.

Implications for School Counselors

The American School Counselor Association (ASCA) recognizes the importance of career competencies for school counselors in its National Standards for career development. ASCA positions that the standards “guide school counseling programs to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the life span” (American School Counselor Association [ASCA], 2004). Thus, school counselors play a key role in the development of programs that guide students’ career development. ASCA lays out the National Standards related to career development as the following:

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions:

Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.
Standard C: Students will understand the relationship between personal qualities, education, training and world of work. (ASCA, 2004)

The implication for professional school counselors is that they hold a responsibility to meet these standards through developing career awareness, helping students acquire knowledge to identify career goals, and assisting students with applying skills to achieve these goals. Professional school counselors must prioritize these skills outlined by the ASCA National Standards that students should be able to demonstrate as a result of the school counseling program. The ethical responsibility to prepare students to successfully transition from school to work cannot be ignored.

Thus, examining the effectiveness of CTE programs warrants the need to discuss implications for school counselors. Increasing the amount and specialization of career counseling and guidance services to students through school counseling programs is recognized as crucial, and therefore included in the Office of Vocational and Adult Education’s (2010) program of study [POS] design framework as a supporting component of a high quality program of study. Withington et al. (2012) found that in schools with this POS focus, a strong connection between school goals and counseling program goals existed. In addition, students who received career development counseling resources reported greater career awareness and higher levels of career exploration than those who did not receive resources. In implementing the Education and Economic Development in South Carolina, a comprehensive career counseling approach was a key catalyst and player. For example, the same study evaluating the influence of the EEDA in program development also included site visits and surveys of school counselors and career specialists. The surveys further explored the impact of EEDA on the roles of
guidance personnel in the students’ career planning. The survey listed possible school counseling roles adapted from the School Counselor Activity Rating Scale, and guidance counselors also participated in a phone interview follow-up to identify the below:

1. changes in job duties and roles since EEDA;
2. changes in school counseling program services for students since EEDA;
3. degree of alignment between the EEDA state model and the American School Counselor Association’s national model for services provided;
4. the type of training needed by school counselors for advising students about career pathways, majors, and postsecondary options. (Withington, et al., 2012, p. 146)

Some findings included 300 to 1 (or less) student-to-guidance personnel ratios, increased counselor and student interactions, increased guidance through individual graduation plans. Among students completing the graduation plans, 49% of students reported their school counselor as the most helpful person in the process; 72% reported talking to a counselor about attending college; 64% reported talking to a counselor about possible jobs or careers; and 63% reported talking about steps necessary to pursue certain careers (Withington et al., 2012). These findings demonstrate the importance of the school counselor’s role in the success of CTE programs.

As can be observed through the state intervention in CTE programs in South Carolina, school counselors can utilize state requirements to strengthen career focus and intervention among schools. The increase in career exposure also highlights the need for school counselors to provide additional guidance as students begin to explore career possibilities and options. Furthermore, school counselors can also play a role in the
introduction of CTE into the school setting, as they keep abreast of postsecondary and career requirements, educational program options, and the development of school counseling programs that directly affect student outcomes. School counselors play a crucial role in not only providing guidance to students but also in providing a framework for the organization of courses, training of faculty and offering of career-based activities that will help facilitate career exploration and pathways to postsecondary education and/or training.

**The Value of Professional Development Workshops**

Utilizing a professional development workshop for the purpose of training and disseminating information is effective because this type of psycho-educational experience allows teachers to participate in the integration of CTE into curriculum in a way that will maximize student educational outcomes. The value of professional development activities that can critically link theory, research and practice is evidenced through the compulsory professional development training days at many school districts across California. In Busher’s (2000) study of teacher response to the imposition of in-service education and training (INSET), Busher collected data through teacher and headteacher interviews from a random sample of five secondary and five primary schools in northern England about the impact of INSET as a result of the 1987 Teachers’ Pay and Conditions of Service Act. He found that teachers were hostile to the manner in which many of the professional development days were run, and in particular found that “days which were spent in listening to guest speakers were unrewarding, especially when the speaker was addressing some general topic – such as gender and the curriculum – rather than one which was seen by the teachers as of immediate concern to the school” (p.41). Secondary
school teachers also responded that they would have welcomed time spent on
departmental development projects instead. What the teachers did have enthusiasm for
came from three different dimensions: social, political, and professional. Socially, Busher
(2000) found that teachers appreciated unhurried time with colleagues; politically,
teachers were able to work with colleagues they normally would not have the opportunity
to connect with; and professionally, teachers found value in being consulted for
professional development topics. The implication of this research indicates that this type
of psycho-educational experience can be an effective tool for teachers and educators
dependent on some critical factors. First, the workshop must not only have teacher voice
but also teacher influence in decision-making in order for meaningful learning, discussion
and collaboration to occur in integrating CTE into a-g curriculum. Professional school
counselors have the opportunity to bridge and bring colleagues across different
departments together to highlight the importance of career exposure as well as provide a
collaborative space for teachers to formulate the discussion and direction for curriculum
and instruction in this arena. Thus, partnership with teachers is crucial and professional
school counselors must have teacher buy-in for the validity and success of this
professional development activity.

The proposed professional development workshop model includes a forum for a
teacher to share instructional practice and experience and also provides a social and
political collaborative space for teachers to critically and meaningfully examine
curriculum. In addition, the proposed workshop contains hands-on and participative
activities that combat the hostility towards unrewarding professional development days
spent listening to guest speakers. Because the workshop allows for the teachers to
evaluate and modify existing syllabi, teachers will receive an experience that also is professionally gratifying.

**Conclusion**

There is an ever increasing premium for valuable skills and further formal education. Rather than viewing CTE and college as mutually exclusive, it is important to integrate and connect the two in secondary education to provide students with a real-world applicative education and skill set both for postsecondary degrees as well as for the world of work. The proposed professional development workshop to assist educators in developing A-G approved CTE courses will contribute to bridging the college-career divide by including higher education as a significant component of career technical education. It not only enhances existing effectiveness of CTE but also ventures to disseminate CTE to an unreached population of high achieving students. The project will be described in detail in the following Chapter.
CHAPTER III: PROJECT AUDIENCE AND IMPLEMENTATION FACTORS

The professional development workshop aims to assist teachers to understand the process of course submission, course and syllabus requirements for designation by the University of California (UC) as an approved course while also fostering career awareness. The professional development workshop will take place after the spring semester during professional development week for teachers. The workshop will begin with an introduction of the UC “a-g” courses and the criteria that must be met in the courses in order to receive UC designation. Counselors will utilize the workshop to collaborate with teachers to integrate the Common Core career standards into core academic content. The objective of this project is to instruct teachers on course submission for UC designation and equip teachers with the resources and tools necessary to form CTE-integrated “a-g” courses that will help to bridge the college-career divide by providing students with real-world applicative education. This workshop will also help to disseminate CTE information to core subject teachers and allow space for collaboration; we expect new courses to be formed as a result of this workshop so that students are provided an avenue to explore careers while taking courses that are not academically compromised.

Development of Project

This project was developed as a result of personal experience and observations of high school students in the local Los Angeles area. My high school experience was very academically driven with prestigious and selective colleges in mind as the ultimate goal. The college-career divide was very real in my high school setting, and students known to be pursuing postsecondary education hardly ever included CTE classes in their course
load. As I progressed throughout high school, I was unwilling to compromise my course schedule to any courses that could potentially be deemed not rigorous academically, for fear that I would be penalized for exchanging potentially challenging classes for CTE classes. Furthermore, CTE classes during my time in high school were not “a-g” approved, meaning these courses would not satisfy any of the UC or CSU’s course requirements to be considered eligible to apply. As a result, CTE courses were never in view. However, in the process, I realized in hindsight that I missed out on valuable career exploration that could have taken place. For example, even as I was so consumed with the thought of postsecondary education, I did not really give thought to what it was that I would study, and what type of career I would pursue. Furthermore, the range of CTE courses at my high school was limited: culinary arts, auto mechanics, and construction. It was easy for me to eliminate CTE courses from my course schedule because these courses were not of interest.

The effects of career non-exposure in high school were heavily felt not only in college but also post-graduation. For example, I fell back to the one career that I was pushed to by my parents and subsequently chose and graduated with a major that followed by default. Throughout this entire time, I had never once taken an interest profiler. Because the importance of careers was not emphasized throughout high school, the pattern of indifference continued and I never thought to visit the Career Center even on my college campus. Post-graduation, I discovered through different jobs what I liked and disliked, what I valued and didn’t value, and eventually narrowed my career path through working in different and unrelated fields. I feel that much of this time could have been shortened if career exposure had of occurred earlier.
In observing high school students at my fieldwork site, I find that much of the same pattern exists. Though I worked in a College and Career Office, students sought the service of the counselors in this office more for college-related questions and issues. In my caseload of roughly 350 seniors, only two students spoke with me about careers and the education required to pursue the careers of interest. Also, students involved or interested in STEM programs had majors related to engineering and medicine in mind. However, much of the sought-out services, even for these students who had careers of interest in mind, had to do with getting into a selective college for that field of study. We cannot assume that students’ plans for postsecondary education necessarily equate to an understanding and knowledge of careers they want to pursue. It would be a disservice to students to push them towards postsecondary education without giving them the tools and resources to make their postsecondary education meaningful in context of their future careers.

With this growing college-career divide, I grew interested in utilizing the increasing emphasis on “a-g” eligibility for California public universities to close this widening gap through CTE-integrated courses. If schools and students are increasingly focusing on core academic content as well as a rigorous curriculum to be competitive for college, how can we integrate career discussion into that? Students would then be exposed to career fields within their core required academic courses without having to take CTE courses that are not “a-g” eligible. The range of students who would be exposed to careers in their curriculum could be increased. Also, the facilitated career exposure and exploration can be an avenue for school counselors to bring in relevant career-related guidance. Coincidentally, the University of California also has been
moving to increase the number of “a-g” approved CTE courses. With the partnership and support of the UC, the proposed workshop is feasible.

**Intended Audience**

This workshop mainly targets high school CTE teachers, “a-g” course teachers, and administrators in the Los Angeles Unified School District (LAUSD) as participants. The indirect audience that the workshop is ultimately intended to target is the high school student body population. Specifically, because LAUSD recently implemented the UC/CSU’s “a-g” requirements as graduation requirements for all students, targeting schools and educators in this district would make this project most relevant and meaningful. The project aims to increase the number of hybrid CTE and “a-g” courses for all students within high schools.

**Personal Qualifications**

The person that conducts this professional development workshop will be the professional school counselor that is typically delegated to submit course syllabi on behalf of their school to be approved for UC designation. The workshop will need to be conducted by credentialed professional school counselors who hold master’s degrees in Counseling and a Pupil Personnel Services (PPS) Credential. The workshop will also invite a delegate from the University of California Curriculum Institute who will inform teachers and counselors of specific requirements for syllabi submission, and teacher(s) who have successfully created CTE-integrated “a-g” courses. The role of the school counselor is to connect these community resources and make them available to teachers, so that teachers understand the effect of eligibility requirements on their courses. Furthermore, by facilitating this workshop, school counselors play a crucial role in
raising CTE and career awareness in students; they can explain these courses to students, and provide career-related guidance to students as students evaluate the career exposure and exploration they experience as a result of their courses.

**Environment and Equipment**

The workshop will require a large hall with roundtables, to be conducive to teacher collaboration and ideation as the workshop progresses. The training will be required for all “a-g” teachers, CTE teachers and administrators, so the seating capacity of the hall will have to be at least 50 people. For presentation purposes, the workshop will have the following audio and visual requirements:

- Projector
- Laptop
- Microphone
- Sound system
- Internet access

**Formative Evaluation**

I will solicit feedback for the construction of this project from two professional school counselors, a core academic teacher, and a high school student. Each will be provided with a survey to evaluate the feasibility, the potential effectiveness, and any additional feedback. The survey will be open-ended to collect any and all responses to consider.

**Project Outline**

Professional Development Workshop Agenda

8:00-8:30  Breakfast
8:30-9:00 Welcome and Introduction
9:00-9:45 Presentation on career standards and CTE statistics
9:45-10:00 Break
10:00-11:00 How does course submission work? Course requirements for UC “a-g” designation
11:00-11:45 A teacher’s experience | Sample hybrid course and outcomes
11:45-12:30 Lunch
12:30-1:15 What is required in a syllabus?
1:15-1:30 Q&A
1:30-3:00 Teachers Roundtable and Discussion

*Teachers will be encouraged to meet each other and learn about their subject areas. They will be encouraged to brainstorm and ideate about courses they can collaborate together on (this can be creation of new courses, modification of existing courses, implementation of approved courses).
CHAPTER IV: EVALUATIONS RESULTS AND RECOMMENDATIONS

This professional development workshop is designed to address the Common Core career standards to foster career exposure and exploration among high school students through assisting teachers and schools to integrate CTE content in “a-g” curriculum. The workshop will accomplish this through examining the process of course submission, course and syllabus requirements for the University of California (UC) designation. Professional School Counselors will utilize the workshop to collaborate with teachers to integrate the Common Core career standards into core academic content. The objective of this project is to instruct teachers on course submission for UC designation and equip teachers with the resources and tools necessary to form CTE-integrated “a-g” courses that will help to bridge the college-career divide by providing students with real-world applicative education. This workshop will also help to disseminate CTE information to core subject teachers and allow space for collaboration; we expect new courses to be formed as a result of this workshop so that students are provided an avenue to explore careers while taking courses that are not academically compromised.

Summary of Evaluation Results

I surveyed two professional school counselors and one teacher. The evaluation included nine scaling questions that asked those evaluating the professional workshop guide to rate the statements on a Likert scale from strongly agree to strongly disagree. Three out of three evaluators strongly agreed that the program is helpful for increasing career exposure for high school students. One counselor and one teacher agreed that the program could easily be implemented at a school, and that the length of the workshop is appropriate for a school setting; the second school counselor gave a rating of “strongly
agree” for both of the previously mentioned statements. All evaluators strongly agreed that the length of the workshop is achievable in a school setting, the sessions are well outlined and easy to follow, and that the materials needed to conduct the workshop are accessible to all counselors. All evaluators agreed that they would feel comfortable facilitating this program and that they would use this workshop at their school sites. All three evaluators also strongly agreed they would recommend this workshop to other counselors.

