



New Tools for Using the Career Clusters™ Knowledge and Skills Statements

Outline for this presentation:

- 1. Snapshot of CTE Standards Revision**
- 2. Snapshot of ELA Literacy Work**
- 3. Snapshot of health education project**
- 4. Snapshot of incorporating ELA**
- 5. Snapshot of project-based learning**
- 6. Snapshot of how these ideas might help CTE**



**Offer technology and services
for educational innovation**

<http://metalogic1.com>

**Offer advanced online tools
for custom collaborative publishing**

- Sara Moshman, Founder and President
 - MS Computer Science
 - 30 years experience in software development
 - 15 years in education market
 - smoshman@metalogic1.com

Looking at a new “green” standard

The screenshot shows a Firefox browser window with the URL www.metacat.net/cte/app/?wicket:bookmarkablePage=:com.metalogic.metacat.web.wicket.cte.CTEGreenSearchResultPage. The page header includes the CTE logo with the tagline "Learning that works for America" and the CareerClusters logo with the tagline "PATHWAYS TO COLLEGE & CAREER READINESS". The user is signed in as Seth Derner. The search results are displayed in a slide view, showing the following content:

Search Results

Table List **Slide**

« **< 2 of 3 >** »

Tasks (-)

- Select
- Add To Folder

Properties (-)

Area
"Green" Animal Systems Pathway

Green Area
"Green" Animal Systems Pathway

Knowledge and Skill (KS) Statement
Design animal (e.g., livestock, poultry, aquatic) management and/or production systems that incorporate conservation of air, water, soil, and energy.

Performance Elements and Sample Indicators

1. Develop a plan for an animal management or production system that incorporates strategies for conservation of air, water, soil, and energy.
 1. Create animal-based ecological designs for conservation that include air (e.g., add efficient micro-organism (EM) technology amendment to corrals to reduce odor), water (e.g., live fencing/live trees as fence posts along waterways or pond and swale construction to capture gravity-fed water), soil (e.g., rotational grazing to eliminate overgrazing and soil erosion, as well as soil compaction), and energy (e.g., chicken coops inside greenhouses to increase ambient temperature and extend growing season, biodigesters).
2. Define carrying capacity in terms of the difference between extensive and intensive grazing systems and explain their subsequent effect on soil and fodder quality.
 1. Design rotational paddock systems and management plans that reflect the needs and behaviors of both large and small farm animals, improve site quality, and utilize solid waste.

« **< 2 of 3 >** »

Other ways to view – Table View

Firefox

www.metacat.net/cte/app/?wicket:bookmarkablePage=:com.metalogic.metacat.web.wicket.cte.CTEGreenSearchResultPage

Most Visited Getting Started Latest Headlines Home

Signed in as [Seth Derner](#) Text Size:

Home | Support | Sign Out

Learning that works for America
CTE™

PATHWAYS TO COLLEGE & CAREER READINESS
CareerClusters™

Search Results

Table List Slide

Show All Text View: 25

	Area	Disclaimer	Green Area	Knowledge and Skill (KS) Statement	Performance Elements and Sample Indicators
<input type="checkbox"/>	1 "Green" Agriculture, Food and Natural Resources Cluster	The work reported herein by MPR Associates, Inc. and the National Career Technical Education Foundation was supported by the U.S. Department of Education, award number EDVAE10O0102. However, the contents do not necessarily represent the positions or policies of the Office of Vocational and Adult Education or the U.S. Department of Education, and you should not assume endorsement by the Federal Government.	"Green" Agriculture, Food and Natural Resources Cluster	Apply understanding of ecosystems and systems thinking to the management of natural resources to maximize the health and productivity of the environment, agriculture, communities, and society.	<ol style="list-style-type: none"> 1. Identify how environment, economy, and social equity impacts are or are not integrated in AFNR organizational systems. <ol style="list-style-type: none"> 1. Research geographical and demographic data to recognize the relationships between environment, economy, and social equity in various geographic areas. 2. Explain restorative and sustainable (i.e., greening of the) terrestrial and aquatic management opportunities and fields. <ol style="list-style-type: none"> 1. Evaluate the impacts on physical and biological ecosystem health, human health, and quality of life from a variety of AFNR management systems. 3. Evaluate the synergistic opportunities within and between AFNR fields that utilize whole systems critical thinking and actions for a more green and sustainable future. <ol style="list-style-type: none"> 1. Evaluate the resiliency and potential of a variety of AFNR management systems to create beneficial impacts on both the human quality of life and the surrounding landscape or waterscape mosaic. 2. Explain the dependence of a variety of AFNR management systems on the surrounding mix of landscapes, waterscapes, and ecosystems.
<input type="checkbox"/>	2 "Green"	The work reported herein by MPR	"Green"	Analyze community practice or policy	1. Analyze impacts on sustainability of food policies

List View

Firefox

www.metacat.net/cte/app/?wicketbookmarkablePage=com.metalogic.metacat.web.wicket.cte.CTEGreenSearchResultPa

Most Visited Getting Started Latest Headlines Home

Showing 1 to 8 of 8

Area	"Green" Agriculture, Food and Natural Resources Cluster
Disclaimer	The work reported herein by MPR Associates, Inc. and the National Career Technical Education Foundation was supported by the U.S. Department of Education, award number EDVAE10O0102. However, the contents do not necessarily represent the positions or policies of the Office of Vocational and Adult Education or the U.S. Department of Education, and you should not assume endorsement by the Federal Government.
Green Area	"Green" Agriculture, Food and Natural Resources Cluster
Knowledge and Skill (KS) Statement	Apply understanding of ecosystems and systems thinking to the management of natural resources to maximize the health and productivity of the environment, agriculture, communities, and society.
Performance Elements and Sample Indicators	<ol style="list-style-type: none">1. Identify how environment, economy, and social equity impacts are or are not integrated in AFNR organizational systems.<ol style="list-style-type: none">1. Research geographical and demographic data to recognize the relationships between environment, economy, and social equity in various geographic areas.2. Explain restorative and sustainable (i.e., greening of the) terrestrial and aquatic management opportunities and fields.<ol style="list-style-type: none">1. Evaluate the impacts on physical and biological ecosystem health, human health, and quality of life from a variety of AFNR management systems.3. Evaluate the synergistic opportunities within and between AFNR fields that utilize whole systems critical thinking and actions for a more green and sustainable future.<ol style="list-style-type: none">1. Evaluate the resiliency and potential of a variety of AFNR management systems to create beneficial impacts on both the human quality of life and the surrounding landscape or waterscape mosaic.2. Explain the dependence of a variety of AFNR management systems on the surrounding mix of landscapes, waterscapes, and ecosystems.

1

Area	"Green" Agriculture, Food and Natural Resources Cluster
Disclaimer	The work reported herein by MPR Associates, Inc. and the National Career Technical Education Foundation was supported by the U.S. Department of Education, award number EDVAE10O0102. However, the contents do not necessarily represent the positions or policies of the Office of Vocational and Adult Education or the U.S. Department of Education, and you should not assume endorsement by the Federal Government.
Green Area	"Green" Agriculture, Food and Natural Resources Cluster
Knowledge and Skill (KS) Statement	Analyze community practice or policy development related to sustainability in AFNR.
Performance Elements and Sample Indicators	<ol style="list-style-type: none">1. Analyze impacts on sustainability of food policies and/or natural resources policies at the federal, state, and local levels in AFNR systems.<ol style="list-style-type: none">1. Describe key federal policies and programs, and level of federal funding, supporting farms and other food ventures, including size and scale, products (commodities, specialty crops, dairy, meats), and their content and potential if revised for sustainability.2. Explain where each proportion of the food dollar goes and why.3. Investigate policies and programs that support green/local food systems such as food policy councils, sustainable agriculture groups, and low-income, small- and medium-scale sustainable food production and

EDITING STANDARDS – Sample Search Window

MetaCat User: Seth Derner Sign Out

Collections Tests/Presentations

My Collections

- Career and Tech Ed
- Social Studies

Career and Tech Ed

Text Search

Browse Search

Clusters

- Agriculture, Food and Natural Resources
- Knowledge and Skills
 - AGC02: COMMUNICATIONS
 - AGC01: ACADEMIC FOUNDATIONS
 - AGC03: PROBLEM-SOLVING AND CRITICAL THINKING
 - AGC04: INFORMATION TECHNOLOGY APPLICATIONS
 - AGC05: SYSTEMS
 - AGC06: SAFETY, HEALTH AND ENVIRONMENTAL
 - AGC07: LEADERSHIP AND TEAMWORK
 - AGC08: ETHICS AND LEGAL RESPONSIBILITIES
 - AGC09: EMPLOYABILITY AND CAREER DEVELOPMENT
 - AGC10: TECHNICAL SKILLS
- Pathways
- Essential Topics

Selected Terms

- AGC02: COMMUNICATIONS [Clusters]

results per page: 50

To Search:

1. Select Career and Tech Ed

2. Select desired terms from Browse Search

3. Click Search

Lock to Edit

The screenshot shows a Firefox browser window displaying the Career Clusters website. The address bar shows the URL www.metacat.net/cte/app/?wicket:bookmarkablePage=:com.metalogic.metacat.web.wicket.cte.CTEGreenSearch. The page header includes the CTE logo with the tagline "Learning that works for America" and the Career Clusters logo with the tagline "PATHWAYS TO COLLEGE & CAREER READINESS". The user is signed in as Seth Derner. The search results section is titled "Search Results" and shows a list of items. The first item is "Green Area" with the subtitle "Green Health, Safety and Environmental Assurance Pathway". A blue arrow points to the "Lock to Edit" button in the "Tasks" sidebar. The "Tasks" sidebar includes options like "Select", "Lock to Edit", "Add To Folder", "Copy To New Item", "View Edit History", and "Delete Item". The "Properties" sidebar shows the area name and a disclaimer. The main content area displays the "Knowledge and Skill (KS) Statement" and "Performance Elements and Sample Indicators" for the "Green Area".

