

Lincoln High School College and Career Pathway Development Presentation

Welcome!

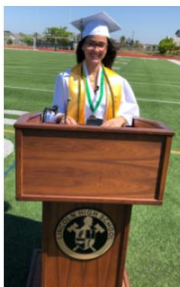
Please write your name in the chat and your connection to Lincoln High School. (Student, Staff, Parent, Guardian, Community Member, Board Member, Industry Partner, etc.)

LINCOLN HIGH SCHOOL

COLLEGE AND CAREER PATHWAY DEVELOPMENT

Lincoln High School has partnered with ConnectED: The National Center for College and Career to develop design plans for several college and career pathways we hope to implement in the Fall of 2021. Come hear the results of this effort as pathway design teams provide short presentations regarding the theme of their pathway, vision, mission, student learning outcomes, what will be different as a result of the pathway, the work-based learning opportunities planned for students, and their recruitment plan for welcoming students into their pathway. Each presentation will be followed with an opportunity to provide feedback and ask questions.

If you are interested in participating or have questions, please email Stephanie Brown stephanie.brown@sandi.net



LINCOLN HIGH SCHOOL

DESARROLLO DE CAMINOS UNIVERSITARIOS Y PROFESIONALES

Lincoln High School se ha asociado con ConnectED: El Centro Nacional para la Universidad y la Carrera para desarrollar planes de diseño para varias carreras universitarias y profesionales que esperamos implementar en el otoño de 2021. Venga a escuchar los resultados de este esfuerzo mientras los equipos de diseño brindan presentaciones breves sobre el como se identifico el tema su, visión, misión, resultados de aprendizaje de los estudiantes. Qué será diferente como resultado de la trayectoria, cuales son las oportunidades de aprendizaje basadas en el trabajo planificado para los estudiantes y su plan de reclutamiento para dar la bienvenida a los estudiantes al camino ecogido. En cada presentación se le dara la oportunidad de proporcionar comentarios y hacer preguntas.

Si está interesado en participar o tiene preguntas, envíe un correo electrónico a Stephanie Brown stephanie.brown@sandi.net



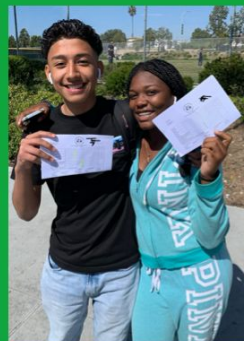
STAKEHOLDER FEEDBACK AND INPUT SESSIONS

FEBRUARY 2, 2021 8:00 AM - 9:00 AM
ZOOM MEETING ID: 849 8469 7070

FEBRUARY 2, 2021 5:00 PM - 6:00 PM
ZOOM MEETING ID: 898 5775 0361

FEBRUARY 4, 2021 8:00 AM - 9:00 AM
ZOOM MEETING ID: 810 6404 8816

FEBRUARY 4, 2021 5:00 PM - 6:00 PM
ZOOM MEETING ID: 874 5685 9292



SESIONES DE COMENTARIOS Y APORTES DE LAS PARTES INTERESADAS

2 DE FEBRERO, 2021 8:00 AM - 9:00 AM
ZOOM MEETING ID: 849 8469 7070

2 DE FEBRERO, 2021 5:00 PM - 6:00 PM
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4 DE FEBRERO, 2021 8:00 AM - 9:00 AM
ZOOM MEETING ID: 810 6404 8816

4 DE FEBRERO, 2021 5:00 PM - 6:00 PM
ZOOM MEETING ID: 874 5685 9292

Lincoln- Progression to Pathways



Our Why!

3.11.20 Staff Meeting

Staff Presentations

11.19.20 SGT
12.2.20 Staff Meeting
12.7.20 Staff Orientation

Community Presentations

12.15.20 Community Presentations to students

6 Pathway presentations to community, parents and students

Design Institute

34 Lincoln Staff participated in Institute Preliminary Pathways Identified Students and Staff were surveyed.

Stakeholder Input/Feedback

Launch

2021 - 2022
All 10th grade students in a pathway

HIGH SCHOOL GRADUATION REQUIREMENTS

A - G COURSE REQUIREMENT (UC ADMISSIONS)