**Recommendations for Implementation**

The feedback from the evaluators was very positive. One of the professional school counselors stated that their level of comfort facilitating this workshop, as well as the success of the workshop, would increase as teacher and administrator buy-in increases. The other professional school counselor suggested that teacher buy-in would increase if the time allotted at the professional development workshop for teachers’ roundtable result in actual course creation, and not simply mock courses. He recommended that teachers might feel the professional development workshop is more meaningful if courses that they can actually implement and teach are born out of this workshop.

The teacher evaluator’s feedback was also positive and helpful. She appreciated especially that there was a section in the professional development workshop where a guest teacher is invited, as it can give participants examples of this integration actually taking place and provide them with someone who can answer questions about how the program would work in practice. She said she believed teachers would respond well to this opportunity and would enjoy the chance to design their own courses. Her only area of
concern was teachers who might be fixed in their ways and unwilling or uninterested in the program. However, she stated that still, this would be a great opportunity to reach any teachers who would be interested and that most importantly, students would benefit greatly.

I was able to gain some student perspective from a high school senior about whether she felt the program would be of interest or benefit students. She stated that she loved how the program will allow students to explore career paths. Her feedback also did include concern that the integrated curriculum may increase the existing fierce competition for admissions to the University of California system.

**Recommendations for Future Research**

It may be worth examining the impact and effectiveness of this program through a longitudinal study tracking the participating students’ postsecondary pathways, as well as their postsecondary career field. Through examining these factors, we may be able to draw some information on how effective the program in high school assisted students to explore different career areas while also making them college-ready.

**Conclusion**

The feedback from my evaluators was positive. Their comments affirmed that this graduate project is timely, relevant and needed. The evaluators rated the project as feasible and achievable for implementation at the school site. The graduate project would provide a unique opportunity for teachers to create CTE courses integrated into a-g curriculum, with the goal of bridging the college-career divide. The perspectives and evaluations from school counselors and teacher currently in the field provide helpful insight to make the professional development workshop successful.
References


California Department of Education. (2013). *California high school career technical


Workshop Guide

“Integrating CTE into ‘a-g’ Curriculum”

Linda Kang

California State University, Northridge
Table of Contents

Welcome and Introduction 39
Organization and Layout 40
Proposed Agenda 40
Planning and Materials 40
Expected Outcomes 40
Unit Breakdown

Unit 1: Welcome and Introductions 41
Unit 2: Why CTE-integrated Curriculum? 43
Unit 3: CTE in Practice (school-specific) 47
Unit 4: Unpacking Course Requirements for UC “a-g” Designation 48
Unit 5: Integrated Curriculum in Action 54
Unit 6: Q&A with Guest Teacher 55
Unit 7: Syllabus in Practice 56
Unit 8: Roundtable and Discussion 59

Contacts 62

Resources 62

Handouts

1.1 Agenda 63
3.1 GHCHS Career Catalog 64
4.1 Quick Start Guide for New A-G Course Submissions 68
4.2 A-G Course Evaluation Rubric 72
4.3 Journey for Justice Syllabus 75
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 DTAD Syllabus</td>
<td>91</td>
</tr>
<tr>
<td>5.2 DTAD Essential Questions</td>
<td>95</td>
</tr>
<tr>
<td>7.1 Course Submission Samples</td>
<td>97</td>
</tr>
<tr>
<td>7.2 Revision Syllabi</td>
<td>98</td>
</tr>
<tr>
<td>8.2 UCCI Courses by Academic Subject</td>
<td>100</td>
</tr>
</tbody>
</table>
Welcome and Introduction

The Workshop Guide to “Integrating CTE into ‘a-g’ Curriculum” is designed to guide facilitators in introducing and helping educators learn about CTE-integrated curriculum and the steps to implement such courses at their school sites. This guide is for the purpose of introducing educators to CTE-integrated curriculum, raising awareness of the options for career exposure through core content curriculum, and prompting discussion for the feasibility and impact of such implementation. Included in the guide are slide presentations to be utilized at a professional development workshop, practical examples, reflection questions, and tools to deepen educators’ understanding of CTE-integrated curriculum. The interactive discussion opportunities included in this guide are provided to stimulate collegial and participant conversations and inspire educators to examine how the curriculum can be applied or integrated at their sites. The times allotted are approximate and the facilitator may adjust accordingly to the needs of the audience.

Intended Audience

This workshop mainly targets high school CTE teachers, “a-g” course teachers, and administrators in the Los Angeles Unified School District (LAUSD) as participants. The indirect audience that the workshop is ultimately intended to target is the high school student body population. Specifically, because LAUSD recently implemented the UC/CSU’s “a-g” requirements as graduation requirements for all students, targeting schools and educators in this district would make this project most relevant and meaningful. The project aims to increase the number of hybrid CTE and “a-g” courses for all students within high schools.

Personal Qualifications

The person that conducts this professional development workshop will be the professional school counselor that is typically delegated to submit course syllabi on behalf of their school to be approved for UC designation. The workshop will need to be conducted by credentialed professional school counselors who hold master’s degrees in Counseling and a Pupil Personnel Services (PPS) Credential. The workshop will also invite a delegate from the University of California Curriculum Institute who will inform teachers and counselors of specific requirements for syllabi submission, and teacher(s) who have successfully created CTE-integrated “a-g” courses. The role of the school counselor is to connect these community resources and make them available to teachers, so that teachers understand the effect of eligibility requirements on their courses. Furthermore, by facilitating this workshop, school counselors play a crucial role in raising CTE and career awareness in students; they can explain these courses to students, and provide career-related guidance to students as students evaluate the career exposure and exploration they experience as a result of their courses.

Environment and Equipment

The workshop will require a large hall with roundtables, to be conducive to teacher collaboration and ideation as the workshop progresses. The training will be required for all “a-g” teachers, CTE teachers and administrators, so the seating capacity of the hall will have to be at least 50 people. For presentation purposes, the workshop will have the following audio and visual requirements:

- Projector
- Laptop
- Microphone
• Sound system
• Internet access

Organization and layout
This guide is structured as a one-day session for introducing and applying the career common core standards through CTE-integrated curriculum in “a-g” or core content courses. Facilitators may also select and choose specific units to work with teams and small groups based on the audience in attendance.

Proposed Agenda

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time</th>
<th>People</th>
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<tbody>
<tr>
<td>Welcome and introductions</td>
<td>30 minutes</td>
<td>Facilitator/Facilitating Group</td>
</tr>
<tr>
<td>Why CTE-integrated curriculum?</td>
<td>15 minutes</td>
<td>Facilitator</td>
</tr>
<tr>
<td>CTE in practice (school-specific)</td>
<td>15 minutes</td>
<td>Facilitator</td>
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<tr>
<td>Break</td>
<td></td>
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<tr>
<td>Unpacking course requirements for UC “a-g” designation</td>
<td>60 minutes</td>
<td>Facilitator</td>
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<tr>
<td>Integrated curriculum in action</td>
<td>30 minutes</td>
<td>Guest Teacher</td>
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<tr>
<td>Lunch</td>
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<tr>
<td>Q&amp;A with Guest Teacher</td>
<td>20 minutes</td>
<td>Participants, Guest Teacher</td>
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<tr>
<td>Syllabus in practice</td>
<td>30 minutes</td>
<td>Facilitator, Participants</td>
</tr>
<tr>
<td>Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roundtable and discussion</td>
<td>60 minutes</td>
<td>Participants</td>
</tr>
<tr>
<td>Closing and reflections</td>
<td>15 minutes</td>
<td>Facilitator</td>
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Planning and Materials

<table>
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<tr>
<th>Task</th>
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<tbody>
<tr>
<td>Print participant handouts and name tags.</td>
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<tr>
<td>Arrange round tables for groups of 8.</td>
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<tr>
<td>Set up screen and computer with projector and microphone.</td>
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<tr>
<td>Prepare table supplies (pens, post-it notes, highlighters).</td>
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<tr>
<td>Arrange guest teacher attendance (send agenda, site information, parking instructions).</td>
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<td>Arrange lunch order.</td>
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Expected Outcomes
• Participants will gain an understanding of CTE-integrated curriculum in core subject areas.
• Participants will gain an understanding of requirements for integrated curriculum integration.
• Participants will assess the feasibility and generate discussion of career awareness and exposure through CTE-integrated curriculum.
• Teachers will evaluate career incorporation in instructional practices.
• Counselors will participate in instructional practices that address college and career readiness in alignment with the Common Core standards.
Secondary Outcomes
• Students will gain opportunity to explore careers without compromising academic rigor in their course decisions.

Unit Breakdown
1. Welcome and Introductions
   a. Purpose: Provide participants with an overview of the day, and the expected outcomes of the workshop.
   b. Materials:
      i. Name tags
      ii. Markers
   c. Time:
      i. 30 minutes
   d. Participant Handouts:
      i. 1.1 Agenda
   e. Slides (PDF):
      i. Slide 1-2: Title and Welcome

Integrating CTE into “a-g” Curriculum
Linda Kang
California State University, Northridge
ii. Slide 3: Session at a Glance

PRESENTERS

- Facilitator
- Guest Teacher

OUTCOMES

- Develop an understanding of CTE-integrated courses
- Generate discussion on career exposure's impact on student learning
- Assess the feasibility of implementation through discussion
2. Why CTE-integrated Curriculum?
   a. Purpose: Provide participants an introduction to CTE-integrated curriculum and the implications on student learning.
   b. Materials: N/A
   c. Time: 15 minutes
   d. Participant Handouts: N/A
   e. Slides (PDF):
      i. Slide 4: Common Core Standards
Facilitator Notes: “During the development process, the standards were divided into two categories: First, the college- and career-readiness standards, which address what students are expected to know and understand by the time they graduate from high school. Second, the K-12 standards, which address expectations for elementary school through high school. The college- and career-readiness standards were developed first and then incorporated into the K-12 standards in the final version of the Common Core we have today. The National Governors Association (NGA) and the Council Chief State School Officers (CCSSO) received nearly 10,000 comments on the standards during two public comment periods. Many of the comments from teachers, parents, school administrators, and other citizens concerned with education policy helped shape the final version of the standards.” (http://www.corestandards.org/about-the-standards/development-process/)

If this is true, then we must address the standards through maximizing the college and career readiness components of traditional core content academic subjects. In conjunction with college and career support services, these Common Core standards can be addressed through integrating career technical education into core academic courses that satisfy college entrance course requirements. In this way, required courses that increase literacy and readiness will also provide career exposure and exploration in an academically meaningful context.

ii. Slide 5: CTE Courses in “a-g” Subjects
Facilitator Notes: In data from 2014, the vast majority of CTE courses has been approved under the discipline of Visual & Performing Arts “f” or as a College Preparatory Elective “g” course. There are significantly few CTE courses represented in core academic subject areas such as English, Mathematics, History or Science. These courses are also required for more years over the four years in high school than an elective or visual and performing arts course.

iii. Slide 6: Course Sequencing and Articulation
Facilitator Notes: These are existing and approved courses through the UC Curriculum Institute. In taking three years of required mathematics, a student can be exposed to as many as three different career sectors.

iv. Slide 7: Expected Outcomes
3. CTE in Practice (school-specific)
   a. Purpose: Broaden awareness to the extent of CTE available at the particular school site.
   b. Materials: N/A
   c. Time: 15 minutes
   d. Participant Handouts:
      i. 3.1 School’s list of courses by department (example: GHCHS)
   e. Slides (PDF):
      i. Slide 8: CTE Course Offerings At Our School
4. Unpacking Course Requirements for UC “a-g” Designation
   a. Purpose: Provide participants an understanding of the requirements for an integrated course to receive UC “a-g” designation and provide participants examples of integrated courses that have been approved and in use.
   b. Materials:
      i. Pens
      ii. Highlighters
   c. Time: 60 minutes
   d. Participant Handouts:
      i. 4.1 Quick Start Guide for New A-G Course Submission
      ii. 4.2 A-G Course Evaluation Rubric
      iii. 4.3 Sample Course: Journey in Justice
   e. Slides (PDF):
      i. Slides 9-14: Course Requirements
Talking Points: In submitting a course for UC “a-g” designation, the submission is comprised of three core components: basic course description, course description, course materials. The next slides break down each section and the requirements for each section.
Course Requirements

1. Basic Course Information
   - Course title
   - Transcript abbreviation(s)
   - Course codes (optional)
   - Length of course
   - A-G subject area and discipline
   - Grade level(s)

Reference: Quick Start Guide for New A-G Course Submission (p. 2 of 4)

Course Requirements

2. Course Description
   - Course overview
   - Prerequisites & Co-requisites
   - Course Content

Reference: Quick Start Guide for New A-G Course Submission (p. 3 of 4)
Course Requirements

3. Course Materials

- Examples of course materials:
  - Textbook
  - Literary text
  - Manual
  - Scholarly Article
  - Website
  - Primary Document
  - Multimedia

Reference: Quick Start Guide for New A-G Course Submission (p. 3 of 4)

Course Requirements

- In writing an integrated course, what are the UC analysts looking for?
  - Vocabulary of both disciplines
  - Authentic, local integration
  - Evidence of rigor (challenging text and assignments)
ii. Slide 15: Example
Utilizing the Submission Checklist and the A-G Course Evaluation Rubric provided, let’s review a sample integrated course: Journey for Justice.

Some questions to consider:

- What disciplines does this course fall under?
- Identify and highlight where this course syllabus meets the course requirements.
5. Integrated Curriculum in Action
   a. Purpose: Provide participants an example of how a CTE-integrated course is created and taught in the classroom from a teacher’s perspective.
   b. Materials: N/A
   c. Time: 30 minutes
   d. Participant Handouts:
      i. 5.1 Syllabus
      ii. 5.2 Sample Assignments
   e. Slides (PDF): Provided by the guest teacher unless not needed.
      i. Slide 17: Integrated Curriculum in Action (sample placeholder)
This section is to invite a guest teacher who has created or is currently teaching a CTE-integrated course at a high school. The guest teacher is welcome to bring his/her presentation for the participants. The guest teacher’s introduction should have occurred in Section 1: Welcome and Introductions. The guest teacher should utilize this unit to introduce the participants to the course taught, grade levels, any distinctions the course has, etc. The guest teacher is encouraged to bring in a syllabus and sample assignments that he or she has given in the course, as well as to provide background of how the course was created or implemented at the school.

