# GFSF ALIGNMENT WITH CALIFORNIA DEPARTMENT OF EDUCATION STATE STANDARDS



## **DISCLOSURE STATEMENT:**

- > DR. DAVIS, DESIGNED THE CA STANDARDS BASED CURRICULUM CROSSWALK TO SHARE WITH THE GFSF ORGANIZATION TO SHARE OUT WITH THE SCHOOLS AND COLLEGES IN CALIFORNIA
  - ➤DR. DAVIS, IS BEING PAID A STIPEND FOR THAT WORK AND PRESENTING AT TWO WORKSHOPS AT THE ANNUAL GFSF CONFERENCE
  - ➤DR. DAVIS, HAS HAD HER REGISTRATION PAID FOR THIS CONFERENCE, IN ADDITION TO THE STIPEND
- MR. MAIR, AS PART OF THE TCDE MOU WITH FEATHER RIVER COLLEGE FOR USE OF THE CURRICULUM, HAS HAD HIS REGISTRATION FOR THE ANNUAL CONFERENCE PAID FOR AS WELL.

### JOLLY GLANT COMMONS

# CA CDE CCSS STANDARDS COMPREHENSIVE CROSSWALK ALIGNMENT TO GET FOCUSED STAY FOCUSED ®

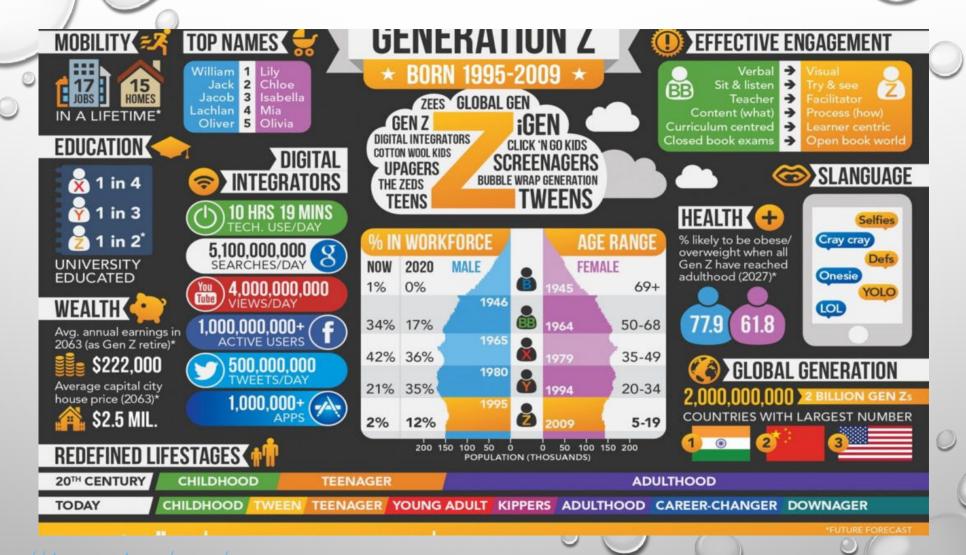
I EXPANDED ON THE EXISTING ELA THAT THE GFSF CURRICULUM HAS BASED ON UPDATED CA

- >LANGUAGE ARTS (READING AND WRITING) EXPANDED
- >MATHEMATICS CCSS
- >NEXT GENERATION SCIENCE STANDARDS (NGSS) CCSS
- >HISTORY & SOCIAL SCIENCES STANDARDS CCSS
- ➤CTE MODEL CURRICULUM ANCHOR STANDARDS
- >COLLEGE AND CAREER READY PRACTICE STANDARDS
- CALIFORNIA STANDARDS FOR SCHOOL COUNSELING PROFESSION
- >MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

OUR CROSSWALK IS DESIGNED TO HELP ALL LEVELS OF EDUCATORS WHO ARE DELIVERING THE GET FOCUSED STAY FOCUSED® CURRICULUM REGARDLESS OF YOUR DISCIPLINE, CREDENTIAL, GRADE



<u>PREMEMBER:</u> YOU DO NOT HAVE TO KNOW IT ALL – JUST HAVE THE SKILLS NECESSARY TO FIND IT AND DELIVER IT WITH UNDERSTANDING AND PROVIDE FURTHER RESOURCES FOR YOUR STUDENTS!





