

# *Crossing Boundaries:* ELA and CTE

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Macomb Intermediate School District  
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# Welcome and Agenda

- Background/History
- Sample ELA/CTE Unit
  - Unit Development
    - Plan of Action



# State Perspective

- Michigan's high unemployment rate
- Manufacturing declining
- Production becoming more technical, requiring higher level academic skills
- Disconnect between learning and real life





# Local Perspective



- Continued decline of manufacturing jobs in Macomb County
- Decline in housing and business development
- Change to small, entrepreneurial businesses needing skilled, well-rounded, academically and technically talented owners
- It's not your father's job market!

# National, State and Local Educators Agree:

- Graduation requirements must focus on the knowledge and skills students need to succeed in post-secondary education and the workplace.
- The preparation students need for success in education is the same as the preparation required for success in the workplace.
- Rigorous standards must ensure that students see and understand the relevance of what they are learning.



# Education's Response



We know that “a one size fits all” academic education does not exist.

There are various ways to deliver instruction to our students.

Career Technical Education has always stressed relevance and technical skill development .

CTE, as part of the academic program, is another way to teach the same information.

# The Challenge for CTE

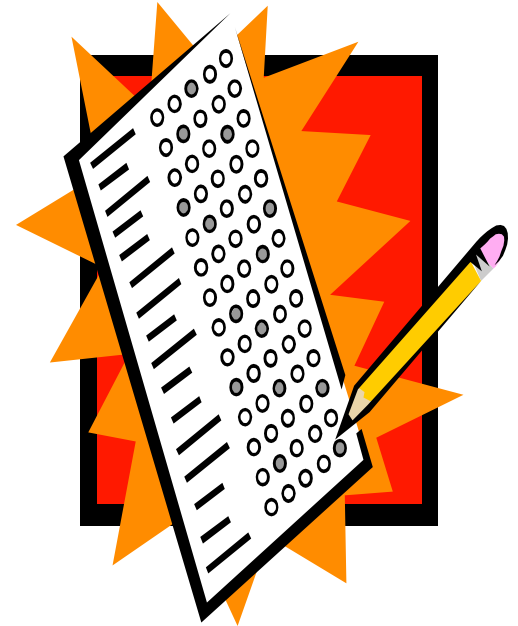


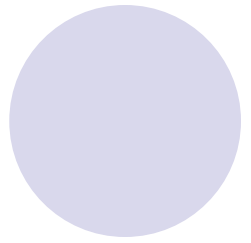
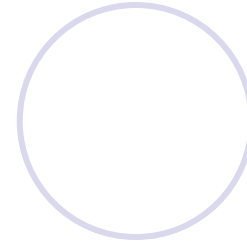
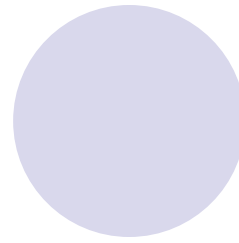
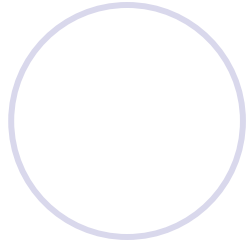
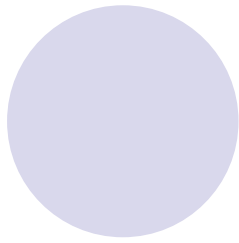
In order to ensure that all students meet the requirements of the Michigan merit standard as defined in Public Acts 123 and 124 of 2006, Career Technical Education classes must be able to demonstrate that they can enable students to fulfill core requirements in English Language Arts, math and science as part of their CTE program.

# Assumptions

These classes operate under the following assumptions:

1. Academic content is seamlessly woven into the Career Technical Education course.
2. Students apply and are assessed on the academic skills they have learned in their classrooms.



