Integrating Linked Learning
Providing real-world relevance to curriculum
What do you know?

Linked Learning
Whether they aspire to become doctors or medical technicians, professors or scientists, architects or carpenters, ALL students hunger for the answer to a simple question:

"Why do I need to learn this?"

Students want a Linked Learning experience that gives relevance to rigor.
Guiding Principles for Teachers & SLC’s

- Prepare students for postsecondary education and career
- Lead students to the full range of postsecondary opportunities
- Connect academics to real-world applications
- Improve student achievement
Real World Application Possibilities

Integration Continuum

BASIC	INTERMEDIATE	COMPLEX
Multiple Roles for Industry

- Curriculum Development
- Instruction and Implementation
- Student Assessment
Pathway Certification Criteria

1. Pathway Design
2. Engaged Learner
3. System Support
4. Data & Impact
Classroom Elements of Linked Learning

Purpose for Reading:
★ Synthesize the information by creating a graphic organizer

Directions:
1. Read Article
2. Create a graphic organizer
3. Be prepared to share
Add new learnings

Linked Learning
Inquiry & Content Connection

Purpose for reading: Make connections to college & career readiness into your inquiry

Directions:
1. Look at the text structures of your course outline. What do you notice?
2. Read the upcoming unit from course outline
3. Formulate 3-5 ideas to integrate Linked Learning into your inquiry.
4. Be prepared to share!
C-1 Individual Induction Plan
With additional focus areas included to address STEM and Linked Learning

<table>
<thead>
<tr>
<th>Participating Teacher</th>
<th>Support Provider</th>
<th>District/School</th>
<th>Grade/Content</th>
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**FOCUS OF THE INQUIRY:** Determining what I need to know and be able to do

**Induction Program Standards Addressed:**
- Pedagogy (5)
- Universal Access for All Learners (6)
- English Learners (6a)
- Special Populations (6b)

1. Based on findings from the various self-assessment tools (CSTP Continuum and E2.5, E2.6, E2.6a, or E.26b), list ideas for an area of focus:

2. Narrow your list in question #1 and develop a focus question for this inquiry.

2a. Now, think about STEM. You must include at least one component of STEM (Science, Technology, Engineering, Math) research within your inquiry project. What elements of STEM will you include in your research based on your focus question?

2.5.1 **Project-/Problem-based approach:** Use inquiry-based instruction to engage students in authentic theme-based experiences

3. Which CSTP element(s) will be addressed?

4. What are the anticipated, measurable outcomes for student learning?
### Linked Learning on the C-2

#### 14. How will you incorporate STEM (Science, Technology, Engineering, and Math) concepts into this unit of study?

| Science: |  |
| Technology: |  |
| Engineering: |  |
| Math: |  |

#### 15. How will you incorporate project-based instruction that links to real-world application into this unit of study? (LINKED LEARNING)

Record your **Inquiry Connection** from your **Idea Swap!**
Exit Slip – Synectics

1. How is Linked Learning **similar** to...and why do you think so?
2. How is Linked Learning **different** from...and why do you think so?

<table>
<thead>
<tr>
<th>Attending a Yoga Class</th>
<th>Tending a Garden</th>
<th>Riding a Rollercoaster</th>
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<td>Building a House</td>
<td>Going on a picnic</td>
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