6. Q&A with Guest Teacher
   a. Purpose: Provide participants with the time to ask questions to someone in the field with regards to concerns, practical application, outcomes, etc.
   b. Materials: N/A
   c. Time: 20 minutes
   d. Participant Handouts: N/A
   e. Slides (PDF):
      i. Slide 18: Q&A
Welcome and introductions

Why CTE-integrated curriculum?

CTE in practice

Unpacking course requirements

Integrated curriculum in action

Q&A

Syllabus in practice

Roundtable and discussions

Closing and reflections

This section of the session is meant to open up the floor for questions to the Guest Teacher participating in the workshop. Teachers, participants, staff are invited to ask questions (broad, specific, regarding course, administrative, etc.) to learn more about the implementation of CTE-integrated curriculum. Facilitators should also utilize this time to address topics such as: academic rigor of course, outcomes achieved, previous student stories, unexpected outcomes, collaboration to make the course successful, any concerns at the school site and how they were addressed.

7. Syllabus in Practice
   a. Purpose: Allow participants to practice drafting a course for submission and provide participants with sample syllabi to broaden perspectives.
   b. Materials:
      i. Pens
      ii. Highlighters
   c. Time: 30 minutes
   d. Participant Handouts:
      i. 7.1 Course Submission Samples
      ii. 7.2 Revision Syllabi
   e. Slides (PDF):
      i. Slide 19-21: Syllabus in Practice
Facilitator Notes: Remind the participants to refer back to the topics discussed in “Course Requirements.” Some key factors that they should be focusing on are:

- Vocabulary of both disciplines
- Authentic, logical integration of the content areas
- Evidence of rigor

Syllabus in Practice

- Refer to Handout 7.1
- Sample #1 – LOTE Course Submission
- Sample #2 – Math Course Submission

In your groups, discuss:
1. Would this key assignment be approved for LOTE subject area designation?
2. What might contribute to or prevent the designation?
Facilitator Notes: Facilitator should facilitate discussion on this discussion. Some areas contributing to Sample #1’s approval were: higher order Spanish language skills required by Health, Science, Medical terms; relatable situation in applied field; content that requires understanding in Health, Science, Medical field including translation into Spanish terms. Some areas preventing Sample #2’s approval were: logical integration (statistics and FDA drug approval); lacking mathematical inquiry.
8. Roundtable and Discussion
   a. Purpose: To assess the feasibility of
   b. Materials:
      i. Pens
      ii. Highlighters
   c. Time: 60 minutes
   d. Participant Handouts:
      i. 8.1 Blank Syllabus Template
      ii. 8.2 UCCI Courses by Academic Subject
   e. Slides (PDF):
      i. Slide 22: Roundtable and Discussion
Roundtable and Discussion

- Break up into your core departments.
- 1. Utilizing the Blank Syllabus Template, draft a mock course that you would be interested in submitting.
- 2. Take a look at the existing UC-designated courses. What would it take for your department to adopt an approved course?
- 3. What might be some challenges to implementing CTE-integrated curriculum at your site?
Closing

Thank you for participating!

References

- https://drive.google.com/folderview?id=0B2PJasaxwyGKT3FEQUM5RUu2TEU&usp=sharing
Contacts

• Downey High School
  Dalyn Miller-Geiser
  Assistant Principal
• UCCI Institute
  Sarah Fidelibus
  Program Manager
• UCCI Teacher Spotlights
  http://ucci.ucop.edu/whats-new/TS-02.08.16-JOSHREYMAN.html

Resources:

• http://ucci.ucop.edu
• http://www.ucop.edu/agguide/submitting-courses/writing/index.html
• http://www.ucop.edu/agguide/getting-started/resources/index.html
### Agenda

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time</th>
<th>People</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome and introductions</td>
<td>30 minutes</td>
<td>Facilitator/Facilitating Group</td>
</tr>
<tr>
<td>Why CTE-integrated curriculum?</td>
<td>15 minutes</td>
<td>Facilitator</td>
</tr>
<tr>
<td>CTE in practice (school-specific)</td>
<td>15 minutes</td>
<td>Facilitator</td>
</tr>
<tr>
<td>Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unpacking course requirements for UC “a-g” designation</td>
<td>60 minutes</td>
<td>Facilitator</td>
</tr>
<tr>
<td>Integrated curriculum in action</td>
<td>30 minutes</td>
<td>Guest Teacher</td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q&amp;A with Guest Teacher</td>
<td>20 minutes</td>
<td>Participants, Guest Teacher</td>
</tr>
<tr>
<td>Syllabus in practice</td>
<td>30 minutes</td>
<td>Facilitator, Participants</td>
</tr>
<tr>
<td>Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roundtable and discussion</td>
<td>60 minutes</td>
<td>Participants</td>
</tr>
<tr>
<td>Closing and reflections</td>
<td>15 minutes</td>
<td>Facilitator</td>
</tr>
</tbody>
</table>
CAREER TECHNICAL EDUCATION

Career Technical Education (CTE) Classes offered at Granada Hills Charter High School help students experience various career opportunities in a real-world environment, plan their coursework towards their career, and obtain career training from industry professionals. These courses will help students launch careers or enter into a post-secondary educational institute where they will continue their CTE education. These classes are designed to develop in young people the competence, confidence, critical thinking skills, and understanding that will ensure successful careers and citizenship after graduation.

<table>
<thead>
<tr>
<th>INTRODUCTION TO CAREER TECHNICAL EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Career Technical Education Course** - 10th grade</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TRANSPORTATION INDUSTRY COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brakes, Steering, and Suspension Technician*</td>
</tr>
<tr>
<td>Automotive Technician: Electronics Engine Controls*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BUILDING TRADES AND CONSTRUCTION INDUSTRY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction Work/1*</td>
</tr>
<tr>
<td>Construction Work/2*</td>
</tr>
<tr>
<td>Construction Work/3*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HOSPITALITY, TOURISM AND RECREATION INDUSTRY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chef Assistant*</td>
</tr>
<tr>
<td>Chef Assistant/Catering*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MARKETING, SALES AND SERVICE INDUSTRY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retail Merchandising Sales Clerk/Reprographics*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MEDIA ARTS AND ENTERTAINMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broadcast Journalism/Video Production Assistant, production Crew Member, Production Supervisor*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TECHNOLOGY EDUCATION COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Experience*</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>GLOBAL BUSINESS AND FINANCE PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Money and Banking Course (10th grade only)</td>
</tr>
</tbody>
</table>
**INTRODUCTORY COURSES**

**INTRODUCTION TO CAREER TECHNICAL EDUCATION COURSE**
Grade: 9-10
Course: One Semester
Prerequisite: None

This course is designed to give 9th and 10th grade students the ability to experience firsthand, the technical components needed to enter into each of the Career Technical Education training areas that Granada Hills Charter High School offers courses. This course is competency based and offers instruction in safety and basic knowledge of the trades.

**TRANSPORTATION INDUSTRY COURSES**

**BRAKES, STEERING, AND SUSPENSION TECHNICIAN (INTRODUCTION)**
Grade: 9-12
Course: One Year (2 Semesters)
Prerequisite: None

This competency-based course is designed to introduce students to the field of front-end mechanics. Students will learn about diagnosis and repair of suspension systems, steering systems, and brake systems. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

**AUTOMOTIVE TECHNICIAN: ELECTRONIC ENGINE CONTROLS**
Grade: 9-12
Course: One Year (2 Semesters)
Prerequisite: None

This competency-based course introduces students to the field of tune-up technician. Students will learn engine performance fundamentals, as well as electronic engine control maintenance, diagnosis, and repair. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards. This course has an Articulation Agreement in place with Pierce College in which students earn college credit for classes taken at Granada.

**BUILDING TRADES AND CONSTRUCTION INDUSTRY COURSES**

**CONSTRUCTION WORK/1**
Grade: 9-12
Course: One Year (2 Semesters)
Prerequisite: None

This competency-based course is the first in a sequence of three designed for construction work. It provides students with technical instruction and practical experience in basic residential and commercial construction using sustainable and green technology. Instruction includes an orientation, workplace safety, resource management, trade mathematics, and employability skills. Emphasis is placed on the techniques, tools, and materials required for concrete work, masonry, floor and wall construction, and roof construction. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

**CONSTRUCTION WORK/2**
Grade: 9-12
Course: One Year (2 Semesters)
Prerequisite: None

This competency-based course is the second in a sequence of three designed for construction work. It provides students with technical instruction and practical experience in basic residential and commercial construction using sustainable and green technology. Instruction includes an introduction, workplace safety, and reviews of resource management, trade mathematics, and employability skills. Emphasis is placed on the techniques, tools, and materials required for plumbing, electrical, and drywall installation. It also covers the operation, maintenance, and storage of power tools. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

**CONSTRUCTION WORK/3**
Grade: 9-12
Course: One Year (2 Semesters)
Prerequisite: None

This competency-based course is the last in a sequence of three designed for construction work. It provides students with technical instruction and practical experience in basic residential and commercial construction using sustainable and green technology. Instruction
includes an introduction, workplace safety, and reviews of resource management, trade mathematics, employability skills, and apprenticeship preparation. Emphasis is placed on the techniques, tools, and materials required for finish carpentry, advanced plumbing and electrical work, roofing, and painting. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards. This course is also a partner in an SB70 Grant and has an Articulation Agreement in place with Los Angeles Trade Technical Community College in which students earn college credit for classes taken at Granada. This course is also a direct feed to the LAUSD “We Build “Program.

**HOSPITALITY, TOURISM, AND RECREATION INDUSTRY COURSES**

**CHEF ASSISTANT**
Grade: 9-12  
Course: Four Semesters  
Prerequisite: None  
This competency-based course provides entry-level and intermediate training to enable a graduate to qualify as a catering assistant, institutional and restaurant apprentice cook, and other positions that require first-hand knowledge and experience in food service. Students are exposed to “prep” cooking, presentation, and storage in various food categories, with hands-on procedures and classroom theory. The competencies in this course outline are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

**CHEF ASSISTANT/CATERING**
Grade: 11-12  
Course: Two Semesters  
Prerequisite: Chefs Assistant  
This competency-based course contains entry-level and intermediate training to enable a graduate to qualify as a catering assistant, institutional and restaurant apprentice cook, and any position that requires first-hand knowledge and experience in food service. Students are exposed to “prep” cooking, presentation, and storage in all food categories, with hands-on procedures and classroom theory. The competencies in this course outline are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

**MARKETING, SALES AND SERVICE INDUSTRY COURSES**

**RETAIL MERCHANDISING SALES / REPROGRAPHICS**  
**Entrepreneurship**  
Grade: 9-12  
Course: Two Semesters  
Prerequisite: None  
This competency-based course prepares students for entry-level employment in retail merchandising occupations. Presents retail sales theory and practice to develop skills and knowledge required in the retail merchandising field. The course outline integrates the competency-based components with SCANS competencies and foundation skills. Classroom activities that incorporate SCANS are included. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

**MEDIA, ARTS, AND ENTERTAINMENT**

**BROADCAST JOURNALISM / VIDEO PRODUCTION ASSISTANT, PRODUCTION CREW MEMBER, PRODUCTION SUPERVISOR**
Grade: 9-12  
Course: Three Semesters  
Prerequisite: None  
This three-part sequence of courses provides students with the entry-level skills required for employment in a three-camera, television production studio. The sequence provides an introduction to television production, policy and history, and a review of the practices necessary for gaining employment in the video production industry. The courses emphasize the individual job responsibilities of the assistant, the crew members, and the supervisor in the development, pre-production, and post-production stages of television journalism.

**WORK EXPERIENCE PROGRAM**

**WORK EXPERIENCE COURSE**
Grade: 11-12  
Course: NA  
Prerequisite: Gainful employment in a part-time job  
Work Experience Education is an instructional course which has as its purpose the application of basic skills of reading, writing, and computation. Students will acquire general and
specific occupational skills through a combination of a supervised employment in an occupational field and related classroom instruction in Work Experience Education.

**GLOBAL BUSINESS AND FINANCE PROGRAM**

**MONEY AND BANKING (10th grade only)**

Grade: 10  
Course: Two Semesters  
Prerequisite: None, but students must meet grant requirement.

This course will focus on all aspects of money and money creation including such topics as personal finance, careers, budgeting, savings and investments, credit, loans and insurance, the Federal Reserve System, and how banks and other financial institutions operate. Students will apply learned concepts in the development of short and long term personal financial plans as well as the financial aspects of business ownership through the development of business plans for their own e-commerce business including laws and regulations.
Quick-Start Guide for New A-G Course Submissions

BEFORE YOU BEGIN

Read the subject area course criteria
Before beginning the “a-g” course submission process, please review the subject area course criteria to ensure that your proposed course meets the requirements and guidelines of its respective subject area.

Know your dates & deadlines
The annual "a-g" course submission period for new courses and course list updates is from February 1 - September 15 and is divided into three phases:

<table>
<thead>
<tr>
<th>PHASE 1</th>
<th>PHASE 2</th>
<th>PHASE 3</th>
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<tbody>
<tr>
<td>Feb 1 - May 31</td>
<td>Jun 1 - Jul 31</td>
<td>Aug 1 - Sep 15</td>
</tr>
<tr>
<td>Up to 2 resubmissions</td>
<td>1 resubmission</td>
<td>No resubmissions</td>
</tr>
</tbody>
</table>

Submission period opens Feb 1
Submission period closes Sep 15

Use your resources
Helpful tools and resources are available to assist in developing, preparing and submitting courses for "a-g" approval:

- **Video tutorials** - A series of video tutorials provide step-by-step instructions on how to submit new courses for “a-g” review.
- **Sample courses** - Registered users can access the repository of approved “a-g” courses including the submitted course content for approved “a-g” courses.
- **Webinars & more** - The High School Articulation unit conducts webinars and other presentations focusing on “a-g” course development and submission.

