



LINKED LEARNING CONVENTION | ANAHEIM, CA | FEB. 12-14

# High Quality A-G Courses & Signature Elements



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#LinkedLearning | #LLCON2018

## Session Objectives

- To increase our expertise, efficiency, and effectiveness in developing high quality a-g course descriptions
- To learn more about the Signature Elements of Linked Learning courses
- To build and contribute to a community of practice around effective a-g Linked Learning course development

# Changes in K-12 Landscape

- Common Core State Standards (CCSS) – Smarter Balanced Assessment Consortium (SBAC) OR PARCC (Partnership for Assessment of Readiness for College and Career)
- Next Generation Science Standards (NGSS)
- CTE Model Curriculum Standards
- CDE CTE Course Codes by Sector/Pathway
- California: Local Control & Accountability Plan (LCAP)

# College & Career Readiness

- Academic/theoretical *\*and\** (~~vs.~~) applied/practical
- Integration of traditional academics and CTE
- Applying content knowledge and skills → project-based/experiential learning
- Understanding “rigor” as coming in different forms



## Academic Intensity – National Perspective

- 3.75 or more units of English
- 3.75 or more units of mathematics
- 2.5 or more units of laboratory science
- 2.0 or more units of foreign language
- 2.0 units of history/social science
- More than 1 AP, IB, or dual enrollment courses
- - Clifford Abelman and others

# California - UC /CSU a-g Requirements

- 2.0 years history/social science “a”
- 4.0 years of English “b”
- 3.0 years mathematics “c”
- 2.0 years of laboratory science “d”
- 2.0 years of the same language other than English “e”
- 1.0 one year of visual/performing arts (full year) “f”
- 1.0 unit college preparatory elective “g”

- UC Office of the President

## Before You Begin - Integrated Course (academic/CTE) ??

- Course focus relevant to your pathway's industry sector? (*YES – integrated course*)
- “Combine the content and skills of traditional academics with contextualized learning in career technical education.”
- “Discuss how career-technical content is used as a strategy to deepen understanding of theoretical concepts and brings the curriculum to life through real world applications.”



## Review Subject Matter Criteria

“g”/elective requirement: Does the course meet one or more of the following objectives:

- Strengthen general study skills, particularly analytical reading, expository writing, and oral communications;
- Provide an opportunity to begin work that could lead directly into a major program of study at the University; and
- Experience, at some depth, new areas of academic disciplines that might form the basis for future major or minor studies at the University.

## Review Subject Matter Criteria (example: “g”/elective criteria)

- \* Is it academically challenging?*
- \* Does it involve substantial reading and writing?*
- \* Does it include problem solving (lab work, as appropriate)?*
- \* Does it show serious attention to analytical thinking and factual content?*
- \* Does it develop students’ oral and listening skills?*
- \* Does it incorporate learning to develop skills and cultivate interest in the academic enterprise?*

# Before You Begin

- \* Know your dates & deadlines
- \* Use your resources
- \* Register for the A-G Course Management Portal (CMP)  
<http://www.ucop.edu/agguide>

# New Course Submission – The 4 Scenarios

- Adopt a program course
- Adopt an online publisher course
- Model after another institution's course
- Add a brand new course

# UCOP Course Description Components

- Course Title
- Length of Course
- Subject Area/Discipline
- Integrated Academics/CTE Yes or No
  - *If yes, Career Sector/Pathway*
- Grade Levels
- UC Honors Designation Yes or No
- Course Learning Environment
  - *Classroom Based OR Online/Hybrid*

# Elements of a UCOP A-G Course Description

- Course Overview
- Prerequisites and Co-requisites
- Course Content
  - Summary of each unit
  - Summary of at least one assignment for each unit
- Course Materials

## For Each Unit, Include the Following:

- A concise 3-5 sentences describing the topics being addressed that demonstrate the critical thinking, depth and progression of content covered (content and skills) (*THE WHAT*)
- A brief 3-5 sentences summarizing a key assignment from this unit and covering a) how the student completes the assignment; b) what a student will produce and c) what the student will learn (describes the product students turn in to demonstrate learning) (*THE HOW*)

## Course Content

- Most importantly, use the unit summaries and the key assignments to demonstrate that the course meets the subject specific criteria on the a-g guide.



## Course Materials

- Does the course description include relevant, appropriate, (impressive), and current course materials?

*(Textbooks, literary texts, manuals, periodicals, scholarly articles, websites, primary documents, multimedia, and other materials that students will use to support learning activities.)*

# Draft – Signature Elements of a Pathway Course

- Rigor
- Relevance
- Authentic Assessment
- Interdisciplinary Learning
- Integrated Work-Based Learning
- Student Agency (voice, choice, using course-specific knowledge and skills to benefit others)
- Preparation for College and Career Success
- Equity and Access

# Draft – Signature Elements of a Pathway Course

## *Other possibilities:*

- *Authentic roles for industry & postsecondary partners in support of student learning*
- *Professional use of technology*
- *Student reflections on learning*
- *Brilliant ideas from the field, etc.*

# Defining Rigor

- “the need for high school core courses to focus on the essential knowledge and skills needed for success in postsecondary education” – ACT
- Rigor is a “demanding yet accessible curriculum that engenders critical-thinking skills as well as content knowledge”- MDRC
- Rigor means that students should “raise questions, think, reason, solve problems and reflect” – Beverly L. Hall

# A Relevant Curriculum

“The greatest challenge we face today is relevance. Our students require a curriculum that provides them with meaningful experiences, that engenders deep and significant learning. It has to be relevant and responsive to the age in which we live. In other words, it must educate for life.” - *Greg Whitby*

- Related to Career Aspirations
- Includes skill acquisition, practical context, & college/ career/ community connections
- Maximizing Learning Potential of WBL

# Rigorous and Relevant

A rigorous and relevant curriculum is one that is cognitively demanding and challenging to students as they apply the essential concepts and skills to real world, complex and open-ended situations.

Rigorous and relevant curriculum:

- Involves authentic work,
- Uses methods specific to the discipline and/or industry
- Develops in-depth understanding

# Rigorous and Relevant

## Attributes:

- Higher order thinking (HOT) – students predict, hypothesize, justify, interpret, synthesize, evaluate, analyze, create new levels of meaning & understanding (*high end of Bloom's*)
- Deep understanding and mastery of critical disciplinary/industry concepts and skills
- Concepts & skills are applied to situations, issues & problems in the world beyond school

# Rigorous and Relevant

## Additional Aspects of Integrated Courses (academics/CTE):

- Connections within and across disciplines are made to help develop essential concepts and skills in ways that address the complexity of real-world problems
- Essential understandings are formatively assessed
  - Learning goals are clearly defined, examples of high quality work are available, and rubrics are frequently and consistently applied
  - Work-in-progress is supported/monitored with frequent descriptive feedback that strengthens quality of the work



# Signature Elements – Taking a Deeper Dive



# Signature Elements –Linked Learning Course Examples



# Signature Elements – Taking a Deeper Dive

## Brainstorming Ideas for:

- Authentic Assessment (including Exhibitions of Learning)
- Integrated Work-Based Learning
- Student Agency, Leadership, and Voice
- Equity and Access – Scaffolding for Success for ALL Students
- Authentic Industry/Postsecondary Partner Roles in Supporting Student Learning
- Preparation for College AND Career
- Student Reflections on Learning

# Solutions – The Answer is in the Room



We dwell in possibilities





# Inviting Your Brilliance and Wisdom





# *Staying Connected*

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