A	B	C	D	E	F	G
HISTORY/ SOCIAL SCIENCE	ENGLISH LANGUAGE ARTS	MATHEMATICS	SCIENCE	WORLD LANGUAGE	VISUAL AND PERFORMING ARTS	COLLEGE PREP ELECTIVE
6 CREDITS	8 CREDITS	6 CREDITS	6 CREDITS	4 CREDITS	2 CREDIT	2 CREDITS

ADDITIONAL REQUIREMENTS:

4 CREDITS (2 YEARS) PHYSICAL EDUCATION (FITNESSGRAM REQUIRED).

8 CREDITS (4 YEARS) ELECTIVES

ETHNIC STUDIES INTEGRATED IN 9TH GRADE COURSEWORK

CUMULATIVE WEIGHTED **GRADE--POINT AVERAGE OF 2.0** OR HIGHER

TOTAL OF **44 HIGH SCHOOL CREDITS**

Agenda

Format

Four presentations (8 minutes each and 2 minutes of feedback)

- ▶ 9th Grade Center for On Track Success
- ▶ 10th - 12th Grade
 - ▶ Biotech and Engineering
 - ▶ Performance and Communication Technology for Social Justice
 - ▶ Social Justice Through Public Service

Feedback

During and after each presentation we are seeking feedback that will help us strengthen our proposals. We will provide two minutes between each presentation to capture the feedback.

- *I appreciate the way you _____ because.... (warm)*
- *_____ is good because _____. (warm)*
- *I noticed _____ and think this might be stronger if... (cool)*
- *One point that was not clear to me was _____. (cool)*
- *I am confused by.... (cool)*
- *I see your point, but what about _____? (hard)*
- *"Who is favored by this and who is penalized?" (hard)*
- *"Does this do what we value?" (hard)*

Social Justice Education

Critical Thinking

21st century skill is deep and analytical thinking.

Criticality

Anti-racist skills is related to power, equity and anti-oppression.

Dr. Gholdy Muhammad explains developing Criticality is the capacity and ability to read, write, think, and speak in ways to understand power and equity in order to understand and promote anti-oppression.

In Introduction to the Pathway Approach



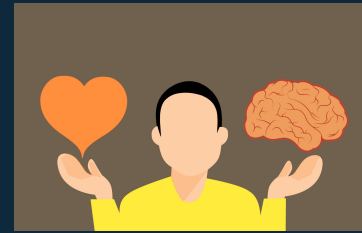


Lincoln High School
Pathway Design Proposal
9th Grade Center for
On Track Success



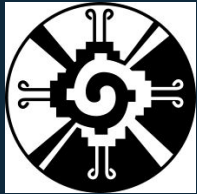


Theme of our Pathway: 9th Grade Center for On Track Success



Vision

At the 9th Grade Academy students will successfully complete the first year of high school with a humanizing understanding of themselves and the world around them. Students will have the academic and social skills to be successful (in completing their high school career and) any (future) career pathway they choose with the ultimate goal of improving themselves, their families, their community and their world.



Mission

9th graders will engage in relevant and meaningful standards based curriculum with opportunities for:

- ◇ Pathway exploration
- ◇ Project based learning
- ◇ Presentations of learning
- ◇ Development of academic mindsets
- ◇ Development of critical consciousness
- ◇ Sense of identity and development of agency



What are the Student Learner Outcomes?

Critical Thinking Skills

Students will self advocate, defend arguments, report unbiased information, think outside the box, create innovative solutions;



Communication Skills

Students will read carefully, write intentionally, listen actively and speak articulately to a wide variety of audiences and for a wide variety of occasions.



Collaboration skills

Students will build helpful, respectful and productive relationships by working toward common goals, incorporating diverse perspectives, and promoting compromise. Students will also accept criticism with openness and approach conflict with an inclusive mindset.



Interpersonal Skills

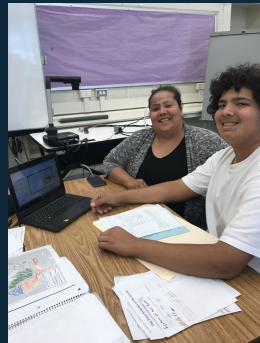
Students will develop and demonstrate personal and academic grit including self-advocacy, self-motivation, persistence, resourcefulness, accountability, and dependability.