Register for the A-G CMP
All new courses and course list updates are submitted using the A-G Course Management Portal (CMP). Instructors and administrators can individually register for the A-G CMP and create their own login credentials.
NEW COURSE SUBMISSION FORM

The 4 scenarios
There are four different types or scenarios of new course submissions:

1) **Adopt a program course** - Select if adopting an approved course from a program granted UC program status
2) **Adopt an online publisher course** - Select if adopting an approved course from an online course publisher
3) **Model after another institution’s course** - Select if modeling after a course that is approved at another high school
4) **Add a brand new course** - Select if adding a brand new course and the course does not fall within one of the categories above

For scenarios 1-3, content from the institution’s original submission will populate the new course submission form fields and, in certain cases, can be modified as needed.

Updates can also be made to existing, approved “a-g” courses such as revising a course, archiving a course and activating an archived course.

Basic course information
The new course submission form will request the following basic course information:
- Course title
- Transcript abbreviation(s)
- Course codes (optional)
- Length of course
- A-G subject area and discipline
- Grade level(s)

INTEGRATED (ACADEMICS/CTE) COURSES
Integrated courses that combine the content and skills of traditional academics with contextualized learning in career technical education can select the course’s targeted industry sector and career pathway.

HONORS COURSES
Courses seeking the UC honors designation will be prompted to include the course’s non-honors equivalent if required by the course’s subject-specific honors course criteria.

ONLINE COURSES
If the primary instructional method of a course is delivered through Internet-based methods, with time and/or distance separating teacher and student, an online course self-assessment must be completed before continuing with the submission.
Course description
The Course Description is one of the most important components of the new course submission form. Use this section to emphasize the core knowledge and skills students are expected to learn in the course, including concepts, theory and texts. There should be clear evidence of the course’s level of rigor and the development of essential critical thinking skills.

The Course Description is comprised of three sections:

COURSE OVERVIEW
The Course Overview provides a snapshot of the course’s content for users browsing courses in the Course Search section. You will be asked to provide a brief summary (3-5 sentences) of the course’s content.

PREREQUISITES & CO-REQUISITES
Prerequisites provide insight to the foundational coursework and skills expected of students before taking the course under "a-g" review.

Co-requisites provide context to the coursework students will be simultaneously completing with the course under "a-g" review.

COURSE CONTENT
The Course Content section will request for information in a unit-by-unit style. For each unit of the course, you will be asked to provide:

1. A brief description (5-10 sentences) of topics to be addressed that demonstrates the critical thinking, depth and progression of content covered.
2. A brief summary (2-4 sentences) of at least one assignment that explains what a student produces, how the student completes the assignment and what the student learns.

UC does not have guidelines or expectations for the number of units a course should have and the length of the unit descriptions will vary depending on the number of units in the course.

Courses seeking the UC honors designation will also be required to provide a short description of the course’s comprehensive final exam or culminating project.

Course materials
Provide the course materials students use and analyze. Course materials help UC understand what materials are used to support student learning and the delivery of this course.

Examples of course materials include:

- Textbook
- Literary text
- Manual
- Periodical
- Scholarly article
- Website
- Primary document
- Multimedia
AFTER YOU SUBMIT

Watch for an e-mail confirmation

Once a course is forwarded to the institution’s “a-g” course list manager or submitted to UC for “a-g” review, the course’s author and the institution’s “a-g” course list manager will receive an e-mail confirmation. The course will also appear in the My Courses section in the A-G Course Management Portal.

Recall a submitted course

If changes need to be made to course once it is submitted, the course can be recalled using the A-G CMP so long as a UC analyst has not yet checked out the course for review. Please note that when a recalled course is submitted again, it will be placed at the end of the course queue.

Wait for the results

All new course submissions are placed in a queue in the order received and reviewed by one of our analysts. New courses are generally reviewed within two to four weeks of submission. However, depending on the time of year and volume of submissions, it may take longer.

When a course completes the review process, an email notification with the results of the course review is sent to the course's author and institution's “a-g” course list manager. The results of a course review, in addition to the analyst's comments, will also be available in the My Courses section in the A-G CMP.

Resubmit, if needed

Some courses do not earn “a-g” approval when initially submitted. Institutions are encouraged to resubmit these courses after making modifications to the submission based on the analyst’s comments. Once submitted, resubmissions are automatically placed at the front of the original analyst’s queue allowing a quicker turnaround.

QUESTIONS? CONTACT US!

E-mail: HSArticulation@ucop.edu
Voicemail: (510) 987-9570
# General A-G Course Evaluation Rubric

## 1. Course Description

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>SUGGESTIONS/EXAMPLES OF EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1. Provides a brief description of the course.</td>
<td>1.1. A description similar to one found in a school’s course catalog for administrators, parents and/or students.</td>
</tr>
<tr>
<td>1.2. Focuses primarily on the course content.</td>
<td>1.2. A short paragraph describing the course content rather than instructional strategies, assessments or rationale. It includes what is covered in the course and briefly describes the expected results. A simple list is insufficient.</td>
</tr>
</tbody>
</table>

## 2. Textbooks/Supplemental Materials

NOTE: Visual and Performing Arts, Advanced Placement or International Baccalaureate courses do not require textbooks.

<table>
<thead>
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<tbody>
<tr>
<td>2.1. Includes a list of Primary and Secondary Texts. (List additional books by clicking &quot;Additional textbooks&quot; on the course submission form.)</td>
<td>2.1. A list of core textbooks (and literature when applicable), including the edition, publication date, publisher and author(s). List includes if and when each text is read entirely or as an excerpt. For online texts or non-standard material, include the title of the material (or webpage) and the URL.</td>
</tr>
<tr>
<td>2.2. Includes a list describing the key Supplemental Instructional Materials utilized throughout the course.</td>
<td>2.2. Following the textbooks section is a list of key resource materials (e.g., supplemental readings, articles, websites, technology/multimedia). It is indicated if and when each material is used in part or in entirety. The Supplemental Materials list also includes only the major URLs utilized during the period of instruction.</td>
</tr>
<tr>
<td>2.3. All materials support the delivery of the curriculum.</td>
<td>2.3. All texts/materials appear later in the outline section of the template, which clearly demonstrates how and why each material is utilized for a particular unit.</td>
</tr>
</tbody>
</table>

## 3. Course Purpose

<table>
<thead>
<tr>
<th>CRITERIA</th>
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<tbody>
<tr>
<td>3.1. Briefly explains course-wide objectives (critical learning goals) and overall student outcomes (mastery levels of content and skills).</td>
<td>3.1. A clear summary of the course-wide concepts students learn to understand and the skills they accomplish throughout the course. Demonstrates the level of rigor with explanations of how certain skills apply to a concept. Write-up uses active verbs (e.g., “Students analyze” instead of “Students will be able to analyze”).</td>
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</table>

## 4. Course Outline

<table>
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<tr>
<th>CRITERIA</th>
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</thead>
<tbody>
<tr>
<td>4.1. Based on a solid academic foundation, the depth and appropriate breadth of content are clear.</td>
<td>4.1. The outline should clearly describe, with relevant examples, the core knowledge and skills students are expected to learn (e.g., key concepts, theories). Examples and descriptions should make clear the level of academic rigor, and how the course will lead to the development of essential analytical and critical thinking skills.</td>
</tr>
</tbody>
</table>

[http://www.ucop.edu/agguide/updating-your-course-list/files/A-G%20Course%20Eval%20Rubric.pdf](http://www.ucop.edu/agguide/updating-your-course-list/files/A-G%20Course%20Eval%20Rubric.pdf)
4.2. Provides adequate detail about the course’s major themes, topics and sub-topics. Demonstrates a sequence of teaching and learning experiences that increases in depth and complexity over time.

4.3. Includes detail about the range and types of work the students analyze, create and discuss.

4.4. Connections between content with curricular activities and instructional strategies are apparent.

4.5. In addition, for Career Technical Education (CTE) Integrated courses, demonstrates how content from both areas of study contribute to the student achievement of learning outcomes.

5. Key Assignments

<table>
<thead>
<tr>
<th>CRITERIA</th>
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</thead>
<tbody>
<tr>
<td>5.1. Detailed descriptions of all key assignments.</td>
<td>5.1. Includes key learning activities and projects that students are required to complete. A list that briefly explains the key recurring homework and classroom assignments (e.g., worksheets, reading texts, journal) should be listed at the top. Exams or assessments (or lab activities for science courses) are NOT included here.</td>
</tr>
<tr>
<td>5.2. Each key assignment supports and/or reinforces the corresponding unit topic and goals.</td>
<td>5.2. Key assignments clearly link to and address topics of instruction mentioned in the outline. They are organized under corresponding unit headings.</td>
</tr>
<tr>
<td>5.3. The knowledge and skills students acquire when completing each assignment are described in detail.</td>
<td>5.3. Each activity specifies what the students do and what they turn in. For example, presentations state how the students create their work and how they are expected to make their presentations. This section should NOT include student instructions regarding the execution of assignments (e.g., formatting, timeliness). Write-up uses active verbs (e.g., “Students analyze” instead of “Students will be able to analyze”).</td>
</tr>
<tr>
<td>5.4. When applicable, the culminating project demonstrates a “learning progression” continuum.</td>
<td>5.4. The culminating project clearly explains all parameters involved with the work students are expected to accomplish. It demonstrates how this work requires a high-level of student proficiency of the overall course material.</td>
</tr>
<tr>
<td>5.5. In addition, a CTE integrated course’s key assignments should demonstrate how and when elements from one area of study tie to and/or build on elements from the other area of study.</td>
<td>5.5. Explains how assignments correspond to “a-g” and career-related content and reinforce student achievement in both areas. It is clear how students learn to understand the real-world applicability of academic concepts and technical skills.</td>
</tr>
</tbody>
</table>

http://www.ucop.edu/agguide/updating-your-course-list/files/A-G%20Course%20Eval%20Rubric.pdf
### 6. Instructional Methods and/or Strategies

<table>
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<tr>
<th>CRITERIA</th>
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</thead>
<tbody>
<tr>
<td>6.1. Directly supports and/or reinforces the primary focus and goals of each unit.</td>
<td>6.1. Explains how each method or strategy clearly supports topics in the outline and helps prepare students for the key assignments and assessments of each unit. Demonstrates how the increase in complexity of concepts and skills through the course are supported by each method.</td>
</tr>
<tr>
<td>6.2. Indicates how the chosen methods and/or strategies support student learning.</td>
<td>6.2. Describes in detail the chosen types of teaching strategies (e.g., direct instruction, visiting speaker, project-based learning, service-learning, internships) supplement the instructional materials (e.g., texts, source documents, videos) and assessment methods (e.g., tests, essays, group projects, portfolios). Explains why certain methods/strategies are designed for the entire class, small groups and individual students.</td>
</tr>
<tr>
<td>6.3. In addition, for CTE integrated courses, demonstrates the strategies utilized for deepening the understanding of theoretical concepts and achieving learning outcomes.</td>
<td>6.3. Explains the various strategies utilized to support both areas of study. Usually explains the experiential strategies intentionally designed to motivate, challenge and support students in making their own academic to real world connections.</td>
</tr>
</tbody>
</table>

### 7. Assessments Methods and/or Tools

<table>
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<tr>
<th>CRITERIA</th>
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</tr>
</thead>
<tbody>
<tr>
<td>7.1. Demonstrates the assessment of student proficiency in the subject matter.</td>
<td>7.1. Explains the intent of each assessment method and/or tool. It is clear how the teacher assesses the evidence of competency of student outcomes (e.g., acquired knowledge, skills, vocabulary) for each unit and overall student learning in the course.</td>
</tr>
<tr>
<td>7.2. Assessments are aligned with all course components.</td>
<td>7.2. All assessment methods and/or tools demonstrate direct support and reinforce each unit’s main topics, goals and purpose. Information included here is consistent with the information included in the outline and key assignments sections.</td>
</tr>
<tr>
<td>7.3. In addition, for CTE courses, demonstrates appropriate assessment of contextual learning as well as assessment of technical and 21st century skills.</td>
<td>7.3. Explains how various methods assess the experiential learning opportunities and the mastery of technical and 21st century skills designed with real-world applications. This type of contextual learning should challenge students to utilize critical thinking (e.g., deep thought, investigation), creativity, communication and collaboration, which are key elements of the 21st Century skills framework.</td>
</tr>
</tbody>
</table>

http://www.ucop.edu/agguide/updating-your-course-list/files/A-G%20Course%20Eval%20Rubric.pdf
### Sample Course

<table>
<thead>
<tr>
<th>Contacts</th>
</tr>
</thead>
</table>
| University of California Curriculum Integration (UCCI) Institute  
Sarah Ficellibus, UCCI Program Manager |
| Street Address:  
1111 Franklin Street  
Oakland, CA 94607 |
| Mailing Address:  
1111 Franklin Street  
Oakland, CA 94607 |
| Phone: (510) 287-3349  
Web Site: ucci.ucop.edu |

<table>
<thead>
<tr>
<th>2. Course Contact</th>
</tr>
</thead>
</table>
| Teacher Contact: Katie Leslie  
Position/Title: UCCI Projects Coordinator  
Phone:  
E-mail: katherine.leslie@ucop.edu |

### A. COVER PAGE - Course ID 445748

| 1. Course Title | Journey for Justice in America (UCCI) |
| 2. Transcript Title/Abbreviation | Journey for Justice in America (UCCI) |
| 3. Transcript Course Code/Number | No |
| 4. Seeking Honors Distinction? | No |
| 5. Subject Area | Subject: History / Social Science  
Category: American Government / Civics |
| 6. Grade Level(s) | 12 |
| 7. Unit Value | 1.0 (one year, 2 semesters, or 3 trimesters equiv.) |

| 8. Previously Approved |
| Was this course previously approved by UC? | No |
| 9. Is this course classified as a Career Technical Education course? | Yes  
Name of Industry Sector: Public Services  
Name of Career Pathway: Legal and Government Services |
| 10. Brief Course Description |
| Journey for Justice in America is a course designed to provide students with the necessary skills and content knowledge in American Government to pursue a career in the government services and legal sectors, as well as become informed, active citizens in their respective communities. Students will understand the principles on which the United States was founded, the structure of government at the federal, state and local levels, the individual and civil liberties needed to |

maintain a democratic society, and the way in which order is maintained through law enforcement and the judiciary.

