

# PROJECT CEO

**How ROCP  
Courses Can  
Support Academic  
Achievement**



**JUNE**

**2000**

# Project CEO Committee Members

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*We certainly are not experts--but we are learning as fast as we can!*



Agenda  
June 20, 2000

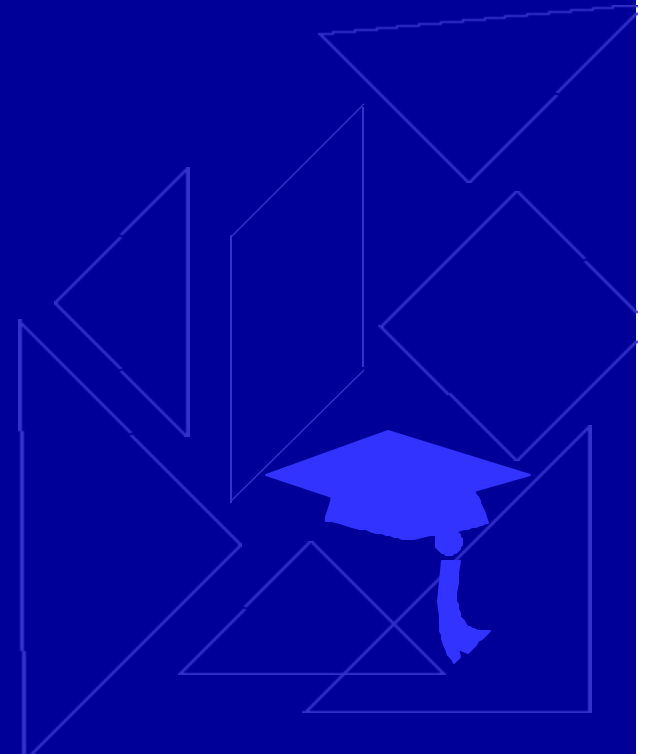
# Project CEO

- ◆ Introduction/Background - Bud
- ◆ CEO - Rick
- ◆ API - Carole
- ◆ HSEE - Marcia
- ◆ Academic Content Standards - Lynne
- ◆ ROP Course Outline Examples - Nancy
- ◆ CEO - Rick
- ◆ Sharing Experiences - All
- ◆ Wrap Up - Bud



# Legislation putting new pressure on schools:

- ◆ **SB X1 API**  
(Academic Performance Index)
- ◆ **SB 2X HSEE**  
(High School Exit Exam)



# Change Process

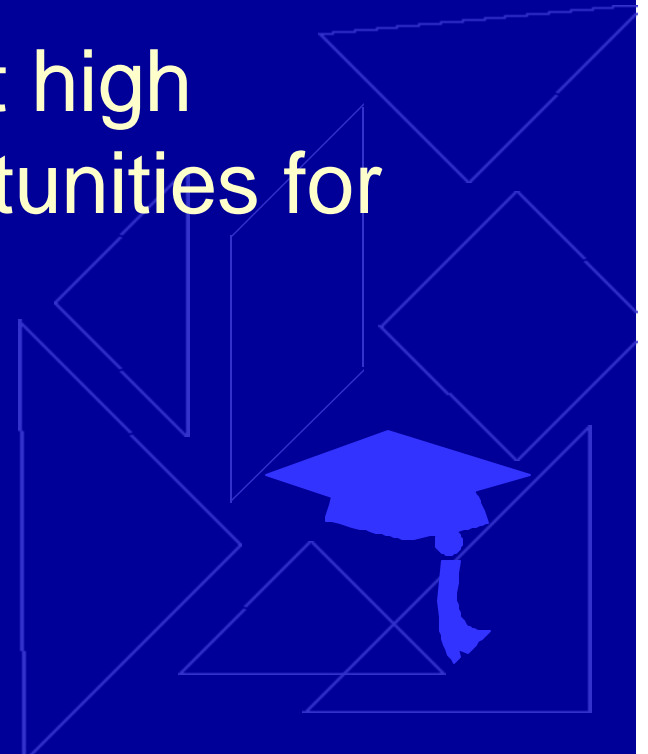
ROCPs should look at the high school exit exam and API as opportunities to show how they reinforce and support student achievement.

- ◆ Are high schools facing extra pressure?  
***Of course they are!***
- ◆ Do ROCPs have something to offer to help students in reinforcing academic standards?  
***Of course we do!***
- ◆ Is it their problem or our problem?  
***It affects both of us!***



# To help solve our problem, we need to...

- ◆ Think differently about who we are and what we do for students.
- ◆ Look at new challenges that high schools are facing as opportunities for ROCPs.



# Project CEO

So what does **CEO** stand for?

- ◆ Chief executive officer?
- ◆ Chief educational officer?
- ◆ How about Creating Exceptional Opportunities?
- ◆ Here's another: Change Equals Opportunities



# Strategy: Anticipate change--and prepare for it!

Think ***“change is with us and it’s here to stay.”*** In fact, you could also say that change has changed! The changes we are experiencing now will continue, and the speed with which more changes occur probably will increase in the future. We can choose now to be ready for it!

The first strategy to make change work for us is to accept that our workplace will continue to change. Once you know about and accept change, we can anticipate it, prepare for it, and decide to make it work for us! (That’s why we are here today!)



Strategy: Anticipate  
change--and prepare for it!

How can we prepare for accelerated change? Strategic action is perhaps the most important thing we can do. Again, that's what this workshop is about.

The key is for us to honestly accept change as a fact of life. Instead of resisting it or even passively fighting it, consciously decide to make change work for us. It's a mind-set strategy--and a critical one!

When we anticipate change--in this case more accountability--and realize that it will continue to take place, we can prepare for it.



# Let's think CEO!

- ◆ Let's make change work for us!
- ◆ As we address how ROCPs support and reinforce academic achievement in this workshop, let's resolve to be **CEOs**.
- ◆ Remember--Change Equals Opportunity!



# Academic Performance Index (API)

- ◆ Measures academic performance and progress of schools
- ◆ Identifies schools for immediate intervention
- ◆ Identifies under-performing and high-achieving schools
- ◆ Assigns a numeric score between 200 and 1,000 (interim target is 800)



- ◆ Reflects school-level results on Stanford Achievement Test 9 (SAT)
- ◆ Weights scores as follows (grades 9-11)
  - Mathematics 20%
  - Reading 20%
  - Language 20%
  - Science 20%
  - Social Science 20%



# Improvement on the API

Schools must increase score by 5 percent of the distance between school score and the statewide performance target of 800.

Example:

## Statewide Performance

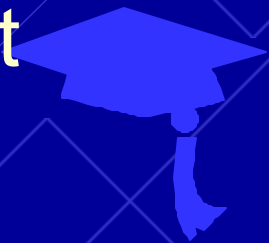
Target: 800

School Score: 535

Difference: 265

5 percent of 265 is 13

School must raise its score from 535 to 548 (*13 points*) on the next API.



# Comparable Improvement

All numerically significant ethnic and socioeconomically disadvantaged subgroups within a school must meet or exceed 80 percent of schoolwide growth target.

Example: Schoolwide growth target is 13.

Subgroup score must be improved by at least 10 points.

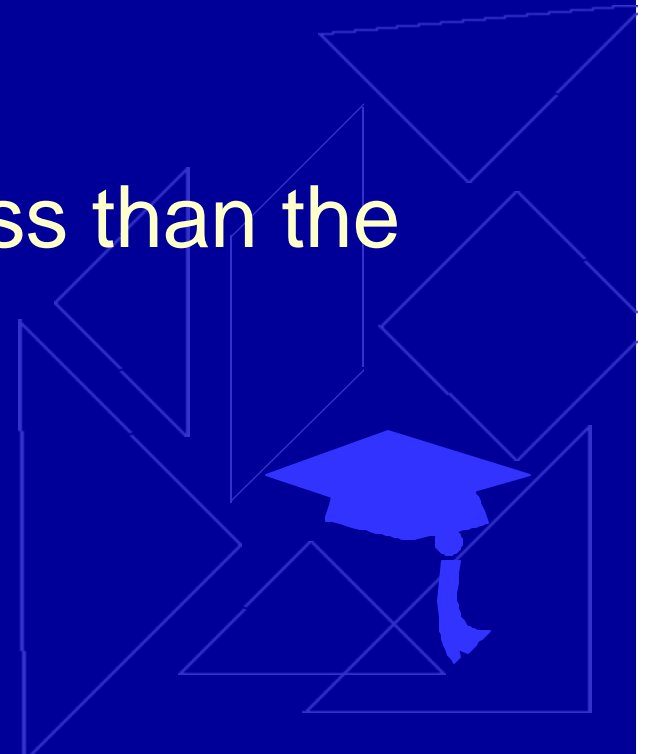


# Definition of Numerically Significant Subgroup

At least 30 pupils and at least 15 percent of the school's total student population

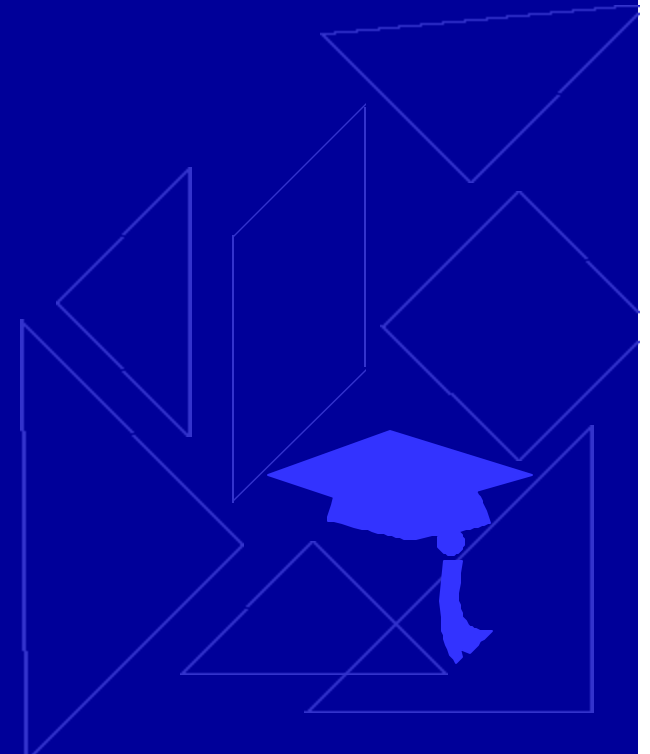
**or . . .**

at least 100 pupils (even if less than the total population)