Share Your Learning

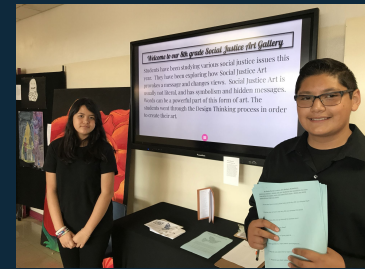
Student Led Conferences

Students will compile a portfolio of work that represents their learning journey. They will reflect on their learning, progress and performance in school. They will present their portfolio to their families twice in the 9th grade (Winter and Spring).



Exhibitions of Student Learning

We believe students at Lincoln High School are capable of producing high quality work that is worthy of celebration. We also believe students deserve opportunities that will prepare them for the world of work. Students will engage in standards-based projects around topics that are relevant and meaningful to them and their community. Students will design and create an artifact to showcase their learning. Students will exhibit their projects to a public audience twice a year where they articulate the impact of the work on their learning and their community.





Instructional Vision



- ◆ AVID Strategies
- ◆ Integrated English Language Development
- ◆ Ethnic Studies
- ◆ Systems of support (Literacy Skills)
- ◆ Mathematics Acceleration and Intervention
- ◆ Project and work based learning grounded in real world applications
- ◆ Use of improvement science



Sample Schedule

Q1/Q2	Q3/Q4
Math (Integrated Math I)	Math (Integrated Math II)
Physical Education	Physical Education
English 1/2	Biology
VAPA/World Lang/ALD	Ethnic Studies



Program of Study

Structures:

- ◇ Cohorting of students & teachers
- ◇ Student-led conferences
- ◇ Systems of supports
- ◇ Demonstrations of learning
- ◇ Periodic celebrations: music, rewards, food, inspiration





Work-Based Learning Continuum

Cross curricular projects

- Student will be scheduled in cohorts and will work on a cross curricular project within their classrooms (with two of their classes)

Exposure to pathways

Final Project: Career, Values, and Pathway Vision. Students will develop four year plan.



Potential Partners for our Pathway

American Civil Liberties Union

American Friends Services Committee

Cox Communication

Community Advocates for Just and Moral Governance

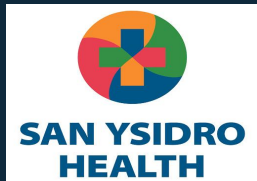
J. Craig Venter Institute

Pillars of the Community

San Diego City College

San Ysidro Health

University of San Diego Institute for Peace and Justice





Work-Based Learning Benefits



For Students

- ◇ Engagement
- ◇ Ownership of their learning
- ◇ Sense of purpose
- ◇ Inspiration for future goals
- ◇ Challenge
- ◇ Real life experiences
- ◇ Connection to work and community

For Employers

- ◇ Developing local talent and representation in organizations
- ◇ Developing transferable skills
- ◇ Symbiotic relationship





Design Team Members

Rocio Weiss (World Language)

Shawna Jaggi (Biology)

Jessica Wallach (English & AVID)

Coach Quinones (Physical Education)

Guillermo Gomez (Social Sciences)

Larry Thurman (Social Sciences)

Kiki Ochoa (Social Sciences)

Stephanie Brown (Principal)





Feedback in the Chat

I appreciate the way you ____ because.... (warm)

_____ is good because _____. (warm)

I noticed _____ and think this might be stronger if.... (cool)

One point that was not clear to me was _____. (cool)

I am confused by.... (cool)

I see your point, but what about _____? (hard)

"Who is favored by this and who is penalized?" (hard)

"Does this do what we value?" (hard)



**Welcome To
The Hive**

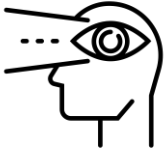


Lincoln High School Pathway Design Proposal

The Pathway of BioTech &
Engineering (BTE)

Theme of our Pathway

Vision



Students of the *The BioTech and Engineering* (BTE) pathway will be creative and collaborative problem solvers, who use their perseverance, critical thinking, and compassion to further the development of an environmentally conscious and equitable society.

Mission



The BioTech and Engineering (BTE) team will work together with students to problem solve, design solutions, and participate in projects centered around equity, social justice, and environmental consciousness. Students will also interact with business, industry, and community partners through a continuum of work-based learning experiences and internships. By utilizing deeper learning experiences, students will develop self-determination and feel empowered to pursue their postsecondary college and career aspirations to assist in providing a highly trained, technologically sophisticated and career oriented young workforce.