11. **Pre-Requisites**
   (Required)
   (Required)

12. **Co-Requisites**
    (Recommended)
    (Recommended)

13. **Context for Course**

   This is an integrated course integrating History/Social Science content with a focus on Public Services--Legal and Government Services specifically. The course is designed to help students develop a thorough understanding of American Government through a course rich in connections to Public Services that will generate interest in History/Social Science and increase student success. The applications throughout the course allow students to see the connection of American Government structures as they apply to a career in Legal and Government Services. This course could be part of a Public Services academy in a sequence of Legal and Government Services courses.

14. **History of Course Development**

   This course was developed at the Fall 2010 University of California Curriculum Integration (UCCI) Institute focusing on subject area "a" History/Social Science and the Career Technical Education (CTE) industry sector of Public Services. It has been challenging for educators to find and develop linkages between some CTE sectors and certain academic disciplines, including English, history/social sciences, and mathematics. To address these challenges, the University of California created the UCCI Institute to focus on subject areas that have proven to be difficult to develop integrated curriculum. Over sixty California high school English and CTE instructors, administrators, curriculum specialists, and UC staff were assembled into teams and challenged to develop innovative model courses that infuse core foundational math concepts with relevant career technical elements.

15. **Textbooks**

   **TEXTBOOK 36689**
   - Title: District-approved U.S. Government textbook
   - Edition: consult district
   - Publication Date: consult district
   - Publisher: consult district
   - Author(s): consult district
   - URL Resource:
   - Usage:
     - Primary Text
     - Read in entirety or near entirety

16. **Supplemental Instructional Materials**

   **Supplemental Materials/Resources:**

   Pertinent government documents, such as the Constitution, the Bill of Rights, Articles of the Confederation, etc.
   Excerpts from Code of Hammurabi, Magna Carta, Montesquieu's Spirit of the Laws, Locke's Second Treatise on Government, Federalist Papers, Articles of Confederation, Rousseau’s The
Sample Course

Social Contract and Hobbes' Leviathan
Excerpts from penal codes, such as: the State of California, Plymouth Colony, and Salic codes
Landmark Supreme Court Cases, such as: Mapp v. Ohio, New Jersey v. TLO, Miranda v Arizona,
States
Stories from high profile media cases, such as: Rodney King, O.J. Simpson, etc.
Legal brief: Marbury v. Madison
Industry specific guest speakers
Various field trips, such as, to a court proceeding, the police station and district attorney's office
Textbook, publications, and Internet resources for additional information on related topics and
events as needed.

B. COURSE CONTENT

Course Purpose
The purpose of this course is to engage students in the challenges that groups face when
creating, maintaining and enforcing a government created by and for the people while providing
students with a forum to affect change, plus exposing them to the numerous career opportunities
in the government, legal, and protective services sectors. One important goal of the course is to
ensure that students find avenues in which they can be active members of a civil society and
understand the role that citizens play in maintaining a constitutional republic. Students should
understand that power is derived from the people and the legitimacy of law enforcement, the
courts, and political leaders is dependent upon public trust in the institutions that govern.

Course Outline

Unit I: We the Students: Creating Our Government

In this unit, students will create a class government and system of justice that is based upon the
principles and structure of the United States Government. To ensure an understanding of how
governments are created and organized, students will discuss and analyze founding documents
and differing systems of government. They will also establish rules and consequences, discuss
how those rules are interpreted and how they will be enforced. Students will establish a penal
code and evaluate theories of justice that they will apply to their classroom government. Students
will then compare and contrast their classroom rights with those found in the Bill of Rights.

Understanding Government
Use cognitive, critical thinking to analyze and evaluate proposals that represent solutions to
problems of self-governance in a classroom community in order to understand the fundamental
principles, purpose, and values of American democracy.
Consider how other forms of government (authoritarianism, monarchy, parliamentary) would differ
in respect to criminal justice.

Explain the fundamental principles and moral values of American democracy as expressed in the
U.S. Constitution and other essential documents of American democracy.
Analyze the influence of ancient Greek, Roman, English, and leading European political thinkers
such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, and William Blackstone on
the development of American government.

Explain how the U.S. Constitution reflects a balance between the classical republican concern with
promotion of the public good and the classical liberal concern with protecting individual rights.
Discuss how the basic premises of liberal constitutionalism and democracy are joined in the

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Declaration of Independence as "self evident truths." Explain how the Founding Fathers' realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in the Federalist Papers.

Branches of Government
a. Describe the systems of separated and shared powers, the role of organized interests, checks and balances, the importance of an independent judiciary, enumerated powers, rule of law, federalism, and civilian control of the military.
b. Maintain a constant awareness of potential problems in a classroom community while identifying the need for the roles and responsibilities of the three branches of government, the need for checks and balances, and the need for a process to amend the constitution.
c. Promote common objectives of problem-solving and protecting classroom values by creating a "penal code" for the class.
d. Initiate and develop a system of procedures for enforcing laws.
e. Devise a system of corrections that furthers the purposes and values of the classroom community.

Bill of Rights
a. Understand the purpose and meaning of constitutional rights and civic responsibilities.
b. Understand individual protections by creating a classroom Bill of Rights.
c. Understand that the Bill of Rights limits the powers of the federal government and state governments.
d. Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured.
e. Discuss the individual’s legal obligations to obey the law, serve as a juror, and pay taxes.
f. Describe the reciprocity between rights and obligations; that is, why enjoyment of one’s rights entails respect for the rights of others.

The Constitution
a. Demonstrate effective leadership and team-building skills by holding a convention to adopt and ratify a classroom constitution.
b. Formulate a process for amending the classroom constitution and explain the process through which the U.S. Constitution can be amended.
c. Discuss Article I of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators, election to office, the roles of the House and Senate in impeachment proceedings, the role of the vice president, the enumerated legislative powers and the process by which a bill becomes a law.
d. Discuss Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office and the enumerated executive powers.
e. Discuss Article III of the Constitution as it relates to judicial power, including the length of terms of judges and the jurisdiction of the Supreme Court.

Unit II: Knowing, Exercising and Protecting My Rights

Students will examine and analyze the effects of landmark Supreme Court cases in regards to the 4th, 5th, 6th, and 8th Amendment rights. Students will interpret an event from the perspective of criminal justice professional and the role law enforcement plays in both implementation and protection of the rights contained in the above amendments. Additionally, students will explore and implement the skills necessary to effectively carry out their respective roles and allocated powers in the classroom government. Emphasis will also be placed on the students’ evaluation of the influence media has on the public's perception of crimes. During this specific segment of
instruction, the instructor is encouraged to invite industry specific guest speakers to supplement
instruction, such as a law enforcement trainer who can provide detailed instructions for completing
a proper police report.

**Maintenance and Enforcement**

a. Understand and apply due process rights from both an individual perspective and that of a
criminal justice professional.

1. Understand how the Supreme Court becomes involved in the appeals process for criminal and
civil matters relative to the constitutionality of judicial actions.

2. Explain how Supreme Court rulings affect law enforcement personnel during criminal
investigations. Demonstrate knowledge of the structure and function of legal briefs: facts, issue,
rule, analysis, and conclusion (FiRAC). Understand the development of Case Law resulting from
Supreme Court decisions.

3. Examine and demonstrate knowledge of due process relating to crimes and preliminary
investigation.

4. Review and demonstrate the use of pertinent documentation and their related amendments,
including: search warrants (4th Amendment), police reports (14th Amendment), legal briefs (6th
Amendment), interrogation statements (5th Amendment), and habeas corpus writs (4th
Amendment).

5. Examine and understand the basic contents and formats of police documents, including reports,
search warrants, and arrest warrants (Guest speaker from law enforcement may be introduced to
develop content)

b. Examine ethics, morals, and standards in a criminal justice context.

c. Appraise the effect of the media on public perception of crime and on the criminal justice
process.

1. Analyze high profile cases, such as the Rodney King case.

2. Consider the affects of media coverage on police, courts, and corrections.

**Fourth Amendment: Right of freedom from unreasonable searches and seizures**

a. Understand the exclusionary rule was established through Mapp v. Ohio on the state level;
identify its significance to law enforcement.

1. Responsibilities of law enforcement in the seizure of evidence.

b. Understand the concepts of probable cause and specificity, and their application pursuant to a
warrant and other subsequent limitations pursuant to the Fourth Amendment.

1. Understand the particularity of the items to be seized and searched.

2. Understand the issues of “plain view” seizures vs. illegal searches.

3. Understand how illegal searches fall under the Exclusionary Rule.

c. Examine the court case, New Jersey v. TLO (a minor); understand how search and seizure
rights do or do not apply within a school system.

**Fifth Amendment: Right of freedom from self-incrimination**

a. Examine the Miranda v. Arizona case and its impact on law enforcement and the accused.

1. Explain how Supreme Court rulings affect law enforcement personnel

2. Identify and apply laws and procedures for interrogations.

3. Identify processes for gathering electronic or documentary evidence upon arrest.

b. Distinguish the difference between custodial and non-custodial interrogations.

1. Understand how non-custodial questioning is not protected by the Fifth Amendment.

2. Examine case law establishing how the Miranda Warning applies only after an arrest and/or
custody (Guest speaker from law enforcement may be introduced to enhance the instruction
relative to interrogations and their conduct).

**Sixth Amendment: Right to a speedy trial by an impartial jury, counsel, to face one’s accuser and the evidence presented**

a. Examine the Gideon v. Wainwright case; understand its implication for criminal justice
professionals.
1. Evaluate the impact the case had on the creation of Public Defenders and role of the District Attorney.
2. Examine the adversarial relationship between the Prosecution and Defense: direct and cross-examinations, testimony, rules and presentation of evidence, opening and closing statements. (Guest Speaker from the law profession may be introduced to discuss the context of trial procedures)
   a. Examine the Hernandez v. Texas case; examine its implication on jury selection and composition.
   b. Describe the meaning of “jury of peers”
   c. Evaluate the influence of media on the judicial process and its impact on cases, such as, the O.J. Simpson case.

Eighth Amendment: Freedom from cruel and unusual punishment
   a. Examine the Roper v. Simmons case; analyze its effect on juvenile justice and the death penalty.
   b. Define cruel and unusual punishment
   i. Explain how punishments must fit crimes.
   ii. Explain how the Supreme Court considers public opinion and its interpretation of the law.
   c. Understand sentencing guidelines established through mandates and precedent; define the impact they have on the judges and correctional officers.
   d. Examine the media’s effect on high-profile cases, such as: Â Kobe Bryant, Scott Petersen, and celebrity offenders (e.g. Lindsay Lohan).

1. Examine the effects of the “Three Strikes” Law in the State of California and its impact on the correctional system, and on judicial discretion (Guest Speaker, such as a Correctional Officer, may be introduced to discuss the impact of sentencing on the Correctional System).

Unit III: Knowing and Protecting our Liberties and Securities

Students will understand the need for a balance between civil liberties and national security within the context of American government. Students will develop their own concept of this balance through the evaluation of law enforcement perspectives on controversial issues. Using this concept, the class will develop a national security policy and use the classroom Bill of Rights in Unit I to refine interpretations to each amendment based on situations within the unit. The final judgment on interpretations will be determined by those students who are appointed to the classâ€™ Judicial branch. Introduction to Civil Liberties versus Security
   a. Examine the delicate balance between Liberty and Security and demonstrate how events such as September 11th, 2001 impact the daily life of citizens and law enforcement.
   b. Examine how law enforcement determines security risks
   c. Discuss other events such as Oklahoma City Bombing (1995), and the Fort Hood Shooting (2009)
   d. Understand racial profiling and religious freedom
   e. Examine communications monitoring on cell phones and Internet
   f. Analyze the effects on gun control laws and citizen reactions
   g. Analyze the effects on travel and personal privacy with regards to new technologies used such as full body scans as compared to physical pat downs

First Amendment issues relative to national security
   a. Discuss free speech as it applies to the “clear and present danger” exception rule determined in the case of Schenck v. the United States.
   b. Analyze examples of limitations on free speech in daily activities
   c. Discuss examples of free speech which incite violence such as that leading to the murder of Dr.
George Teller

3. Examine the parameters in which law enforcement determines how speech is considered legal or illegal
   a. Understand the duty of the courts and police in protecting free speech rights of all citizens.
   1. Examine how the following are related to Civil Liberties and Security:
      i. African American police officers protecting KKK members during a rally in New York City.
      ii. Police officers protecting abortion clinics without regard to political or religious belief.

Second Amendment issues relative to national security
   a. Examine the June 2010 Supreme Court ruling regarding the application of the Second Amendment to individuals.
   1. Discuss the formation and legality of citizen militias and their right to bear arms
   2. Analyze possible implications of gun control laws on society and crime rates
   3. Examine the dynamics of case law on law enforcement’s attempt to control gun violence
   b. Evaluate the impact of gun control laws on the law enforcement community.
   1. Understand the balance between protecting the community and aiding law enforcement, without infringing upon the right to self-protection

Fourth Amendment issues and national security, with regard to the “Patriot Act”
   a. Evaluate the constitutionality of Internet “trawling” in regards to terrorism.
   1. Understand rights to security and privacy in one’s personal papers and effects.
   2. Debate on the level of intrusion people are willing to accept in exchange for public safety.
   3. Examine results of illegally or improperly obtained evidence and the admissibility of that evidence discovered (Exclusionary Rule).
   4. Discuss the burden placed on law enforcement to ensure propriety of searches and seizures (A Guest Speaker may be introduced from local law enforcement, with emphasis on the persons involved in the collection of evidence, such as Crime Scene or Evidence Technicians. These professionals can introduce the students to the proper methods of evidence collection and its investigation).

Effects of security concerns and the creation of new careers
   a. Understand the reorganization of government security agencies post-September 11th
   2. Understand the role of the Transportation Security Administration and the role of the agents in securing the safety of the United States.
   3. Discuss how the Customs and Border Patrol agents perform their duties relative to the control of undocumented persons crossing into the United States.
   4. Evaluate the burden placed upon law enforcement at the state and local levels in consideration of the Homeland Security Act.
   5. Examine the many new employment opportunities available as a result of the Homeland Security Act (Introduction of Guest Speaker from one of the agencies within the Department of Homeland Security may be utilized to explain the role of the agents relative to national security).