Firefox

www.metacat.net/cte/app/?wicket:bookmarkablePage=:com.metalogic.metacat.web.wicket.cte.CTEGreenSearch

Most Visited Getting Started Latest Headlines Home

Signed in as Seth Derner Text Size: Home | Support Sign Out

Learning that works for America
CTE

PATHWAYS TO COLLEGE & CAREER READINESS
Career Clusters

Search Results

Table List Slide

« < 2 of 3 > »

Tasks (-)

- Select
- Lock to Edit
- Add To Folder
- Copy To New Item
- View Edit History
- Delete Item

Properties (-)

Area
"Green" Health, Safety and Environmental Assurance Pathway

Disclaimer
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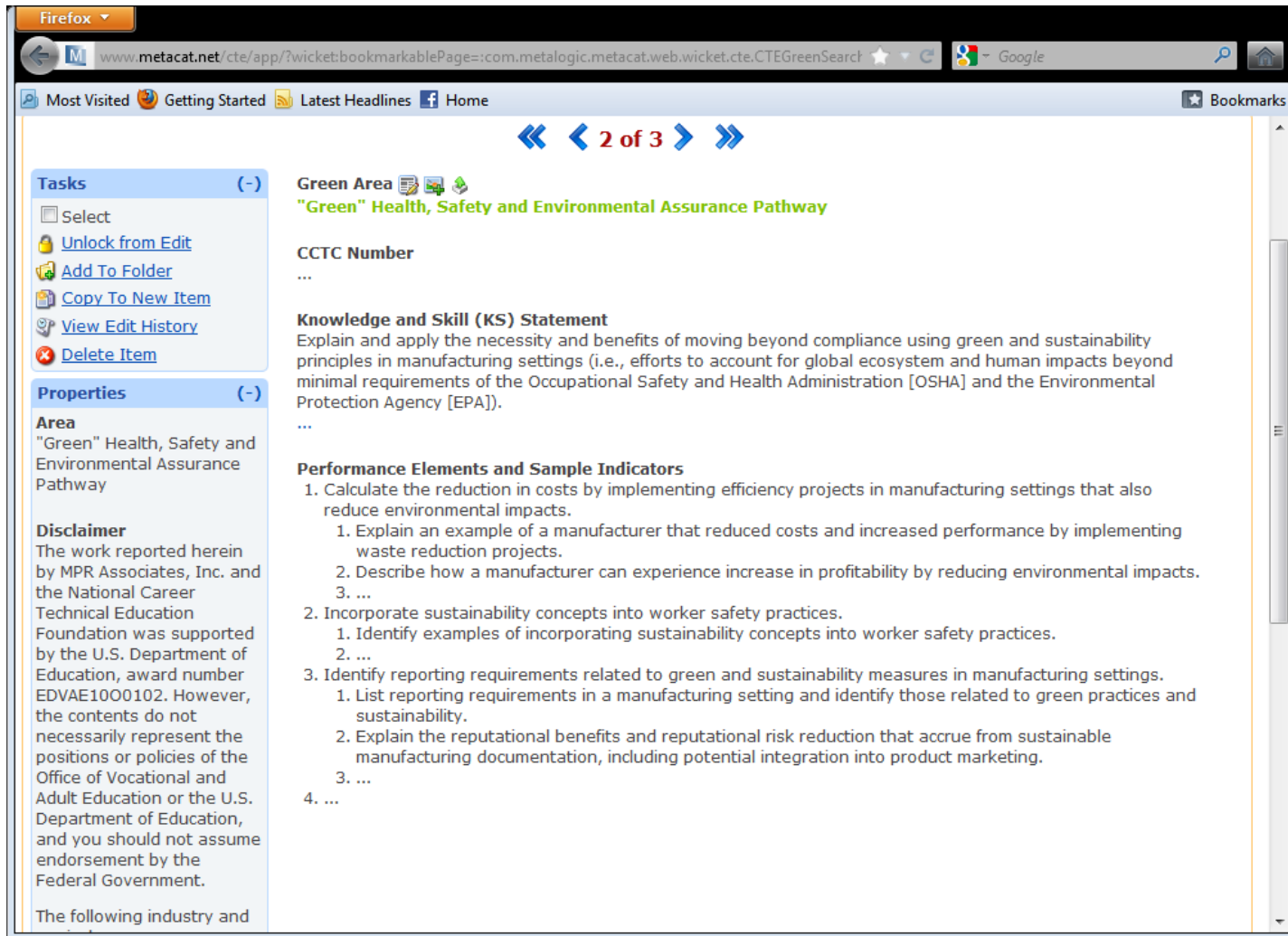
Green Area
"Green" Health, Safety and Environmental Assurance Pathway

Knowledge and Skill (KS) Statement
Explain and apply the necessity and benefits of moving beyond compliance using green and sustainability principles in manufacturing settings (i.e., efforts to account for global ecosystem and human impacts beyond minimal requirements of the Occupational Safety and Health Administration [OSHA] and the Environmental Protection Agency [EPA]).

Performance Elements and Sample Indicators

1. Calculate the reduction in costs by implementing efficiency projects in manufacturing settings that also reduce environmental impacts.
 1. Explain an example of a manufacturer that reduced costs and increased performance by implementing waste reduction projects.
 2. Describe how a manufacturer can experience increase in profitability by reducing environmental impacts.
2. Incorporate sustainability concepts into worker safety practices.
 1. Identify examples of incorporating sustainability concepts into worker safety practices.
3. Identify reporting requirements related to green and sustainability measures in manufacturing settings.
 1. List reporting requirements in a manufacturing setting and identify those related to green practices and sustainability.
 2. Explain the reputational benefits and reputational risk reduction that accrue from sustainable manufacturing documentation, including potential integration into product marketing.

With Edit Lock, get edit options



The screenshot shows a Firefox browser window displaying a web application. The address bar shows the URL: www.metacat.net/cte/app/?wicket:bookmarkablePage=:com.metalogic.metacat.web.wicket.cte.CTEGreenSearch. The browser's navigation bar includes "Most Visited", "Getting Started", "Latest Headlines", and "Home". A "Bookmarks" icon is visible in the top right corner.

The main content area displays a navigation bar with "2 of 3" items. Below this, the "Tasks" sidebar is expanded, showing options: "Select", "Unlock from Edit", "Add To Folder", "Copy To New Item", "View Edit History", and "Delete Item". The "Properties" sidebar is also expanded, showing "Area" (Green Health, Safety and Environmental Assurance Pathway) and a "Disclaimer" section.

The main content area displays the following information:

- Green Area** (with icons for a document, a globe, and a leaf)
"Green" Health, Safety and Environmental Assurance Pathway
- CCTC Number**
...
- Knowledge and Skill (KS) Statement**
Explain and apply the necessity and benefits of moving beyond compliance using green and sustainability principles in manufacturing settings (i.e., efforts to account for global ecosystem and human impacts beyond minimal requirements of the Occupational Safety and Health Administration [OSHA] and the Environmental Protection Agency [EPA]).
...
- Performance Elements and Sample Indicators**
 1. Calculate the reduction in costs by implementing efficiency projects in manufacturing settings that also reduce environmental impacts.
 1. Explain an example of a manufacturer that reduced costs and increased performance by implementing waste reduction projects.
 2. Describe how a manufacturer can experience increase in profitability by reducing environmental impacts.
 3. ...
 2. Incorporate sustainability concepts into worker safety practices.
 1. Identify examples of incorporating sustainability concepts into worker safety practices.
 2. ...
 3. Identify reporting requirements related to green and sustainability measures in manufacturing settings.
 1. List reporting requirements in a manufacturing setting and identify those related to green practices and sustainability.
 2. Explain the reputational benefits and reputational risk reduction that accrue from sustainable manufacturing documentation, including potential integration into product marketing.
 3. ...
 4. ...

The following industry and

Several ways to edit

Search Results User: Seth Derner Sign Out

Table List Gallery **Slide**

« < 2 of 4 > »

Item Tasks

- Select
- Add To Folder
- Unlock from Edit
- Copy To New Item
- View Edit History
- Delete Item

Topic Description
COMMUNICATIONS: Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.

Workflow 1 of 10 ▶

Current Status
Item Written

Owner
Item Writer

Reviewer
Test Reviewer

Clusters*
Agriculture, Food and Natural Resources -> Knowledge and Skills -> AGC02: COMMUNICATIONS

Sub-Topic 1
AGC02.01: Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.

Sub-Topic 2
AGC02.01.02: Model the use of strategies and techniques for enhancing the clarity and effectiveness of oral communication in order to engage in dialogue with members of an example career field.

Sample Indicator

1. Monitor differences in communication skills and techniques used in the workplace.
2. Prepare presentations and reports that are clear and concise.
3. Discuss aspects of communication involved in the workplace.

Comments

HTML Editor

Sub-Topic 2

Click to close without updating

Style: Format Font family Font size

AGC02.01.02; Model the use of strategies and techniques for enhancing the clarity and effectiveness of oral communication in order to engage in dialogue with members of an example career field.

Edit Text as Desired.

Click Update to update webpage (may need to scroll to see it)

Path:

Simple Text Edit

– Next ELA

Search Results User: Seth Derner Sign Out

Table List Gallery **Slide**

« < 2 of 4 > »

Item Tasks

- Select
- Add To Folder
- Unlock from Edit
- Copy To New Item
- View Edit History
- Delete Item

Topic Description
COMMUNICATIONS: Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.

Workflow 1 of 10 ▶

Current Status
Item Written

Owner
Item Writer

Reviewer
Test Development

Clusters*
Agriculture, Food and Natural Resources -> Knowledge and Skills -> AGC02: COMMUNICATIONS

Sub-Topic 1
AGC02.01: Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology to communicate technical information within AFNR.

Sub-Topic 2
AGC02.01.02: Model the use of strategies and techniques for enhancing the clarity and effectiveness of oral communication in order to engage in dialogue with members of an example career field. **Sara made a change.**

Sample Indicators

(Sara made this change)

1. Monitor different kinds of behavior in order to improve communication.
2. Prepare presentations to explain to both large groups and individuals issues of concern to the industry.
3. Discuss aspects of the industry competently to an audience of both professionals and people not involved in the industry.

Comments

To permanently save changes, click "Save"

Add Comment Save Cancel

ELA/Literacy Work in Progress

- Develop a pool of annotated texts that exemplify and help benchmark the process of **evaluating text complexity**, using both quantitative and qualitative measures and the professional judgment of teachers (*complex text playlists!*).
- The texts and the annotations accompanying them will provide educators with a deeper, more multidimensional picture of text complexity that they can use to help them select materials.



Text Complexity Analysis of *To Kill a Mockingbird* by Harper Lee

Qualitative Measures

Levels of Meaning/Purpose:

The book has multiple levels of meaning. Set in Alabama, the female main character Scout Finch struggles to understand issues of race and prejudice when her lawyer father defends a black man accused of raping a white woman.

Structure:

Although the story has a largely simple structure with a straightforward writing style, several issues complicate the narration and structure. Scout's narration is as an adult reflecting back on a few pivotal years of her childhood; flashback is used throughout. And at several points it seems as though the narration is from the point of view of a less-reliable Scout still in her childhood.

Language Conventionality and Clarity:

The characters speak in easily readable, conversational language. Some slang is indicative of the time period in which the novel is set, and there is some dialect.

Knowledge Demands:

Higher level themes of justice, prejudice, and civil rights are implied. Thinking at deeper levels is required to contemplate the personal, moral, and ethical struggles of the characters as set against the culture and society of the time period.

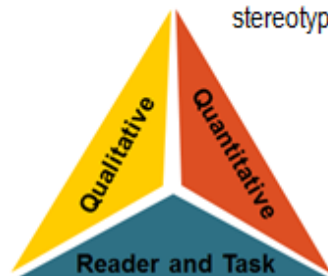
Quantitative Measures

The ATOS formula (used with the Accelerated Reader program) identifies this title as having a book level of 5.6. A Lexile measure for this novel is 870L. Although the Lexile and ATOS levels fall in the 4th-5th grade text complexity band, the complexity of the book's theme, the issue of rape, and the length of the book would indicate that higher level reading skills are necessary, along with a consideration for the maturity level of the reader regarding the book's subject matter.