# Future API Indicators

- ◆ High School Exit Exam Results
- ◆ Graduation Rates
- ◆ Attendance Rates



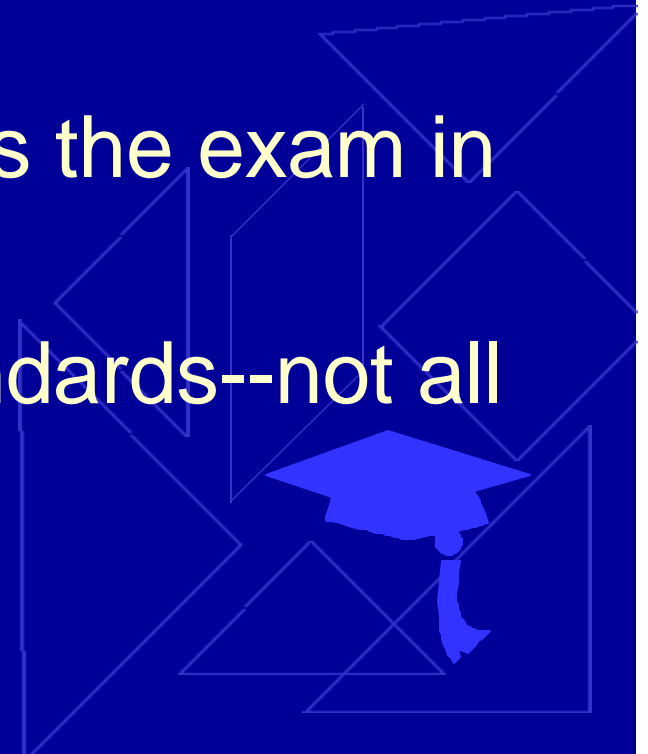
# Some Implications of API

- ◆ Emphasis on academic standards
- ◆ Emphasis on academic content in elective courses
- ◆ Additional funding for teachers and schools showing significant improvement
- ◆ Expanded attention to teaching strategies that reach all students
- ◆ Potential impact on student electives



# High School Exit Exam (HSEE)

- ◆ Requires the development of a high school exit exam in language arts and mathematics aligned with statewide content standards
- ◆ Requires all students to pass the exam in order to receive a diploma
- ◆ Tests particular content standards--not all of them



# HSEE Timeline

## ◆ 1999-2000

- , HSEE adopted

## ◆ 2000-2001

- , Grade 9 eligible to take the exam
- , Annual parent notification begins

## ◆ 2001-2002

- , Grade 10 required to take exam



◆ **2002-2003**

- District measures to support exam success

◆ **2003-2004**

- Student must pass HSEE to receive diploma



# HSEE Implications

## ◆ School Districts...

- , May have to restructure their academic offerings
- , May replace electives with remedial courses for any student who does not have skills necessary to pass the exam
- , May reduce the number of grade 11 and 12 ROCP enrollments because of the need for academic remediation
- , May increase graduation requirements in response to pressure for improved academics



# The HSEE Examination

- ◆ Language Arts and Math content standards, grades 8-10
  - , Reading, Writing - not Listening and Speaking
  - , Math through Algebra
- ◆ Criterion-referenced
- ◆ Both multiple choice and performance
- ◆ Scored in consistent, cost-effective, timely manner
  - , Scores in 8 weeks



# What does this have to do with ROCP?

- ◆ ROCP instructors need to be able to show how they support and strengthen academic skills through occupational applications
- ◆ ROCP courses can assist students who do not do well in traditional courses by teaching skills in context
- ◆ ROCP courses may provide alternative graduation requirements in some districts
- ◆ ROCP should be part of the solution in improving student performance



# Issues

## Each ROCP faces...

- ◆ Different challenges--*if we add academic content--how much? Do we give up subject content? How much? We can't forget our roots nor our foundation!*
- ◆ Different processes per ROP per district
- ◆ Different inservice needs--*what is attitude of our teachers? What are their strengths? What about weaknesses?*
- ◆ Different decisions for each ROCP--no cookie cutter process

## ROCPs should consider...

- ◆ Identifying the academic support they provide--each course is different--*what about each site/section?*
- ◆ Further partnering with districts
- ◆ Inservicing instructors
- ◆ Being part of the solution--*deliver what we say we can do!*





# Academic Content Standards

## What are they?

- ◆ skills, knowledge, and abilities students should master in specific content areas
- ◆ organized by grade levels or clusters of grade levels (K-12)



# The English-Language Arts Content Standards

Academic  
Content  
Standards

## How are they organized?

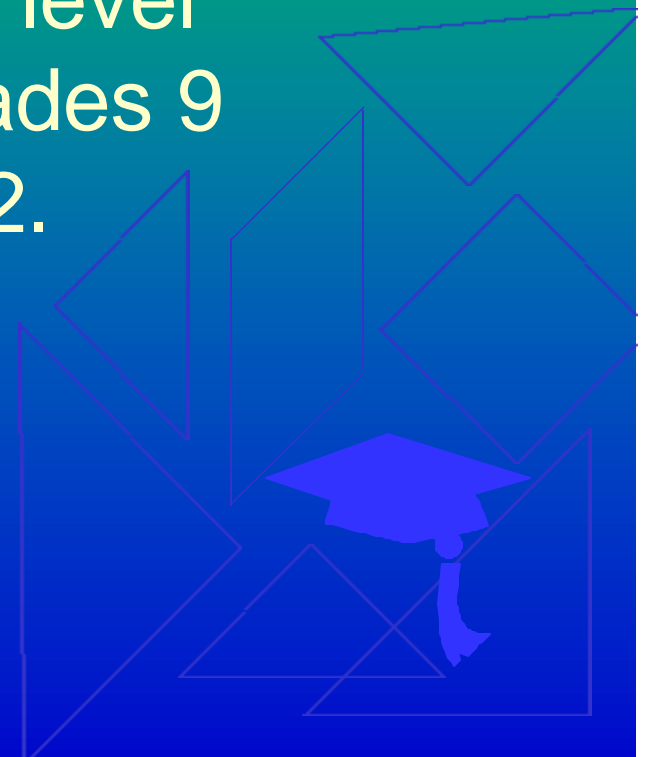
- ◆ Four domains: **Reading**  
**Writing**  
**Written and Oral English  
Language Conventions**  
**Listening and Speaking**
- Broad strands within each domain
  - Specific standards within each strand



# The English-Language Arts Content Standards

Academic  
Content  
Standards

- Standards are listed for every grade level for K-8.
- Standards at the high school level are organized in clusters: grades 9 and 10 and grades 11 and 12.



# The Mathematics Content Standards

Academic  
Content  
Standards

## How are they organized?

- ◆ Kindergarten through grade 7
  - Organized by grade level
  - Five strands
    - ❖ number sense
    - ❖ algebra and functions
    - ❖ measurement and geometry
    - ❖ statistics, data analysis, and probability
    - ❖ mathematical reasoning



# The Mathematics Content Standards

Academic  
Content  
Standards

## Grades 8-12

- ◆ Organized by discipline, not grade level, to allow for course flexibility
- ◆ Students expected to achieve standards by the end of grade 12



# The Mathematics Content Standards

Academic  
Content  
Standards

## ◆ Disciplines (Grades 8-12 ):

- Algebra I & II
- Geometry & Trigonometry
- Probability and Statistics
- Linear Algebra
- Mathematical Analysis
- Advanced Placement Probability and Statistics
- Calculus

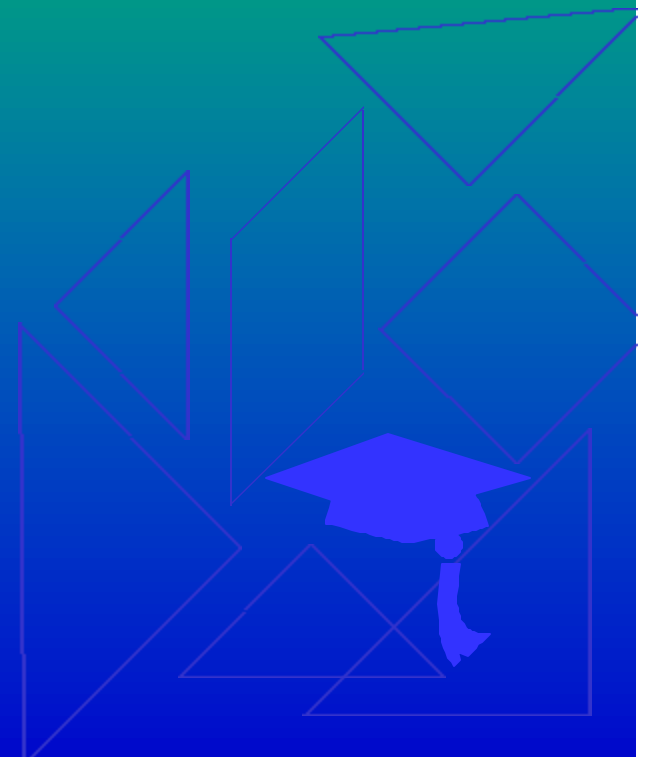


# The Science Content Standards

Academic  
Content  
Standards

## How are they organized?

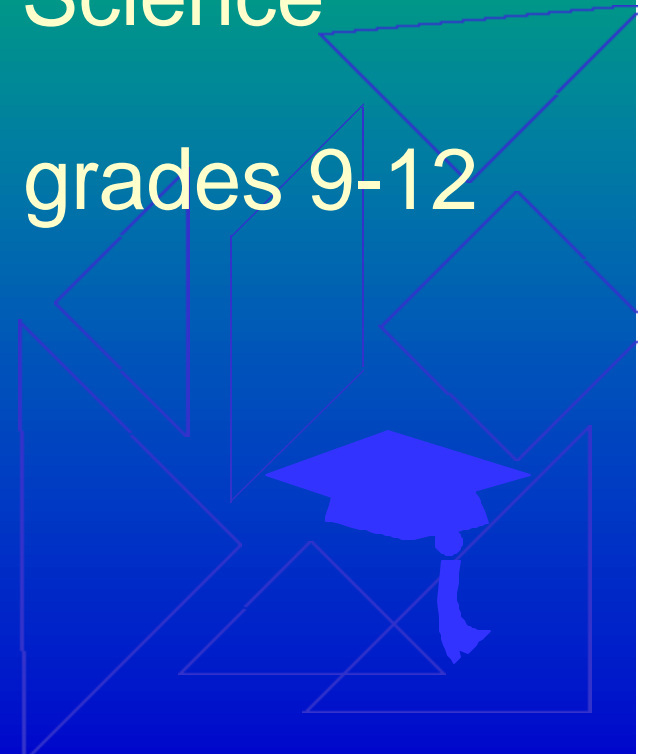
- ◆ Organized by disciplines for grades K-5
  - Physical Sciences
  - Life Sciences
  - Earth Sciences
  - Experimentation and Investigation