Our Middle School Students were born in:

2006 (for 7<sup>th</sup> graders) and 2007 (for 8<sup>th</sup> graders).

That makes them: Generation Z (Born from 1995-2012).

What we know about the Generation "Z" students are:

- ☐ They are growing up in a highly diverse environment making them and the upcoming elementary grade students the most diverse ever in our history
- ☐ They have only known Technology; So, Higher Levels of Technology will make significant inroads in our academic world and this allows for the ability "Customize" instruction, data mining, and enable the ability to pinpoint diagnostics and remediation or accelerated achievement opportunities for those students
- ☐ They are more Internet savvy and considered an expert compared to Gen Y and all those before that even... Not surprising... (aka: iGen, go figure)

# What else do we know or need to know to reach this generation? How do we switch on their College and Career Interests?

- They tend to be more tolerant of others, cultures, sexual orientation, and race
- Less Risk Taking; More Cautious
- More Likely to Think for themselves
- Delaying their driving (which might not be a bad thing, right less teen accidents)

- ☐ The oldest are 22 at this point and may just be entering the workforce, graduating from college, or both...
- ☐ They are motivated by <u>Security in life</u> (where as millennials were more idealistic and motivated by purpose and passion)
- ☐ They are considered at this point to be more competitive; where as the millennials were more collaborative and teamwork oriented
- ☐ They want or have a need for constant skill development to stay relevant
- ☐ They want Independence... Their own workspace in order to shine individually
- ☐ They can and will multi-task, with a wide range of stimuli (after all this life comes natural to a "tech-baby" generation
- ☐ They are more entrepreneurial and more likely to start their own business
- √ They like to communicate Face to Face
- √ They want to be catered to (I mean who doesn't right?)
- ✓ But most of all... They are the TRUE Digital Natives... the rest of us are foreigners in their techconnected world



- YOU CAN (COULD) DO CROSS-DISCIPLINE PROJECTS, ESSAYS, REPORTS, OR ASSIGNMENTS
  - ➤MHAI IŁŚŚŚ
  - >YOU WORK TOGETHER TO GIVE STUDENTS IN COMMON DUAL CREDITS FOR INCORPORATING THOSE OTHER SUBJECTS?





California State Academic Standards Alignment Matrix

## Get Focused - Stay Focused (Building a Bridge to Your Future)

on/Topic	ELA (Read/Write) - CCSS	Math - CCSS*	NGSS - CCSS*	History & Social Science	

7.RP; 7.NS; 7.EE; 7.G; 7.SP

Chapter/Lesson/Topic ELA	A (Read/Write) - CCSS	Math - CCSS*	NGSS - CCSS*	History & Social Science Standards*	
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L.3.1.f; L.3.3.a.; L.4.1.f; L.4.1.g.; L.4.3.a.; L.4.3.b.;

L.5.1.d.; L.5.2.a.; L.6.1.c.; L.6.1.d.; L.6.1.e.; L.6.2.a.;

L.6.3.a; L.6.3.b.; WHST.6-8.a-e.; WHST.6-8.2; WHST.6-

8.7; WHST.6-8.8; WHST.6-8.9; SL.8.5;

Chapter 1 - Introducing the 10-

Year Planning Process

CTE MCS - AS

CTE.MCS.AS.1-11

WH-G 7.1; WH-G 7.6; WH-G 7.7;

WH-G 7.8; WH-G 7.9; WH-G 7.10;

WH-G7.11

**CCRPS** 

CCRS.1-12

**CSSCP** 

A.1-A.4; A.7-8; A.10; A12-14; B.1-

3; C.; D; F.

L.3.1.f.; L.3.3.a.; L.4.1.f.; L.4.1.g.; L.4.3.a.; L.4.3.b.; Chapter 2 - Student Success -WH-G 7.1: WH-G 7.6: WH-G 7.7: L.5.1.d.; L.5.2.a.; L.6.1.c.; L.6.1.d.; L.6.1.e.; L.6.2.a.; MS-LS1; MS-LS2; MS-ESS3; MS-A.1-A.4: A.7-8: A.10: A12-14: B.1 Perseverance is as Important as 7.RP: 7.NS: 7.EE: 7.G: 7.SP WH-G 7.8; WH-G 7.9; WH-G 7.10; CCRS 1-12 CTF MCS AS 1-11 L.6.3.a; L.6.3.b.; WHST.6-8.a-e.; WHST.6-8.2; WHST.6-3: C.: D: F. WH-G7.11 Brain Power 8.7: WHST.6-8.8: WHST.6-8.9: SL.8.5:

Seventh (7th) Grade Curriculum Assignment

MS-LS1; MS-LS2; MS-LS3; MS-

ESS3; MS-ETS1

<sup>\*</sup> The Math, NGSS, and S/SS, alignment with each lesson, chapter, module or teaching activity will depedent on the teacher to make the relevant connection to the CCSS for this curriculum \*\*The breadth of the MTSS should be woven into each lesson, chapter, module, and teaching activity to ensure equitable access and opportuntity for all students at their school sites.

## Middle School Curriculum: Building a Bridge to Your Future

Who Am I	What Do I Want	How Do I Get It
Chapter 1	Chapter 4	Chapter 8
Chapter 2	Chapter 5	Chapter 9
Chapter 3	Chapter 6	Chapter 10
	Chapter 7	Chapter 11
		Chapter 12

# Middle School Curriculum: Building a Bridge to Your Future

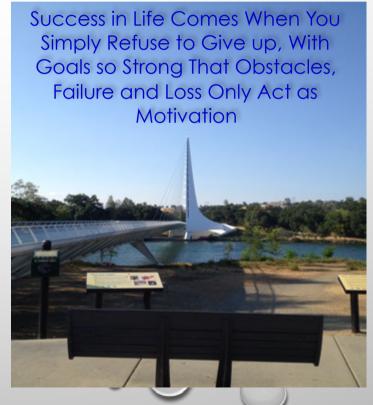
BBYF	ELA	Math	NGSS	History	CTE Anchor Standards	CCRPS	CSSCP
Chapter 1 Activities	Writing – Reading	Formula – Plan – Equations - Calculations	Reasoning - Researching	Time Periods – Career and Education Options	Academic – Communication –Career Planning - Technology	Communicate effectively – Develop Ed and career plan – employ reliable research abilities	Responsibility to student development – academic and educational plans – Relationship building -
Aligns To	RL.7.1-4; WS7.1-10	7RP; 7NS	MS.LS1-6; MS.LS2-3	WH-G 7.1; WH- G7.11	CTE AS.1; CTE AS. 3.	CCRS2; CCRS3.	A.1; A.4
Relational Aspects	Reading & Writing for Vision	Why would you need Math Skills	What is Energy? How Does it change/Drive us?	Understanding historical economy (jobs), etc.	Importance and Relevant ties to career plans and education	Clear, effective, communication and reasoning	Relationship Building – Trust - Success

Students are exposed the concept and asked to formulate their ideals and plans for success by using this formula: Vision + Energy = Success

## WHAT DOES THAT END PROJECT, ACTIVITY, PRESENTATION OR ASSIGNMENT LOOK LIKE

VISION ENERG SUCCES S

- YOU CAN DO A WRITING ASSIGNMENT
- YOU CAN DO A VISION BOARD
- YOU CAN HAVE STUDENTS DO ORAL PRESENTATIONS AND/OR
- YOU CAN DO GROUP DISCUSSIONS ON SIMILAR INTEREST
- ASSIGNMENTS OR PROJECTS FOR DUAL CREDIT
- THE IDEAS ARE ENDLESS YOU JUST HAVE TO WORK WITH OTHER FACULTY OR TEACHERS





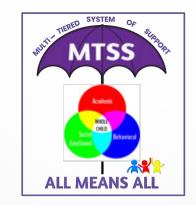
#### Multi-tiered System of Support (MTSS)

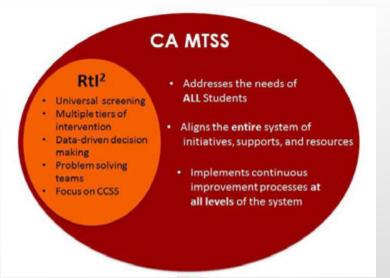
#### Inclusive Academic Instruction

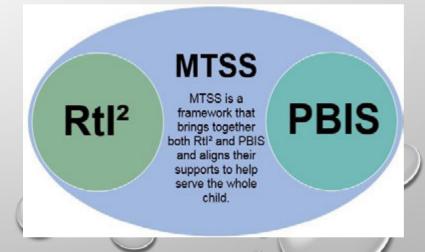
- •Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal academic supports
- Provide targeted interventions and supports
- Provide individualized interventions and supports
- Develop guidelines to implement curriculum with universal design for learning (UDL)