Unit IV. Government in Action

Students will understand the Federal, State, Local levels of government, law enforcement jurisdictions and the roles they play on each level. This unit focuses on developing and articulating reasoned, persuasive arguments that support specific public policy positions with an emphasis on critiquing the abundance of laws by examining the California Penal Code and local ordinances. Students will analyze the processes from which laws are created, the importance of abiding by laws once created and enforcement of the laws. Students will understand the
obligations of civic-mindedness including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative services.

**Active Citizens and Interest Groups**

a. Demonstrate an understanding of sources of conflict among constituents and the governing body of peers

1. Understand civic duties of all citizens living in a democratic society. Â For example, obeying the law, serving as a juror, and paying taxes.
2. Understand the importance of civic-mindedness in voting, being informed on civic issues, volunteering, and performing public service

b. Demonstrate an understanding of how public policy is formed and implemented through Public Officials.

c. Understand the appropriate application of laws, common rules, and standards and recognize actions in violation of laws, rules, and standards and how it is related to Law Enforcement.

1. Discuss differences between, local, county, state, and federal levels of law enforcement.
2. Examine the importance of Internal Affairs as a check and balance on the law enforcement profession and accountability to the public.

   i. Discuss morals and ethics in law enforcement.

**Federal Level**

a. Understand the means that citizens use to participate in the political process and federal elections

1. Analyze the significance of voting rights and their impact on national issues.
2. Understand the significance of Constitutional, Statutory, Regulatory, and Case law, and how they are established and their impact on federal law enforcement.

1. Examine the Bill of Rights focusing on the 4th, 5th, 6th, and 8th Amendments and their specific role as applied to law enforcement at every level.
2. Examine the investigative responsibilities for the various federal law enforcement agencies.
3. Identify the economic, political, and social trends that affect the federal courts, law enforcement, and corrections.

1. Examine the 18th Amendment, Volstead Act, and its significance in context of amending the 21st Amendment both due to public opinion.
3. Examine the Alcohol Prohibition Act in depth and how it evolved from social demands placed on the government, via legislation.
4. Examine the Roe v. Wade case (1973) and how the ruling has impacted social trends.

**State Level**

a. Understand the means that citizens use to participate in the political process and state elections

1. Examine the political aspects of elections for a local sheriff as compared to the appointment of a police chief

b. Understand the significance of State Constitutional, Statutory, and Regulatory Propositions and Laws

1. Examine and analyze California Propositions 215, 19, and 8.

c. Understand the economic, political, and social trends that affect the state courts, law enforcement, and corrections

1. Examine the current local impacts on law enforcement, county jails, and the courts.
2. Examine current relevant trends such as the economic recession, changing laws, and community perceptions of the law enforcement community. Â

(Examples may include the shooting death of Oscar Grant by BART police, the effects of the housing foreclosure crisis which affected law enforcement, the effects of state budgetary deficits affecting the inmate populations and the issue of early releases for convicted felons. A Guest Speaker from a local homeless shelter or womenâ€™s center may be introduced to discuss the current trends relative to the community and law enforcement).

**Local Level**
a. Understand the means that citizens use to participate in the political process and local election.
   1. Discuss how the local elections may affect budgets for law enforcement and their service to the community.
   2. Discuss the significance of Local Statutory Laws and how they are established.
      1. Examine how the creation of Ordinances and Laws.
   3. Discuss how local law enforcement can participate in the creation of the ordinances as well as in the enforcement of them. (An example may include the non-association injunctions placed against gang members in a specific area and how law enforcement may supply statistical data to support these injunctions.)
   4. Identify the economic, political, and social trends that affect the local courts, law enforcement, and corrections.
      1. Discuss how local officials and law enforcement are directly connected to the political trends and economic conditions of a community.
      2. Examine how a Community Policing philosophy creates a connection between law enforcement and the community in order to negate isolation or separation.
      3. Examine how the court process is affected by the community, at the local and state levels. (A Guest Speaker from local courts or law enforcement may participate to discuss local issues involving the community.)

Interest Groups and Community Partnerships
a. Evaluate the process and impact on law making: grassroots, campaigns, and political effects.
   1. Discuss how interest groups can impact the political climate at the local, state, and federal level, which can in turn impact the law enforcement community.
   2. Examine different community ideals and values; examine their affect on how law enforcement performs its duties.
      i. Compare the law enforcement duties of the Beverly Hills Police Department with the Los Angeles Police Department (additional comparisons may be used).
      ii. Compare law enforcement duties for a rural county sheriff with a large county sheriff; such as, Humboldt County and Alameda County.

Writing Assignments
Unit I Writing Assignments:
ESTABLISHING A CLASS GOVERNMENT: Once students are familiar with the different systems of government, they will address the following questions in a Socratic seminar/discussion: Who decides what the rules will be? Who determines the punishments? Who decides what the rules mean? Who decides what is fair? Who enacts and enforces the rules? At the end of the seminar, students will need to process the ideas that were discussed through a one-page written reflection that both summarizes the various responses to the questions and evaluates the group position.
SOCIAL CONTRACT THEORY: Students explore philosophies of human nature and evaluate to what extent humans are selfish. Students will read excerpts from Rousseau’s The Social Contract and Hobbes’s Leviathan. Students will respond to the lecture and reading with a one-page written reflection in which they take a stand and defend their position on the two theories. This will provide students with a historical understanding of political philosophies that influenced the style of governments in Europe.
THE BILL OF RIGHTS ASSIGNMENTS: The Bill of Rights guarantees citizens certain rights. A Students will write a one-page report discussing the reciprocity between those guaranteed rights and the accompanying responsibilities.
CLASS BILL OF RIGHTS PREPARATION: Students will participate in a Socratic seminar that will address the following questions in order to prepare for their creation of a class Bill of Rights: What rights should we have? What do we do if we have a conflict between the decision makers? What if a decision maker violates our rights? What if our rights conflict with the rights of others? Once completed, students will write a two-page reflection on the rights that their class should have or
not have.
BRANCHES OF GOVERNMENT: Articles I, II, and III of the Constitution: These three articles establish the branches of government; students will understand the requirements of each branch, as well as the powers of each branch by writing a one-page summary of each article.
THEORIES OF JUSTICE: Students will write a two to three-page essay, in which they evaluate the theories of justice and determine which theory they believe to be the most effective. Students will need to address both the positive and negative effects of each type of theory. A
THE AMENDMENT PROCESS: Students will explain, in a two-page report, the process through which the U.S. Constitution can be amended.

Unit 2
THE PRISONER’S DILEMMA: To follow up on theories of human self-interest, students will respond in writing (a minimum of one page) to a scenario in which they have to weigh the costs and benefits of cooperating with law enforcement. This is a game of logic and requires students to think about how humans create systems and design laws. THE SCENARIO: Two suspects are arrested by the police. The police have insufficient evidence for a conviction, and, having separated both prisoners, visit each of them to offer the same deal. If one testifies for the prosecution against the other (“betrays”) and the other remains silent (“cooperates”), the betrayer goes free and the silent accomplice receives the full twenty-year sentence. Â If both remain silent, both prisoners are sentenced to only five years in jail for a minor charge. If each betrays the other, each receives a nine-year sentence. Each prisoner must choose to betray the other or to remain silent. Â Each one is assured that the other would not know about the betrayal before the end of the investigation. Â How would you act if you were one of the prisoners? This will reinforce the reasons for creating laws and the system by which to enforce the laws and the selfish nature of humankind.
WRITING YOUR APPEAL: Students will respond to the following prompt: Assume you have been incarcerated at the Central Penitentiary due to the crime related to the mock capital crime presented in class, and you are now acting as a “jailhouse lawyer”. You will review the facts in the case that led to your incarceration. You must write a two-page writ of habeas corpus. In it, you will focus on a way to convince the court of appeals that your incarceration is unlawful because of impropriety, if not illegality, in the investigation at the local level. You must make the best case by remaining focused on what you think is any salient issue which may lead to a re-trial, and/or dismissal of the case.

Unit III
JOURNAL WRITE: Students will write a minimum two-page paper on the introductory issues raised by government responses to September 11th; such as, racial profiling, and internet and cell phone monitoring. Â Students will relate it to their own experiences (or someone that they know) and their desire to be both individually free and safe within our society.
EMERGING CAREERS REPORT: Students will research emerging careers in criminal justice post September 11th and choose one that interests them. They will write a two to three-page report that must include academic requirements, security clearances, job description, and salary range as well as the steps needed to obtain the career. CYBER BULLYING LEGAL BRIEF: Students will analyze cases on cyber bullying in the context of free speech, using the FIRA (Facts, Issues, Rules, Apply, and Conclusion) format used in law schools. They will write a one to two-page legal brief addressed to the Supreme Court on what the “rule” should be to guide decisions in this area. CALL to ACTION (PERSUASIVE ARGUMENT): Using Schenck “Clear and Present Danger”
rule limiting free speech, students must relate it to a group or person that is calling for "action" to "put out" a particular doctor who is performing abortions. Students must then write a two to three-page persuasive argument as to why this rule should or should not apply and share with the class. (This could be extended to forming a rule regarding incendiary classroom speech. Speculate on whether classroom Bill of Rights would need interpretive modification).

LETTER to the EDITOR: Students will write a one-page letter to an editor of a publication on whether an employee can be fired for criticizing a boss on Facebook, basing their argument on law and/or its limitations. SECOND AMENDMENT DEBATE: Students will write a minimum two-page analysis of a debate on gun regulations between two guest Constitutional lawyers or law professionals and two NRA lawyers. Students’s analysis will include the quality of the reasoning, evidence, arguments, and their position on the debate. (Debate could be framed as whether gun control laws aid communities and law enforcement or diminish liberties of law abiding people.) Students will determine, in class discussion, whether the classroom Bill of Rights or Security Policy needs to reflect one of these views.
CLASSROOM OATHS: Students will research oaths taken by police officers and lawyers, write a one-page essay applying one of those oaths to a challenging situation and explain why the oath is necessary. Students will then work together in groups to write oaths for their classroom modeled on the oaths they researched. (For example, consider a challenging, theoretical situation where the officer, while working with another partner, witnesses his partner violating a rule while soliciting a bribe from a citizen. The ethical dilemma for this officer involves the oath taken as a sworn peace officer in upholding and defending the Constitution of the United States and the State of California. What the officer does may affect the public perception of the officers as well as lead to criminal penalties against both officers, if one does not report the incident or does report the incident.)
SECURITY POLICY: The culminating project for this unit will be for the students to design a Security Policy for the class based on the considerations that were raised in the unit. They will write their National Security Plan as a class and also re-evaluate the classroom Bill of Rights. Students will write a National Security Plan as a class. The plan must be at least three pages.

Unit IV Writing Assignments:
KEEPING AN EYE ON “BIG BROTHER:” Students will write a two to three-page expository essay explaining the interrelated relationship that exists between the citizens, publicly elected officials, and law enforcement. This assignment should demonstrate a deeper understanding, and applications of skills, compared to similar writing assignments in previous units—such as an extension to the Social Contract Theory writing assignment from Unit I, or the Security Policy writing assignment from Unit III. Students will understand sources of conflict among constituents, constituent groups, and governing-body peers. Students will understand the importance of respect for ethical principles to encourage mutual regard. Students will understand the appropriate application of laws, rules, and standards and recognize actions in violation of laws, rules, and standards.
LAWS IN ACTION: Students will write a two to three-page expository essay that demonstrates a comprehension of the reasoning for why laws are created, why a law may be amended, or how judicial review creates law. The topic of the essay must be one of the following: the 18th Amendment, the 21st Amendment, or the Roe v. Wade court case. Students will understand the foundation of national and state law and the important elements of trial procedure. Students will use state and federal legal codes to research issues. Students will understand the appropriate
application of laws, rules, and standards and recognize actions in violation of laws, rules, and standards. Students will analyze judicial activism and judicial restraint and the effects of each policy over the decades (e.g., the Warren and Rehnquist courts). Students will explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive order.

RESEARCH IN ACTION: Students will write a three to four-page persuasive essay that compares and contrasts the benefits of conducting debates without adequate research and debates conducted with thorough research. Students will develop and articulate reasoned, persuasive arguments in support of public policy options or positions. Students will marshal evidence in support of a thesis and related claims, including information on all relevant perspectives; convey information and ideas from primary and secondary sources accurately and coherently; make distinctions between the relative value and significance of specific data, facts, and ideas.

BEHIND THE OATH: Students will read different oaths that police officers and lawyers take; they will write a two-page essay applying one of those oaths to a challenging situation and explain why the oath is necessary. Students will then write oaths for the classroom and model those oaths. (For example, consider a challenging, theoretical situation where the officer, while working with another partner, witnesses his partner violating a rule such as soliciting a bribe from a citizen. The ethical dilemma for this officer involves the oath taken as a sworn peace officer in upholding and defending the Constitution of the United States and the State of California. What the officer does may affect the public perception of the officers as well as lead to criminal penalties against both officers, if one does not report the incident or does report the incident.)

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**Key Assignments**

**Unit I: CLASS CONSTITUTION and JUDICIAL SYSTEM:** The overarching assignment for this unit will be the creation of a classroom government with a written constitution and penal code. Students will understand the foundations and influences of a constitutional republic and work together to determine the principles and rules that they would like to see developed in their classroom. Students will take an in-depth look at the United States Constitution and model their classroom Constitution on this. They will also examine past and current penal codes as they create their own system of justice. Students will first create a preamble; this will happen once they have determined their goals and purpose. Students will then organize themselves into branches of government and provide roles and responsibilities of each branch within the class. Students will then discuss ways to amend their Constitution and will include their amendment process in the Articles of the Constitution. The final phase will be the creation of a class Bill of Rights. In addition to the creation of a Constitution, students will create an initial set of laws and establish a penal code. They will need to determine the punishments for each violation and work with the teacher and administration to carry out a restorative system of justice. In order to complete the Unit project, students will engage in the following assignments throughout the unit:

**UNDERSTANDING GOVERNMENT:** As an introductory activity, students will start to analyze concepts associated with the creation of systems of government. Students will use a Socratic seminar format to respond to the following: What are your goals and desired outcomes for this class? What obstacles stand in your way? Why do we have rules/norms? This discussion will require students to think about the process of forming a government and apply those ideas to the creation of their own classroom government.

