

Elmira City School District Career and Technical Education

Strategies for CTE to support 08-09 secondary building initiatives of:

Literacy

Global Studies

Work Skills and Career Development

Based on information from Leadership Week 08, the following are recommended strategies for CTE to support the middle and high schools in the above mentioned initiatives:

I. Literacy

Essentially, require students to read and write as much as possible.

a. The following article gives a general overview of the role that the various CTE departments can play in student literacy support:

http://goliath.ecnext.com/coms2/gi_0199-3131774/Improving-reading-proficiency-through-CTE.html#abstract

b. The following CTE literacy goals and strategies are cited from

<http://www.davidson.k12.nc.us/education/components/scrapbook/default.php?sectiondetailid=15967>

Maybe we want to consider developing our own CTE literacy goals? Regardless, the strategies are excellent and transcend all departments and grade levels.

I. Students will read a career related article twice monthly and demonstrate understanding in a writing opportunity.

Integrating effective reading strategies into classroom learning involves three phases: pre-reading, during reading, and post reading.

Pre-Reading ————— Warm-up Thinking

1. What are the key words, ideas, concepts in the text that students will encounter?
2. What questions or activities would help students to “pull together” what they already know about these words, ideas, concepts?
3. If most students know very little about these words, ideas, concepts, how could I introduce them in an effective way?
4. After class is over, what do I want students to remember from the text?
5. Which portions of the text will accomplish #4? Give these to your students to read independently if they can read with high success. Otherwise, cover these portions by teacher modeling, small group and/or paired reading.

During Reading—————Guide & Hold Thinking

6. What can I do to guide students through all or the most important parts of this text?
Cause and Effect, Problem Solution, Proposition Support, Compare Contrast,
Concept Definition, Goal Action Outcome.
7. How can I help students organize information in a new, meaningful way?
8. Will I create an organizational tool or will I give students guidelines for how to create their own?
9. What can I ask students to do while they read to help them hold their thinking—such as highlighting with a purpose, annotating, recording questions, making a specific list, completing a graphic organizer, etc.?

Post Reading—————Extend Thinking

10. What opportunities, such as speaking and writing, can I give students to articulate what they have learned?
11. What higher order thinking questions/activities can students complete in order to apply their new learning? (use Bloom's flip chart)

II. Students will write weekly to complete CTE assignments such as Writing to Learn, Writing to Demonstrate, and Authentic Writing.

Writing to Learn

Response Journals: are student responses to reading, viewing of a video, experiencing a lesson, observing an experiment, taking a field trip or listening to a guest speaker. One advantage is the opportunity for students to record their thoughts prior to a small or whole group discussion.

Learning Logs: have regular student entries, which can include reflections on homework, responses to reading, responses to specific teacher prompts, reflections on the process of learning, notes on content studied, and research notes and observations.

Exit Slips: are brief student responses to learning experiences written before leaving class. Students might state two things they have learned, two questions they have or one of each. Students hand in the slips before leaving class. Teachers review them to determine instructional relevance.

Admit Slips: are similar to exit slips, but students give them to their teacher at the beginning of class. They may reflect students', experiences with homework assignments from the previous night or responses to a prompt. Teachers collect and respond.

Inquiry Logs: are notes about explorations, experiments and interviews during an inquiry process. Students record notes on learning, responses to learning, reflections on

the inquiry and questions raised in their minds.

Double-entry Journals: are entries with a vertical line down the center of the page. On the left, students record what they saw, read, heard, or observed in any class. On the right they record opinions, reflections, connections, concerns, questions, and reactions.

Study Guides: are developed by students and include both material read and presented. Such guides should be organized logically and delineate clearly major ideas and supporting details.

Writing to Demonstrate

Open-Response Questions: assess students' abilities to apply their knowledge of content and concepts to new situations. Example: A bicycle is a composite of several simple machines. Describe where these simple machines are found on a bicycle: lever, pulley, and wheel-and-axle. Describe how each is used to transfer energy.

Lab Reports: are write-ups associated with laboratory experiments performed by students.

Process Papers: are step by step descriptions of how to complete a process or use a product. These papers help teachers diagnose whether students not only get a concept but understand the steps involved, use the appropriate technical language and apply accurate content knowledge.

Business Proposals: Students can work independently or in a group to create a business proposal for a local company. The proposal would specify how the prospective project would benefit the company and the steps needed to complete the project.

On-demand Writing: requires student response to a prompt sometimes in a timed situation. This kind of writing usually assesses students' abilities to develop ideas, adhere to a given standard academic form, and compose effective sentences. Examples include: writing a letter, article, editorial, or speech to a specified audience for a designated purpose. The writer's level of audience awareness becomes significant in the assessment process.

Authentic Writing

Editorials and letters to the editor/board of directors: expressing an opinion on a current issue based on facts.

Speeches: can be delivered to specific audiences for stated purposes.