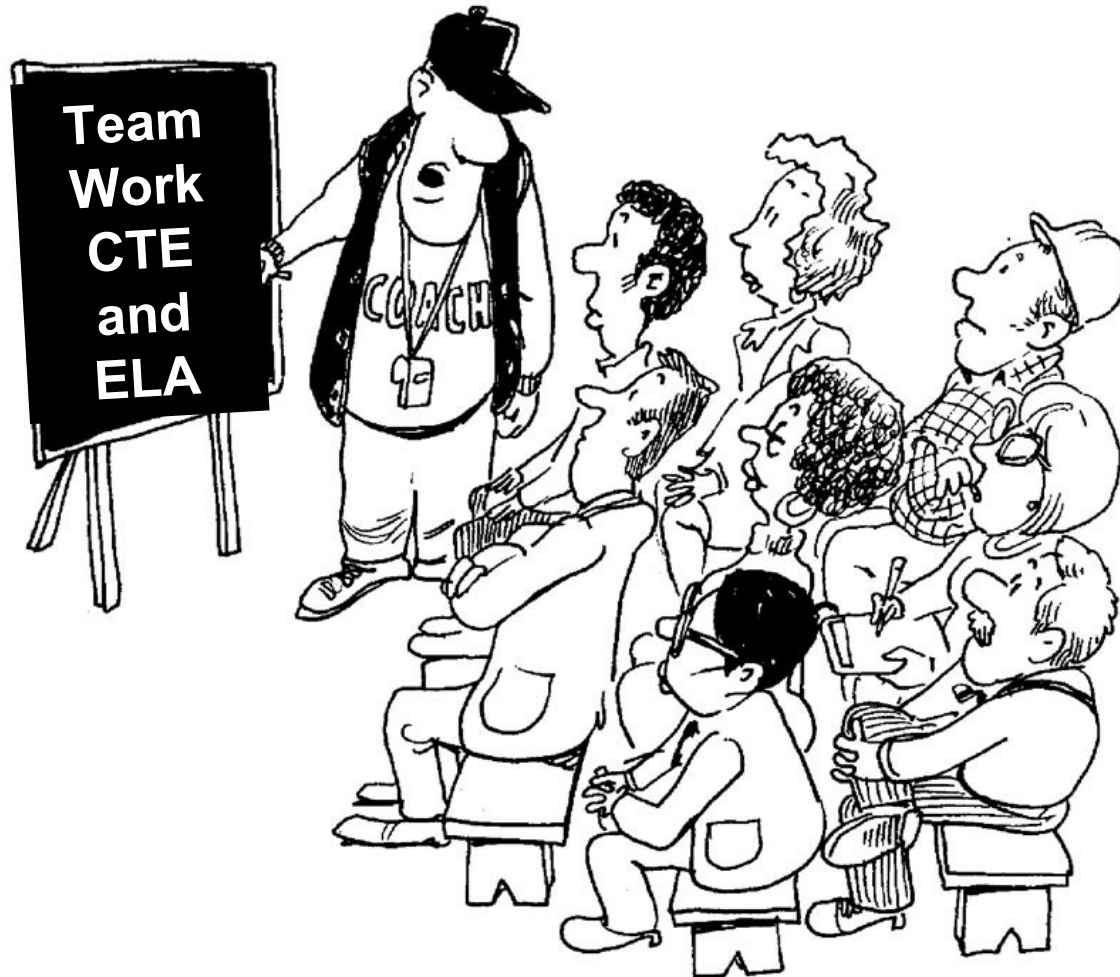


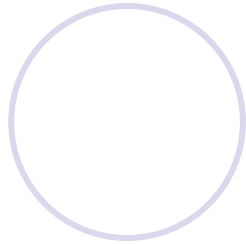
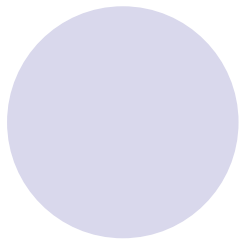
3. Student activities and assessments will integrate core academic concepts and meet the rigor of the content expectations as defined by the Michigan Department of Education.

4. Students have multiple learning styles and will benefit from multiple modes of delivery.

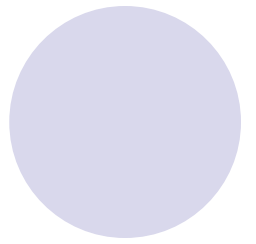
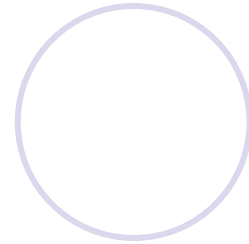
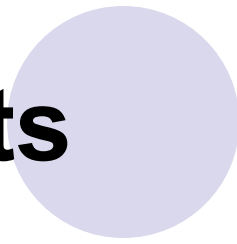


