

# Connecting Common Core and CTAE

Kim Jeffcoat

State Program Coordinator

English Language Arts & Literacy



**Dr. John D. Barge, State School Superintendent**  
*"Making Education Work for All Georgians"*  
[www.gadoe.org](http://www.gadoe.org)

# Link to Prezi

<http://prezi.com/bj1xm-jrddcx/ctae-conference-oct-2011/>

Today's PowerPoint presentation is embedded in a prezi located at the above link.



**Dr. John D. Barge, State School Superintendent**  
*"Making Education Work for All Georgians"*  
[www.gadoe.org](http://www.gadoe.org)

# Connecting Common Core and CTAE

- I. Overview of Common Core
- II. Why CTAE connections are so critical
- III. Connecting the literacy standards for technical subjects
- IV. CTAE making the difference



**Dr. John D. Barge, State School Superintendent**  
*"Making Education Work for All Georgians"*  
[www.gadoe.org](http://www.gadoe.org)

# CTAE: A Major Connection

CTAE provides students with opportunities to learn **core academics and valuable workforce skills** in an engaging way. CTAE links what students learn in the classroom with what they need **to succeed in the real world.**



Dr. John D. Barge, State School Superintendent  
*"Making Education Work for All Georgians"*  
[www.gadoe.org](http://www.gadoe.org)

# Does CTAE prepare students for college or career?

Both. Students can no longer choose between college or career. In this global economy, individuals at some point in their lives will need some form of postsecondary education to secure a job that earns them a meaningful income. Postsecondary education includes technical schools, community colleges, universities, apprenticeship programs and more.

NASDCTE/[www.careertech.org](http://www.careertech.org)




**Dr. John D. Barge, State School Superintendent**  
*"Making Education Work for All Georgians"*  
[www.gadoe.org](http://www.gadoe.org)

# Three Sets of Standards

 College and Career Readiness Standards (CCR)

 Common Core Georgia Performance Standards (CCGPS)

 Literacy Standards for History/Social Studies, Science, and Technical Subjects



**Dr. John D. Barge, State School Superintendent**  
*"Making Education Work for All Georgians"*  
[www.gadoe.org](http://www.gadoe.org)

# College and Career Readiness Standards



## CCR = Umbrella Standards

32 standards serving as the benchmark  
for **C**ollege and **C**areer **R**eadiness



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"  
[www.gadoe.org](http://www.gadoe.org)

# English Language Arts and Literacy



## Common Core Georgia Performance Standards, ELA

Reading/Literary 9

Reading/Informational 10

Reading/Foundational (K-5 only) 4

Writing 10

Speaking and Listening 6

Language 6



Dr. John D. Barge, State School Superintendent  
*"Making Education Work for All Georgians"*  
[www.gadoe.org](http://www.gadoe.org)



# Literacy Standards



## Grades 6-12

Reading/History, Social Studies

Reading/Science and Technical Subjects

Writing /History, Social Studies, Science, and Technical Subjects

 Literacy Standards are embedded in the K-5 ELA standards of CCGPS



**Dr. John D. Barge, State School Superintendent**  
*"Making Education Work for All Georgians"*  
[www.gadoe.org](http://www.gadoe.org)

# What are the numbers?

**READING**

**WRITING**

**10**

**9**

**Standards**

**Standards**



**Dr. John D. Barge, State School Superintendent**  
*"Making Education Work for All Georgians"*  
[www.gadoe.org](http://www.gadoe.org)

# Literacy Standards for Reading



## CCR READING STANDARD 1:

**CCRR1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.



**L6-8RST1:** Cite specific textual evidence to support analysis of science and technical texts.



**L9-10RST1:** Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.



**L11-12RST1:** Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.






Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"  
[www.gadoe.org](http://www.gadoe.org)

# Literacy Standards for Reading



## CCR READING STANDARD 3:

**CCRR3:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

-  **L6-8RST3:** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
-  **L9-10RST3:** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.
-  **L11-12RST3:** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.




Dr. John D. Barge, State School Superintendent  
*"Making Education Work for All Georgians"*  
[www.gadoe.org](http://www.gadoe.org)

# Literacy Standards for Writing




## CCR Writing STANDARD 1:

**CCRW1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

 **L6-8WHST1:** Write arguments focused on *discipline-specific content*. (elements a-e follow)

 **L9-10WHST1:** Write arguments focused on *discipline-specific content*. (elements a-e follow)

 **L11-12WHST1:** Write arguments focused on *discipline-specific content*. (elements a-e follow)





Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"  
[www.gadoe.org](http://www.gadoe.org)

# Literacy Standards for Writing



**CCR Writing STANDARD 2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

 **L6-8WHST2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (elements a-f follow)

 **L9-10WHST2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (elements a-f follow)

 **L11-12WHST2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (elements a-e follow)



# Culinary Arts

Review SERVSAFE course book and be able to pass assessment on safety of chilled foods left out or passing through temperature danger to be warmed to service temperatures; 5<sup>th</sup> edition SERVSAFE course book identifies these foods as **TCS** foods, which means food that is **T**ime-**T**emperature **C**ontrolled for **S**afety.