# The Science Content Standards

Academic  
Content  
Standards

- ◆ Grade 6: Focus on Earth Science
- ◆ Grade 7: Focus on Life Science
- ◆ Grade 8: Focus on Physical Science
- ◆ Organized by disciplines for grades 9-12
  - Disciplines
    - Standards



# The Science Content Standards

Academic  
Content  
Standards

## ■ Chemistry

- Atomic and Molecular Structure
- Chemical Bonds
- Conservation of Matter and Stoichiometry
- Gases and their Properties
- Acids and Bases
- Solutions
- Chemical Thermodynamics
- Reaction Rates
- Chemical Equilibrium
- Organic and Biochemistry
- Nuclear Processes

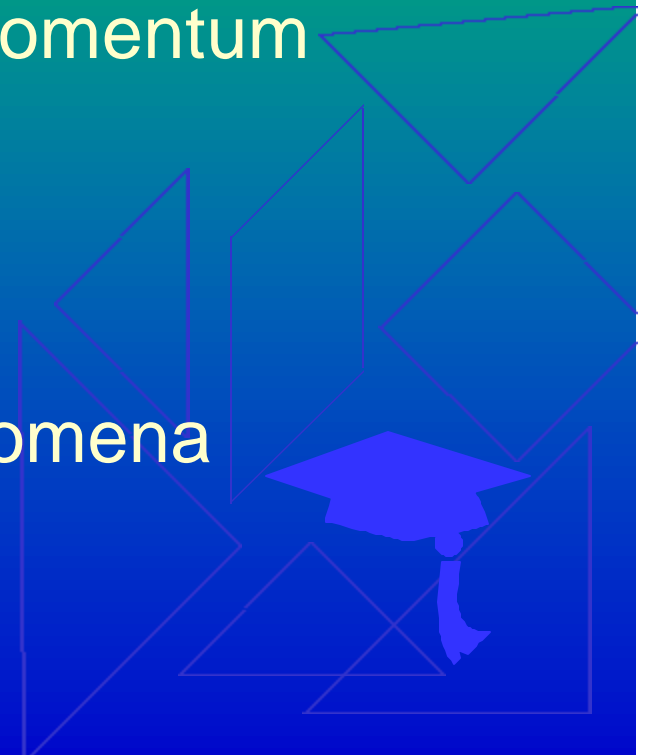


# The Science Content Standards

Academic  
Content  
Standards

## ■ Physics

- Motion and Forces
- Conservation of Energy and Momentum
- Heat and Thermodynamics
- Waves
- Electronic and Magnetic Phenomena



# The Science Content Standards

Academic  
Content  
Standards

## ■ Biology/Life Sciences

- Cell Biology
- Genetics
- Ecology
- Evolution
- Physiology



# The Science Content Standards

Academic  
Content  
Standards

## ■ Earth Sciences

- Earth's Place in the Universe
- Dynamic Earth Processes
- Energy in the Earth System
- Biogeochemical Processes
- Structure and Composition of the Atmosphere
- California Geology

## ■ Investigation and Experimentation



## How can we address these standards in ROCP courses?

- ◆ Identify academic standards covered in different classes
- ◆ Expect students to master appropriate academic skills
- ◆ Teach appropriate content skills
- ◆ Provide real-world examples of academic applications



## ROCP courses can...

- ◆ Support and strengthen academic skills through occupational applications and contextualized learning
- ◆ Increase pressure on schools to place students in our courses that enhance academic skills
- ◆ Assist students who do not do well in traditional academics

For the sake of  
demonstration, we are going  
to focus on the Language  
Arts Content Standards.

(selected standards and examples)

# How?

Here is just one way to present Language Arts Standards in ROP course outlines.



# Sample Format

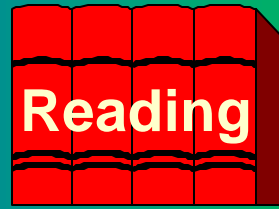
CAREERS IN EDUCATION Course Organization	LANGUAGE ARTS ACTIVITIES	LANGUAGE ART STANDARDS	HSEE	CLASSROOM ASSESSMENTS
<b>I. INTRODUCTION:</b> A. Overview of the Course	<b>A. Read and analyze</b> both the features and rhetorical devices of a variety of nonfiction articles and public documents dealing with education.  <b>Vocabulary Development</b> will be ongoing with students keeping a new word journal, focusing on etymology and morphology as the basis for systematically building vocabulary. Students will apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to infer meaning. In addition, students will study analogies.	<b>R:2.0</b> R:2.1  <b>R:1.0</b> R:1.1  R:1.2  R:1.3	R:2.1  R:1.1  R:1.3	<ul style="list-style-type: none"> <li>* Reading Logs</li> <li>* Formal and Informal Discussions</li> <li>* Quick Writes</li> <li>* New Vocabulary Logs</li> <li>* Tests/Quizzes</li> </ul>
B. Personal Qualifications/Self Assessment	<b>B. Write a 1,500-word reflective essay</b> exploring the significance of personal experiences, events, or conditions that led to your beliefs/generalizations about life in regard to your desire to be in education, including your personal qualifications. <b>Use the Writing Process. Then present orally.</b>	<b>W:2.0</b> W:2.3  <b>W:1.0</b> W:1.1-1.5  <b>L/S:2.0</b> L/S:2.1	W:1.1 W:1.3 W:1.5	<ul style="list-style-type: none"> <li>* Formal Essays</li> <li>* Word Processing</li> <li>* Peer-Edit Evaluation</li> <li>* Portfolio</li> <li>* Prewriting Samples</li> <li>* Videotapes</li> <li>* Group Critique/Rubric</li> </ul>
<b>II. THE LEARNER:</b> A. Barriers to Learning	<b>A. Prepare and deliver a speech</b> on the barriers to learning. Include an Introduction and conclusion. Use props, visual aids, graphs, electronic media, etc. to enhance appeal. Produce concise notes to aid in delivery.  <b>Analyze and evaluate speeches</b> for clarity, quality, effectiveness, organization and delivery using a speech rubric.  <b>Read a variety of stories/novels/bios.</b> dealing with barriers to learning (e.g. death of a loved one, different cultures, languages and religions, racial prejudice.	<b>L/S:1.0</b> L/S:1.4-1.10  <b>R:3.0</b> R:3.2	R:3.2	<ul style="list-style-type: none"> <li>* Teacher Notes</li> <li>* Videotapes</li> <li>* Group Critique</li> <li>* Speech Evaluation Rubric</li> <li>* Reading Logs</li> <li>* Group Discussions</li> <li>* Oral/Written Reflections</li> <li>* Summaries</li> </ul>

# Reading

## 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development (1.1-1.3)

- ◆ Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.
  - 1.2 Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.





Academic  
Content  
Standards  
Grades 11 and 12

***ROCP example:***

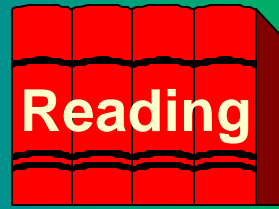
Students in a health occupations class identify the meanings of root words, suffixes, and prefixes to understand medical terminology.

# Health Careers

HEALTH CAREERS Course Organization	LANGUAGE ARTS ACTIVITIES	LANGUAGE ART STANDARDS	HSEE	CLASSROOM ASSESSMENTS
<p><b>IV. Body Structure and Function/Medical Terminology</b></p> <p>A. Prefixes, Suffixes, and Root Words</p> <p>B. Terminology and Abbreviations</p>	<p>A. <b>Apply knowledge of Greek and Latin Roots and affixes</b> to infer meaning of Medical/Scientific Terminology.</p> <p>B. <b>Trace the Etymology of Vocabulary used in medical terminology.</b></p>	<p><b>R:1.0</b></p> <p>R:1.2</p> <p>R:1.1</p>	<p>R:1.1</p>	<p>* Note-Taking</p> <p>* Vocabulary Logs</p>

# Health Careers

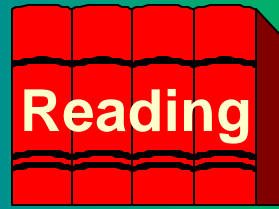
HEALTH CAREERS Course Organization	LANGUAGE ARTS ACTIVITIES	LANGUAGE ART STANDARDS	HSEE	CLASSROOM ASSESSMENTS
<p>B. Interpersonal Skills</p> <p>C. Priority Setting Organization</p> <p>D. Team Building Group Dynamics</p> <p>E. Cultural Sensitivity</p> <p>F. Leadership Development</p> <p>G. Documentation/Charting/Reporting</p> <p>H. Verbal and Nonverbal Communication Skills</p>	<p><b>D/E/F. Listen to a Speaker (or a recorded speech)</b> on Team Building, Cultural Sensitivity, and/or Leadership Development. Critique/analyze various techniques of Oral Communication. Identify logical fallacies used in oral addresses.</p> <p><b>G. Read a variety of Technical Workplace Documents</b> on Charting/Reporting and verify/clarify facts presented.</p> <p><b>H. Group Role Playing</b> in teacher-designated situation in front of class or on video. Class will analyze and critique Verbal and Nonverbal Communication Skills.</p> <p><b>Weekly Grammar Lessons</b> (Skills Sheets, Videos, Instructional Software, Peer Mediation, etc.) to reinforce Standard English Language Conventions.</p>	<p><b>L/S: 1.0</b> L/S:1.11-1.14</p> <p><b>R:2.0</b> R:2.3</p> <p><b>L/S:1.0</b> L/S:1.11-1.12</p> <p><b>ELC:</b> 1.0</p>	<p>R:2.3</p> <p>ELC:1.0*</p>	<p>* Note-Taking on Media Strategies</p> <p>* Teacher-made Speech Evaluation Rubric</p> <p>* Group Critique</p> <p>* Worksheets</p> <p>* Teacher Tests</p>
<p><b>IV. Body Structure and Function/Medical Terminology</b></p> <p>A. Prefixes, Suffixes, and Root Words</p> <p>B. Terminology and Abbreviations</p>	<p>A. <b>Apply knowledge of Greek and Latin Roots and affixes</b> to infer meaning of Medical/Scientific Terminology.</p> <p>B. <b>Trace the Etymology of Vocabulary used in medical terminology.</b></p>	<p><b>R:1.0</b> R:1.2</p> <p>R:1.1</p>	<p>R:1.1</p>	<p>* Note-Taking</p> <p>* Vocabulary Logs</p>



Academic  
Content  
Standards  
Grades 11 and 12

## 2.0 Reading Comprehension (Focus on Informational Materials (2.1-2.6))

- ◆ Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selection in Recommended Reading in Literature, Grades 9-11 illustrate the quality and complexity of the materials.
  - 2.1 Analyze both the features and rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and how authors use these features and devices.