Reader-Task Considerations

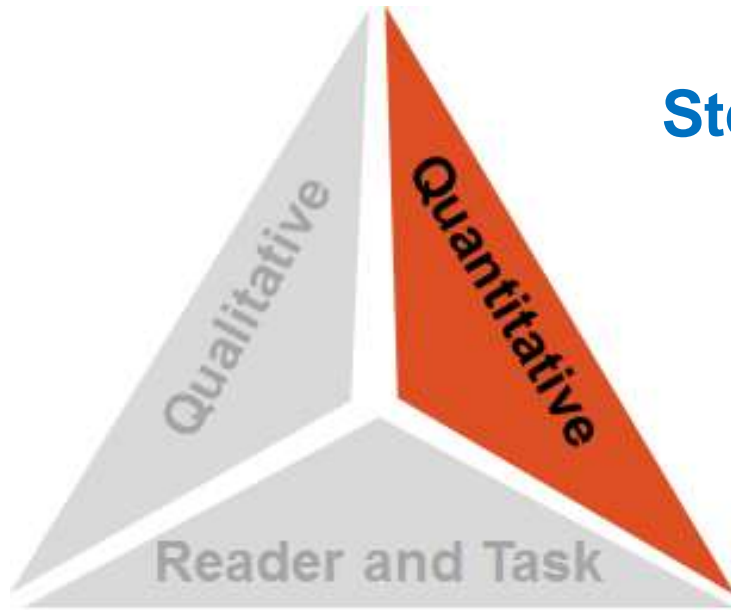
These are to be determined locally with reference to such variables as a student's motivation, knowledge, and experiences as well as purpose and the complexity of the task assigned and the question posed. However, the complexity of the book's theme, the issue of rape, and the length of the book would indicate that higher level reading skills are necessary, along with a consideration for the maturity level of the reader regarding the book's subject matter.

Here in Kansas, educators might want to examine the following elements or issues: social and historical events of the late 50s, early 60s, and issues surrounding racial stereotyping and prejudice in the Deep South at this same time period.



Recommended Placement

To Kill a Mockingbird is a Pulitzer prize winner. It is a classic, and many teaching resources are available online at various websites. Although the quantitative measures suggest placement in the 4th-5th grade level text complexity band, the qualitative measures and reader and task considerations suggest that the novel is best placed at the **9th-10th grade complexity band**. The Common Core Standards Text Exemplars also places the novel in the 9th-10th grade complexity band.



Step 1: Quantitative Measures

Measures such as:

- Word length
- Word frequency
- Word difficulty
- Sentence length
- Text length
- Text cohesion



Step 2: Qualitative Measures



Measures such as:

- Levels of meaning
- Levels of purpose
- Structure
- Organization
- Language conventionality
- Language clarity
- Prior knowledge demands



Sample Data Search Window

(what you access is based on permission)

The screenshot shows the MetaCat search interface. At the top, the MetaCat logo is on the left, and navigation links for Home, Search Result, Folder, Help, and Sign Out are on the right. Below the navigation, it indicates the user is signed in as 'ELA Demo' and shows a text size adjustment icon. The main content area is divided into two sections: 'Collections' on the left and 'ELA Annotated Text Under Development' on the right. The 'Collections' section lists four items: 'ELA Annotated Text Under Development', 'ELA Upload for Teachers', 'ELA Resource Library', and 'ELA Annotated Text Library - Completed'. The 'ELA Annotated Text Under Development' section contains a 'Text Search' field with an 'Add' button, a 'Browse Search' dropdown menu set to 'Title', and a checkbox for 'Don't Drink and Drive'. A 'Selected Terms' box is also visible. Annotations with arrows point to the 'Add' button (labeled 'Click to add new entry'), the 'Title' dropdown (labeled 'Click to retrieve'), and the 'Add' button. Below the search window, there is a list of 'Sample Collections' with descriptions: 'Text under development', 'Upload location for new content', 'Resource library (anything)', and 'Finished pool available to public'. At the bottom of the search window, there are 'Clear' and 'Search' buttons, and a 'Results per page' dropdown set to 50.

MetaCat®

Home | Search Result | Folder | Help | Sign Out

Signed in as [ELA Demo](#) Text Size: ↑ ↓

Collections

- ELA Annotated Text Under Development
- ELA Upload for Teachers
- ELA Resource Library
- ELA Annotated Text Library - Completed

ELA Annotated Text Under Development

Text Search

Browse Search

Title

Don't Drink and Drive

Selected Terms

Click to add new entry

Click to retrieve

Sample Collections

- Text under development
- Upload location for new content
- Resource library (anything)
- Finished pool available to public

Results per page: 50

Sample Data Search Window

(what you access is based on permission)

The screenshot shows the MetaCat search interface. At the top, there is a navigation bar with links for Home, Search Result, Folder, Help, and Sign Out. Below this, it indicates the user is signed in as 'ELA Demo' and shows a text size adjustment icon. The main interface is divided into two main sections: a sidebar on the left and a main content area on the right.

MetaCat®

Home | Search Result | Folder | Help | Sign Out

Signed in as [ELA Demo](#) Text Size:

Collections

- ELA Annotated Text Under Development
- ELA Upload for Teachers
- ELA Resource Library
- ELA Annotated Text Library - Completed

ELA Annotated Text Under Development

Text Search

Browse Search

Title
 Don't Drink and Drive

Selected Terms

Results per page: 50

Annotations: 'Click to add new entry' points to the plus icon; 'Click to retrieve' points to the trash icon; 'Click to add new entry' also points to the 'Add' button.

Sample Collections

Text under development

Upload location for new content

Resource library (anything)

Finished pool available to public

Sample Editor screen (based on “placement layout”)

The screenshot displays the MetaCat web interface. At the top, there is a navigation bar with links for Home, Search Result, Folder, Help, and Sign Out. Below this, a status bar indicates the user is signed in as 'ELA Demo' and provides a text size adjustment control. The main content area is titled 'Search Results' and features a 'Slide' view. The document being viewed is 'Don't Drink and Drive ...'. On the left, a sidebar lists navigation options: Qualitative Measures, Quantitative Measures, Reader-Task Considerations, and Comments. The main editor area shows the following fields:

- Title***: Don't Drink and Drive
- Text Type***: Informational Text
- Levels of Meaning/Purpose**: A text box containing 'purpose of the text is to inform students about the dangers of driving while intoxicated'. A blue arrow points to this text box.
- Structure**: factual documents
- Language Conventionalty and Clarity:** wording is simple and clear
- Knowledge Demands**: clear examples low levels of reading ability to understand
- Keywords**:
 - intoxication (+)
 - driving (+)
 - ... (+)

At the bottom of the editor area, it shows '1 of 1'.

Click on text to edit each section

Look/feel as displayed to public (when ready)

The image shows a screenshot of the MetaCat search results page for the document "Don't Drink and Drive". The page is designed to look like a public-facing interface. At the top, there is a navigation bar with links for Home, Search Result, Folder, Help, and Sign Out. Below this, the search results are displayed in a "Slide" view. The main content area shows the document title and various metadata fields such as Title, Text Type, Levels of Meaning/Purpose, Structure, Language Conventionalty and Clarity, Knowledge Demands, and Keywords. A blue arrow points from the "1 of 1" indicator in the search results to a detailed "Text Complexity Analysis" inset. This inset provides a comprehensive breakdown of the document's complexity, including qualitative and quantitative measures, reading level (800, grade 4), and reader-task considerations. The analysis is presented in a structured, easy-to-read format with color-coded sections and a summary at the bottom.

MetaCat® Home | Search Result | Folder | Help | Sign Out
Signed in as [ELA Demo](#) Text Size:

Search Results Actions

Table | List | Gallery | **Slide**

Don't Drink and Drive ... 1 of 1

[Qualitative Measures](#)
[Quantitative Measures](#)
[Reader-Task Considerations](#)
[Comments](#)
...

Title*
Don't Drink and Drive

Text Type*
Informational Text

Levels of Meaning/Purpose
purpose of the text is to inform students about the dan

Structure
factual documents

Language Conventionalty and Clarity:
wording is simple and clear

Knowledge Demands
clear examples low levels of reading ability to understa

Keywords

- intoxication (+)
- driving (+)
- ... (+)

1 of 1

Text Complexity Analysis of **Don't Drink and Drive**

Qualitative Measures

Quantitative Measures

Levels of Meaning/Purpose:
to inform on on danger of drinking and driving

Structure:
factual documents of victim outcomes

Language Conventionalty and Clarity:
Wording simple and clear

Knowledge Demands:
Minimal

Qualitative Quantitative
Reader and Task

Reading Level: 800 (grade 4)

Reader-Task Considerations

< 1 of 8 >

Grade: 8
Task: Culture Essay

Summary: whatever needs to be said but assume it is a description of some sort. If really long can be a link to more.

Links to student samples
Link to Comments

Important Discoveries

- The text complexity analysis process gives teachers a method for becoming more purposeful in their text selection.
- The process expects teachers at all grade levels to be confident in their content knowledge and to read and analyze a text before they teach it.
- The process encourages teachers to engage in meaningful discussions about text with colleagues.

Firefox

www.metacat.net/metacat/app/result.12

Most Visited Getting Started Latest Headlines Home

MetaCat®

Signed in as administrator as ELA User Text Size: ↑ ↓

Search Results

Home | Search Result | Folder | Accounts | Help Sign Out

Table List Gallery Slide

1 of 1

Owen & Mzee

[Summary & Quantitative Measures](#)

[Qualitative Measures](#)

[Tasks and Commentary](#)

[Comments](#)

Tasks and Commentary
My name is Sara and I used this book in my 4th grade reading class in Lincoln NE.

Task: After reading the story and class discussion, ask the students to write a fictional or true short story about 2 animals they know or make up, and how they share or might share the same traits as Owen and Mgee.

Rubric used:
Score 1: if the animals were friends,
Score 2: if the animals showed kindness,
Score 3: if animals showing working together for the good of both:
Score 4: if the writing included interesting levels of detail, length and appropriat use of words and ideas.

[Click here](#) to see scored samples of student work.

1 of 1

Firefox

www.metacat.net/metacat/app/result.13

Most Visited Getting Started Latest Headlines Home

Home | Search Result | Folder | Help Sign Out

MetaC

Search Results

Table List

Owen & Mzee

- Summary & Quantitative Measures
- Qualitative Measures
- Consideration Reader and T
- Tasks and Commentary
- Resources
- Comments

...