**FOUNDING DOCUMENTS JIGSAW:** Students will evaluate and analyze historical documents, relating to systems of government in order to prepare for the creation of their class constitution. (Excerpts of the following documents will be included: Code of Hammurabi, Magna Carta, Montesquieu's Spirit of the Laws, and Locke's Second Treatise on Government.) In groups, students will focus on one document; each student will become an "expert" on that document.
Sample Course

Students will then be placed in groups with experts on different documents in each group. Each student will share information and while taking notes on all documents. This is another opportunity for students to gain ideas about government prior to creating their own class government.

AUTOCRACY v. DEMOCRACY (Direct and Representative Government): Students identify examples of each type of rule and differentiate between a direct and representative government. Students will also evaluate the benefits and problems associated with each type of government. This will provide students with the opportunity to incorporate elements of direct and representative government in their class constitution, as well as discuss areas where it could be advantageous to have a single person make decision.

WEAKNESSES of the ARTICLES OF CONFEDERATION: Students will read sections of the Articles of Confederation and will create a presentation of the flaws in the first system of government created in the United States focusing on the weak executive and the inability for the federal government to collect taxes, raise an army, settle disputes, and enforce laws.

SEPARATION OF POWER/CHECKS and BALANCES: Students will review charts and graphic organizers to answer questions that identify the different powers that each branch possesses, as well as the checks and balances each branch can exercise on one another.

LEGAL BRIEF ACTIVITY: Students will complete a legal brief of Marbury v. Madison and evaluate the significance of the case as it applies to judicial review. This activity is designed to provide students with an understanding of where the Supreme Court derived its power of judicial review plus provide a greater understanding of the role of the judiciary.

COMPARE, CONTRAST and CREATE PENAL CODES: Students will compare the Plymouth Colony Penal Code and Salic Codes with current State of California Penal Codes. Students will use these examples to create their classroom Penal Codes. This activity is included in this portion of the unit because students will have an understanding of the role of the legislative branch in creating laws, as well as the executive’s ability to enforce laws.

THEORIES of JUSTICE PROJECT (Deterrent, Incapacitation, Incarceration, Rehabilitation, Retributive, and Restorative): This project is designed to help students build their classroom constitution and set of rules. In groups, students will research and create a visual presentation on one theory of justice and present it to the other groups. Students will be required to take notes on the presentations presented by the other groups.

ROLE OF LAW ENFORCEMENT RESEARCH ASSIGNMENT: Students will research the role of law enforcement in society and present their findings to the class. They will then discuss the role of law enforcement in their classroom constitution.

RATIFYING CONVENTION: Students will hold a convention where they will debate the merits of their class constitution and ensure a successful ratification. Each student will have a role in the development and implementation of the convention as well as participate.

Unit 2: THE JUDICIARY PROCESS:

Students will actively participate in all aspects of the judiciary process:

THE CRIME: A mock capital crime involving community/school members is committed and this crime will be carried from the initial investigations through the appeal process over the course of
the entire unit. Students are assigned roles from different branches (executive, legislative, judicial) and provided with a variety of events that impact individual rights throughout the unit. Assigned roles will be accompanied with scripts delineating their powers and parameters for maintaining and enforcing the rights enumerated in the student Bill of Rights established in Unit I. The initial phase of the project will begin by defining what a police report looks like and what it should contain; this process will be modeled by the teacher. Students, in the role of law enforcement officials, will then use this model to write an initial police report regarding the crime that was committed.

THE INVESTIGATION: Students will first understand the responsibilities of law enforcement officers in the collection of evidence through a lecture on Mapp v. Ohio and the creation of a Legal Brief on this landmark Supreme Court Case. Students will write and serve search warrants, interview suspects and witnesses, and seize relevant evidence. An actual search warrant will be modeled. After examination of the search warrant, students will complete a search warrant.

THE ARREST: Students will understand the rights that are entitled to the accused. They will do this through a lecture and discussion of Miranda v. Arizona. Students will also watch television programs to see how the rights are carried out. Students will obtain probable cause, "Mirandize" the accused in accordance with class procedures established, affect an arrest, interrogate suspects, take statements (interview/interrogation), and suspect will ask for representation at the conclusion of taking the statement.

THE TRIAL: Students will take a field trip to witness a "real" court proceeding and observe the adversarial relationships occurring. Students will then role play the court case for this mock capital crime which will include all aspects of the court system and return a verdict.

THE SENTENCING: Students will role play the sentencing portion of court room proceedings, define the sentence, and carry out the final verdict. Students will learn about the issues of sentencing and the impacts on both the defendant and victims.

Unit III

"TRAWLING" DEBATE: Students will be divided into teams in order to debate government use of Internet and cell phone "trawling" to identify terrorist threats, as well as emergency pre-FISA court searches and confiscations. The teacher will determine which side each team will represent ("for" or "against"). Students will use a minimum of three resources to research the topic in order to prepare for the debate.

SECURITY STRUCTURE: Students will research the security structures at the national, state, and local levels. They will then create a visual representation of these security structures and how they interact with one another.

EXCLUSIONARY RULE: Students will read the exclusionary rule as it applies to the fourth amendment. They will create "situation cards (scenarios)" in groups, pass the cards to another group. That group will have to respond to the scenario distinguishing whether the exclusionary rule or its exception would apply. Groups must present their response to the class and defend their position.

Unit IV:

PROHIBITION DEBATE: Students will participate in a formal debate where students will take either side in the support of or opposition to the Prohibition of Alcohol (the 18th Amendment). Furthermore, upon completion of debate, students will vote on whether they would have supported Prohibition or opposed it given the arguments. Students will then reflect on the 21st Amendment and how it repealed the 18th Amendment largely due to public opinion.

MEDIA IN AMERICAN POLITICS PRESENTATION: Students will research the influence of the
media on American political life and develop an oral or visual representation of their findings. Students must explain how public officials use the media to communicate with the citizenry and to shape public opinion.

PROPOSITION DEBATE: Students will debate one of the following topics: California Propositions: 1996 California Proposition 215, 2010 Proposition 19, or 2009 Proposition 8 using published information, legislative analysis, or judicial review of the propositions. Students will develop and articulate reasoned, persuasive arguments in support of public policy options or positions. Students will use logical constructs to integrate and organize information and anticipate counterarguments. Students will use 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. Students will then conduct an informal vote to decide whether or not the propositions would have passed in the classroom government.

GRAPHICAL PRESENTATION: Students will create a graphical presentation demonstrating the positional arguments for each side of the election for Governor. They will compare and contrast the candidates. The presentation will be completed in a multi-media format and contain primary source information.

OPTIONAL ASSIGNMENT: Students will apply for, and participate in, a local law enforcement’s Explorers/Cadet Program. This hands-on experience will require attendance after school and will provide “real-world” connections to the course. A presentation of Explorers/Cadet experience will be presented to the class at different intervals of the experience from application to work performed in the field. Mentor officers/deputies will provide written documentation regarding attendance, performance ratings (if applicable), and conduct during participation. Students will understand specialized investigative techniques, devices, and equipment to enhance investigation regarding compliance with laws and regulations. The amount of hours of participation will be set by the teacher.

### Instructional Methods and/or Strategies

A wide variety of instructional methods may be used with this course. Some of the most pertinent strategies are: class simulations and role playing, lecture, Socratic seminars/discussion, project-based learning (PBL), student presentations, writing assignments, reading assignments, content-specific videos, class debates, participation in civic activities and elections, reciprocal teaching, think/pair/share, PowerPoint presentations, and Internet research. During specific segments of instruction, the instructor is encouraged to invite guest speakers in order to supplement and/or teach and reinforce the material being covered. A “Career Panel” should be considered to give students a broader understanding of the different law enforcement opportunities which exist. This panel may include representatives from local police, sheriff, probation, corrections, parole, and any federal law enforcement agency. This panel would serve to give students an opportunity to blend their subject matter into the formation of relevant and authentic questions which they derive from this course, and provide them with information about the reality of “life in the field”.

### Assessment Methods and/or Tools

Students will be assessed on each element of their classroom government that will be created as well as:
- In-class debates
- Essays and research papers
- Tests and quizzes
- Visual and oral presentations
- On-going teacher observations and notes
- Questioning to check for understanding
- Group work

https://doorways.ucop.edu/view/servlet.jsf?_flowId=viewPublicCourse-flow&courseld=44574&academicYrKey=17/1/15/2014 12:46:16 PM}
Sample Course

Role playing
Completion of class and homework assignments
Course Description:
This is a college preparatory course that will focus on American dream from its inception to its current state. We will follow a historical, social and literary timelines—essentially we will see how what was going on in history and how this influenced the ideal of what the American dream looked like. Students will read from core and extended literary works to better understand content. We will discuss research and try to gain a better understanding of common literary themes such as coming of age, injustice, war, the roles of women and our identity as a culture and how it's impacted the American dream.

This course will emphasize the continued student development in five core skills: reading, writing, speaking, listening and thinking as well as challenge their creative process. The writing assignments will apply the writing process and emphasize the expository methods. Language and vocabulary are extensions of literature; some vocabulary will be taken directly from the literature we read, some will be in a standalone setting to expose you to vocabulary you may encounter on the SAT or ACT.

Objectives:
Students in Designing the American Dream course will:

- Analyze an author’s explicit and implicit viewpoints
- Formulate personal viewpoints and make claims based on the text
- Edit writing for clarity and proper grammar
- Practice strategies of “on-demand” timed essay tests
- Annotate literature to gain clarity and understanding
- Read and think critically
- Write Rhetorical précis
- Create video, digital projects
- Write a thesis and/or research paper with a coherent argument using valid resources, purposefully placed in-text quotations while demonstrating a control of diction and grammar

Organization
This course is designed to loosely follow a historical timeline. Students will start with the foundation of the United States with the Jefferson’s Declaration of Independence weaving contemporary and classic literary works throughout each semester that challenge what the American Dream looks like and who it was meant for.
**Texts:**
The texts used in this class will be combination of fiction, primary resource documents, and non-fiction. Some of the readings will require you to either purchase; or borrow from the library (school, city). You will be annotating in these texts and you will have turn in the annotated text for credit. You will also be responsible for choosing and obtaining novels to read outside of class.

**Strongly Recommended Materials**
- 1 ½”-2” Three-ring binder (may include other classes as well)
- Spiral bound journal
- Blue/Black Pens
- College-ruled paper
- Sticky-notes (Post-it-notes or any like brand)
- *The Great Gatsby* (4th quarter)
- Valid city library card
- Appropriate or professional email
- *Access to the internet and a computer

*If you do not have a computer at home you will need to build in time to work after school in the library or at the city library to complete any work that requires a computer or the internet.*

**Grade Breakdown** I use a combination of categories and points. Below is the category breakdown by percent.
- Class work: 20%  Test/Quizzes 15%  Essays 30%
- Homework 10%  Projects/Presentations 20%  Extra Credit 5%

**Semester One:**
- Unit One: Identity Culture and the American Dream
- Unit Two: Freedom and Independence
- Unit Three: Individualism Community and Justice

**Semester Two:**
- Unit Four: Race, Gender and Class
- Unit Five: Money, Consumption, and Existentialism
- Unit Six: Aspiration, Failure and Success

This course is guided by essential questions posed at the start of each unit that guide annotation, research and personal reflection. Please see the additional handout for all of the essential questions we will try to cover this year.

**Grading Policies**
Plagiarism: Plagiarism is not tolerated in any form. I expect you to complete your homework, essays, class work and presentations. Group work is hardest most on the students who put all the effort while the ‘grade vampires’ reap the rewards. Once trust is broken it is not easily earned back, do not copy or believe that you will ‘get away with it’. If you are caught you will earn a zero on that assignment and will not be given a chance to make it up.
Late Work:
If you are absent and it’s EXCUSED you have the same amount of time as you were absent. For example, if you were out with the flu for three days you have three days to make up the material we covered in class while you were out. If something is due on one of the days you were absent you must email me your assignment on the due date to receive full credit.

Class Expectations and Rules:
Attendance: I will expect that you attend class every single day we meet. With that being said, I do understand family emergencies, illness or deaths in the family—however, we cannot have someone in your family ‘die’ multiple times due to your inability to be prepared. This course will move quickly and it’s not advised to fall behind. If you are absent you will be required to email me any assignments that are due that day. I suggest you create a study group of dependable people where you can exchange, phone numbers, twitter handles or emails so you can reach out to a reliable friend in case you are absent. If you are consistently tardy I will mark you tardy and if it is excessive you will receive a “U” as your citizenship grade. If you are late, walk in quietly, take your seat and prepare to get to work—we do not need an announcement of your late arrival. I do not hand out bathroom passes—you are growing up. I expect you to take care of your personal needs, quickly and without incident. Remember that trust thing I said about completing your own work? —same rule applies here.

Class Environment:
• **Respect others’** belongings and opinions at all times, especially during group and class discussions.
• **Respect the technology** in the classroom. Using the iPads, Chrome books or your smartphones is a privilege that can and will be taken away if it is being abused. Unless, I ask you to post something on social media (most likely not) there is no need to update, post, text or Instagram anything. #justputitaway
• **Come prepared** for class every day with your notebook, class novels, articles, 3 ring binder, paper, pens, pencils, highlighters, post-its and a planner or calendar. Write what you must do down so you don’t forget.
• **Keep OUR room clean.** You are allowed bottled water or a drink that has a cap. Why? Because bugs really like the stuff you leave behind and just because my last name is Roach doesn’t mean I want them in my room. Diatribes aside, leave the food in your backpack….please. If you have medical issues please see me and we will work something out.
• **Commit to this class.** This class will be difficult, you may go to your counselor to try and switch out. I wouldn’t recommend that—give this class a chance, work hard to meet the expectations, prove to yourself that you can rise to any occasion. I’m your biggest cheerleader and I believe in you.
• **Become an awesome Senior!**

First Homework Assignment (20 points):
Email Mrs. Ordway from your professional/educational email at: bordway@dusd.net
In the body of the email using a narrative form:
Tell me about yourself. Also include what it is, in your opinion that your parents, teachers or friends don’t understand about what’s going on with you academically. What has your past experience in English taught you? Do you need to change the way you approach this class or do you feel like you are walking in well prepared. What are you looking forward to learning about in this class? What should I know about you? What’s your best joke? (Keep it clean—this is a family show)
Essential Questions

**Unit 1**
How is identity affected by the fundamental values of the American Dream and in what ways can this construction be represented through images?