Academic  
Content  
Standards  
Grades 11 and 12

***ROCP examples:***

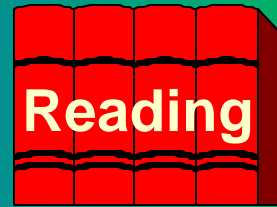
Students in a Legal Occupations class read transcripts from actual trials in American history, analyzing the rhetorical devices used in opening or closing statements.

Students in an Internet class critically analyze web sites for rhetorical devices that draw in visitors to the site.

# Legal Office Occupations

LEGAL OFFICE OCCUPATIONS Course Outline	LANGUAGE ARTS ACTIVITIES	LANGUAGE ART STANDARDS	HSEE	CLASSROOM ASSESSMENTS
<p><b>E. Legal Rhetoric</b></p>	<p><b>Read, analyze and critique a variety of public documents</b> (e.g., trial transcripts, pleadings, newspaper editorials, speeches, debates), and identify the rhetorical devices and how the authors/speakers use those devices. Make reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations. Critique the power, validity and truthfulness of the arguments.</p>	<p><b>R:2.0</b> R:2.1 R:2.4 R:2.5 R:2.6</p>	<p>R:2.1 R:2.6</p>	<ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Essays</li> <li>• Class Discussions</li> <li>• Tests/Quizzes</li> </ul>

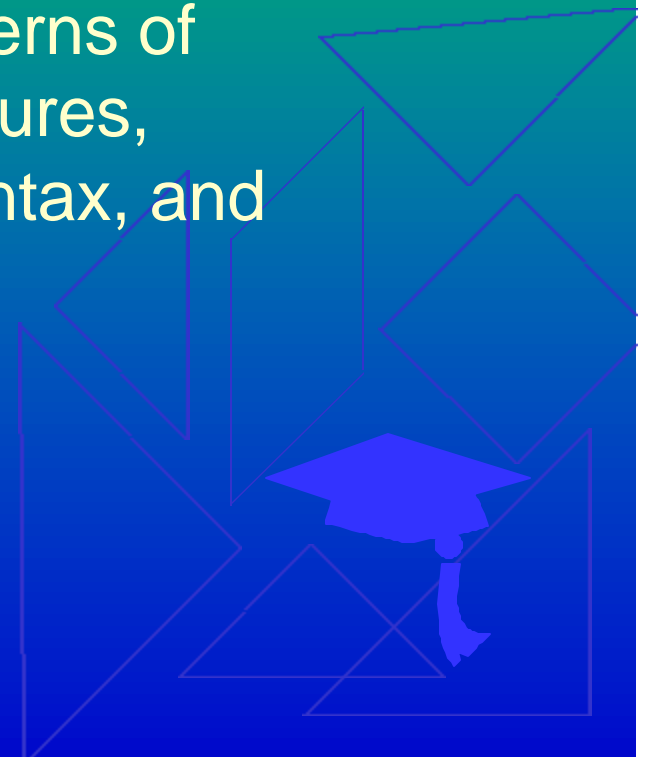


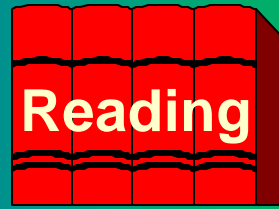


Academic  
Content  
Standards  
Grades 11 and 12

## 2.0 Reading Comprehension (Focus on Informational Materials) (2.1-2.6)

- ◆ 2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.





Academic  
Content  
Standards  
Grades 11 and 12

***ROCP example:***

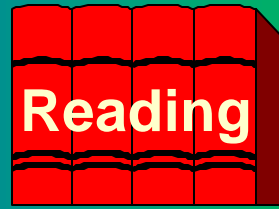
Students are taught to read a textbook, using previewing skills and analyzing headings, subheadings, captions, etc., to determine where information is located.

# Ag Welding and Fabrication

AG WELDING AND FABRICATION Course Organization	LANGUAGE ARTS ACTIVITIES	LANGUAGE ARTS STANDARDS	HSEE	CLASSROOM ASSESSMENTS
III. OCCUPATIONAL SAFETY: A. Tool and Shop Safety Practices	Read the tool and shop safety rules provided in the textbook. Analyze the patterns of organization, including headings, subheadings, captions, graphs, etc. to determine where information is located. Discuss how this might affect clarity of meaning.	<b>R:2.0</b> R:2.2	R:2.2	<ul style="list-style-type: none"> <li>• Class Discussions</li> <li>• Safety Proficiency Exams</li> <li>• Bibliographies of Reference Materials</li> </ul>

# Ag Welding and Fabrication

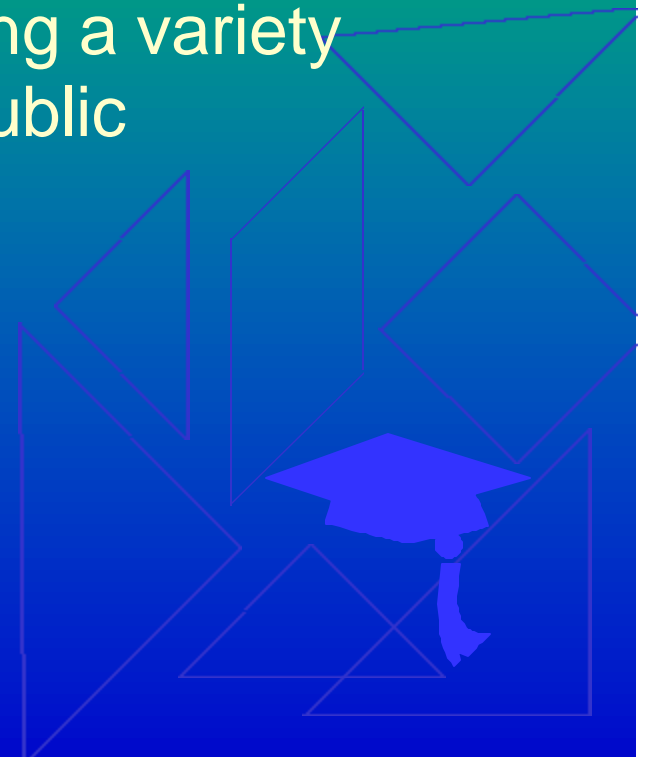
AG WELDING AND FABRICATION Course Organization	LANGUAGE ARTS ACTIVITIES	LANGUAGE ARTS STANDARDS	HSEE	CLASSROOM ASSESSMENTS
<p>B. Interest, Aptitudes, and Skills</p> <p>C. Education/Training Opportunities</p>	<p>Select a particular welding occupation based on interest, aptitude, and/or skill, and write a personal plan for attaining that occupation. Research education and skills required, potential colleges and/or vocational schools available, the cost and time involved, etc. Include interviews and observations of people in the chosen career (apply appropriate interviewing techniques). Synthesize the information obtained from sources.</p>	<p><b>W:1.0</b> W:1.1-1.5</p> <p><b>L/S:2.0</b> L/S:2.3</p>	<p>W:1.1-1.5</p>	<ul style="list-style-type: none"> <li>• Annotated Bibliographies</li> <li>• Interview Response Notes</li> <li>• Journal entries</li> <li>• Prewriting Samples</li> </ul>
<p>D. Local and State Economy</p>	<p>Read and analyze a variety of informational materials on the local and state economy (e.g., magazines, newspapers, online information, political speeches/debates). Generate relevant questions about readings on issues that can be researched. Synthesize the content of a variety of sources and paraphrase to demonstrate understanding. Evaluate the credibility of an author's/speaker's arguments or defense of a claim by analyzing the evidence presented (e.g., in professional journals, editorials, political speeches, primary source material).</p>	<p><b>R:2.0</b></p> <p>R:2.3</p> <p>R:2.4</p> <p>R:2.8</p>	<p>R:2.3</p> <p>R:2.4</p> <p>R:2.8</p>	<ul style="list-style-type: none"> <li>• Annotated Bibliographies</li> <li>• Key Questions</li> <li>• Class Discussions</li> <li>• Summaries</li> </ul>
<p>III. OCCUPATIONAL SAFETY:</p> <p>A. Tool and Shop Safety Practices</p>	<p>Read the tool and shop safety rules provided in the textbook. Analyze the patterns of organization, including headings, subheadings, captions, graphs, etc. to determine where information is located. Discuss how this might affect clarity of meaning.</p>	<p><b>R:2.0</b> R:2.2</p>	<p>R:2.2</p>	<ul style="list-style-type: none"> <li>• Class Discussions</li> <li>• Safety Proficiency Exams</li> <li>• Bibliographies of Reference Materials</li> </ul>

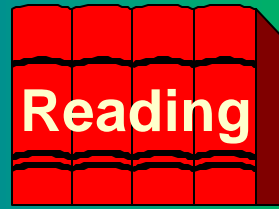


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## 2.0 Reading Comprehension (Focus on Informational Materials) (2.1-2.6)

- ◆ 2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.





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***ROCP example:***

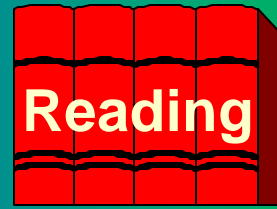
Students use reference materials in an ROCP class (auto manuals, computer manuals, code books, labels, written directions for mixing materials, etc.) to verify correct procedures.

