

TRUTHS


California Content Standards




Common Core Standards



The Literacy Standards



Do you really
want to know the
TRUTH
about the
Literacy Standards?



A FEW "CORE" MEN...





Here's another truth...

Literacy Standards (Common Core)
College and Career Readiness Standards
CTE Anchor Standards

THE SAME!



| English Language Arts | Social Science and Science | Technical Subjects |
|---|--|---|
| <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>Determine the meaning of words and phrases as they are used in the text.</p> | <p>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> | <p>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.</p> <p>Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a scientific or technical context</p> |


**CHANGES YOU'LL NOTICE:
CACCSS VS. 1997 CA CONTENT STANDARDS FOR ELA**

- Balancing informational text and literature
- Comprehending more complex texts
- Responding to text in writing
- Conducting and reporting research
- Building speaking and listening
- Integrating literacy and content
- Developing vocabulary
- Narrowing the focus for writing
- Expecting students to think critically



Here's the thing...

Kids do NOT come running to English or Math and Science!




But...

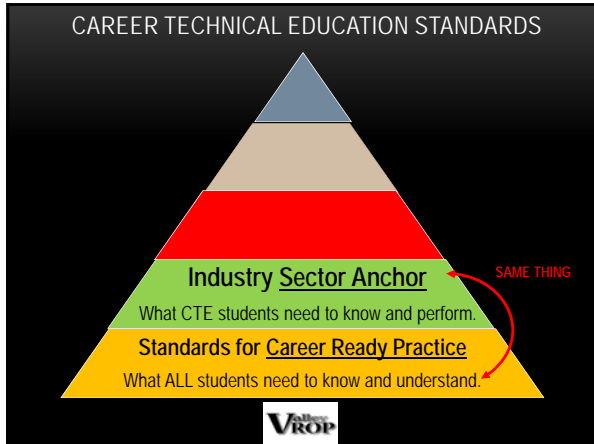
*R*elevance
*O*PPORTUNITY
*P*URPOSE



DO YOU WANT ANOTHER TRUTH

Common Core is now using what CTE has adopted for their Foundation Standards for the past 10 year.





CTE ANCHOR STANDARDS

- **Build on** the Standards for Career Ready Practice
- **Common** across the 15 industry sectors
- **Apply to all pathways** within a specific industry sector
- Anchor Standard 1: **Academics**, guides users to the sector specific core academic standards **related to each industry sector**, which are listed in the **Alignment Matrix** located at the end of each sector section.
- Anchor standards 2-10 are **deliberately aligned** to one of the **Common Core English Language Arts standards**
- Anchor Standard 11: **Demonstration and Application**, **highlights classroom, laboratory and workplace learning** specific to the individual sector and pathways.

CTE ANCHOR STANDARDS (11 TOTAL)


| | |
|--|------------------------------------|
| 1. ACADEMICS | 6. HEALTH & SAFETY |
| 2. COMMUNICATIONS | 7. RESPONSIBILITY & FLEXIBILITY |
| 3. CAREER PLANNING AND MANAGEMENT | 8. ETHICS & LEGAL RESPONSIBILITIES |
| 4. TECHNOLOGY | 9. LEADERSHIP & TEAMWORK |
| 5. PROBLEM SOLVING & CRITICAL THINKING | 10. TECHNICAL KNOWLEDGE & SKILLS |
| | 11. DEMONSTRATION & APPLICATION |

ANCHOR STANDARDS (NUMBERED)

2.0 Communications
Acquire, and use accurately, Building and Construction Trades sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment to LS 9-10, 11-12.6)

2.1 Recognize the elements of communication models.
2.2 Identify barriers to accurate communication.
2.3 Interpret verbal and nonverbal communication.
2.4 Demonstrate elements of spelling, grammar, and punctuation.
2.5 Communicate information using a variety of media and formats.
2.6 Advocate and practice safe, legal, and ethical use of information and communications technology.

Anchor Standard
2.0, 3.0, 4.0 . . .