# English Language Arts in Career Technical Education



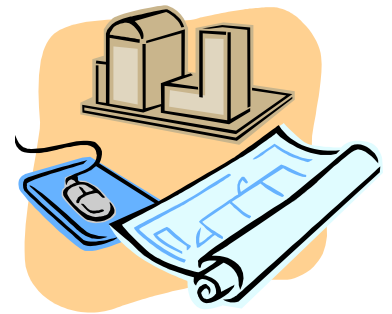


# Units



Developed into Charts:

- **Law & Safety**
- Business Administration
- Health Occupations
- Marketing





# Sample Unit

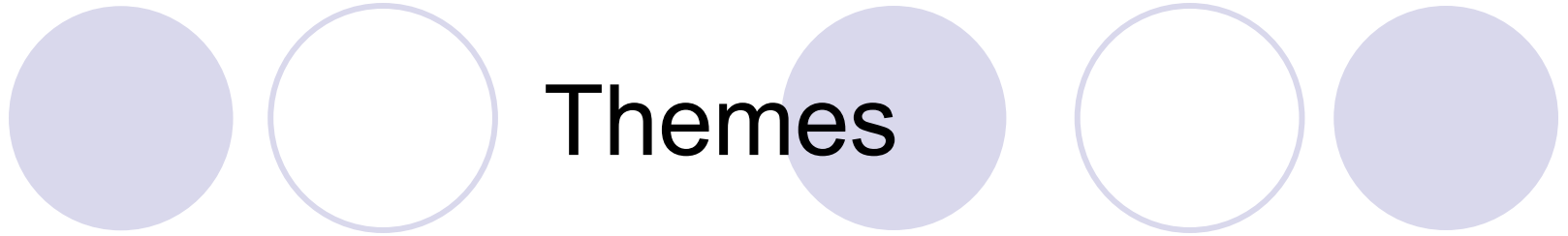
## Law & Safety and ELA



Grade 12

Disposition: Leadership Qualities

Big Ideas: Ethics, Integrity, and Technology  
& Science



- Law enforcement shares in the common moral fabric of society by accepting responsibility to protect all citizens regardless of religion, race, gender, socio-economic class.
- The use of science and technology in law enforcement will continue to create a more fair and responsible criminal justice system.

# Focus Questions

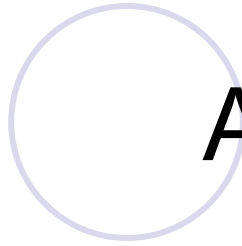
- What constitutes ethics?
- In criminal justice why is it necessary for one to practice ethical behavior?
  - How does ethics apply to:
    - Courts
    - Police
    - Correction?



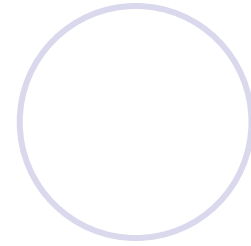
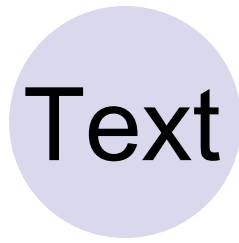


# Essential Questions

- What rules or principles do I use for how I treat others?
- What responsibility do I have to society?
- What can I do to avoid repeating mistakes made in history?
- How do I resolve my responsibilities to myself with those to my family members, my school, community, and world?
- What qualities define a good world citizen?
- What leadership skills have I developed?
- How can I use my talents to create new opportunities for myself and for others?
- How can I effectively articulate my opinions and perspectives?



# Anchor Text



## **Narrative Texts:**

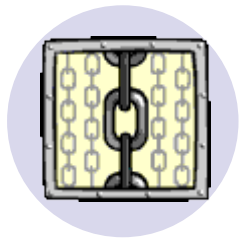
*Serpico* by Peter Maas

*Shooting an Elephant* by George Orwell  
<http://www.online-literature.com/orwell/887>

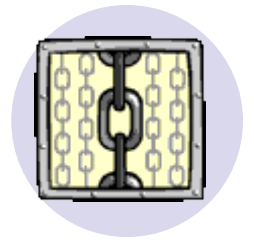
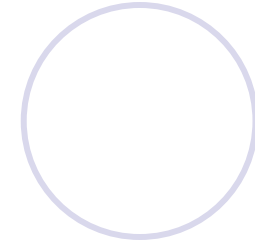
## **Informational Text:**