Properties (-)

Text Title
Owen & Mzee

Grade Level
8

Task Summary
Story on friendship

Score Explanation
whatever needs to be said

Name
• Sara Moshman

Culture

My culture has freedom in it. I usually get what I wear everyday (as long as it does not include heavy violence or sex). I get the option to make friends I want, and also what I eat every day matter if its Mexican food, chinese

SCASS Health Education

- Formative Assessment, Item Bank dev.
- Performance Tasks Development
- Assessment of skills (AI, SM)
- Professional Development
 - Started with trying to develop better items
 - lead to development of complexity sets as PD

Aligning health and reading

Firefox

www.metacat.net/metacat/app/?wicket:interface=:1:::



Yahoo



Most Visited Getting Started Latest Headlines Home

Bookmarks

MetaCat®

Home Search Result Folder Help Sign Out

Signed in as Hudson, Nancy Text Size: ↑ ↓

Collections

Tests/Presentations

Collections

- SCASS-HEAP Item Bank
- HEAP of Books
- HEAP Resource Library**
- Cognitive Complexity Sets for Formative Assessments & Training
- Books Under Development
- Informational Text Under Development
- HEAP Item Development Tool
- HEAP's Health and Reading Demo
- Student Portfolios
- LINKING LITERACIES: Health & Reading
- ELA Placemats Under Development
- ELA Upload for Teachers
- Instructional and Assessment Units
- Social Studies Assessment Item Bank
- Student Work

HEAP Resource Library



Text Search

Add

Browse Search

Resources

Expand All Collapse All

- 21st Century Skills
- Alignment
- Articles
- Cognitive Complexity
- Common Core Standards
- Distance Learning
- Graphics
- Health and Reading
- Health Literacy
- HEAP Catalogs of Products
- HEAP meeting materials
- Item Development
- Security Forms for HEAP assessment resources
- Training

Selected Terms

Clear

Search

Search Type: SMART

Graphics Library

Firefox

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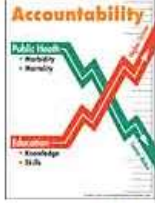






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Search Results

Table List **Gallery** Slide

Show Icons View: 25

Showing 1 to 25 of 80 << < 1 2 3 4 > >>

 <p>Text Title 07.Rubric.gif</p> <p>Resources Graphics -> Pos...</p>	 <p>Text Title Accessing Info ...</p> <p>Description Icons</p> <p>Resources Graphics -> Con...</p>	 <p>Text Title Accessing Infor...</p> <p>Resources Graphics -> Pos...</p>	 <p>Text Title Accountability:...</p> <p>Resources Graphics</p>	 <p>Text Title Advil Cover</p> <p>Description Medicine labels</p> <p>Resources Graphics -> Ass...</p>
 <p>Text Title Advil Label</p> <p>Description Medicine labels</p> <p>Resources Graphics -> Ass...</p>	 <p>Text Title Advocacy Icon</p> <p>Description Icons</p> <p>Resources Graphics -> Con...</p>	 <p>Text Title Advocacy Studen...</p> <p>Resources Graphics -> Pos...</p>	 <p>Text Title Alcohol and Oth...</p> <p>Description Icons</p> <p>Resources</p>	 <p>Text Title Analyzing Infl...</p> <p>Description Icons</p> <p>Resources Graphics -> Con...</p>

Document Library

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Table | List | Gallery | Slide | Show All Text | View: 25

	Text Title	Description	Resources	Document Type	Keywords	Name
<input type="checkbox"/>	9 Vocab Things 4 All Teachers	Supports understanding of teaching for health & reading literacy	• Health and Reading -> Training tools	PDF Docs		Bromley
<input type="checkbox"/>	Book Template Rubric 2011.rtf	Rubric to determine the completeness of a book template	• Health and Reading -> Training tools	Word Docs	• Training tools	HEAP
<input type="checkbox"/>	Common Core-NHES Activity for HEAP	Training activity Kari Ross presented at the May 2010 HEAP mtg	• Health and Reading -> Training tools	Word Docs		Kari Ross
<input type="checkbox"/>	Groundrules/Assumptions	Used in HEAP training to establish training expectations and assumptions	• Health and Reading -> Training tools	Word Docs	• Training tools	Nancy Hudson
<input type="checkbox"/>	Health and Reading Template.doc	template we use for the Web-based system health & reading section	• Health and Reading -> Training tools	Word Docs	• Training tools	
<input type="checkbox"/>	HEAP & Reading PPT	PPT presentation at the 6-09 HEAP mtg	• Health and Reading -> Training tools	Powerpoint		Klarenbeek & Jones
<input type="checkbox"/>	Improving Health Literacy with a HEAP of Books	PPT given at the 2009 ASHA conference	• Health and Reading -> Training tools • Health Literacy	Powerpoint		Tami Benham Deal & Larry Deal
<input type="checkbox"/>	Intro training exercise for HEAP of Books	Training handout to use before working on the HEAP of Books Templates. Includes training exercise and key.	• Health and Reading -> Training tools • Training -> Activities	PDF Docs		CCSSO SCASS HEAP
<input type="checkbox"/>	Reading Strategies	Cube exercise - how to use it	• Health and	Powerpoint		Joanna Jones

Item Development

The screenshot shows the MetaCat web application interface. At the top, the browser address bar displays 'www.metacat.net/metacat/app/result.5'. The page header includes navigation links like 'Home', 'Search Result', 'Folder', 'Help', and 'Sign Out', along with a user login 'Signed in as Hudson, Nancy' and a 'Text Size' control. The main content area is titled 'Search Results' and features a 'Slide' view. A navigation bar shows '2 of 22' items. On the left, a sidebar lists 'Tasks (+)', 'Properties (+)', and 'Workflow (-)' with '1 of 10' items. The main content displays 'Question 2' with a text prompt: 'Kevin's uncle has HIV/AIDS. Kevin would like to learn more about the disease. Describe three places where Kevin is likely to get accurate information about HIV/AIDS. Explain why each place would provide reliable information. Use validity criteria to analyze and determine if these are a valid sources of information.' Below the question is a 'Comments (3) Hide' section with a text input field and an 'Add Comment' button. Three comments are visible, each with a 'Delete' button. The first comment by Hudson, Nancy (2 years ago) states: 'I changed the prompt so that the CRAAP criteria was not listed in the prompt. Still this is multple levels of Blooms revised and we need to show multiple values.' The second comment by Hudson, Nancy (3 years ago) states: 'I added the application phrase for this item but once again, we will need to attach the CRAAP test to this item as a teacher resource'.

Firefox

www.metacat.net/metacat/app/result.5

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Home | Search Result | Folder | Help Sign Out

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Search Results

Table List Gallery Slide

« < 2 of 22 > »

Tasks (+)

Properties (+)

Workflow (-)

1 of 10 >

Current Status

Owner
Item Writer

Reviewer
Test Development
Professional

Approver
Test Development
Professional

Owner - Item Written

Reviewer - Item Written

Approver - Item Written

Question 2

Kevin's uncle has HIV/AIDS. Kevin would like to learn more about the disease. Describe three places where Kevin is likely to get accurate information about HIV/AIDS. Explain why each place would provide reliable information. Use validity criteria to analyze and determine if these are a valid sources of information.

Comments (3) Hide

Add Comment

Showing 1 to 3 of 3

Hudson, Nancy (2 years ago) 05/26/2010 01:55 PM

I changed the prompt so that the CRAAP criteria was not listed in the prompt. Still this is multple levels of Blooms revised and we need to show multiple values. Delete

Hudson, Nancy (3 years ago) 12/03/2008 02:24 PM

I added the application phrase for this item but once again, we will need to attach the CRAAP test to this item as a teacher resource Delete

Edit History Example

Firefox

www.metacat.net/metacat/app/result.5

Most Visited Getting Started Latest Headlines Home

***Prior Version - 01/10/2008 12:34 PM**

Question 1

Kevin's uncle has HIV/AIDS. Kevin would like to learn more about the disease. Kevin would be LEAST likely to get accurate information from a

Current Version - 05/16/2012 08:39 AM

Question 1

Kevin's uncle has HIV/AIDS. Kevin would like to learn more about the disease. Describe three places where Kevin is likely to get accurate information about HIV/AIDS. Explain why each place would provide reliable information. Use validity criteria to analyze and determine if these are a valid sources of information.

	Edit History	Edits made by:
1	01/10/2008 12:34 PM (Original)*	
2	12/03/2008 02:24 PM	Hudson, Nancy
3	12/03/2008 02:24 PM	Hudson, Nancy
4	01/25/2010 09:22 AM	administrator
5	07/17/2010 11:48 PM	administrator
6	08/13/2010 04:15 PM	Hudson, Nancy
7	04/01/2011 12:41 PM	Hudson, Nancy
8	04/01/2011 12:41 PM	Hudson, Nancy
9	06/25/2011 02:30 PM	Hudson, Nancy

Tasks (-)

- Select
- Lock to Edit
- Add To Folder
- Copy To New Item
- View Edit History
- Delete Item

Properties (-)

Item#
34511

Health Skill
Goal Setting

Grade Level
• 3. High School

Author
HEAP members

Helpful Documents
[Bloom's Revised Taxonomy Verbs -Word.doc](#)
[Goal Setting Skill Cues and Rubric.](#)

Scenario Setup

Lisa has seen many people in her community affected by HIV. She knows that contracting HIV would interfere with the things she wants to accomplish in her life. She is committed to not contracting HIV and wants to write a plan to reduce her risk. She is thinking about the following actions in her plan.

- * She will not date while in high school and college.
- * She will not go to any parties where alcohol may be served.
- * She will never drink alcohol or do drugs.
- * She will only maintain friendships with people who have the similar values.

2: Understanding

1. In your own words, explain the steps in effective goal setting for Lisa.

3: Applying

1. Use your knowledge of the criteria for effective goal setting to write a goal statement for Lisa's plan.

4: Analyzing

1. Differentiate each step in her plan based on your knowledge for effective goal setting. Explain why each action will or will not help Lisa develop an effective plan to avoid contracting HIV

5: Evaluating

1. Evaluate Lisa's plan based on your knowledge of effective goal setting. In your evaluation, predict some barriers that Lisa may encounter and provide ways she can avoid or overcome these barriers in order to accomplish her goal.

6: Creating

1. Create a complete plan for Lisa to reduce her risk on contracting HIV. Lisa's plan should contain all the elements of effective goal setting. In addition, prepare a letter to Lisa explaining why you think your plan for her will be successful.

HEAP of Books

Firefox

www.metacat.net/metacat/app/result.5

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Home | Search Result | Folder | Help | Sign Out

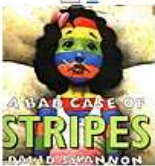
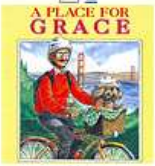

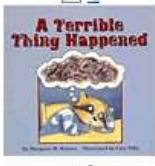

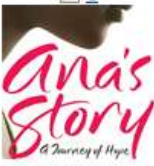
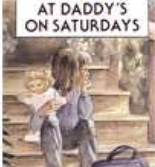

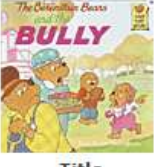

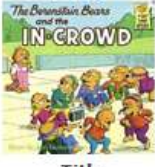
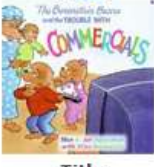
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Search Results

Table List **Gallery** Slide

Show Icons View: 25

Showing 1 to 25 of 89 << < 1 2 3 4 >> >>

 <p>1</p> <p>Title A Bad Case of S...</p> <p>Grade b. Early Elemen...</p> <p>Author David Shannon</p>	 <p>2</p> <p>Title A Place For Gra...</p> <p>Grade c. Upper Elemen...</p> <p>Author Jean Davies Oki...</p>	 <p>3</p> <p>Title A Safe Place</p> <p>Grade b. Early Elemen...</p> <p>Author Maxine Trottier</p>	 <p>4</p> <p>Title A Terrible Thin...</p> <p>Grade b. Early Elemen...</p> <p>Author Margaret M. Hol...</p>	 <p>5</p> <p>Title Alexander and t...</p> <p>Grade a. Early Childh...</p> <p>Author Judith Viorst</p>	 <p>6</p> <p>Title Ana's Story: A ...</p> <p>Grade d. Middle Schoo...</p> <p>Author Jenna Bush</p>
 <p>7</p> <p>Title At Daddy's on S...</p> <p>Grade c. Upper Elemen...</p> <p>Author Linda Walvoord ...</p>	 <p>8</p> <p>Title Ben Has Somethi...</p> <p>Grade a. Early Childh...</p> <p>Author Laurie Lears</p>	 <p>9</p> <p>Title Berenstain Bear...</p> <p>Grade a. Early Childh...</p> <p>Author Stan and Jan Be...</p>	 <p>10</p> <p>Title Berenstain Bear...</p> <p>Grade a. Early Childh...</p> <p>Author Stan and Jan Be...</p>	 <p>11</p> <p>Title Berenstain Bear...</p> <p>Grade a. Early Childh...</p> <p>Author Stan and Jan Be...</p>	 <p>12</p> <p>Title Berenstain Bear...</p> <p>Grade a. Early Childh...</p> <p>Author Stan & Jan Bere...</p>

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Search Results Actions

Table List Gallery **Slide**

1 of 1

The House that Crack Built

by Clark Taylor

...