# Agriscience

Preset a Celsius and a Fahrenheit thermometer in the classroom. In pairs, students will read [http://www.energyquest.ca.gov/how\\_it\\_works/thermometer.html](http://www.energyquest.ca.gov/how_it_works/thermometer.html) explaining how thermometers work and calculations for determining Celsius and Fahrenheit measurements. Have student volunteers read the temperature on the thermometers and explain how the readings are obtained and calculated.





# Nursing

Students will conduct research to discover information about body systems. Students will divide into groups and develop a report on which body system is the most important. Each group will present and defend its system to the class. At the conclusion of the presentation, students may vote on which system was the most important.



# Engineering

Students will independently read Chapters 15 - 19 on “Principles of Design Related to Transportation” and create a class presentation on the parts of a two-stroke engine.



**Dr. John D. Barge, State School Superintendent**  
*"Making Education Work for All Georgians"*  
[www.gadoe.org](http://www.gadoe.org)

## 6<sup>th</sup> grade CTAE: Unit 4, Animal Science, Lesson 12, Animal Health

Extension: Have students read about the animal antibiotics controversy online at

<http://www.pbs.org/wgbh/pages/frontline/shows/meat/safe/overview.htm>

Students may then find other sources on their own and prepare a one-page report in favor of or against the use of animal antibiotics.



**Common Core Reading Standard :**

**L6-8RST8: Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.**



**Common Core Writing Standard :**

**L6-8WHST1: Write arguments focused on *discipline-specific content*.**



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"  
[www.gadoe.org](http://www.gadoe.org)

## **7<sup>th</sup> grade CTAE Unit 5 : The Nuts and Bolts of Agriculture**

### **PVC Project**

The PVC project requires students to correctly cut PVC pipe to specific lengths and glue the pipes together using the correct fitting in the correct location in order to configure the shape that is illustrated on the instruction sheet. They must then complete a bill of materials for the project just as if they were a plumbing company.



#### **Common Core Reading Standard :**

**L6-8RST3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.**



**Dr. John D. Barge, State School Superintendent**  
*"Making Education Work for All Georgians"*  
[www.gadoe.org](http://www.gadoe.org)

## 8<sup>th</sup> grade CTAE: Unit 1, Career Development, pages 4 & 5

### LESSON 1: POSITIVE LESSON SUCCESS FOR TEENS

1. Have students read Michelle's story from the Success for Teens book, [www.SUCCESSFoundation.org](http://www.SUCCESSFoundation.org)
2. Ask students to answer the following questions based on Michelle's story. See attached **Positive Lesson Success for Teens.**
  - a) What stood out for you in Michelle's story?
  - b) What did these teens discover about themselves?
3. Lead the students in a discussion of changing challenges into opportunities by focusing on the following questions.

Discuss when you had challenges. When did you keep trying, despite not doing well?

How can you change a challenge in to a positive situation? How many hours should you spend on your weakness? Michelle worked hard at being successful. How many hours do you have after school? How many does that leave you for working on this (sports, improving relationships, grades, saving money, etc)?



### Common Core Reading Standard:

**L6-8RST2: Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.**



## **Government and Public Safety: Law, Community Response, & Policing, pg. 2 of 6**

**Students will know:**

- **How to investigate the Careers of the Criminal Justice System.**
- **The different levels of government in a Federal system.**
- **How to apply for jobs within the Criminal Justice System.**
- **How to make a plan to obtain a job in the Criminal Justice System.**

**Common Core Reading Standards:**



**L9-10RST8: Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.**



**L9-10RST9: Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.**

**Common Core Writing Standards:**



**L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**



**Dr. John D. Barge, State School Superintendent**  
*"Making Education Work for All Georgians"*  
[www.gadoe.org](http://www.gadoe.org)

**Business & Computer Science:  
IT Essentials, pg. 5**

**Identifying Terms/Definitions Activity: Students will be provided with a variety of documents such as product inserts, recipes, manuals, sales brochures, and job descriptions and they must locate, and define the important definitions included in them. (Teacher should collect and provide these documents.)**

**Common Core Reading Standard:**



**-10RST4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9–10 texts and topics*.**






## Education: Unit 5, Historical Perspective, pg. 6

Students are grouped. Distribute professional ECE journals. Students pick 1 article to summarize, write an abstract, then share in group. Each group member shares. Group votes on best/most interesting or informative article. Each group shares one article with whole class. Follow assignment guide sheet. Students connect current child development research and findings with developmental theories.

### Common Core Reading Standard:



**19-10RST9: Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.**

### Common Core Writing Standard:



**19-10WHST1: Write arguments focused on *discipline-specific content*.**