CUSTOMIZED PERFORMANCE INDICATORS

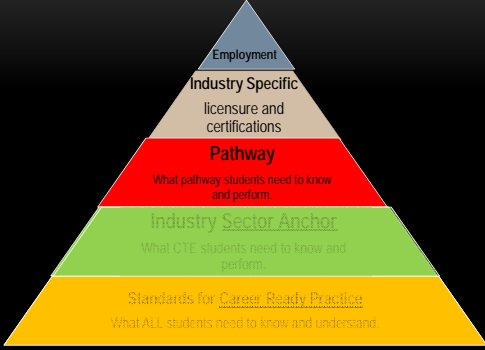
| Arts, Media, and Entertainment Knowledge and Performance Anchor Standards | Building and Construction Trades Knowledge and Performance Anchor Standards |
|--|--|
| <p>6.0 Health and Safety Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Arts, Media, and Entertainment sector workplace environment. (Direct alignment with ICT'S 9-10, 11-12.6.)</p> <p>6.1 Locate and adhere to Material Safety Data Sheet (MSDS) instructions. 6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities. 6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies. 6.4 Practice personal safety when lifting, bending, or moving equipment and supplies. 6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics. 6.6 Maintain a safe and healthful working environment. 6.7 Be informed of lawsuits pertaining to the Occupational Safety and Health Administration (OSHA).</p> | <p>6.0 Health and Safety Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Building and Construction Trades sector workplace environment. (Direct alignment with ICT'S 9-10, 11-12.6.)</p> <p>6.1 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities. 6.2 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies. 6.3 Set up a work area, or shop, to avoid potential health concerns and safety hazards, including but not limited to electrical circuits, wire strapping, flames (lung health), noise (hearing loss), fire (burns), and so forth, incorporating ergonomics. 6.4 Practice personal safety when lifting, bending, or moving equipment and supplies. 6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics. 6.6 Maintain a safe and healthful working environment. 6.7 Be informed of lawsuits pertaining to the Occupational Safety and Health Administration (OSHA). 6.8 Report hazards found on the job site to supervisor/teacher. 6.9 Locate and adhere to Material Safety Data Sheet (MSDS) instructions. 6.10 Maintain proper use of safety apparel at all times, including but not limited to, eye protection, hearing protection, skin protection, head protection, balance and protection from airborne particulate matter. 6.11 Comply with the safe handling, storage and disposal of chemicals, materials and adhesives in accordance with local, state, and federal safety and environmental regulations (OSHA, Environmental Protection Agency (EPA), Hazard Communication (HazCom), Material Safety Data Sheets (MSDS), etc.) 6.12 Demonstrate the proper care and safe use of hand, portable and stationary power tools.</p> |

Arts, Media, Entertainment

Construction Trades



CAREER TECHNICAL EDUCATION STANDARDS




Employment

Industry Specific
licensure and
certifications

Pathway
What pathway students need to know
and perform.

Industry Sector Anchor
What CTE students need to know and
perform.

Standards for Career Ready Practice
What ALL students need to know and understand



PATHWAYS STANDARDS (LETTERED) AND INDUSTRY SPECIFIC STANDARDS (PERFORMANCE INDICATOR)

- Unique to an industry sector
- Has an occupational focus
- Consistent in size and scope
- Comprised of similar functions
- Inclusive of all aspects of the industry
- Include 8-12 pathway specific standards
- Demonstrate sequence potential



Changed from *Know* and *Understand* to the use of action verbs that are rigorous, clear, specific and measurable.

PERFORMANCE INDICATORS INCREASE IN RIGOR

PATHWAY STANDARDS ALIGNMENT

Alignment Process:

- Identified pathway standards that have a substantial and natural alignment to a core curriculum standard
- Determined if the pathway standard would enhance, reinforce or apply a specific core subject standard
- Developed an alignment matrix at end of each Industry Sector




Integrating the new CTE Model Curriculum Standards

Existing courses:

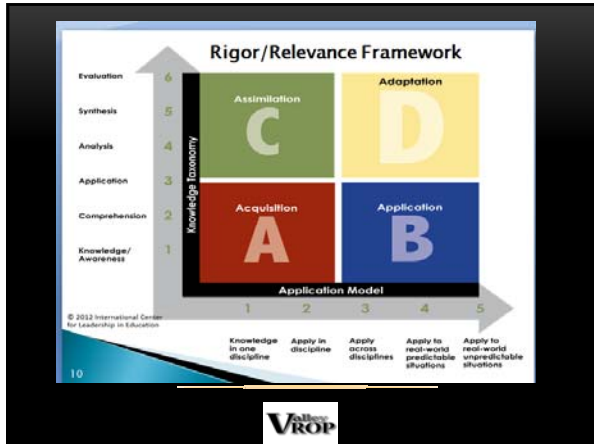
- Identify which standards are taught in each unit.
- Identify to what level standards are being taught.
- Integrate additional standards content where appropriate.