# Information Technology

INFORMATION TECHNOLOGY Course Organization	LANGUAGE ARTS ACTIVITIES	CONTENT STANDARDS	HSEE	CLASSROOM ASSESSMENTS
<b>II. OPERATING SYSTEM:</b> A. Terms and Commands B. Boot System	<b>Read a variety of consumer, workplace, and public documents on computer operating systems</b> (e.g., textbooks, user's manuals, newspaper articles, online info.) Verify and clarify the facts presented.	<b>R:2.0</b> R:2.3	R:2.3	<ul style="list-style-type: none"> <li>* Reading logs</li> <li>* Class discussions</li> <li>* Text interpretations</li> <li>* Summaries/Reflections</li> </ul>

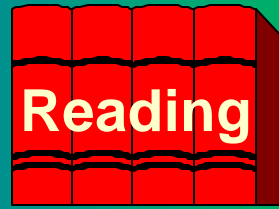
# Information Technology

INFORMATION TECHNOLOGY Course Organization	LANGUAGE ARTS ACTIVITIES	LANGUAGE ARTS STANDARDS	HSEE	CLASSROOM ASSESSMENTS
<b>II. OPERATING SYSTEM:</b> A. Terms and Commands B. Boot System	<b>Read a variety of consumer, workplace, and public documents on computer operating systems</b> (e.g., textbooks, user's manuals, newspaper articles, online info.) Verify and clarify the facts presented.	<b>R:2.0</b> R:2.3	R:2.3	* Reading logs * Class discussions * Text interpretations * Summaries/Reflections
C. Utilize System Commands D. Format Disks E. Manipulate Files F. Identify and Utilize Directories	<b>Write a technical document (user's manual)</b> on one aspect of the computer's operating system (by choice or as assigned by teacher).  <b>Give a step-by-step presentation to the class</b> on one aspect of the computer's operating system. Use a variety of visual aids, including posters, graphics, etc.	<b>W:2.0</b> W:2.6*  <b>L/S:1.0</b> L/S:1-4-1.10	W:2.6*	* Technical assessments * Prewriting samples  * Videotapes * Student notes/key points * Teacher notes on delivery
<b>III. WINDOWS OPERATING SYSTEM:</b> A. Windows Commands B. Basic Windows Skills C. Access Windows Menu	<b>Read a variety of nonfiction materials on the windows operating system, Microsoft, and/or Bill Gates</b> (newspaper articles, magazines, internet, speeches, debates, etc.) Verify and clarify facts presented. Use elements of the text to defend and clarify author's interpretations, and analyze author's implicit and explicit philosophical assumptions and beliefs about a subject.  <b>Write a 1,500-word biographical essay</b> on Bill Gates, the founder of Microsoft windows systems. Narrate a sequence of events and communicate their significance. Make effective use of descriptions of appearance, images, feelings, and sensory details. <b>Use the Writing Process.</b>	<b>R:2.0</b> R:2.3 R:2.4 R:2.5 R:2.6  <b>W:2.0</b> W:2.1  <b>W:1.0</b> W:1.1-1.9	R:2.3 R:2.6  W:2.1 W:1.1 W:1.3 W:1.5 W:1.9	* Reading logs * Formal and informal discussions * Quick writes * New vocabulary logs * Teacher tests * Media evaluation forms  * Formal essays * Prewriting samples * Peer-edit evaluations * Word processing * Rubrics



## 3.0 Literary Response and Analysis (3.1-3.9)

- ◆ Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent themes.
  - 3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.



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## ***ROCP examples:***

- ◆ Students in a medical class read one or more of a variety of (auto) biographical and fictional selections to analyze the impact of illness on an individual and discuss health care providers responsibilities to chronically ill patients.
- ◆ Students in a Careers in Law class are asked to read *Twelve Angry Men* and analyze how jury members interact with each other and the evidence.

# Health Careers

HEALTH CAREERS Course Organization	LANGUAGE ARTS ACTIVITIES	LANGUAGE ARTS STANDARDS	HSEE	CLASSROOM ASSESSMENTS
<p><b>II. ETHICAL AND LEGAL RESPONSIBILITIES</b></p> <ul style="list-style-type: none"> <li>A. Bioethics</li> <li>B. Liability/Malpractice</li> <li>C. Confidentiality</li> <li>D. Patient rights</li> <li>E. Professional Integrity</li> <li>F. Standard of Care</li> </ul>	<p><b>A-K. Read and analyze a Novel/Biography</b> including Ethical and/or Legal Responsibilities of modern Health Care from the California Reading List. Possible selections include:</p> <p><u>Flowers for Algernon</u> by Daniel Keyes  <u>Of Human Bondage</u> by W. Maugham  <u>One Flew Over the Cuckoo's Nest</u> by Ken Kesey  <u>Death Be Not Proud</u> by John Gunther</p>	<p><b>R:3.0</b>  R:3.2  R:3.5  R:3.8</p>	<p>R:3.2  R:3.5  R:3.8</p>	<ul style="list-style-type: none"> <li>* Internet Literature Guides/Lessons</li> <li>* Journal/Reading Logs</li> <li>* Quick-Writes</li> <li>* Written/Oral Responses</li> </ul>

# Health Careers

HEALTH CAREERS Course Organization	LANGUAGE ARTS ACTIVITIES	LANGUAGE ARTS STANDARDS	HSEE	CLASSROOM ASSESSMENTS
I. Terms and Commands J. Occupations in Health Care Industry K. Community Health Issues L. Labor Issues	<b>I. Read and analyze the author's philosophical beliefs in a variety of Public documents</b> on Current Reform Issues, including magazines, medical journals, newspapers, and on-line information. <b>J. Write a Research Report</b> on the various occupations currently available in the Health Care Industry. <b>K/L Read a variety of Public Documents</b> on current health and Labor Issues and verify/clarify facts presented. <b>Write an Editorial</b> on a subject involving Community Health/Labor issues.	<b>R:2.0</b> R:2.5  <b>W:2.0</b> W:2.3*  <b>R:2.0</b> R:2.3 <b>W:1.0</b> W:1.1-1.5 1.9	   W:2.3*  R:2.3  W:1.1 W:1.3 W:1.5 W:1.9	* Journal Entries   * Technology Assessment: Word Processing * Student-Written News Articles/Editorials
<b>II. ETHICAL AND LEGAL RESPONSIBILITIES</b> A. Bioethics B. Liability/Malpractice C. Confidentiality D. Patient rights E. Professional Integrity F. Standard of Care	<b>A-K. Read and analyze a Novel/Biography</b> including Ethical and/or Legal Responsibilities of modern Health Care from the California Reading List. Possible selections include:  <u>Flowers for Algernon</u> by Daniel Keyes <u>Of Human Bondage</u> by W. Maugham <u>One Flew Over the Cuckoo's Nest</u> by Ken Kesey <u>Death Be Not Proud</u> by John Gunther	<b>R:3.0</b> R:3.2 R:3.5 R:3.8	   R:3.2 R:3.5 R:3.8	* Internet Literature Guides/Lessons  * Journal/Reading Logs  * Quick-Writes  * Written/Oral Responses
G. Health Care Protocols	<b>Prepare a Research Paper</b> to persuade or inform readers about social issue presented in the novel (e.g. mental health care, medical experimentation, etc.). Use creative research strategies (e.g. field studies, oral histories, interviews, experiments, electronic sources) and the standard Research Paper format (M.L.A. Handbook), including a Bibliography.	<b>W:2.0</b> W:2.2 <b>W:1.0</b> W:1.1-1.9	W:2.2*  W:1.1 W:1.3 W:1.5 W:1.9	* Word Processing/Graphics  * Peer Edit Evaluations

# Writing

Academic  
Content  
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## 1.0 Writing Strategies (1.1-1.9)

- ◆ Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.





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## 1.0 Writing Strategies (1.1-1.9)

- ◆ 1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.





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## ***ROCP examples:***

- ◆ Students in a criminal justice class write an editorial arguing their opinions on the death penalty.
- ◆ Students are asked to research a variety of products for their occupational area (*e.g., duplicating machines, fax machines, computers, ISPs, tires, medical equipment, airline flights, etc.*), and write a memo to their 'boss' arguing for the purchase of a particular product, using clear and specific reasons to support their choice.

# Criminal Justice

CRIMINAL JUSTICE Course Organization	LANGUAGE ARTS ACTIVITIES	LANGUAGE ARTS STANDARDS	HSEE	CLASSROOM ASSESSMENTS
<p><b>G. Criminal Justice and Democracy</b></p> <ol style="list-style-type: none"> <li>1. Selection of Decision Makers</li> <li>2. Public Opinion and Criminal Justice</li> </ol>	<ul style="list-style-type: none"> <li>• Write an editorial for the newspaper attacking or defending the death penalty. Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.</li> </ul>	<p><b>W:1.0</b> W:1.3</p>	<p>W:1.3</p>	<ul style="list-style-type: none"> <li>* Portfolio</li> <li>* Peer Edit Evaluations</li> </ul>

# Criminal Justice

CRIMINAL JUSTICE Course Organization	LANGUAGE ARTS ACTIVITIES	LANGUAGE ARTS STANDARDS	HSEE	CLASSROOM ASSESSMENTS
<p><b>IV. CRIMINAL JUSTICE IN AMERICA</b></p> <p>A. Criminal Justice in the 1990s</p> <p>B. The Study of Criminal Justice</p> <ol style="list-style-type: none"> <li>1. Criminal Justice Agencies</li> <li>2. Crime and Criminal Behavior</li> <li>3. Perspectives and Context in Criminal Justice</li> </ol> <p>C. Crime in a Constitutional Democracy</p> <p>D. Formal and Informal Criminal Justice</p> <p>E. The Criminal Justice System and Process</p> <ol style="list-style-type: none"> <li>1. The Criminal Justice System</li> <li>2. The Criminal Justice Process</li> <li>3. The Systems Paradigm</li> </ol> <p>F. The Funnel Effect</p>	<ul style="list-style-type: none"> <li>• Read Novel(s) involving Criminal Justice in America from the California Reading List. Possible Selections include: <u>The Maltese Falcon</u> by Dashiell Hammett <u>In the Heat of the Night</u> by John Ball <u>To Kill a Mockingbird</u> by Harper Lee</li> <li>• Write a 4-6 page Response to the Novel demonstrating understanding of the main idea. Analyze language, themes, and viewpoints through detailed references to the text.</li> <li>• Present Literary Response Orally</li> <li>• Present a Fictional Narrative on a person's experience in the Criminal Justice Process. Create a fictional character and take him/her through the step-by-step process, beginning with the crime and arrest, all the way through the system. Be descriptive and use details of sights, sounds, and smells of a scene, and the specific actions, movements, gestures, and feelings of the characters; (use interior monologue to depict the characters' feelings).</li> </ul>	<p><b>R:3.0</b></p> <p>R:3.1-3.3 R:3.5</p> <p><b>W:2.0</b> W:2.2</p> <p><b>L/S:2.0</b> L/S:2.3</p> <p><b>W:2.0</b> W:2.1</p>	<p>R:3.2 R:3.5</p> <p>W:2.2*</p> <p>W:2.1</p>	<ul style="list-style-type: none"> <li>* Reading Logs</li> <li>* Class Discussion</li> <li>* Summaries/Reflections</li> <li>* Quick Writes</li> <li>* Internet Literature Guides/Lesson</li> <li>* Formal Essays</li> <li>* Prewriting Samples</li> <li>* Peer Edit Evaluations</li> <li>* Formal Essays</li> <li>* Peer Edit Evaluations</li> <li>* Prewriting Samples</li> </ul>
<p>G. Criminal Justice and Democracy</p> <ol style="list-style-type: none"> <li>1. Selection of Decision Makers</li> <li>2. Public Opinion and Criminal Justice</li> </ol>	<ul style="list-style-type: none"> <li>• Write an editorial for the newspaper attacking or defending the death penalty. Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.</li> </ul>	<p><b>W:1.0</b> W:1.3</p>	<p>W:1.3</p>	<ul style="list-style-type: none"> <li>* Portfolio</li> <li>* Peer Edit Evaluations</li> </ul>



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## 1.0 Writing Strategies (1.1-1.9)

- ◆ 1.5 Use language in natural, fresh, and vivid ways to establish a specific tone.