Expected Student Learning Outcomes

- **Creative and Critical Thinking:** *thinking outside the box/innovating in order to solve problems with real world applications and advocate/defend arguments for projects.*
- **Communication Skills:** *Writing proposals for companies. Discussing the implications of architecture through history. Reading code and explaining it to other students.*
- **Collaboration skills:** *Working on multiple projects at once through different classes. Critiquing other work to help understand issues that may arise.*
- **Interpersonal Skills:** *Explaining how long projects will take. Holding firm to deadlines on designing and executing various projects.*

Instructional Vision

Biotechnology
Medicine



Computer Science
Engineering
Robotics



Architecture
Social Justice
Environmental Justice



Program of Study

Subject	Course Work		
	10th	11th	12th
English	English 3/4	Am Lit Or AP Lang Or The Power of Language: English and Issues in Energy & Justice	Contemporary Voices Or AP Lit
Math	IM 2	IM III Or Data stats	Pre-Cal Or Statistics Or AP Calc or Applied Math and Engineering: Algebra 2 and Trig for Engineers Or Discrete
Science	Chem Or Chemistry and Engineering Design: Solving Local and Global Challenges (CTE Course)	Physics Or Physics and Engineering: Motion by Design	APES Or Chemistry and Environmental Engineering: Water We Doing?
Social Science	Power and Identity	Identity and Agency US or APUSH My Voice Creates My World: American Government, Energy Policy, and the Individual Citizen	AP Gov/Econ Gov/Econ Or We the People: American Government and Cybersecurity
Electives (Foreign Language, Art, Physical Education)	PE World Language VAPA	PE World Language VAPA	PE World Language VAPA

Program of Study

BioTech

10th

Bio Animatronics
CS Discoveries



11th

Honors Principles of Biomedical Sciences
Intro to Computer Science Principles



12th

Honors Medical Interventions
AP Computer Science

Engineering

Bio Animatronics
CS Discoveries



UCCI: Honors Engineering America
Intro to Computer Science Principles



UCCI: Chemistry Engineering and Design
AP Computer Science

Work-based Learning Continuum

	9th		10th		11th		12th	
Awareness			Garner Holt - Education Through Imagination - Trips		Garner Holt - Education Through Imagination - Trips		Garner Holt - Education Through Imagination - Trips	
Exploration			Job Shadows SDG&E Tour Engineering Expo Intuit - CCTE Career Conference	Sony Arena Pharmaceutical - Guest Speakers	Intuit - CCTE Career Conference	Tracon Pharma. /Arena Pharm - Guest Speakers	Intuit - CCTE Career Conference	
Preparation				Intuit- Design Thinking Challenge Integrated Projects	Solar Turbines - MESA IBEW Solar Trailer Project Integrated Projects	Girls Take Flight Intuit- Design Thinking Challenge	Solar Turbines - MESA Integrated Projects	Girls Take Flight Intuit- Design Thinking Challenge
Training				Genomatica Internships	Science and Engineering Apprenticeship Program (SEAP)	Tracon Pharma Internships Genomatica Internships	Mentorship-Genomatica Internships Science and Engineering Apprenticeship Program (SEAP)	Vertex Pharmaceuticals Internships

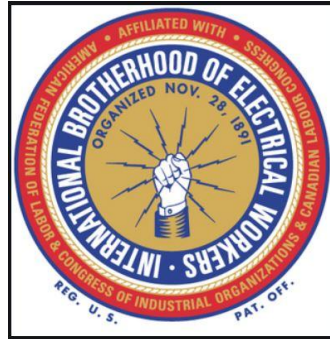


Potential Partners for our Pathway

- ▶ Sony
- ▶ Women's Architecture Association
- ▶ UCSD (CREATE)
- ▶ UCSD Health - Dept of Biom Informatics
- ▶ SDCCD (City, Mesa, SDCE)
- ▶ Tracon Pharmaceuticals
- ▶ Arena Pharmaceuticals
- ▶ MESA
- ▶ Society of Women Engineers
- ▶ Genomica
- ▶ Vertex Pharmaceuticals
- ▶ AECOM (Civil Engineering)
- ▶ ACEC (American Council of Engineering Companies)
- ▶ Women in Technology
- ▶ Girls Who Code
- ▶ League of Amazing Programmers
- ▶ IBEW
- ▶ Society of Hispanic Professional Engineers
- ▶ National Society of Black Engineers
- ▶ Garner Holt - Education Through Imagination