[Introduction](#)

[Teacher Instructions](#)

[Health Topics](#)

[Health Skills](#)

[Performance Assessment](#)

[Vocabulary](#)

[Resources](#)

[Comments](#)

[Custom Help](#)

Reading Comprehension

Reading Comprehension

- What is the story about?
- What is the main idea of this story?
- Who are the characters in the story?
- What happened to the characters?
- How did that affect their health and/or well being? Could that happen to you?
- How does the main idea of the story contribute to health and well-being?

SM: add alignments after each bullet or here for all


Alcohol and Other Drugs

- What plants are the farmers growing for the "man who lives in the house"?
- What is the drug that is made from the plants that is grown by the farmer?
- How does the distribution and use of cocaine affect the health of a community?
- How does cocaine promote violence?
- How does the use of cocaine affect the girl in the story?
- How does the girl smoking cocaine affect her baby?
- Can you see this happening in your community? Why or why not?

Sample of how Health Ed and ELA working:


dynamic interlinking of resources continually updated, improved

Sample of a HEAP Health Literacy Unit under collaborative development



HEALTH Literacy

Topic: Bullying



Introduction

Teacher Instructions

Informational Text

Book

Cognitive Complexity Set

Title
Bullying (+)

Essential Questions
Just basic info here about the module/unit, etc.

Grade Level

- High School (+)
- Middle School (+)
- ... (+)

Keywords

- Bullying (+)
- ... (+)

Common Core Alignment

- ...

Tasks

Scenario Setup

Billy is always punching Joan in the arm when she Silly, but she hasn't like being punched in the arm being treated that way without using his friends. He selected a good time to talk to Billy alone. 2) look he hearing her. 4) suggest other ways Billy might be Vince is always punching D.J. and saying mean to to Vince, he just says "Just Kidding". D.J. doesn't really, but he doesn't know what to do. Vince isn't sure to take the following advice!

2: Understanding

- In your own words, explain why these Joan.
- In your own words, explain why these D.J.

3: Applying

- Illustrate how 1.
- Illustrate how 2.

4: Analyzing

- Analyze each a about this situation.
- Analyze each a D.J.

5: Evaluating

- Evaluate the ac respectful relat
- Evaluate the ac developing a

6: Creating

- Based on the a Joan to use with
- Based on the all that work) for 1

Text Complexity Analysis of *To Kill a Mockingbird* by Harper Lee

Qualitative Measures

Level of Meaning/Purpose:
The book has multiple levels of meaning. Set in Alabama, the female main character Scout Finch struggles to understand her own race and reputation when her father defends a black man accused of raping a white woman.

Structure:
Although the story has a largely simple structure with a straight forward setting, several issues complicate the narrative and structure. Scout's narration as an adult reflecting back on the pivotal year of her childhood. Simkiss is used throughout. And at several points it seems as though the narrator is from the point of view of a less mature Scout still in her childhood.

Language Conventions and Clarity:
The characters speak in a mostly traditional, conversational language. Some slang is indicative of the time period in which the novel is set, and there is some dialect.

Knowledge Demands:
Higher level themes of justice, prejudice, and civil rights are implied. Thinking at deeper levels is required to contemplate the personal, moral, and ethical struggles of the characters in a heterogeneous culture and society of the time period.

Quantitative Measures

The ATOS formula used with the Accelerated Reader program identifies the title as having a book level of 5.6. A Lexile measure for this novel is 870L. Although the Lexile and ATOS values fall in the 5th-6th grade level complexity band, the complexity of the book's theme, the issue of race, and the length of the book would indicate that higher-level reading skills are necessary, along with a consideration for the maturity level of the reader regarding the book's subject matter.

Reader-Task Considerations

These are to be determined locally with reference to each state's standards as students' motivation, knowledge, and experiences will differ. However, the complexity of the text assigned for the question posed. However, the complexity of the book's theme, the issue of race, and the length of the book would indicate that higher-level reading skills are necessary, along with a consideration for the maturity level of the reader regarding the book's subject matter.

Here in Kansas, educators might want to examine the following elements or issues social and historical events of the late 1950s, early 1960s, and issues surrounding social stereotyping and prejudice in the Deep South at this same time period.

Introduction

Teacher Instructions

Informational Text Link

Health Topics

Health Skills

Common Core Alignment

Instructional Strategies

Assessment

Extended Activities

Vocabulary

Resources

Comments

Title*
Dealing with Bullies

Informational Text Link
<http://kidshealth.org/PageManager.asp?do=KidsHealth&ic=1>

Publisher
KidsHealth.org

Grade
...

Reading Levels

Author
Reviewed by: D-Arcy Lyness, PhD

Date reviewed: October 2010

Summary
This informational text describes why bullying is bad, why bu excellent self-management strategies to prevent and what it

Keywords

- Bullying (+)
- ... (+)

Quality Control Review Date:

Just Kidding

by Trudy Ludwig

Accessing Information

Accessing Information

Accessing Information Skill Cues and Subt

- Who helped D.J. figure out how to handle Vince's teasing?
- Who did D.J. and he did go to in school for help?
- Can you think of other people who can help kids when they are having problems with bullies?
- What kind of help can these people give you?
- How do you know they are good helpers?

Interpersonal Communication Skill Cues and Subt

- Do you and your friends kid around with each other? Do you tease each other?/w how can you tell if teasing is hurtful or just fun?
- When do words hurt?
- What did D.J.'s dad teach D.J. to say when Vince said hurtful things to him?
- If you were being teased and the bully said to you "just kidding" what would you say to the why it is better to use your words to handle a bully rather than your fists?
- What lesson would you share with younger kids that you learned from this book?

Self Management

Self Management Skill Cues and Subt

- Have you ever been around other kids when a bully was being mean to his victim? Did you the other kid? why or why not?
- What would you do if you see other kids being teased?

Teacher Instructions

Introduction

Health Topics

Health Skills

Assessment

Vocabulary

Resources

Comments

Recommended Placement

To Kill a Mockingbird is a Pulitzer Prize winner. It is a classic, and many teaching resources are available at various websites. Although the quantitative measures suggest that the novel is in the 5th-6th grade level complexity band, the qualitative measures and reader task considerations suggest that the novel be placed at the 5th-10th grade complexity band. The Common Core Standards for English Language Arts places the novel in the 5th-10th grade complexity band.

Reviewed by Julie Adams, Charlotte USD 412, adamsj@usd412.org 3/17/2011

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Collections Tests/Presentations

Collections

- SCASS-HEAP Item Bank
- HEAP of Books
- HEAP Resource Library
- Cognitive Complexity Sets for Formative Assessments & Training
- Books Under Development
- Informational Text Under Development
- HEAP Item Development Tool
- HEAP's Health and Reading Demo
- Student Portfolios
- LINKING LITERACIES: Health & Reading**
- ELA Placemats Under Development
- ELA Upload for Teachers
- Instructional and Assessment Units
- Social Studies Assessment Item Bank
- Student Work

LINKING LITERACIES: Health & Reading

Text Search

Browse Search

Health Content Standard ▾

- Alcohol and Other Drugs
- Injury Prevention

Search Type: SMART ▾

Selected Terms

Firefox

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Search Results

Table List Gallery Slide

1 of 2 > >>

	<p>Linking Literacies: HEALTH & READING Health Education Assessment Project</p>	<p>Health Topic: Dangers of Cocaine</p>
---	---	---



Unit Title
Dangers of Cocaine

Overview    

This topic provides educators with up-to-date teaching resources that can help to improve students' reading literacy while teaching important health topics, such as the dangers of cocaine. The instructional strategies and performance assessments are aligned to the Common Core English Language Arts standards as well as the National Health Education Content and Skill Standards.

The essential questions:

- Why do people choose to use cocaine?
- What impact does cocaine have on personal and community health?

Teacher Instructions    

The *Instructional Texts link* provides access to one or more informational articles that can provide functional knowledge on this health topic. Included with an article are instructional strategies and performance assessments to help gauge student understanding.


The *Literacy Texts link* provides access to one or more pieces of literacy works on this topic. This section also includes access to a variety of instructional activities related to the book, poem, or literacy passage, as well as a book summary, reading levels, discussion questions on health topic and skills, vocabulary, and teacher resources. Performance assessments are also included to help gauge student

Overview & Instructions

Informational Texts

Literary Texts

Comments



Firefox

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Home Search Result Folder Help Sign Out


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Search Results

Table List Gallery **Slide**

1 of 2 > >>

	<p><i>Linking Literacies:</i> HEALTH & READING Health Education Assessment Project</p>	<p><i>Health Topic:</i> Dangers of Cocaine</p>
---	---	--


...

[Overview & Instructions](#)

[Informational Texts](#)

[Literary Texts](#)

[Comments](#)



...

Informational Texts [document] [screen] [globe] [location]

Providing an informational article in the beginning of a lesson could provide students with the functional knowledge they need as an introduction to a deeper exploration of this health topic.

The article used in this topic is: **INFOfacts: Cocaine**, published by the **National Institute on Drug Abuse (NIDA)** and includes the following sections:

- How is Cocaine Abused?
- How Does Cocaine Affect the Brain?
- What Adverse Effects Does Cocaine Have on Health?
- Added Danger: Cocaethylene
- What Treatment Options Exist?
- How Widespread Is Cocaine Abuse?
- National Survey on Drug Use and Health

[Link to article and resources](#)

1 of 2 > >>

Search Results

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Search Results Actions

Table List Gallery **Slide**

1 of 1

NIDA InfoFacts: Cocaine ...

[Introduction](#)

[Health Topics](#)

[Health Skills](#)

[Common Core ELA Alignment](#)

[Instructional Strategies](#)

[Strategy](#)

[Performance Assessment](#)

[Vocabulary](#)

[Resources](#)

Title*
NIDA InfoFacts: Cocaine

Informational Text Link    
<http://www.nida.nih.gov/Infofacts/cocaine.html>

[Access Informational Text as PDF article \(with highlighted text\) from HEAP Resource Library 3/14/12 - wasn't sure if this should be removed from here. I think so, but don't know if ever](#)

NH: I don't want to remove it from here yet. I think we need to make the web articles into pdf. I think should be here is the pdf that is not highlighted. Does that make sense?

I agree with you, Nancy. It was the highlighted one in two places that I think would have be

Publisher    
National Institute on Drug Abuse

Grade

- e. High School
- ...

Firefox

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Search Results

Table List Gallery **Slide**

1 of 2 > >>

 <p>CCSSO Council of Chief State School Officers</p>	<p><i>Linking Literacies:</i> HEALTH & READING Health Education Assessment Project</p>	<p><i>Health Topic:</i> Dangers of Cocaine</p>
---	---	---

1 of 2 > >>

Literary Texts    

Clicking on the links below will open up a website that includes the HEAP book template about the book, and a variety of educational activities. The book templates contain a book summary, reading levels, discussion questions on health topic and skills, assessments, vocabulary, and teacher resources.