### ***ROCP example:***

Students in a marketing, Web page design, hospitality/tourism/travel, or entrepreneurship class are asked to create an advertisement/brochure to sell a product.

# Careers in Hospitality, Tourism, and Recreation

CAREERS IN HOSPITALITY, TOURISM, AND RECREATION Course Outline	LANGUAGE ARTS ACTIVITIES	LANGUAGE ARTS STANDARDS	HSEE	CLASSROOM ASSESSMENTS
<p>C. Marketing Principles</p> <p>D. Communications Skills</p> <p>E. Sales Techniques</p> <p>F. Reservations/Ticketing</p> <p>G. Interagency Relationships</p>	<p><b>Research and design a travel brochure</b> for a selected country that includes points of interest, climate, historical facts, landmarks, costs, etc. Use creative and critical research strategies (e.g. interviews, electronic sources). Text should be informative and persuasive. Incorporate visual aids and use language in natural, fresh, and vivid ways. Use advanced publishing software and graphic programs. <b>Present to the class</b>, including background on history, culture, and politics of the destination.</p>	<p><b>W:1.0</b> W:1.3-1.9 W:1.8*</p> <p><b>L/S:2.0</b> L/S:2.2*</p>	<p>W:1.3 W:1.5 W:1.9</p>	<ul style="list-style-type: none"> <li>• Travel Brochure Rubrics</li> <li>• Peer and Self Edit Evaluations</li> <li>• Technology Assessments</li> <li>• Portfolios</li>   <li>• Presentation Rubrics</li> </ul>





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## 2.0 Writing Applications (Genres and Their Characteristics) (2.1-2.6)

- ◆ Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.



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## 2.0 Writing Applications (Genres and Their Characteristics) (2.1-2.6)

- ◆ 2.4 Write historical investigation reports:

### ***ROCP example:***

Students in a Legal Occupations class write a historical investigation report on a famous trial from American history (e.g., The Scopes Monkey Trial, The Lindbergh Trial, The Charles Manson Trial, The Lizzie Borden Trial).

# Legal Office Occupations

LEGAL OFFICE OCCUPATIONS Course Outline	LANGUAGE ARTS ACTIVITIES	LANGUAGE ARTS STANDARDS	HSEE	CLASSROOM ASSESSMENTS
<p><b>VI. LITIGATION:</b></p> <p>A. History</p> <p>B. Background Information</p>	<p><b>Write a historical investigation report</b> on a famous trial from American history (e.g., The Scopes Monkey Trial, The Lindbergh Trial, The Charles Manson Trial, The Lizzie Borden Trial, etc.). Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition. Analyze several historical records of the event, (primary and secondary sources), and explain the reason for any similarities and/or differences in the historical records. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.</p> <p><b>Include a formal bibliography.</b> <b>Deliver oral reports on historical investigations.</b></p>	<p><b>W:2.0</b> W:2.4</p> <p><b>W:1.0</b> W:1.1-1.9</p> <p><b>LS/:1.0</b> L/S:1.4-1.10</p> <p><b>L/S:2.0</b> L/S:2.2</p>	<p>W:1.1 W:1.3 W:1.5 W:1.9</p>	<ul style="list-style-type: none"> <li>• Prewriting Samples</li> <li>• Annotated Bibliographies</li> <li>• Student Notes/Outlines</li> <li>• Peer Edit Evaluations</li>   <li>• Videotapes/Revisions</li> <li>• Presentation Rubrics</li> </ul>

# Legal Office Occupations

LEGAL OFFICE OCCUPATIONS Course Outline	LANGUAGE ARTS ACTIVITIES	LANGUAGE ARTS STANDARDS	HSEE	CLASSROOM ASSESSMENTS
<b>VI. LITIGATION:</b>  <b>A. History</b>  <b>B. Background Information</b>	<p><b>Write a historical investigation report</b> on a famous trial from American history (e.g., The Scopes Monkey Trial, The Lindbergh Trial, The Charles Manson Trial, The Lizzie Borden Trial, etc.). Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition. Analyze several historical records of the event, (primary and secondary sources), and explain the reason for any similarities and/or differences in the historical records. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.</p> <p><b>Include a formal bibliography. Deliver oral reports on historical investigations.</b></p>	<p><b>W:2.0</b> W:2.4</p> <p><b>W:1.0</b> W:1.1-1.9</p> <p><b>LS:1.0</b> L/S:1.4-1.10</p> <p><b>L/S:2.0</b> L/S:2.2</p>	<p>W:1.1 W:1.3 W:1.5 W:1.9</p>	<ul style="list-style-type: none"> <li>• Prewriting Samples</li> <li>• Annotated Bibliographies</li> <li>• Student Notes/Outlines</li> <li>• Peer Edit Evaluations</li> <li>• Videotapes/Revisions</li> <li>• Presentation Rubrics</li> </ul>
<b>C. Topics:</b>  <b>1. Court Structure</b>	<p><b>Attend an actual trial.</b> After listening to the evidence, <b>write and recite opening and/or closing arguments for the trial with attention to performance details to achieve clarity, force, and aesthetic effect.</b></p>	<p><b>L/S:2.0</b> L/S:2.5</p>		<ul style="list-style-type: none"> <li>• Persuasive Speeches</li> <li>• Performance Rubrics</li> </ul>
<b>2. Pleadings and Court Forms</b>				
<b>3. Court Rules and Procedures</b>	<p><b>Read and fill out court forms:</b> type and properly format a variety of court pleadings.</p>			<ul style="list-style-type: none"> <li>• Portfolios</li> </ul>
<b>4. Summons</b>	<p><b>Read and analyze text, legal journals, newspapers; watch videos, new broadcasts, etc. on court issues and procedures.</b></p> <p>Recognize strategies used by the media to inform, persuade, entertain and transmit culture. Analyze the impact of the media on the justice system.</p>	<p><b>R:2.0</b> R:2.1</p> <p><b>L/S:1.0</b> L/S:1.1-1.3</p>	<p>R:2.1</p>	<ul style="list-style-type: none"> <li>• Media Response Questionnaire</li> </ul>



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## 2.0 Writing Applications (Genres and Their Characteristics) (2.1-2.6)

- ◆ 2.1 Write fictional, autobiographical, or biographical narratives.

### ***ROCP examples:***

- ◆ Students in a Careers in Education class write a biographical narrative about a memorable teacher they had in the past.
- ◆ Students write a health autobiography in a medical class.
- ◆ Students research and write a biography of someone important in their field of study.
- ◆ Students write an imagined autobiography of themselves from the point of view of 10 years in the future that focuses on their careers.



# Careers in Education

CAREERS IN EDUCATION Course Organization	LANGUAGE ARTS ACTIVITIES	LANGUAGE ARTS STANDARDS	HSEE	CLASSROOM ASSESSMENTS
<p>III. THE TEACHER AND TEACHING:</p> <p>A. Teacher Characteristics</p>	<p>A. Write a 1,500-word biographical narrative about memorable teacher you had in elementary school. Include the characteristics that made him/her a good or bad teacher in your opinion. Narrate an important sequence of events and communicate their significance to the audience. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details. <b>Use the Writing Process.</b></p>	<p><b>W:2.0</b> W:2.1</p> <p><b>W:1.0</b> W:1.1- 1.5, W:1.9</p>	<p>W:2.1</p> <p>W:1.1 W:1.3 W:1.5 W:1.9</p>	<ul style="list-style-type: none"> <li>* Peer-Edit Evaluations</li> <li>* Word Processing</li> <li>* Teacher Notes</li> <li>* Rubrics</li> <li>* Portfolio</li>   <li>* Prewriting Samples</li> </ul>

# Careers in Education

CAREERS IN EDUCATION Course Organization	LANGUAGE ARTS ACTIVITIES	LANGUAGE ARTS STANDARDS	HSEE	CLASSROOM ASSESSMENTS
<p><b>III. THE TEACHER AND TEACHING:</b></p> <p>A. Teacher Characteristics</p>	<p><b>A. Write a 1,500-word biographical narrative</b> about memorable teacher you had in elementary school. Include the characteristics that made him/her a good or bad teacher in your opinion. Narrate an important sequence of events and communicate their significance to the audience. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details. <b>Use the Writing Process.</b></p>	<p><b>W:2.0</b> W:2.1</p> <p><b>W:1.0</b> W:1.1-1.5, W:1.9</p>	<p>W:2.1</p> <p>W:1.1 W:1.3 W:1.5 W:1.9</p>	<ul style="list-style-type: none"> <li>* Peer-Edit Evaluations</li> <li>* Word Processing</li> <li>* Teacher Notes</li> <li>* Rubrics</li> <li>* Portfolio</li> <li>* Prewriting Samples</li> </ul>
<p>B. Teacher Responsibilities</p> <p>C. Teacher Attitudes and Behavior</p>	<p><b>B/C. Read and analyze novels, biographies, short stories, and other literary works</b> involving teacher responsibilities, attitudes and behavior. Possible selections include:  <u>Send No Blessings</u> by Phyllis Naylor  <u>The Education of Little Tree</u> by Forrest Carter  <u>Faking It</u> by Chris Lee  <u>Sisters/Hermanas</u> by Gary Paulsen  <u>The Miracle Worker</u> by Wm. Gibson  <u>Tisha: Story of a Young Teacher</u> by Robert Specht  <u>Chicano</u> by Richard Vasquez</p> <p><b>Write a 5-6 page response to the reading</b> demonstrating a comprehensive understanding of the plot, the theme and how it represents a view or comment on life, characters, setting, etc. Analyze the author's philosophical/political beliefs and how they contributed to each work. Support important ideas and viewpoints through accurate and detailed references to the text. <b>Present response orally.</b></p>	<p><b>R:3.0</b> R:3.2 R:3.8 R:3.9</p> <p><b>W:2.0</b> W:2.2</p> <p><b>W:1.0</b> W:1.1-1.5, W:1.9</p> <p><b>L/S:2.0</b> L/S:2.3</p>	<p>R:3.2 R:3.8 R:3.9</p> <p>W:2.2*</p> <p>W:1.1 W:1.3 W:1.5 W:1.9</p>	<ul style="list-style-type: none"> <li>* Reading Logs</li> <li>* Class Discussions</li> <li>* Quick Writes</li> <li>* Written/Oral Reading Responses</li> <li>* Summaries/Reflections</li> <li>* Internet Literature Guides/Lessons</li> <li>* Formal Essays</li> <li>* Peer-Edit Evaluations</li> <li>* Prewriting Samples</li> <li>* Portfolio</li> <li>* Teacher Notes</li> <li>* Group Critique/Rubric</li> <li>* Videotapes</li> </ul>