genomica



intuit



AECOM



TRACON

P • H • A • R • M • A

SONY

Work-Based Learning Benefits



For Students

- **Networking Opportunities**
- **Connecting Classroom learning to real world**
- **Gives learning purpose**
- **Exposure to next steps in life**
- **Motivation and desires get sparked**
- **Chance to develop their skills.**
- **Gives students a chance to observe professionals in action.**
- **Opportunities to practice skills**

For Employers

- **To acknowledge the employers' needs.**
- **WBL in action.**
- **Helps to close the skills Gap.**
- **Community wants to help.**
- **If you can train an inexperienced highschool student, you can train anyone**
- **More involvement with school activities.**
- **Good for Businesses.**
- **Free labor (exchange for knowledge)* service learning***
- **Close skill gap for necessary jobs**

Design Team Members

Aletia Trepte - Computer Science

Meena Nandakumar - Engineering

Bonita Pachall - Mathematics

Jonah Perine - Band

Rafael Navarro - Physics

Lori Serrano - Admin Assistant

Gerardo Constantino - Site Operations Specialist

Nour Nona - Vice Principal

Please post your feedback in the chat

I appreciate the way you _____ because... (warm)

_____ is good because _____. (warm)

I noticed _____ and think this might be stronger if... (cool)

One point that was not clear to me was _____. (cool)

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"Who is favored by this and who is penalized?" (hard)

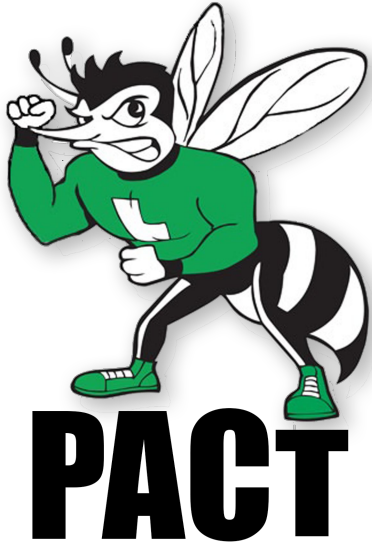
"Does this do what we value?" (hard)



Lincoln High School Pathway Design Proposal

PACT / Performance and Communication Technology for Social Justice

What is PACT?



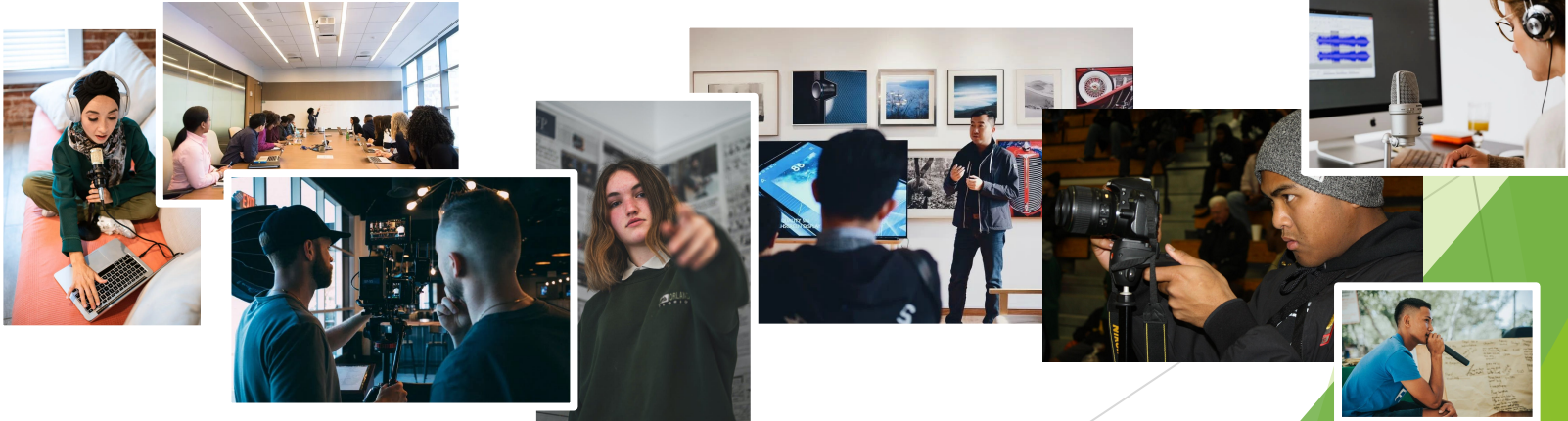
The **VISION** of the **Performance and Communication Technology for Social Justice** pathway **ensures that all graduates will enact social change through artistic expression, effective communication, and technology.**