**Unit 2**
How does the story of the struggle for freedom and independence unfold, and how is this unfolding depicted through images?

**Unit 3**
"Where does the American Dream reside, and what role does 'family' play in achieving the 'Dream'? How are the American norms of "family" and "home" depicted through images?"

**Unit 4**
"How is the American Dream written -- how is it written by the individual, and how is it written by the community? How do images portray the relationship between the individual and the community?"
Who am I as an individual? What is the ideal image presented by the media and literature around me and how does this media affect my American dream? What is my own American Dream? How does the American notion of "justice" bridge the tension between individuality and community identity? What is my role in serving my community and being a part the process of enhancing my community? In what ways can I contribute to my community/society to help enable the American Dream to exist, in a broader sense?

**Unit 5**
"What colors represent you and your American Dream, and why? How do images depict issues of race, gender, and class?" How is the intersection of race, gender, and/or class reflected in American essays, poetry and short stories? How are issues of identity, in terms of race, gender, and class, expressed through color in text and film? Which color would you use to represent your personal identity and why? How is this representation related to race, gender, and class, as each is understood in "The American Dream"?

**Unit 6**
"Can you purchase the Dream? How does the American media portray the Dream as a material pursuit? How do some works of American literature treat the Dream as an existential struggle?" How has the pursuit of material wealth been explored by authors and filmmakers throughout American history and to what extent do you identify with this "American Dream?" How has the American media portrayed wealth and the pursuit of wealth in the 21st century, and how has this portrayal progressed since the 19th century?

**Unit 7**
"If you're famous, have you achieved the Dream? What role do images play in perpetuating the allure of high-status and fame?" Is fame the ultimate measure of status and at what point did this social stratification become evident? Are famous people living the American Dream? How has the American media portrayed fame and sold it as a central facet of "The American Dream?" How have the dangers of fame been explored in American Literature? How have contemporary interpretations of fame affected Americans' understanding of fame and its attainability?

Unit 8
"How has the notion of the American Dream been created, sustained, and altered throughout American history, in text and in images? How do I personally define failure and success, and how can I illustrate my own ideas about the American Dream?" What is success in America today? Is it achievable? How can I be successful in achieving my own dream? Has America of present day lived up to the ideals originally set forth in the founding of the nation and the origins of the American Dream? How do I present my own ideas about the American Dream to others and both move and inspire my audience?
Sample #1:

Students create a dialogue in Spanish regarding a hypothetical upcoming visit to a medical provider or healthcare work. Students plan and write the hypothetical situation in Spanish, after which the teacher approves it for oral presentation. The dialogue is intended to use their knowledge of cultural norms, grammatical concepts such as Spanish subjunctive, expressing fear, doubt, uncertainty, to convey their feelings. This dialogue will include culturally relevant factors pertaining to place of birth, travel experiences, diet, and environmental factors. Students determine appropriate responses to situations with complications. All communication for this activity is in Spanish. Both the oral presentation and the written essay will be evaluated using rubrics that assess each student’s Spanish language proficiency as well as his/her comprehension of the cultural factors that may influence patient care.

Sample #2:

**Task 1: Product Pipeline Process Introduction**

An introduction into the biotechnology process for creating a new pharmaceutical drug is outlined for the class using the course textbook and supplemental resource websites. Students add the production flow chart to their Cornell notes along with reading articles regarding the FDA approval process. Students will be assigned a medical compound which it is believed can be utilized to cure a particular disease, such as cancer, asthma, HIV/AIDS. (Reference pg. 22 of “Healing, Fueling, Feeding: How Biotechnology Is Enriching Your Life.”).

Students then conduct their own individual research to answer the following questions regarding the compound and disease they have been assigned, the answers to which will ultimately be included in the culminating presentation project to convince the class to vote to approve the recommended drug to be released for production.

1. How many people are affected by this condition?
2. How many deaths per year of the affected occur?
3. What drugs already exist for the given disease and how effective are they? What do they cost?
4. How many people’s lives are projected to be saved by having access to this drug?
5. Where does the compound come from?

Extension questions could ask students to look at death and disability data as well.
SAMPLE #1
Key Assignment Sample from an unapproved course integrating English (“b”) with Health Science and Medical Technology (10th grade):

Unit 1: Exploring Personal and Community Health

Daily personal health journal: Students will reflect and respond to weekly topics: vital signs, dietary habits, family health history, physical activity, healthy behavior goals, awareness of unhealthy behaviors.

Students build a basis for communicating health advocacy in the community by building a Greek /Latin morphemes flashcard set. Each card will allow students to build their vocabulary knowledge to better connect to their personal health and the health related field. The cards will work to further their vocabulary development. Each flashcard will have the root and its meaning along with a word that uses the root. They will find a synonym, antonym, graphic representation, and sentence.

SAMPLE #2
Key Assignment Sample from an unapproved course integrating Level 3 Spanish (“e”) with Marketing, Sales and Service (Professional Sales pathway):

Unit 2: What affects selling?

Students select a business related article from any newspaper, review it and bring it to class to be discussed with the class. Newspaper may be in English but the student must deliver all the information in Spanish to the class. Students may also verbally express a current business event but must provide detailed information to the class. In order to receive credit for this assignment, students will be asked to turn in the newspaper article or a short written summary of the article for those who chose to use alternative sources. The purpose of this assignment is to help the student to critically think about actual events taking
place in their community or worldwide. This will assist student to feel confident to express himself/herself in Spanish.

**SAMPLE #3**

Key Assignment Sample from an *unapproved* course integrating Geometry (“c”) with Building and Construction Trades (Residential and Commercial Construction pathway):

**Unit 7 – Similarity and Proportions in Scale Drawing and Blueprints**

**Outcomes**

Math Practice Assignments: Students complete practice problems for circle properties in a construction context

Sector Design Assessment: Students design a feature of their dream home with a floor plan that is the sector of a circle (for example, a fire pit or home theater). The floor plan requires a student to determine the length of an arc, the area of a sector, and apply the ‘part to whole’ proportion relationship of a circle. Finally, students will calculate the cost of associated materials.

<table>
<thead>
<tr>
<th>“a-g” Academic Topics</th>
<th>CTE Topics</th>
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<tbody>
<tr>
<td>• Ratios</td>
<td>• Scale drawings</td>
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<td>• Proportions</td>
<td>• Blueprints</td>
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<tr>
<td>• Similar figures</td>
<td>• Scale a drawing or blueprint using architect’s scale. (Geo friendly = construction blueprints)</td>
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<td>• Angle-Angle Similarity</td>
<td>• Measure dimensions from construction projects</td>
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<td>• Using similar triangles</td>
<td>• Compare the scale of the construction projects</td>
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<td>• Altitude, medians, and perimeters</td>
<td>(CTE friendly = small scale house, dog house, playhouse)</td>
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<td>Course Title</td>
<td>Grade</td>
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<td>Journey for Justice in America</td>
<td>12</td>
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<td>My Voice Creates My World</td>
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<tr>
<td>US History and Public Health</td>
<td>11</td>
</tr>
<tr>
<td>We dot The People; Government and Cyber Security</td>
<td>9-12</td>
</tr>
<tr>
<td>World History by Design</td>
<td>10</td>
</tr>
<tr>
<td>Applied Medical English</td>
<td>11, 12</td>
</tr>
<tr>
<td>Bullets of Truth: A Search for Justice in a World of Injustice</td>
<td>9, 10</td>
</tr>
<tr>
<td>Business of Sustainable Agriculture</td>
<td>12</td>
</tr>
<tr>
<td>Changing Hearts and Minds: Digital Media Arts and English Communication by Design</td>
<td>9-12</td>
</tr>
<tr>
<td>Depth of Field</td>
<td>11, 12</td>
</tr>
<tr>
<td>Designing the American Dream</td>
<td>11, 12</td>
</tr>
<tr>
<td>Dynamic Literacy of Patient Care</td>
<td>11</td>
</tr>
<tr>
<td>English 10: Awareness and Ethics in Law and Public Safety</td>
<td>10</td>
</tr>
<tr>
<td>Entrepreneurs as Researchers</td>
<td>9</td>
</tr>
<tr>
<td>Course Title</td>
<td>Grade</td>
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<td>GameCraft: English 10 with Game Development</td>
<td>10</td>
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<td>Get Reel: English through Your Lens Innovation to Commercialization: English and Product Development Integrated Marketing and English Language Takes the Stage Literacy, Advocacy and Public Service</td>
<td>12</td>
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<td>Art to Business: Reading and writing your way to a healthier world Social Action Theatre The Arts in Civic Action Writing Games for Social Change</td>
<td>12</td>
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<tr>
<td>Mental Health Matters</td>
<td>9</td>
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<tr>
<td>Public Health: Reading and writing your way to a healthier world Health Science and Medical Technology / Mental &amp; Behavioral Health</td>
<td>12</td>
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<tr>
<td>Agriculture and Mathematics = Calculated Sustainable Agriculture</td>
<td>9, 10</td>
</tr>
<tr>
<td>Algebra at Your Service</td>
<td>9, 10</td>
</tr>
<tr>
<td>Algebra 2 for the 21st Century</td>
<td>9-12</td>
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<td>Course Title</td>
<td>Grade</td>
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<td>Agriculture and Soil Chemistry</td>
<td>9-12</td>
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<tr>
<td>Agriscience Systems Management</td>
<td>9-12</td>
</tr>
<tr>
<td>Biological Links to Energy and Environment</td>
<td>10</td>
</tr>
<tr>
<td>Biology and Community Health</td>
<td>9-12</td>
</tr>
<tr>
<td>Engineering Geometry with Physics – Physics</td>
<td>9, 10</td>
</tr>
<tr>
<td>Chemistry &amp; Environmental Engineering: Water we doing?</td>
<td>9-12</td>
</tr>
<tr>
<td>Green Up and Go! Clean Energy-eneering</td>
<td>9-12</td>
</tr>
<tr>
<td>Physics and Engineering: Motion by Design</td>
<td>11, 12</td>
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<tr>
<td>Sustainable Agriculture</td>
<td>9-12</td>
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<tr>
<td>Course Title</td>
<td>Grade</td>
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<tr>
<td>The Technology of Biology</td>
<td>9, 10</td>
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<tr>
<td>Water Is Life - The Saving of Wateropolis</td>
<td>9, 10</td>
</tr>
<tr>
<td>Water Technology</td>
<td>10-12</td>
</tr>
<tr>
<td>E - Language Other Than English</td>
<td></td>
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<tr>
<td>Course Title</td>
<td>Grade</td>
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<tr>
<td>¡A Viajar!: Spanish 3 for Hospitality</td>
<td>Level 3</td>
</tr>
<tr>
<td>Le Français 3 et Marketing</td>
<td>11</td>
</tr>
<tr>
<td>Native Speaker Spanish 3 for Health Careers</td>
<td>Level 3</td>
</tr>
<tr>
<td>Prépare a Servir</td>
<td>Level 3</td>
</tr>
<tr>
<td>Spanish 4 for Patient Care: ¡Socorro!</td>
<td>Level 4</td>
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<tr>
<td>Spanish for the Entrepreneurial Mind</td>
<td>11</td>
</tr>
<tr>
<td>Step Into The World of Entrepreneurship: Chinese 3</td>
<td>Level 3</td>
</tr>
<tr>
<td>F - Visual and Performing Arts</td>
<td></td>
</tr>
<tr>
<td>Course Title</td>
<td>Grade</td>
</tr>
<tr>
<td>Da Vinci Algebra 1 - VPA</td>
<td>9</td>
</tr>
<tr>
<td>G - Elective</td>
<td></td>
</tr>
<tr>
<td>Course Title</td>
<td>Grade</td>
</tr>
<tr>
<td>Business Statistics</td>
<td>10-12</td>
</tr>
<tr>
<td>Electric Avenues</td>
<td>12</td>
</tr>
<tr>
<td>Mind Matters: A Study of Mental Health &amp; Illness</td>
<td>11, 12</td>
</tr>
<tr>
<td>MultiCraft Core Curriculum: Building Scaled Structures</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** All lab science courses have Algebra 1 as a prerequisite.

Source: [http://ucci.ucop.edu/integrated-courses/a-g-table.html](http://ucci.ucop.edu/integrated-courses/a-g-table.html)
April 13, 2016

Dear Participant:

My name is Linda Kang and I am a graduate student at California State University, Northridge. I am a candidate for the Master of Science degree in Counseling in the Educational Psychology and Counseling (EPC) Department. I am working on my graduate project under the direction of my graduate project chair, Dr. Shyrea Minton. The purpose of this project is to provide school counselors with a resource to implement a professional development workshop at their school sites to gather and inform educators on integrating career technical education into a-g curriculum to increase career awareness and exposure to students at the high school level. The workshop will be facilitated by high school counselors. I am inviting you to participate in the evaluation of my graduate project by completing the attached survey. Your feedback will be used to improve the project. If you have any further questions or concerns you may contact my graduate project chair at shyrea.minton@csun.edu or via telephone at (818) 677-4976. Thank you for your time and participation.

Sincerely,

Linda Kang
linda.kang@csun.edu
Project Evaluation

After you have reviewed the graduate project that I have created, please provide feedback by answering the questions below. The results for this survey will be used to improve the project going forward. Your participation is voluntary and your responses will be kept confidential. I appreciate your honest opinion about this graduate project, and ask that you do not include your name on this document so that your responses remain anonymous. Thank you in advance for your participation. Please use the scale below in providing your responses to the questions below.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

1. This program is helpful for increasing career exposure for high school students. 4 3 2 1
2. This program could easily be implemented at a school. 4 3 2 1
3. The length of the workshop is appropriate for a school setting. 4 3 2 1
4. The length of the workshop is achievable in a school setting. 4 3 2 1
5. The sessions are well outlined and easy to follow. 4 3 2 1
6. The materials needed to conduct the workshop are accessible to all counselors. 4 3 2 1
7. I would feel comfortable facilitating this program. 4 3 2 1
8. I would use this workshop at my school site. 4 3 2 1
9. I would recommend this workshop to other counselors. 4 3 2 1

What comments do you have that would help me improve this workshop?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________