*MLK Philosophy for Non-Violence – Chapter 15:  
Atlanta Arrest and Presidential Politics*

<http://www.stanford.edu/group/King/publications/>



# Linking Texts



## Texts:

- *Twelve Angry Men*- by Reginald Rose (play)
- *Monster – The Autobiography of an LA Gang Member*- by Sanyika Shakur (Selected excerpts)
- *Prince of the City* by Robert Daley (Selected excerpts)
- *Crime and Punishment* By Fyodor Dostoevsky (Suggested Parts - Part 1 Chapter 4 and 6)

## Articles:

- A Summary of *Actual Innocence*  
by the Death Penalty Information Center  
<http://www.deathpenaltyinfo.org/article.php?scid=6&did=141>
- *The Violent Brain* by Daniel Strueber, Monika Lueck, and Gerhard Roth  
From *Scientific American Mind* (December 2006/January 2007)  
<http://www.sciammind.com/article.cfm?articleID=33EF147A-E7F2>



# Linking Texts (continued)

## Media:

- *The Enemy from Within* – Frontline  
<http://www.pbs.org/wgbh/pages/frontline/teach/enemywithin/index.htm>
- *Waco – The Inside Story* – (David Koresh) Frontline  
<http://www.pbs.org/wgbh/pages/frontline/waco/davidkoresh.html>

## Movie Excerpt:

- *Crash and The Emperor's Club*

## Audio:

- CD on Tape - *Crime and Punishment*

## Music/Poetry:

- "Mister Landlord" or "Tennessee" by Arrested Development with the poetry of Langston Hughes. (Lesson 19 – *Rock and Roll Hall of Fame*)

Clip from *Serpico*

Anchor Text

- [http://www.youtube.com/watch?v=\\_Y3LiGA](http://www.youtube.com/watch?v=_Y3LiGA)  
=



# George Orwell's *Shooting an Elephant*

- Read the first three paragraphs.
- Identify ethical issues that are revealed in Orwell's story.
  - Think-Pair-Share



The title is centered at the top of the slide. It is flanked by five circles: a solid light purple circle on the far left, a hollow light purple circle, a solid light purple circle, a hollow light purple circle, and a solid light purple circle on the far right. The text 'George Orwell's' is in a black sans-serif font, and 'Shooting an Elephant' is in a larger, black, italicized serif font.

# George Orwell's *Shooting an Elephant*

**Now, look for literary elements and devices (Paragraph #4 - from the end of the story):**

He neither stirred nor fell, but every line of his body had altered. He looked suddenly stricken, shrunken, immensely old, as though the **frightful impact of the bullet** had paralyzed him without knocking him down. At last, after what seemed a long time – it might have been five seconds, I dare say – he sagged flabbily to his knees. His mouth slobbered. An enormous senility seemed to have settled upon him. One could have imagined him thousands of years old. I fired again into the same spot. At the second shot he did not collapse but climbed with desperate slowness to his feet and stood weakly upright, with legs sagging and head drooping. I fired a third time. That was the shot that did for him. You could see the agony of it jolt his whole body and knock the last remnant of strength from his legs. But in falling he seemed for a moment to rise, for as his hind legs collapsed beneath him he seemed to tower upward **like a huge rock toppling**, his trunk **reaching skyward like a tree**. He trumpeted, for the first and only time. And then down he came, his belly towards me, with a crash that seemed to shake the ground even where I lay.

60-Second Science - March 2007

<http://www.sciam.com/podcast/>

*CSI's*

*Will Find More Fingerprints With New T*

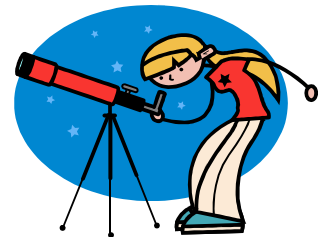
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- Summary: By attaching carbon chains to the gold particles used in fingerprint recovery, researchers have made it possible to find more fingerprints at crime scenes.