Academic  
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Grades 11 and 12

## 2.0 Writing Applications (Genres and Their Characteristics) (2.1-2.6)

- ◆ 2.5 Write job applications and resumes.

### ***ROCP example:***

All students develop a career portfolio.

# All ROP Courses

Course Organization	LANGUAGE ARTS ACTIVITIES	LANGUAGE ARTS STANDARDS	HSEE	CLASSROOM ASSESSMENTS
<p><b>VI. EMPLOYABILITY SKILLS:</b></p> <p><b>A. Resumes</b></p> <p><b>B. Applications</b></p>	<p><b>Write Resumes and Job Applications</b> that follow the conventional format, address the intended audience, and are clear and purposeful.</p>	<p><b>W:2.0</b> W:2.5</p>	<p>W:2.5</p>	<ul style="list-style-type: none"> <li>• Portfolio</li> <li>• Job Site Evaluations</li> </ul>

# Written and Oral English Language Conventions

Academic  
Content  
Standards  
Grades 11 and 12

## 1.0 Written and Oral English Language Conventions (1.1-1.3)

- ◆ Students write and speak with a command of standard English conventions.
  - ◆ 1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
  - ◆ 1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization.
  - ◆ 1.3 Reflect appropriate manuscript requirements in writing.



Written & Oral  
English Language  
Conventions

Academic  
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***ROCP example:***

- ◆ Students in a General Office Skills class complete a wide variety of grammar/mechanics assignments, including writing and formatting business correspondence.
- ◆ Students in a computer applications class are given 'daily language workouts' that test their knowledge of grammar, usage, and mechanics.

# General Office Skills

GENERAL OFFICE SKILLS Course Outline	LANGUAGE ARTS ACTIVITIES	LANGUAGE ARTS STANDARDS	HSEE	CLASSROOM ASSESSMENTS
<p><b>III. LANGUAGE USAGE:</b></p> <p>A. Grammar, Punctuation, Spelling, Sentence Structure</p>	<p><b>Read and analyze a grammar text</b> throughout the year, completing a wide variety of grammar assignments. <b>Students will use standard English conventions</b> on all writing and speaking assignments, including control of grammar, diction, spelling, capitalization, correct punctuation, paragraph and sentence structure, and appropriate manuscript requirements. Students will proofread and edit a wide variety of business documents.</p>	<p><b>R:2.0</b></p> <p><b>ELC:1.0</b></p> <p>ELC:1.1 ELC:1.2 ELC:1.3</p>	<p>ELC:1.3*</p> <p>ELC:1.5*</p>	<ul style="list-style-type: none"> <li>● Grammar Worksheets</li> <li>● Proofreading Drills</li> <li>● Peer Evaluation Rubrics</li> <li>● Teacher Evaluations</li> <li>● Individualized Computer Software</li> </ul>

# General Office Skills

GENERAL OFFICE SKILLS Course Outline	LANGUAGE ARTS ACTIVITIES	LANGUAGE ARTS STANDARDS	HSEE	CLASSROOM ASSESSMENTS
G. Job Attitudes/Work Habits	<b>Listen to guest speakers: clarify/summarize.</b>	<b>L/S: 1.0</b>		<ul style="list-style-type: none"> <li>• Quick Writes</li> </ul>
H. Office Safety	<b>Discuss and analyze office safety.</b> Role-play a variety of office scenarios involving safety.			<ul style="list-style-type: none"> <li>• Class Discussions</li> <li>• Role-play Scenarios</li> </ul>
<b>III. LANGUAGE USAGE:</b>				
A. Grammar, Punctuation, Spelling, Sentence Structure	<b>Read and analyze a grammar</b> text throughout the year, completing a wide variety of grammar assignments. <b>Students will use standard English conventions</b> on all writing and speaking assignments, including control of grammar, diction, spelling, capitalization, correct punctuation, paragraph and sentence structure, and appropriate manuscript requirements. Students will proofread and edit a wide variety of business documents.	<b>R:2.0</b>  <b>ELC:1.0</b>  ELC:1.1 ELC:1.2 ELC:1.3	ELC:1.3*  ELC:1.5*	<ul style="list-style-type: none"> <li>• Grammar worksheets</li> <li>• Proofreading Drills</li> <li>• Peer Evaluation Rubrics</li> <li>• Teacher Evaluations</li> <li>• Individualized Computer Software</li> </ul>
B. Effective Writing Skills Drafting Memos and Letters	<b>Write a variety of business letters</b> that provide clear and purposeful information and address the intended audience appropriately. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.	<b>W:2.0</b> W:2.5*		<ul style="list-style-type: none"> <li>• Self/Peer Evaluations</li> <li>• Proofreading Skills Sheets</li> <li>• Portfolios</li> </ul>
C. Oral Presentations	<b>Write and deliver multimedia presentations</b> that combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, news papers, magazine, CD-ROMs, the Internet, electronic media-generated images). Test the audience's response and revise the presentation accordingly. (Optional: May combine with Reflective Presentation or Historical Report).	<b>W:2.0</b> W:2.6 <b>L/S:2.0</b> L/S:2.4 L/S:1.0 L/S:1.4-1.10		<ul style="list-style-type: none"> <li>• Self/Peer Evaluations</li> <li>• Videos/Revisions</li> <li>• Prewriting Samples</li> <li>• Presentation Rubrics</li> </ul>

# Listening and Speaking

Academic  
Content  
Standards  
Grades 11 and 12

## 1.0 Listening and Speaking Strategies (1.1-1.14)

- ◆ Students formulate adroit judgments about oral communications. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.





## 1.0 Listening and Speaking Strategies (1.1-1.14)

- ◆ 1.1 Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements, perpetuation of stereotypes, use of visual representations, special effects, language).

### ***ROCP examples:***

- ◆ Students are asked to analyze advertisements for strategies used to sell products (*virtual enterprise, marketing, electronic publishing and design, Web page design classes*).
- ◆ Students learn about stereotyping in a unit on diversity or interpersonal skills.

# Virtual Enterprise

VIRTUAL ENTERPRISE Course Organization	LANGUAGE ARTS ACTIVITIES	LANGUAGE ARTS STANDARDS	HSEE	CLASSROOM ASSESSMENTS
<p>B. Market Research</p> <p>C. Logos</p> <p>D. Promotional Designs</p>	<p>Read and analyze the features and rhetorical devices of a variety of media (e.g., advertisements, brochures, newspapers). Recognize strategies used by the media to sell, inform, persuade, entertain, and transmit culture.</p> <p>Interpret and evaluate the various ways in which events are presented and information is communicated by visual image-makers (e.g., graphic artists, documentary film-makers, illustrators).</p>	<p><b>R:2.0</b> R:2.1</p> <p><b>L/S:1.0</b> L/S:1.1</p> <p>L/S:1.3</p>	<p>R:2.1</p>	<ul style="list-style-type: none"> <li>• Class Discussions</li> <li>• Student Notes</li> <li>• Reading Logs</li> <li>• Tests/Quizzes</li> <li>• Essay Questions</li> </ul>

# Virtual Enterprise

VIRTUAL ENTERPRISE Course Organization	LANGUAGE ARTS ACTIVITIES	LANGUAGE ARTS STANDARDS	HSEE	CLASSROOM ASSESSMENTS
<b>XX. ESTABLISHING MARKET DEPARTMENT RESPONSIBILITIES:</b> A. Advertising	Design one new advertisement every two weeks using advanced publishing software and graphic programs. Use language in natural, fresh, and vivid ways to establish a specific tone.	<b>W:1.0</b> W:1.5 W:1.8	W:1.5	<ul style="list-style-type: none"> <li>• Advertisements Brochures</li> <li>• Peer-Edit Evaluations</li> <li>• Prewriting Samples</li> </ul>
B. Market Research  C. Logos  D. Promotional Designs	Read and analyze the features and rhetorical devices of a variety of media (e.g., advertisements, brochures, newspapers). Recognize strategies used by the media to sell, inform, persuade, entertain, and transmit culture.  Interpret and evaluate the various ways in which events are presented and information is communicated by visual image-makers (e.g., graphic artists, documentary film-makers, illustrators).	<b>R:2.0</b> R:2.1  <b>L/S:1.0</b> L/S:1.1  L/S:1.3	R:2.1	<ul style="list-style-type: none"> <li>• Class Discussions</li> <li>• Student Notes</li> <li>• Reading Logs</li> <li>• Tests/Quizzes</li> <li>• Essay Questions</li> </ul>
E. Preparation of a Catalog	Design a catalog using advanced publishing software and graphic programs that showcase items for sale in a fresh, vivid way.	<b>W:1.0</b> W:1.5 W:1.8*	W:1.5	<ul style="list-style-type: none"> <li>• Peer-Edit Evaluations</li> <li>• Technology Assessments</li> </ul>
<b>XXI. ESTABLISHING ADMINISTRATION DEPARTMENT RESPONSIBILITIES:</b> A. Company Directory B. Purchasing C. Budget for Departments	Write a technical document (manual) establishing department responsibilities for the virtual company. Include scenarios, definitions, and examples to aid comprehension. Anticipate readers' problems, mistakes, and misunderstandings.	<b>W:2.0</b> W:2.6*	W:2.6*	<ul style="list-style-type: none"> <li>• Rubrics</li> <li>• Peer-Edit Evaluations</li> </ul>



Academic  
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## 2.0 Speaking Applications (Genre and Their Characteristics) (2.1-2.5)

- ◆ Students present polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.