It is our **MISSION** to engage student in an authentic learning environment that fosters risk-taking, collaboration, confidence building, and self-advocacy. Not only will students **establish a foundation for the performing arts and communication sectors**; they will **promote social change by joining in project-based learning for relevant work experience** and college readiness through:

1. hands-on/experiential learning
2. responsive/constructive problem solving
3. modern/real world opportunities

What is the Instructional Vision?

The **VISION FOR INSTRUCTION** in the **Performance and Communication Technology for Social Justice** pathway is grounded in the **teacher's ability to guide students in enacting social change** through providing learning opportunities for **artistic expression, innovation, and effective communication**. The PACT team will create an **engaging, interdisciplinary curriculum working with both community and industry partners** in efforts to inspire **student voice, creativity, and expression**. Instruction will be culturally responsive, civic minded, academically rigorous, and differentiated in content, process, and product. **Core content and Elective teachers will work in interdisciplinary teams to support concepts, skills, and products relative to pathway work and capstone projects.**



How are we preparing students for graduation?

Course Sequence for Career/Technical Pathway	<u>10th</u> Introductory courses to provide generalized experience in strand focus	<u>11th</u> Developmental courses to create grouped/class/pathway product	<u>12th</u> Capstone courses to individually explore, express, create, and document
Broadcast Journalism Strand	Video Production 1/2 <i>(video production)</i> “Behind the Lens”	Broadcast Journalism 3/4 <i>(reporting)</i> “On Camera”	Broadcast Journalism 5/6 <i>(cinematic production)</i> “Creating the Story”

Strand 1: Broadcast Journalism



How are we preparing students for graduation?

Course Sequence for Career/Technical Pathway

10th

Introductory courses to provide generalized experience in strand focus

11th

Developmental courses to create grouped/class/pathway product

12th

Capstone courses to individually explore, express, create, and document

Technical Theatre Strand

Technical Theatre 1/2
(performance)

“On the Stage”

Technical Theatre 3/4
(design)

“Behind the Scenes”

Theatrical Management & Design 5/6
(theatrical production)

“Running the Show”

Strand 2: Technical Theatre



What is the Program of Study?

Course Sequence for Core Classes	<u>10th</u> Introductory courses to provide generalized experience in strand focus	<u>11th</u> Developmental courses to create grouped/class/pathway product	<u>12th</u> Capstone courses to individually explore, express, create, and document
English Broadcast Journalism Strand * Technical Theatre Strand*	Communication by Design: English and Media Design	Designing the American Dream: English and Media Arts Literature, the Arts, and Civic Action	Depth of Field: Exploring Identity through Literature and Video Production Social Action Theater: English and the Performing Arts
Social Science Alternate Student Choice	Power and Agency World AP World History	Identity and Agency US AP US History	Government/Econ AP Government
Math Alternate Student Choice	Math II	Math III	Pre-Cal Statistics AP Calculus
Science Alternate Student Choice	Chemistry	Physics	Ap Environmental Science AP Biology
Elective Courses to be <u>taken in progressive order</u>	Physical Education: 1/2/3/4, Dance, Marching Band Foreign Language: Spanish 1/2/3/4/5/6, AP Spanish Language/ Literature Visual Arts: Art 1/2, Design/Mixed Media, Ceramics or Drawing, Color/Design, 3D Design, AP Studio Drawing Performing Arts: Theatre 1/2/3/4, Band 1/2/3/4		

Where Will Students Continue Learning?