New Course Development:

- Backwards map standards to Key Assignments, assessments and units of study.



| TRANSPORTATION | PATHWAYS | | |
|---|---------------------------------|--|---|
| | A. Operations | B. Structural Repair and Refinishing | C. Systems Diagnostics and Service |
| ENGLISH LANGUAGE ARTS | | | |
| <i>Reading Standards for Literacy in Science and Technical Subjects - RI.XI (Standard Area, Grade Level, Standard #)</i> | | | |
| 11-12.2 Follow precisely a complex multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. | AC.9 | RI.9, RI.10, RI.10, RI.10, RI.10, RI.10 | CI.9, CI.10, CI.9 |
| 11-12.10 By the end of grade 12 read and comprehend sciencetechnical texts in the grades 11-12 level complexity independently and proficiently. | AI.9, AI.10, AI.10, AI.10, AI.9 | RI.9, RI.10, RI.10, RI.10, RI.10, RI.10, RI.10 | CI.9, CI.10, CI.10, CI.10, CI.9, CI.9, CI.9 |
| <i>Writing Standards - WII (Standard Area, Grade Level, Standard #)</i> | | | |
| 11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | AI.9 | WE.9 | CE.9 |
| 11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. | AI.9 | WE.9 | CE.9 |
| 11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | AI.9, AI.10, AI.10 | WE.9 | CE.10 |
| 11-12.9 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. | AI.9, AI.10, AI.10 | WE.9, WE.10, WE.10, WE.10 | CE.10, CE.10 |
| 11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. | AI.9, AI.10 | | CE.9 |
| 11-12.10 Write routinely over extended time frames (one to several weeks) for research, reflection, and reporting and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. | AI.9 | WE.9 | CE.9 |



HOW DO WE ALIGN THE CURRICULUM??

1. Go to www.valleyrop.net
 - Click on the Events Tab (top Menu)
2. Download and Open the: **"NEW CTE & CCSS TEMPLATE STANDARDS"**
3. Download the Table Template

The slide includes the ValleyROPS logo at the bottom.

GOALS FOR TODAY....

1. Understand how to align curriculum to New Standards
2. Consult and Identify with your Department "Key Assignments"
3. Align the "Pathways Standards First"
4. Integrate "Key Assignments" with the Curriculum
5. Start aligning the curriculum

The slide includes the ValleyROPS logo at the bottom.

TIMELINE

| Due Date | Task |
|---------------|---|
| January 28/29 | CTE Alignment Workshop |
| February 5 | Align Course Outline and Key Assignments |
| | Align With Anchor Standards |
| | Align With Pathway Standards and Performance Indicators |
| | Align CCSS Standards |
| | Turn in Complete Course Outline to Manjeet Dail |



| Unit of Instruction | Key Assignments | Anchor Standard # | Pathway Standard # | Common Core Standards |
|---|--|-------------------|--------------------|---|
| Role of Economics <ul style="list-style-type: none"> Historical development of the role of agricultural economic policy in the United States Relationships of the agricultural economy to the general U.S. economy | Demonstrate the ability to understand the scope of American agriculture by explaining the role of economics as it relates to the agricultural industry as a whole. | 1.0 | A 1.0 | RLST-11-12.4, 11-12.7, 11-12.9 |
| | | 6.0 | 9.0 | 11-12.7, 11-12.9, 11-12.10 |
| | | 7.0 | | 11-12.7, 11-12.9, 11-12.10 |
| | | 10.0 | | F-IF-4, S-IC-1.3.5, S-ID-1.2, 7, LSA-C, D |
| Introduction for Economics, Agricultural Economics, and Economic Growth <ul style="list-style-type: none"> Scarcity Role of labor Role of capital Role of technology | Create Vocabulary 4 sequences all chapters. Demonstrate the ability to understand the difference between the final goods and services that an economy produces. | 1.0 | A1.1 | RLST-11-12.4 |
| | | 2.0 | A2.3 | WS-11-12.4, 11-12.7, 11-12.9, 11-12.10 |
| | | 4.0 | A2.4 | 11-12.7, 11-12.9, 11-12.10 |
| | | 5.0 | A3.1 | F-IF-4 |
| | | 6.0 | A3.3 | S-IC-1.3.5 |
| | | 7.0 | | S-ID-11.2, 7, PE-12.1.1-4, 12.2.1-1 |