1. Book: ***Crank***
[Click for Resources](#)
2. Poem: ***The House that Crack Built***
[Click for Resources](#)

Overview & Instructions

[Informational Texts](#)

[Literary Texts](#)

[Comments](#)



...

1 of 2 > >>

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Most Visited Getting Started Latest Headlines Home

Home Search Result Folder Help Sign Out

Search Results

Crank

by Ellen Hopkins

- [Introduction](#)
- [Teacher Instructions](#)
- [Health Topics](#)
- [Health Skills](#)
- [Performance Assessment](#)
- [Vocabulary](#)
- [Resources](#)
- [Comments](#)
- [Custom Help](#)

Title*
Crank

Publisher
Simon Pulse Publishing, ISBN 978-0-689-86519-0

Grade

- d. Middle School (+)
- e. High School (+)
- ... (+)

Genre

- Fiction, written in prose (+)
- Poetry, free verse with text in visual graphics (+)
- ... (+)

Reading Levels
Grade 5 based on strict Fry Readability Scale, content of text is 7-12

Author
Ellen Hopkins

Summary

Crank ELA Placemat

The screenshot shows a web browser window displaying the MetaCat website. The browser's address bar shows the URL www.metacat.net/metacat/app/result.6. The website header includes the MetaCat logo, navigation links (Home, Search Result, Folder, Accounts, Help, Sign Out), and a user login status: "Signed in as administrator as ELA Writer".

The main content area is titled "Search Results" and features a navigation bar with options: Table, List, Gallery, and Slide. Below this, a pagination indicator shows "1 of 3" with navigation arrows.

The search result for "Crank ..." is displayed in a slide view. On the left side of the result, there is a sidebar with several links: [Summary & Quantitative Measures](#), [Qualitative Measures](#), [Considerations for Reader and Task](#), [Tasks and Commentary](#), [Resources](#), and [Comments](#). Below these links is an ellipsis "...".

The main content of the result includes the following fields:

- Title:** Crank (+)
- Text Author/Publisher:** ... (+)
- Text Type*:** Literary Text (+)
- Text Description:** Crank is a an informational story based on the author's daughter and is written in poetry form that reflect the complications resulting from the use of crank.
- Grade Band:** 9th-10th (+)
- Grade Band Selection Explanation:** The quantitative measures are not applicable for drama or poetry, but the placement reading level would be at the 4th-5th grade level text complexity. Therefore, the topic suggests for reader and task considerations that this book is best placed at the 9th-10th grade complexity band. The qualitative measures reflect high use of reading skills to understand the text.
- Content Area:**
 - Health -> drug abuse
 - ...
- Major Instructional Areas of Focus:**
 - ... (+)
- Quantitative Measures:** (with icons for print, zoom, and other actions)



One Idea for CTE is developing pools of aligned performance tasks –

with continual contribution by experts, teachers, including student work

with vetting and approval of content prior to public view

Tie in with curriculum

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Table List Slide

1 of 1

Achieve **FENCING** STATE DIRECTORS

Introduction
 Teacher Instructions
 About the Alignment
 Performance Assessment
 Possible Solutions
 Possible Extensions
 Vocabulary
 Resources
 Comments

About the Task
 Cluster
 Architecture and construction -> Pr
 Author
 This task was developed by high educators, and validated by content National Career Clusters Knowledge demonstrating how the Common classroom learning – and to provide CTE courses.
 Link below brings up full task doc [Fences_FINAL-Draft.pdf](#)
 Publisher
 Achieve (+)
 Grade
 • d. Middle School (+)
 • ... (+)



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1 of 3

Achieve **Miniature Golf** STATE DIRECTORS

Introduction
 Teacher Instructions
 About the Alignment
 Performance Assessment
 Possible Solutions
 Possible Extensions
 Vocabulary
 Resources
 Comments

Performance Assessment
 The local miniature golf course would like to increase their profits by increasing the difficulty and number of holes in the course. The owners believe players will like being able to play more holes for their money and then may spend more at the concession stand.
 In order to find designs for these new holes, they have decided to hold a design contest. Each design will be judged on the most creative use of materials, the least likelihood that someone will score a hole-in-one, and the best use of the available space.
 The contest requires documentation of your design, including a scale drawing of the design with dimensions, all of your calculations, and a report to the owners that explains your design.
 Tasks:
 1. Sketch a miniature golf hole design including any obstacles or general items required. The designed hole must fit within a rectangle of no more than 128 square feet of area. Draw your design to scale, using appropriate tools, and include all measurements. Make sure your dimensions will allow for a player to comfortably approach the ball within the golf hole area. Identify the cup, the tee box, obstacles, and all angles of approach. For purposes of computing area, your design should be composed of two-dimensional shapes for which you can find the area.
 2. Show that your design will fit within a rectangle of dimensions that meet the 128 sq ft specification. Be sure to use as much of the area as possible, while still maintaining a creative design.
 3. Calculate the total area of your golf hole design and the percentage of this total area you have used. Show all your work. (Remember: You will be judged partially on the best use of space.)
 4. Research and describe the regulation size for a golf cup for consideration and placement in your design.
 5. Identify and sketch two possible paths from tee to cup, with at least one path being a bank shot. Explain the possible approaches and show and calculate all angles associated with your bank shot(s).
 6. Write a report to submit with your design to explain why yours should be selected. Include information regarding the creativity of your design, the level of difficulty, and the best use of available space.





Framing a House



[Introduction](#)

[Teacher Instructions](#)

[About the Alignment](#)

[Performance Assessment](#)

[Possible Solutions](#)

[Possible Extensions](#)

[Vocabulary](#)

[Resources](#)

[Comments](#)



Performance Assessment

The plans below show an addition to a house in red, with exterior walls identified in a brighter red than the red of the interior walls. Use the plans to solve the problem. After the chalk lines locating the walls are marked on the subfloor, the next step is to lay out the wall plates. Wall plates are the horizontal components of a framed wall.

1. Using an architecture scale or a regular ruler and graph paper, create a scaled drawing of the plans below.

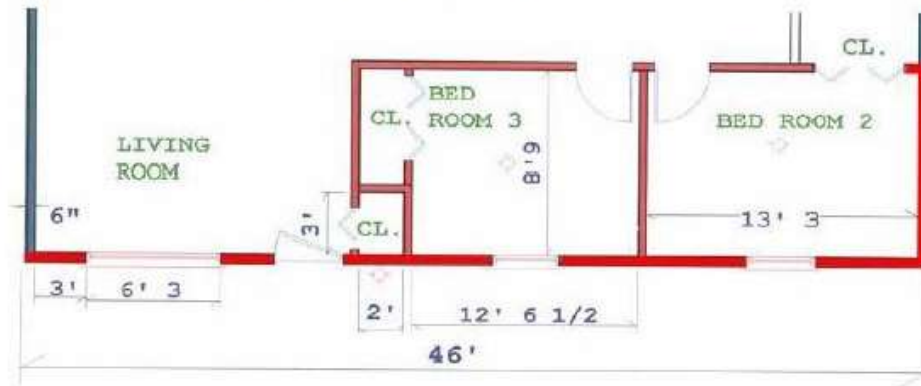
2. How many linear feet (L.F.) of wall plate material do you need for both the interior and exterior addition walls in the plan below? Add 10% for waste. Remember wall plates are made up of a sole plate at the bottom and a double plate at the top (see Typical Wall Framing diagram below). Do not reduce the amount for openings or wall finish materials. All interior and exterior walls are framed using 2"x 4" construction (finished lumber will be 1 1/2" by 3 1/2").

L.F. of wall plate = _____

Amount for waste (in L.F.) = _____

Total L.F. of wall plate = _____

Total 16 ft 2"x 4"s needed to be purchased for the wall plate = _____



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Search Results

Table List **Slide**

« « 3 of 3

 Achieve	<h1>Framing a House</h1>	 STATE DIRECTORS National Association of State Directors of Career Technical Education Consortium
---	--------------------------	--

...

Introduction

[Teacher Instructions](#)

[About the Alignment](#)

[Performance Assessment](#)


[Possible Solutions](#)


[Possible Extensions](#)

[Vocabulary](#)

[Resources](#)

[Comments](#)



Possible Extensions    

The extensions below represent potential ways in which mathematics and/or CTE teachers can build on the task above. All of the extensions are optional and can be used in the classroom, as homework assignments, and/or as long-term interdisciplinary projects.

- Using the plans, draw elevations of the walls for each room.
- Sketch a to-scale net for each room, including the ceiling to determine the number of sheets of dry wall ($\frac{1}{2}$ " \times 4' \times 8') for walls and ceiling. Remember to include sheetrock for the inside of the closets and both sides of the interior walls.
- Find total length of (4" \times 12") beam to be used for window and door headers in the addition walls.
- Find the total number of 2" \times 4" \times 10' boards needed to frame the walls of the addition.
- For each bedroom the building code requires a minimum of 5 square feet of clear egress for the windows. Determine the dimensions of each window and show that they meet the minimum code.
- Find the number of boxes of pre-finished wood flooring needed for each bedroom, given each box will cover 50 square feet.
- Compare two or more lumberyards to minimize cost for the project.



FENCING


[Introduction](#)
[Teacher Instructions](#)
[About the Alignment](#)
[Performance Assessment](#)
[Possible Solutions](#)
[Possible Extensions](#)
[Vocabulary](#)
[Resources](#)
[Comments](#)


...

Performance Assessment

Mr. C's family would like to add a pool to their backyard, but need to install a fence around the property, as required by their local ordinance. You are a consultant and must provide a proposal that takes into consideration the city ordinance, which says that a fence may be on the side and back property lines but must be set back from the front (street) property line by a minimum of 16 feet. The type of fence that the client has selected requires a post at each corner and every 8 feet between the corners. Two entry gates are to be included.

Details:

Lot Size: 72' x 120'

Gate size: 48" wide

Materials:

- Cedar privacy fence (1" x 4" x 6') with scallop edge
- 4" x 4" posts at 8' on center
- Two gates: 4' wide and 5' high (leaving 6" at both bottom and top of fence)
- 2" x 4" x 8' horizontal supports (See diagram below)
- Metal fasteners for the supports
- Quikrete to set the posts

Other Assumptions:

- This is a privacy fence, with no gaps between fence boards.
- One bag of Quikrete supplies concrete for two holes, each 3' deep.
- There will be two supports horizontally between each pair of posts. (See diagram)
- It is assumed that you will use two boxes of fasteners.

1. Using the street setback per city code (a minimum of 16'), draw a scaled diagram of the fence project, determine the costs of the fencing and supplies needed from two local lumber yards, and put together a recommendation of which lumber yard would be the most cost effective. Provide your reasoning using the cost chart below and write a letter to the client identifying and explaining your recommendation.

Firefox

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[Performance Assessment](#)


[Possible Solutions](#)

[Possible Extensions](#)

[Vocabulary](#)

[Resources](#)

[Comments](#)



...

This task was developed by high school and postsecondary mathematics and design/pre-construction educators, and validated by content experts in the Common Core State Standards in mathematics and the National Career Clusters Knowledge & Skills Statements. It was developed with the purpose of demonstrating how the Common Core and CTE Knowledge & Skills Statements can be integrated into classroom learning – and to provide classroom teachers with a truly authentic task for either mathematics or CTE courses.