#### Inclusive Behavior Instruction

- •Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal behavior support
- Provide targeted interventions and support
- Provide individualized interventions and support
- Comprehensive social emotional development
- Provide comprehensive social emotional development support









#### Inclusive Academic Instruction

- · Identify a comprehensive assessment system
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### **All Means All**



#### Administrative Leadership

#### Strong & Engaged Site Leadership

- · Lead development of a vision
- Attend instructional meetings and classes
- Create a leadership team
- Create opportunities to contribute
- · Use data to guide decisions

#### Strong Educator Support System

- Provide access to instructional coaching
- · Seek Input from teachers
- Make learning opportunities available to all
- Use data
- Conduct strengths-based evaluations



#### Fully Integrated Organizational Structure

- Identify who has access
- Use non-categorical language and practices
- Use collaborative instruction among peers
- Use paraeducators to support inclusive education

#### Strong & Positive School Culture

- Foster collaborative relationships
- Create a shared vision
- Identify ways for all staff to contribute
- Ensure all students have access to extra-curricular activities
- Demonstrate culturally responsive practices



#### Family & Community Engagement

#### Trusting Family Partnerships

- Engage with students and families
- Obtain input and feedback
- Provide engagement opportunities
- Facilitate home-school communication
- Provide information

#### Trusting Community Partnerships

- Engage with the community
- Identify mutual interests and goals
- Ensure reciprocity
- Maintain an open door policy
- Invite community members to serve



#### Inclusive Policy Structure & Practice

#### Strong LEA/School Relationship

- Develop a district-based team
- Attend school-level meetings
- Provide district-level professional learning
- Identify and remove barriers
- Regularly communicate outcomes

#### LEA Policy Framework

- Link multiple initiatives
- Review data
- Review and revise policy
- Select research-based practices
- Expand









Our High School Students were born in:

2006 (for 7<sup>th</sup> graders) and 2007 (for 8<sup>th</sup> graders).

That makes them: Generation Z (Born from 1995-2012).

What we know about the Generation "Z" students are:

- ☐ They are growing up in a highly diverse environment making them and the upcoming elementary grade students the most diverse ever in our history
- ☐ They have only known Technology; So, Higher Levels of Technology will make significant inroads in our academic world and this allows for the ability "Customize" instruction, data mining, and enable the ability to pinpoint diagnostics and remediation or accelerated achievement opportunities for those students
- ☐ They are more Internet savvy and considered an expert compared to Gen Y and all those before that even... Not surprising... (aka: iGen, go figure)

# What else do we know or need to know to reach this generation? How do we switch on their College and Career Interests?

High School Students v. Middle School Students with their characteristic/personality traits...

- They tend to be more tolerant of others, cultures, sexual orientation, and race
- Delaying their driving (which might not be a bad thing, right less teen accidents)
- The oldest are 22 at this point and may just be entering the workforce, graduating from college, or both...
- ☐ They want or have a need for constant skill development to stay relevant
- ☐ They want Independence... Their own workspace in order to shine individually
- ☐ They can and will multi-task, with a wide range of stimuli (after all this life comes natural to a "tech-baby" generation
- √ They want to be catered to (I mean who doesn't right?)
- ✓ <u>But most of all... They are the TRUE Digital Natives... the rest of us are foreigners in their tech-</u> connected world



It is designed to break-down silos within campuses and/or departments who are not feeling they do not have enough knowledge or skills for any particular subject matter expertise

Remember: You do not have to know it all – just have the skills necessary to find it and deliver it with understanding and provide further resources for your students!

# FRESHMAN (9TH GRADE) CAREER CHOICES

9.N-Q.1-3; 9.A-SSE 1-3; HS-LS1-3; HS-LS2-1-8; HS-

NGSS - CCSS\*

LS3-1-3; HS-LS4-1-6; HS-

ESS22-1-7: HS-ESS3-1-6.

HS-LS1-3; HS-LS2-1-8; HS-

LS3-1-3: HS-LS4-1-6: HS-

ESS22-1-7: HS-ESS3-1-6.