## 2.0 Speaking Applications (Genre and Their Characteristics) (2.1-2.5)

- ◆ 2.1 Deliver reflective presentations.

### ***ROCP examples:***

- ◆ Students in a Child Development class reflect on an incident that occurred during their observation of special-needs children that either challenged or reflected the students' beliefs or generalizations about life.
- ◆ Students are asked to reflect orally on their experiences with patients and what these experiences have taught them about life.

# Child Development and Education

CHILD DEVELOPMENT AND EDUCATION Course Organization	LANGUAGE ARTS ACTIVITIES	LANGUAGE ARTS STANDARDS	HSEE	CLASSROOM ASSESSMENTS
<p>F. Children With Special Needs</p> <p>G. Observation of Children</p>	<p><b>Write a 1,500-word Reflective Essay</b> (based on the reading, speakers, and personal experience) on a topic related to children with special needs and inclusion. Explore the significance of personal experiences, events, conditions, or concerns by using narration, description, exposition, persuasion, or a combination of the above. Draw comparisons between specific observations and broader themes that illustrate the writer's important beliefs or generalizations about life.</p> <p><b>Deliver all or a part of the Reflective Presentation to the class.</b></p>	<p><b>W:2.0</b> W:2.3 <b>W:1.0</b> W:1.1- W:1.5, W:1.9</p> <p><b>L/S:2.0</b> L/S:2.1</p>	<p>W:1.1 W:1.3 W:1.5 W:1.9</p>	<ul style="list-style-type: none"> <li>* Prewriting Samples</li> <li>* Peer Edit Evaluations</li> <li>* Word Processing</li> <li>* Portfolios</li> <li>* Rubrics</li>   <li>* Speech Evaluation Rubrics</li> <li>* Videotapes</li> </ul>

# Child Development and Education

CHILD DEVELOPMENT AND EDUCATION Course Organization	LANGUAGE ARTS ACTIVITIES	LANGUAGE ARTS STANDARDS	HSEE	CLASSROOM ASSESSMENTS
<p>F. Children With Special Needs</p> <p>G. Observation of Children</p>	<p><b>Write a 1,500-word Reflective Essay</b> (based on the reading, speakers, and personal experience) on a topic related to children with special needs and inclusion. Explore the significance of personal experiences, events, conditions, or concerns by using narration, description, exposition, persuasion, or a combination of the above. Draw comparisons between specific observations and broader themes that illustrate the writer's important beliefs or generalizations about life.</p> <p><b>Deliver all or a part of the Reflective Presentation to the class.</b></p>	<p><b>W:2.0</b> W:2.3 <b>W:1.0</b> W:1.1- W:1.5, W:1.9</p> <p><b>L/S:2.0</b> L/S:2.1</p>	<p>W:1.1 W:1.3 W:1.5 W:1.9</p>	<ul style="list-style-type: none"> <li>* Prewriting Samples</li> <li>* Peer Edit Evaluations</li> <li>* Word Processing</li> <li>* Portfolios</li> <li>* Rubrics</li>   <li>* Speech Evaluation Rubrics</li> <li>* Videotapes</li> </ul>
<p>IV. GUIDANCE OF THE YOUNG CHILD: (CPS: 4,5,6,7,8)</p> <p>A. Types of Guidance/Discipline Techniques</p> <p>B. Discipline and Stages of Development</p> <p>C. Self-Help Routines</p> <p>D. Issues of Equity and Diversity</p>	<p><b>Read and analyze a variety of sources</b> on Guidance of the Young Child. Verify and clarify facts presented.</p> <p><b>Interview experienced Child Development Personnel</b> regarding guidance and discipline techniques and Classroom Management.</p> <p><b>Apply appropriate interviewing techniques.</b> For example: prepare and ask relevant questions, make notes of responses, use language that conveys maturity, sensitivity, and respect, compile and report responses, and evaluate the effectiveness of the interview.</p> <p><b>D. Read and analyze a variety of sources dealing with Issues of Equity and Diversity</b> (e.g. biographies, stories, essays, speeches, platforms, debates, newspaper articles, educational journals, online information, videos, etc.). Possible biography selections from the <b>California Reading Lists include:</b></p>	<p><b>R:2.0</b> R:2.3</p> <p><b>L/S:2.0</b> L/S:2.3*</p> <p><b>R:2.0</b> R:2.1- 2.6</p> <p><b>R:3.0</b> R:3.2</p>	<p>R:2.3</p> <p>R:2.1 R:2.3 R:2.6</p> <p>R:3.2</p>	<ul style="list-style-type: none"> <li>* Response Notes</li> <li>* Interview Evaluations</li> <li>* Discipline Observations and Questionnaires</li>   <li>* Book Reports</li> <li>* Class Discussions</li> <li>* Quick Writes</li> <li>* Reflections</li> <li>* Internet Literature Guides/Lesson Plans</li> </ul>



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## 2.0 Speaking Applications (Genre and Their Characteristics) (2.1-2.5)

- ◆ 2.4 Deliver multimedia presentations.

### ***ROCP example:***

- ◆ Students in a Criminal Justice class present a multimedia report on prisons in America, including text, pictures, maps, diagrams, video interviews, etc.
- ◆ Students are asked to present individual projects to the rest of the class, which combine text, images, and sound.

# Criminal Justice

CRIMINAL JUSTICE Course Organization	LANGUAGE ARTS ACTIVITIES	LANGUAGE ARTS STANDARDS	HSEE	CLASSROOM ASSESSMENTS
<p><b>X. PRISONS, JAILS, AND PRISONERS</b></p> <p>A. Imprisonment Trends</p> <p>B. History of American Prisons</p> <p>C. Prisoners</p>	<ul style="list-style-type: none"> <li>Write and present a Multimedia Report on Prisons in America using a variety of primary and secondary sources. Include visual aids by employing technology to organize and record information on charts, maps, and graphs.</li> </ul>	<p><b>W:2.0</b> W:2.6 <b>L/S:2.0</b> L/S:2.4</p>	<p>*W:2.2</p>	<ul style="list-style-type: none"> <li>* Graphic Organizers</li> <li>* Technology assessment</li> <li>* Student Notes</li> </ul>



# Mathematics Content Standards

	Alg. 1	Geom	Alg. 2	Prob & Stat	Trig.	Lin. Alg	Math An.	Calculus
Accounting	x						x	
Auto Body Repair	x	x						
Automotive Technician	x	x						
Aviation Occupations	x	x	x	x	x	x	x	
Banking Occupations	x							
Carpentry	x	x						
Construction	x	x						
Computer Programming	x	x	x	x	x	x	x	x
Computer Repair	x	x	x					
CAD/Drafting	x	x	x		x	x		
Culinary Arts	x	x						
Electrician	x	x	x		x			
Electronics Assembly		x						
Electronics Technician	x	x	x		x	x		
Graphic Arts	x	x						
Environmental Tech	x	x	x	x				
HVAC	x	x						
Internetworking	x	x	x	x	x	x	x	
Landscaping	x	x						
Machinist	x	x		x	x			
Marketing Analysis	x		x	x				
Medical Assistant/Lab	x	x		x				
Pharmacy Technician	x							
Photography	x	x						
PT Aide	x	x						
Plumbing	x	x						
Vocational Nursing	x	x						
Welding	x	x						

# Science Content Standards

	Physics	Chemistry	Biology	Earth Science	Investigation
Auto Body Repair	x	x			
Automotive Technician	x	x			
Aviation Occupations	x			x	
Banking Occupations	x				
Carpentry	x				
Construction	x				
Computer Programming	x				x
Computer Repair	x				
CAD/Drafting	x				
Cosmetology		x	x		
Culinary Arts		x			
Electrician	x				
Electronics Assembly	x				
Electronics Technician	x				
Floriculture			x		
Environmental Tech	x	x	x	x	x
Graphic Arts		x			
HVAC	x	x			
Internetworking	x				
Landscaping		x	x		
Machinist	x				
Medical Assistant/Lab	x	x	x		
Pharmacy Technician		x	x		
Photography	x	x			
PT Aide	x		x		
Plumbing	x				
Vocational Nursing		x	x		
Welding	x	x			

# Resources

- ▶ **New Content Standards for California Public School K-12**  
CDS Press, Sales Office  
P O Box 271  
Sacramento, CA 95812-0171  
(916) 445-1260 Fax (916) 323-0823  
<http://www.cde.ca.gov/cdepress>
- ▶ **English-Language Arts, 1998, 96 pages**  
Item No. 1389 \$9.25
- ▶ **Mathematics, 1999, 72 pages**  
Item No. 1457, \$8.50
- ▶ **California Science Content Standards Grade K-12**  
Pre-Publication Version  
<http://www.cde.ca.gov/board/science.html>  
(916) 657-5478 Fax (916) 653-7016
- ▶ **HSEE** [www.cde.ca.gov/statetests/hsee/hsee.html](http://www.cde.ca.gov/statetests/hsee/hsee.html)  
Fax (916) 657-4964
- ▶ **API - Office of Policy and Evaluation**  
California Department of Education  
<http://www.cde.ca.gov/psaa>

# CEO

## Strategic Questions

- ▶ **Am I willing to do something instead of nothing?**

Without the commitment to make change work for us, these strategies will have little opportunity to make a difference. We make the difference when we commit to do something instead of nothing.



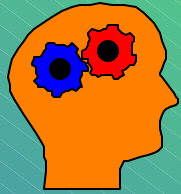
# CEO

## Strategic Questions

### ► Am I willing to take a calculated risk?

Yes, there's risk involved in any of our strategies. There's always risk when you deal with change--it's part of what change is all about! We can never be 100% certain of what change will bring. But without taking risk, people would never move away from home, find a new job, make new friends, fall in love, and all kinds of other nice things.

***REMEMBER--there's also risk in doing nothing!***



To help solve our problem, we have to start doing the following:

- #1** Think differently about who we are and what we do for students.
- #2** Look at the new challenges that high schools are facing as opportunities for ROCPs.

Let's not forget our foundation--we face a delicate balance between the academic content standards and our career preparation content.

**R O O C P**

★ **and** ★

**Academic Standards**

***Prepare for It!*** ★