Link below brings up full task document:
[Fences_FINAL-Draft.pdf](#)

Publisher
Achieve (+)

Grade

- d. Middle School (+)
- ... (+)

Common Core Math Alignment

- 6.RP.3d Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. (+)
- 7.NS.3 Solve real-world and mathematical problems involving the four operations with rational numbers. (+)
- ... (+)

Common Core ELA Alignment

- Grade 08 -> 2 Craft and Structure -> RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- ...

CTE Knowledge and Skills Alignment

- ACC01.01 Perform math operations such as estimating and distributing materials and supplies to complete jobsite/workplace tasks. (+)
- ACC01.01.03 Use appropriate formulas to determine percentages /decimals. (+)
- ... (+)

Keywords

- fences (+)
- ... (+)

1 of 1

Rich Searching

The screenshot displays the CareerClusters website interface within a Firefox browser. The page features a navigation bar with links for 'Most Visited', 'Getting Started', 'Latest Headlines', and 'Home'. The main header includes the CTE logo with the tagline 'Learning that works for America' and the CareerClusters logo with the tagline 'PATHWAYS TO COLLEGE & CAREER READINESS'. The user is signed in as 'Dean Folkers'.

The main content area is titled 'CTE Performance Tasks' and includes an 'Advanced Search' section. On the left, a 'Collections' sidebar lists various categories, with 'CTE Performance Tasks' selected. The 'Advanced Search' section contains a 'Text Search' field with an 'Add' button and a 'Browse Search' section. The 'Browse Search' section is set to 'Common Core ELA Alignment' and shows a tree view of search results:

- Grade 08
- Grade 09-10 (checked)
 - 1 Key Ideas and Details
 - 2 Craft and Structure
- Grade 11-12

A 'Selected Terms' box on the right shows the selected term: 'Grade 09-10 [Common Core ELA Alignment]'. Below this box are 'Clear' and 'Search' buttons. The 'Search Type' is set to 'SMART'.

Firefox

www.metacat.net/cte/app/twicite:interface=:2;:::

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Collections

- Career-Ready Practices
- "Green" - All Clusters
- + CTE 2011 Version
- + Agriculture, Food & Natural Resources
- + "Green" Agriculture, Food & Natural Resources
- Architecture & Construction
 - Architecture & Construction Cluster Design / Pre-Construction Pathway
 - Construction Pathway Maintenance / Operations Pathway
 - CTE Performance Tasks**
- + "Green" Architecture & Construction
- + Arts, A/V Tech & Communications
- + Business, Management & Administration
- + Education & Training
- + Finance

CTE Performance Tasks Add Upload

Basic Search [Go to Advanced Search](#)

Cluster

- Architecture and construction
 - Pre-construction Pathway
 - Fences
 - Framing a House
 - Miniature Golf

Title

- Fences
- Framing a House
- Miniature Golf

Clear Search



Collections

- Career-Ready Practices
- "Green" - All Clusters
- CTE 2011 Version
- Agriculture, Food & Natural Resources
- "Green" Agriculture, Food & Natural Resources
- Architecture & Construction
 - Architecture & Construction Cluster Design / Pre-Construction Pathway
 - Construction Pathway
 - Maintenance / Operations Pathway
 - CTE Performance Tasks**
- "Green" Architecture & Construction
- Arts, A/V Tech & Communications
- Business, Management & Administration
- Education & Training
- Finance

CTE Performance Tasks [Add](#) [Upload](#)

Basic Search

[Go to Advanced Search](#)

Common Core Math Alignment

- 6.RP.3d Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.
- 7.NS.3 Solve real-world and mathematical problems involving the four operations with rational numbers.

Common Core ELA Alignment

- Grade 08
 - 2 Craft and Structure
 - RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- Grade 09-10
- Grade 11-12

Clear

Search



- Collections**
- [-] Career-Ready Practices
 - [-] "Green" - All Clusters
 - [+] CTE 2011 Version
 - [+] Agriculture, Food & Natural Resources
 - [+] "Green" Agriculture, Food & Natural Resources
 - [-] Architecture & Construction
 - [-] Architecture & Construction Cluster Design / Pre-Construction Pathway
 - [-] Construction Pathway Maintenance / Operations Pathway
 - [-] CTE Performance Tasks**
 - [+] "Green" Architecture & Construction
 - [+] Arts, A/V Tech & Communications
 - [+] Business, Management & Administration
 - [+] Education & Training
 - [+] Finance

CTE Performance Tasks [Add](#) [Upload](#)

Advanced Search

[Go to Basic Search](#)

Text Search [Add](#)

Browse Search

- CTE Knowledge and Skills Alignment
- ACC01.01.03 Use appropriate formulas to determine percentages /decimals.
 - ACC01.01 Perform math operations such as estimating and distributing materials and supplies to complete jobsite/workplace tasks.

Selected Terms

- ✖ ACC01.01.03 Use appropriate formulas to determine percentages /decimals. [CTE Knowledge and Skills Alignment]

[Clear](#) [Search](#)

Search Type: SMART

Firefox

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Home | Support Sign Out

Search Results

Table List Slide

Show All Text View: 25

<input type="checkbox"/>	About the Task	Cluster	Publisher	Grade	Common Core Math Alignment	Common Core ELA Alignment	CTE Knowledge and Skills Alignment
<input type="checkbox"/>	1	Architecture and construction -> Pre-construction Pathway -> Miniature Golf	Achieve	e. High School	<ul style="list-style-type: none"> 6.RP.3d Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. 7.NS.3 Solve real-world and mathematical problems involving the four operations with rational numbers. 	<ul style="list-style-type: none"> Grade 09-10 -> 1 Key Ideas and Details -> RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Grade 09-10 -> 2 Craft and Structure -> RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). 	<ul style="list-style-type: none"> ACC01.01 Perform math operations such as estimating and distributing materials and supplies to complete jobsite/workplace tasks. ACC01.01.03 Use appropriate formulas to determine percentages /decimals.
<input type="checkbox"/>	2	Architecture and construction -> Pre-construction Pathway -> Fences	Achieve	d. Middle School	<ul style="list-style-type: none"> 6.RP.3d Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. 7.NS.3 Solve real-world and mathematical problems involving the four operations with rational numbers. 	<ul style="list-style-type: none"> Grade 08 -> 2 Craft and Structure -> RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. 	<ul style="list-style-type: none"> ACC01.01 Perform math operations such as estimating and distributing materials and supplies to complete jobsite/workplace tasks. ACC01.01.03 Use appropriate formulas to determine percentages /decimals.
<input type="checkbox"/>	3	Architecture and construction -> Pre-construction Pathway -> Framing a House	Achieve	e. High School	<ul style="list-style-type: none"> 7.NS.3 Solve real-world and mathematical problems involving the four operations with rational numbers. 6.RP.3d Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing 	<ul style="list-style-type: none"> Grade 11-12 -> 2 Craft and Structure -> RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) 	<ul style="list-style-type: none"> ACC01.01.03 Use appropriate formulas to determine percentages /decimals.

Curriculum Mapping

- Analyze redundancies
- Analyze gaps

Collections

Tests/Presentations

Collections

- HEAP Collections
- Science
- Social Studies
 - Model Curriculum
 - Instructional and Assessment Units
 - Social Studies
 - Assessment Item Bank
 - Student Work

Model Curriculum

Text Search

Browse Search

Course

- American History
- Economics
- Geography
- Government
- World History

Selected Terms

Search Type: SMART

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Home | Search Result | Folder | Help | Sign Out

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Search Results

Table | List | Gallery | Slide

Show All Text | View: 25

<input type="checkbox"/>	Course	Strand	Big Idea	Concept	Grade Level	Competency	MO GLE/CLE	Career Clusters
<input type="checkbox"/>	1 American History	American History	Knowledge of continuity and change in the history of Missouri and the United States	Foreign and domestic policy developments	9-12	Describe and evaluate the evolution of United States domestic and foreign policies from Reconstruction to the present, including: Cold War	American History -> Knowledge of continuity and change in the history of Missouri and the United States -> Foreign and domestic policy developments -> 9-12	
<input type="checkbox"/>	2 American History	American History	Knowledge of continuity and change in the history of Missouri and the United States	Foreign and domestic policy developments	9-12	Describe and evaluate the evolution of United States domestic and foreign policies from Reconstruction to the present, including: Global interdependence	American History -> Knowledge of continuity and change in the history of Missouri and the United States -> Foreign and domestic policy developments -> 9-12	
<input type="checkbox"/>	3 American History	American History	Knowledge of continuity and change in the history of Missouri and the United States	Foreign and domestic policy developments	9-12	Describe and evaluate the evolution of United States domestic and foreign policies from Reconstruction to the present, including: immigration policy	American History -> Knowledge of continuity and change in the history of Missouri and the United States -> Foreign and domestic policy developments -> 9-12	
<input type="checkbox"/>	4 American History	American History	Knowledge of continuity and change in the history of Missouri and the United States	Foreign and domestic policy developments	9-12	Describe and evaluate the evolution of United States domestic and foreign policies from Reconstruction to the present, including: Imperialism	American History -> Knowledge of continuity and change in the history of Missouri and the United States -> Foreign and domestic policy developments -> 9-12	
<input type="checkbox"/>	5 American History	American History	Knowledge of continuity and change in the history of Missouri and the United States	Foreign and domestic policy developments	9-12	Describe and evaluate the evolution of United States domestic and foreign policies from Reconstruction to the present, including: isolationism	American History -> Knowledge of continuity and change in the history of Missouri and the United States -> Foreign and domestic policy developments -> 9-12	
<input type="checkbox"/>	6 American History	American History	Knowledge of continuity and change in the history of Missouri and the United States	Foreign and domestic policy developments	9-12	Describe and evaluate the evolution of United States domestic and foreign policies from Reconstruction to the present, including: Manifest Destiny	American History -> Knowledge of continuity and change in the history of Missouri and the United States -> Foreign and domestic policy developments -> 9-12	
<input type="checkbox"/>	7 American History	American History	Knowledge of continuity and change in the history of Missouri and the United States	Foreign and domestic policy developments	9-12	Describe and evaluate the evolution of United States domestic and foreign policies from Reconstruction to the present, including: New Deal	American History -> Knowledge of continuity and change in the history of Missouri and the United States -> Foreign and domestic policy developments -> 9-12	
<input type="checkbox"/>	8 American History	American History	Knowledge of continuity and change in the history of Missouri and the United States	Foreign and domestic policy developments	9-12	Describe and evaluate the evolution of United States domestic and foreign policies from Reconstruction to the present, including: two world wars	American History -> Knowledge of continuity and change in the history of Missouri and the United States -> Foreign and domestic policy developments -> 9-12	

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Home Search Result Folder Help Sign Out

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Search Results

Table List Gallery Slide

1 of 12 > >>

Tasks (-)	Strand American History
<input type="checkbox"/> Select	
Add To Folder	
Properties (-)	Big Idea Knowledge of continuity and change in the history of Missouri and the United States
Course American History	Concept Foreign and domestic policy developments
Grade Level 9-12	Competency Describe and evaluate the evolution of United States domestic and foreign policies from Reconstruction to the present, including: Cold War
	MO GLE/CLE American History -> Knowledge of continuity and change in the history of Missouri and the United States -> Foreign and domestic policy developments -> 9-12
	Content Standards SS3
	Process Standards <ul style="list-style-type: none">• 1.6 discover and evaluate patterns and relationships in information, ideas, and structures• 1.9• 3.5 reason inductively from a set of specific facts and deductively from general premises• 3.6 Examining problems and proposed solutions from multiple perspectives

1 of 12 > >>

Firefox

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Collections Tests/Presentations

Collections

- HEAP Collections
- Science
- Social Studies
 - Model Curriculum**
 - Instructional and Assessment Units
 - Social Studies
 - Assessment Item Bank
 - Student Work

Model Curriculum

Text Search

Browse Search
MO GLE/CLE

- American History
 - Knowledge of continuity and change in the history of Missouri and the United States
 - Economic development in the United States
 - 9-12
 - Foreign and domestic policy developments
 - Missouri history as it relates to major development of United States history
 - Political development in the United States
 - Principles of constitutional democracy in the United States
 - Processes of governmental systems
 - Understanding cultural changes
 - Understanding economic concepts
 - Understanding the roles of people, business, and government in economic systems of the United States
 - Economic Concepts

Selected Terms

Search Type: SMART

Aligned instructional and assessment units - CCSSO

This screenshot shows a search result for a unit titled "Confrontation to Coexistence: The Cold War". The interface includes a navigation bar with "Table", "List", "Gallery", and "Slide" options. A sidebar on the left lists "Overview", "General Instructions", and "Lesson 1" through "Lesson 3". The main content area features a large image of a historical scene and a "Unit Title" field containing the unit name.