HS-LS1-3: HS-LS2-1-8: HS-

LS3-1-3; HS-LS4-1-6; HS-

ESS22-1-7; HS-ESS3-1-6.

Freshman (9th Grade) Career Choices (GFSF) Curriculum

CTE MCS - AS

CTE.MCS.AS.1-11

CTE.MCS.AS.1-11

CTE.MCS.AS.1-11

Standards\*

HSSAS.CST.9.1-4;

HSSAS.HREPV.9.1-4;

HSSAS.HI.9.1-6

HSSAS.CST.9.1-4;

HSSAS.HREPV.9.1-4:

HSSAS.HI.9.1-6

HSSAS.CST.9.1-4:

HSSAS.HREPV.9.1-4;

HSSAS.HI.9.1-6

**CCRPS** 

CCRS.1-12

CCRS.1-12

CCRS.1-12

**CSSCP** 

A.1-A.4; A.7-8; A.10; A12-14; B.1

3; C.; D; F.

A.1-A.4: A.7-8: A.10: A12-14: B.1

3: C.: D: F.

A.1-A.4; A.7-8; A.10; A12-14; B.1

3; C.; D; F.

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California State Academic Standards Alignm

ELA (Read/Write) - CCSS

RI9-10.1-10: WS9-10.1-10: SL9-10.1-6; LS9.1-6; L.3.1.f.; L.3.3.a.; L.4.1.f.; L4.1.g.; L.4.3.b.; L5.1.d.;

L.6.1.c.; L.6.1.d.; L.6.1.e.; L.6.2.a.;

L.6.3.a.; L.6.3.b.; L.7.1.c.; L.7.3.a.;

L.7.1.c.; L.7.3.a.; L.8.1.d.; L.9-10.1.a: RH9-10.1-10: RST9-10.1-10: WHST9-10.1-10. RI9-10.1-10: WS9-10.1-10: SL9-10.1 6: LS9.1-6: L.3.1.f.: L.3.3.a.: L.4.1.f.; L4.1.g.; L.4.3.b.; L5.1.d.;

L.6.1.c.; L.6.1.d.; L.6.1.e.; L.6.2.a.;

L.6.3.a.; L.6.3.b.; L.7.1.c.; L.7.3.a.;

L.7.1.c.; L.7.3.a.; L.8.1.d.; L.9-10.1.a; RH9-10.1-10; RST9-10.1-10; WHST9-10.1-10. RI9-10.1-10: WS9-10.1-10: SL9-10.1-6; LS9.1-6; L.3.1.f.; L.3.3.a.; L.4.1.f.; L4.1.q.; L.4.3.b.; L5.1.d.;

L.6.1.c.: L.6.1.d.: L.6.1.e.: L.6.2.a.:

L.6.3.a.; L.6.3.b.; L.7.1.c.; L.7.3.a.;

L.7.1.c.; L.7.3.a.; L.8.1.d.; L.9-10.1.a: RH9-10.1-10: RST9-10.1-10: WHST9-10.1-10.

Chapter/Lesson/Topic

Chapter 1 - Envisioning Your

Future

Chapter 2 - Your Personal

Profile

Chapter 3 - Lifestyles of the

Satisfied and Happy

Bridge to College and Care

California State Academic Standards Alignment Matrix
Get Focused - Stay Focused (Career Choices)

Get Focused - Stav Focused (Career Ch

	Get Focus	sed - Stay Focused (C	Career Choices)
		Nece coest	History & Social Science

Math - CCSS\*

9.A-APR.1; 9.F-IF.1-9;

9.S-ID.1-9.

9.N-Q.1-3; 9.A-SSE 1-3;

9.A-APR.1: 9.F-IF.1-9:

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9.S-ID.1-9.