Letters: can be produced to persuade specific audiences.

Proposals: are formal requests for action accompanied by needed documentation, such

as rationales, plans, and cost factors. An example is a work order.

Reviews: can be written on books, games, media events, cultural events, products, movies, restaurants, software, commercials, publications, etc.

Personal Narratives: communicate the experience of the writer during a single event or process.

Memoirs: focus on the relationship between the writer and a person, place, business, experience, etc.

Personal Essays: develop ideas by making references to multiple events in the writer's life, day in the workplace, career focus, career situation, etc.

Business Plans: are for proposals for jobs, projects in the field, new product line, etc.

Resumes and Cover Letters: for newspaper ads including part-time jobs and career jobs, scholarships, and college admissions can be prepared.

Evaluations: of products and services as to use, need, cost effectiveness, etc. Evaluations of employees' efficiency and effectiveness are also examples.

Articles: can include feature articles, scientific journal articles, and how-to articles.

III. Students will prepare a written report and/or research study each semester in every CTE class.

Research Reports: The research process helps students deepen their knowledge of a specific content area by immersing them in the language, concepts and intellectual work of the discipline. It helps them become independent learners and competent problem solvers in any career field. Students learn to form and support opinions, make judgments, predict outcomes, and learn how to gain in-depth knowledge independently. Students achieve higher levels of thinking and are ready for the challenges they will face in continued education and preparation for a career. Have students use research skills to write to a targeted audience for a focused purpose. Examples are below:

How-To Manuals: Have students to research a process and identify essential steps, creating a manual for other students, consumers, or employees.

Business Proposals: Students work independently or in groups to create a business proposal. The proposal would specify how the prospective project or process would benefit the company.

Solve a current issue/problem: Students assume the role of researcher and investigate a current issue or a problem. Shifting through the information, forming a solution and establishing procedures to implement the solution should be explained. Students will

defend their solution in the research study.

A Day in the Life of.....: Research a specific job including requirements, pay, duties, schooling, training, advancement potential, and work schedule. Students should interview someone in that position and ask for a typical day's schedule. They should determine where they can obtain the necessary schooling and training to prepare them for the position.

Experiment: After conducting an experiment, students will assume the role of a researcher and develop a short proposal on how the results can be used in new product development. The proposal should include information on similar products and results of the experiment as justification for the new process or product.

II. **Global Studies**

Given that most teenagers have limited life experiences and most don't travel much inside and outside of the US, Global Studies presents difficult concepts for them to internalize and apply. Therefore, any time we can tie our curriculum to global, national and local themes and cultures would help students better understand overall social studies concepts, including Global Studies.

a. The following website lists the NYS Global Studies and Geography curriculum:

<http://www.emsc.nysed.gov/ciai/socst/pub/sscore2.pdf>

The themes and connections columns can give you some ideas when preparing lessons to help students better understand many concepts that tie directly into our curriculum including:

Technological innovations

Capitalism

Global economy

Culture

Personal Finance

Economics

Entrepreneurship

Management/Marketing

b. A variety of resources are available for integrating social studies into the CTE curriculum. (www.socialstudies.org/) includes a host of teaching ideas and professional development opportunities.

c. The following social studies strategies are cited from Integrating Business Education with Core Academics, White and Boling, Effective Methods of Teaching Business Education Yearbook, 2008.

Service Learning: Encourages students to develop a vested interest in their community. Any time you can incorporate service learning projects into your curriculum, you provide an opportunity for students to become more civic minded, connect and reinforce social studies themes to your curriculum and help students meet the district service learning requirement.

Format and design newspapers based on historical events: Students can design a newspaper, create a masthead, import pictures from files or the Internet and use historical

facts and dates related to the event(s) for newspaper content. Events such as the Gold Rush, the Depression, World War I and II, the Holocaust, the Vietnam War, terrorist attacks or the Gulf Wars are examples of topics that could be used.

Conduct web-based research on the Selective Service System in the United States:

After completing the required research, students debate their stance on issues such as mandatory registration for males, implementing mandatory registration for females or objection to serving in the military. This activity helps students identify primary and secondary resources as well as identify authentic websites.

Write an ethics policy for an Internet business: based on current copyright laws related to music downloads, computer software and Internet pictures or files.

Use Geochaching to research economic and/or historical events in local communities: (www.geocaching.com/about/) and create a podcast related to the research.

III. Work Skill and Career Development

The skills needed to be a successful worker are the same skills needed to be a successful student. CTE provides the perfect backdrop for these skills to be taught, practiced and refined.

Employability Evaluation: consider adopting this for use in all of our classes, grades 6-12. This would provide a consistent set of skill benchmarks throughout CTE that students and teachers could assess each marking period for each student.

The Big 5: look for ways to incorporate examples, discussions and activities about The Big 5.

Bridges Choices Explorer and Planner: initial training is complete, **Implementation Goals** have been drafted and disseminated.