Exploratory

- Local News Station Tours
- Local Theater Tours
- Theater Productions
- Guest Speakers
- Artists in Residence



Preparation

- CCTE Coursework
- Job Shadows
- School Productions
- School Advertisement
- School News



Training

- Internships
- Client Based Productions
- Community Based Productions



Connections

- UCSD Theater
- SDSU Theater/Broadcast Journalism
- Old Globe
- La Jolla Playhouse
- KUSI News San Diego



Who Could We Partner With?



- John Gabriel** - Director of Education, San Diego Opera
Edward Wilensky - Director of Media Relations, San Diego Opera
Susanna Swap - Executive Director, Vanguard Culture
Scott Lewis - CEO/Editor in Chief, Voice of San Diego
Ethan Von Thillo - Director/ Founder, Media Arts Center- Teen Producer's Project
Tom Karlo - General Manager, KPBS
Francis Blacklock - Youth Arts Director, Riseboro
Jonny Aviles - Journalist/Political Science, Editor in Chief of SDCC magazine
Tommie Camarillo - Chicano Park Steering committee, Chicano Park
Erin Seims Anderson - Newsroom, The NY Times
Bridget Cavaiola - Performing Arts/Theater, La Jolla Playhouse
Kim Phillips - Southeast Art Team, Southeast Art
Nick James - Sports & News Anchor, KUSI
Dr. Shannon Kitelinger - Performing Arts, SDSU
Dr. John Dally – BAND, PLNU
John Wilds - Trumpet Player, SD Symphony
Kaitlin Pearse-Cerulo - Communications Director, Formerly ESPN, The Grey Group
Robb Leahy - Photographer/Videographer, Freelance/Men's Journal
Tribal - Clothing design/Art, Tribal
Joe Leahy - Photographer/Videographer, Joe Leahy Creative/Life In Pursuit
DYSE One - Graffiti Artist, DYSE One
Jobeth Devera - News/Broadcast, NBC Texas
Lucy Eagleson - Media arts and photography organization, Outside the Lens
Tony Starks – Copy Editor/Web Advertising, Taylormade Golf
Emmanuel Iheke – Podcast/Media Developer, Un-Associated

How do Students/Partners Benefit?

Benefits for Students

- Confidence
- Self advocacy
- Building of personal network
- Extended sense of belonging and identity
- Varied audience for public speaking
- Purpose
- Fun
- Leadership
- Critical thinking and problem solving
- Exploration of opportunities and interests
- Creative expression
- Awareness of social issues
- Expanded perspective of possibilities
- Solid academic skill base



Benefits for Partners

- Preparation of future workforce
- Establishment of larger pool of skilled applicants
- Sense of giving back and investment in community
- Purpose
- Fun
- Free think-tank
- Utilizing of student resources for critical thought, problem solving, creative brainstorming
- Brand recognition
- Increased diversity in workforce

Who's Doing this Work?



Lori Williams

Christopher Dier

Theresa Aviles

Rikki Betancourt

Edward Moller

Lauren Wilensky

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Lincoln High School Pathway Design Proposal

Pathway of: Social Justice Through Public Service



Expected Student Learning Outcomes

Creative and Critical Thinking including **Problem Solving**,

advocate/defend arguments, think outside the box/innovate

Communication Skills including reading, writing, listening and speaking

Collaboration skills including building helpful, respectful and productive relationships with others to work toward a common goal.

Using strategies that incorporate the ideas of many diverse people and promote agreement or compromise. Listening to critique with openness and approaching conflict with an inclusive mindset

Interpersonal Skills including self-advocacy, self-motivation, persistence, grit, resourcefulness, being accountable and dependable



Instructional Vision

Social justice through public service pathway teaches students to have beliefs with emphasis on:

- ethical values, care, respect, honesty, impartiality, and integrity for all patients.

- Instruction that provides the tools for adaption to ever changing social justice needs of the community.



Program of Study

Patient Care

★ Capstone Course:

Medical Interventions

- Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease.

Fire-Pro

★ Capstone Course:

Fire Pro 5,6 (EMT)

- The culmination of skill application and knowledge with the goal of acquisition of national certifications as well as internships in the field of protective services.



Work-Based Learning Continuum

- Career Awareness
 - Guest speaker
 - Workplace Tour
- Career Exploration
 - Job Shadows
- Career Preparation
 - Projects and Simulations with Partners
- Career Training
 - Internship
 - Apprenticeship
 - Certifications