## Freshman (9th Grade) Course Curriculum: Career Choices

Who Am I	What Do I Want	How Do I Get It
Chapter 1	Chapter 3	Chapter 8
Chapter 2	Chapter 4	Chapter 9
	Chapter 5	Chapter 10
	Chapter 6	Chapter 11
	Chapter 7	Chapter 12

<u>Note:</u> \*\*For those who are familiar you know that the Workbook/Portfolio have <u>Chapter 11, 12, and \*\*13</u> as being part of <u>Chapter 14 – Chapter 15</u> is only in the Workbook/Portfolio\*\*

# Freshman (9th Grade) Course Curriculum: Career Choices

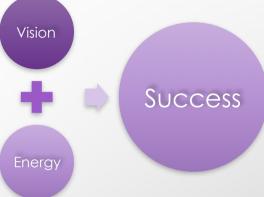
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Aligns To	RI9-10; LS9.1-6; WHST9-10	9N-Q.1-3; 9.A- SSE.1-3	HS-LS1-3; HS- LS2.1-8	HSSAS.CST9-1-4	CTE.MCS.AS.1-11	CCRS.1-12	A.1-A.4; A.7-8
Relational Aspects	Reading & Writing for Success	Math Skills for Life	What is Energy? How Does it change/Drive us?	Understanding historical economy (jobs), etc.	Importance and Relevant ties to career plans and education	Clear, effective, communication and reasoning	Relationship Building – Trust - Success

<sup>\*</sup>These are the same over-arching themes of "Who am I" "What Do I Want" and "How Do I Get It"... So build on it as a growth like any other subject matter – it should dive deeper and expand even more so based on age and educational growth.

If you have students who had the Middle School Curriculum







A <u>Pessimist</u> sees the <u>Difficulty</u> in Every Opportunity; An <u>Optimist</u> sees the <u>Opportunity</u> in Every Difficulty

~ Sir Winston Churchill

# COLLEGE AND CAREER READINESS INDICATOR FOR CALIFORNIA HIGH SCHOOLS: NOW WHAT?



#### College/Career Indicator

The College/Career Indicator measures how well local educational agencies (LEAs) and schools are preparing students for likely success after graduation. Only graduates can be classified as Prepared or Approaching Prepared. For schools and LEAs to demonstrate success on this state indicator, high school graduates must meet at least one of the measures in the prepared level.

#### PREPARED



Smarter Balanced Summative Assessments: Score of Level 3 "Standard Met" or higher on both English language arts/literacy (ELA) and mathematics



Advanced Placement (AP) Exams: Score of 3 or higher on two AP exams



International Baccalaureate (IB) Exams: Score of 4 or higher on two IB exams



Completion of Dual Enrollment: Two semesters or three quarters of college coursework with a grade of C- or better in academic/CTE subjects where college



credit is awarded University of California (UC) and California State University (CSU)



a-g requirements: Complete a-g course requirements with a grade of C- or better plus one of the Additional Criteria from the box below



Career Technical Education (CTE) Pathway: Pathway completion with a grade of Cor better in the capstone course plus one of the Additional Criteria from the box below

#### Additional Criteria



Smarter Balanced Summative Assessment Scores:

- Level 3 or higher on ELA and at least a Level 2 "Standard Nearly Met" in mathematics or
- Level 3 or higher on mathematics and at least a Level 2 in ELA



One semester/two quarters of Dual Enrollment with a grade of C- or better in academic/CTE subjects



Score of 3 on one AP exam or score of 4 on one IB Exam (for a-g requirement



Completion of CTE Pathway (for a-g requirement only)

#### APPROACHING PREPARED NOT PREPARED

Did not meet

any of the

measures or did

not graduate.



Smarter Balanced Summative Assessments: Score of Level 2 'Standard Nearly Met" on both **ELA** and mathematics



Completion of Dual Enrollment: One semester or two quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded



UC and CSU a-g requirements: Complete a-g course requirements with a grade of Cor better



CTE Pathway: Pathway completion with a grade of C- or better in the capstone course





Assessment



Coursework

# CONTINUATION SCHOOLS: HOW TO UTILIZE A CURRICULUM THAT WORKS WITH CREDIT RECOVERY IN A CA STATE ACCOUNTABILITY MODEL PLANS (JUST LIKE THE COMPREHENSIVE HIGH SCHOOLS)

PATRICK MAIR, M.ED.

PROGRAM SPECIALIST, TEHAMA COUNTY DEPARTMENT OF EDUCATION

# COMPREHENSIVE & CONTINUATION HIGH SCHOOLS

WHAT PATRICK HAS DONE
OVER THE LAST TWO
YEARS WITH
CONTINUATION STUDENTS
IN TEHAMA COUNTY

**DISCUSSION & Q&A** 