This screenshot shows a search result for a unit titled "Culture and Civilization". The interface includes a navigation bar with "Table", "List", "Gallery", and "Slide" options. A sidebar on the left lists "Overview", "General Instructions", and "Lesson 1" through "Lesson 3". The main content area features a large image of a map of Mesopotamia and a "Unit Title" field containing the unit name. Below the title, there are fields for "Grade Level" (High School) and "Essential Purpose".

This screenshot shows a search result for a unit titled "PANDEMICS INFLUENZA". The interface includes a navigation bar with "Table", "List", "Gallery", and "Slide" options. A sidebar on the left lists "Overview", "General Instructions", and "Lesson 1" through "Lesson 4". The main content area features a large image of a world map with a "GLOBAL AIDS" overlay and a "Unit Title" field containing the unit name. Below the title, there are fields for "Grade Level" (High School) and "Essential Purpose". A paragraph of text describes the complexities of today's world and the importance of historical context. At the bottom, there is a photograph of people in white protective suits handling a large amount of white material, likely related to the influenza pandemic.

Collections

Tests/Presentations

Collections

- SCASS-HEAP Item Bank
- HEAP of Books
- HEAP Resource Library
- Cognitive Complexity Sets for Formative Assessments & Training
- Books Under Development
- Informational Text Under Development
- HEAP Item Development Tool
- Student Portfolios
- LINKING LITERACIES: Health & Reading
- ELA Placemats Under Development
- ELA Upload for Teachers
- Instructional and Assessment Units**
- Social Studies Assessment Item Bank
- Student Work

Instructional and Assessment Units

Text Search

Add

Browse Search

Unit Title

- Child Labor
- Citizenship in a Democracy
- Climates and People
- Confrontation to Coexistence
- Culture and Civilization
- DAMS: Humans Modify the Environment
- Evolution of Federalism
- Getting Involved in the Community
- Global Interdependence
- Historical Research
- Liberty and Citizenship
- Pandemics
- People on the Move
- Resources and Production
- Supporting the Bill of Rights
- The Role of Government in a Market Economy
- Trade Around the World

Selected Terms

Clear

Search

Search Type: SMART

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Home | Search Result | Folder | Help | Sign Out

Signed in as Hudson, Nancy | Text Size: [up/down]

Search Results

Table | List | Gallery | Slide

1 of 1

PANDEMICS

Approx. 415,193 people living with AIDS

GLOBAL AIDS

INFLUENZA
Spread by Droplets sprayed from Nose and Throat

Overview

General Instructions

Lesson 1

Lesson 1 Skills and Best Practices

Lesson 2

Lesson 2 Skills and Best Practices

Lesson 3

Lesson 3 Skills and Best Practices

Smithsonian Resources

Comments

Lesson 1 Essential Question

What can be learned from studying the effects of a pandemic in

Lesson 1 Background

Although it had struck ancient Europe in the past, the Black Death European civilization in 1348, spreading westward from Asia. With population in European nations had died.



www.metacat.net/metacat/app/result.2

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Culture

Students should complete the web organizer and then pair with another student to share responses. Have students add, modify, or delete from their graphic organizer after discussion with a partner. Then the pair should group with another pair to agree upon a generalization about culture, a common description for which the group can agree.

Give students this description of culture and have them compare it to the generalization from each group. Have students complete the similarities and differences in a T-chart.

[Enable Student View](#)

Definition of Culture: Culture is the learned behavior of people, which includes their belief systems, and languages, their social relationships, their institutions and organizations, and their material goods - food, clothing, buildings, tools, and machines.

Similarities	Differences

Check for Understanding = Formative Assessment

- Did you add, delete, or modify from your own graphic organizer after hearing what others said? Explain why or why not.
- How would you describe culture now?

[Actual Student Work Samples](#) - not reviewed but for demonstration purposes

MetaCat Search Results

Showing 1 of 17

<p>Search Results</p> <p>1 of 17</p> <p>1. PANDEMICS</p> <p>Approx. 415,193 people living with AIDS</p>	<p>Search Results</p> <p>2 of 17</p> <p>2. GLOBAL AIDS</p> <p>Spread by Droplets sprayed from Nose and Throat</p>	<p>Search Results</p> <p>3 of 17</p> <p>3. Culture</p> <p>Students should complete the web organizer and then pair with another student to share responses.</p>
--	--	--

Firefox

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Search Results

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Search Results Actions

Table List Gallery **Slide**

1 of 7 > >>

Tasks (-)

- Select
- Add To Folder
- View Edit History

Properties (-)

Item#
Mod1 Less1 Strat2-sample 1

Lesson/Strategy
Unit 1, Lesson 1, Strategy 2

Score Point
1

Score Explanation
This response is accurate and

If I was explaining my culture to somebody else probably wouldn't know where to start. I could that I was religious then I'd be Christian but never been baptized because we don't go to church. I could also say that we usually like to eat what we call soul food which consists of things like fried chicken, baked macaroni, collard black eyed peas, and other things like that. I could say that my family speaks English and education is very important for everyone.

Actual Student Work Samples - not reviewed but for demonstration purposes

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Search Results

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Search Results Actions

Table List Gallery Slide

1 of 1

Germs Make Me Sick!

by Melvin Berger

...

- [Teacher Instructions](#)
- [Introduction](#)
- [Health Topics](#)
- [Health Skills](#)
- [Performance Assessment](#)
- [Vocabulary](#)
- [Resources](#)

Teacher Instructions

There is growing scholarly evidence that social and emotional learning initiatives can have a significant impact on classroom productivity and academic performance and teachers are beginning to incorporate such strategies into their literature segments. These resources have been developed to support teachers in integrating health and reading.

1. Teachers should read the book aloud with their students as appropriate.
2. Teachers should select some of the discussion questions for both health topics and skill areas to engage students as developmentally appropriate.
3. Teachers can select assessments based on the developmental appropriateness for their students and alignment to your health education standards.
4. A list of vocabulary words is included for each story. Teachers can choose a few words from the list to teach/reinforce before reading the story to facilitate learning of the health topic and build vocabulary connections that support listening comprehension.

should use a [research web](#) placed in the context of the Black Death.

Have students research online, from their textbooks, or from a short video. Students should compile their notes in a chart like the one below that discusses life in medieval Europe, and the causes and/or effects

Firefox

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Signed in as Hudson, Nancy Text Size: ↑ ↓

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Collections Tests/Presentations

Collections

- SCASS-HEAP Item Bank
- HEAP of Books
- HEAP Resource Library
- Cognitive Complexity Sets for Formative Assessments & Training
- Books Under Development
- Informational Text Under Development
- HEAP Item Development Tool
- HEAP's Health and Reading Demo
- Student Portfolios
- LINKING LITERACIES: Health & Reading
- ELA Placemats Under Development
- ELA Upload for Teachers
- Instructional and Assessment Units**
- Social Studies Assessment Item Bank
- Student Work

Instructional and Assessment Units

Text Search

Browse Search

Ntl Standards

- [-] Era 6 (1870-1900) Development of Industrial US
- [-] Era 9: Postwar United States (1945 to early 1970s)
- [-] Geography Standard 14 (grades 9-12) How Human Actions Modify the Physical Environment
- [-] Geog Std 6: How culture and experience influence people's perception of places and regions
- [-] Grades 5 - 8
- [-] National Civics Standards
- [-] NATIONAL GEOGRAPHY STANDARD 7:

Selected Terms

Search Type: SMART

Firefox

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Collections Tests/Presentations

Collections

- HEAP Collections
- Science
- Social Studies
 - Model Curriculum
 - Instructional and Assessment Units**
 - Social Studies
 - Assessment Item Bank
 - Student Work

Instructional and Assessment Units

Text Search

Browse Search

MO Standards

- Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment
- Knowledge of relationships of individual and groups to institutions and cultural traditions
- Knowledge of the Use of Tools of Social Science Inquiry**
 - TS7E9-12: Developing a research plan and identifying resources; Develop a research plan and identify appropriate resources for investigating social studies topics
- Principles and Processes of Governance Systems:
 - PG2C8: Apply the rights and responsibilities of individuals to events in US History and everyday life
- Principles of Constitutional Democracy

Selected Terms

- Knowledge of the Use of Tools of Social Science Inquiry [MO Standards]

Search Type: SMART

Ideas for growth

Big Themes applicable to
science
reading
math
social studies
health

Incorporate
sample
lessons,
assessments,
for PD or use in
classroom -
upload student
work samples

The screenshot shows a search results page for 'PANDEMICS INFLUENZA'. The page is titled 'Search Results' and includes navigation links like 'Home', 'Search Result', 'Folder', 'Accounts', 'Help', and 'Sign Out'. The user is signed in as 'Bill Gerling'. The page displays a list of search results, with the first result being a unit titled 'PANDEMICS INFLUENZA'. The unit description includes the text: 'Approx. 415,193 people living with AIDS in the USA in 2004...'. The sidebar on the left contains a menu with links for 'Overview', 'General Instructions', 'Lesson 1', 'Lesson 1 Skills and Best Practices', 'Lesson 2', 'Lesson 2 Skills and Best Practices', 'Lesson 3', 'Lesson 3 Skills and Best Practices', 'Lesson 4', 'Lesson 4 Skills and Best Practices', 'Smithsonian Resources', 'Skills Manual', and 'Comments'. The main content area shows the unit title, grade level (High School), and an essential purpose statement: 'The complexities of today's world are in part a consequence of changes that have been in the making for centuries, even millennia. Important historical continuities can be discerned that link one period with another. And even though history may not repeat itself in any precise way, certain historical patterns do recur. Studying one development in world history in the light of an earlier, similar development can sharpen our understanding of both.' Below the text is an image of people in white protective suits working with a large pile of white material, possibly a biohazard site.