# Four Dispositions

- **Grade 9: Inter-Relationships and Self-Reliance**
- **Grade 10: Critical Response and Stance**
- **Grade 11: Transformational Thinking**
  - **Grade 12: Leadership Qualities**

A lens to focus student thinking toward social action, economic independence, and empowerment.





# ELA Expectations

Organized by **strand** and **standard**

## Writing, Speaking, and Representing

- Writing Process (8)
- Personal Growth (4)
- Audience and Purpose (9)
- Inquiry and Research (7)
- Finished Products (5)

## Reading, Listening, and Viewing

- Strategy Development (12)
- *Meaning Beyond the Literal Level* (3)
- Independent Reading (8)

## Literature and Culture

- Close Literary Reading (10)
- Reading and Response (5)  
(varied genre and time periods)
- Text Analysis (6)
- Mass Media (4)

## Language

- Effective English Language Use (5)
- Language Variety (5)

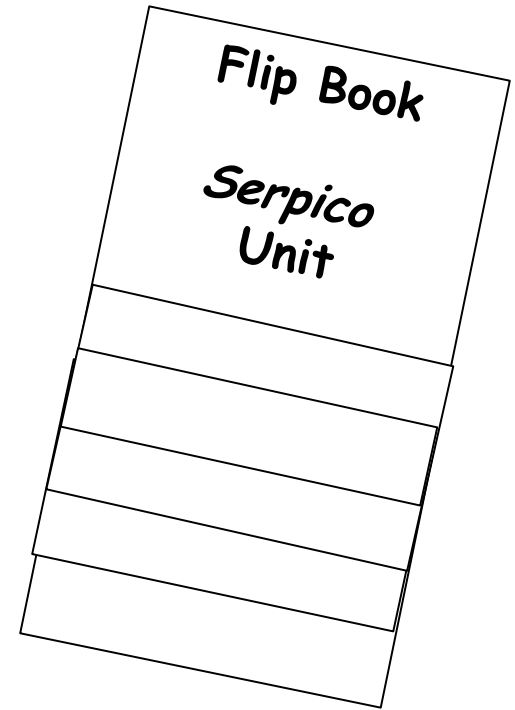
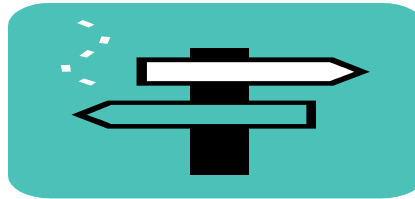
# Unit Framework Alignment

## Unit Framework Alignment with ELA Expectations

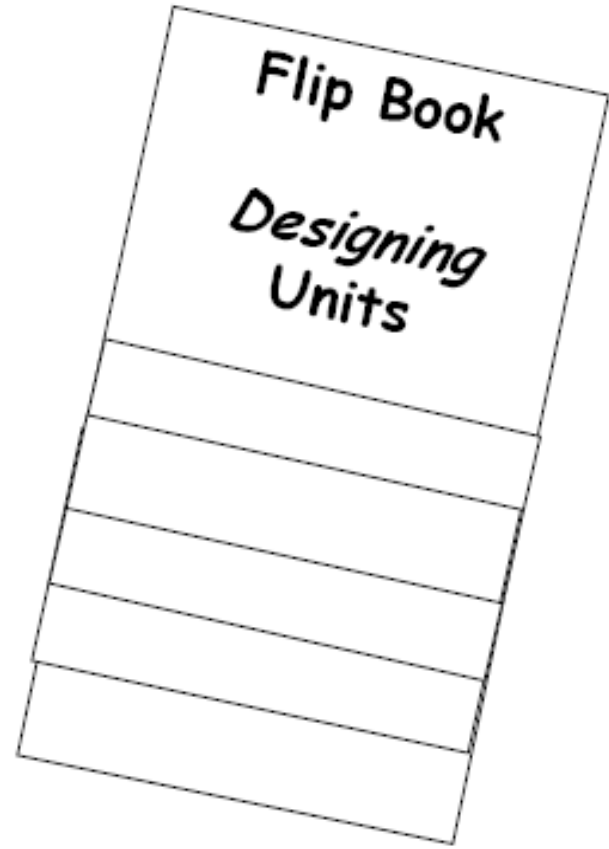
The chart below indicates where each of the 91 expectations is addressed in section(s) of the unit framework.

SECTIONS	EXPECTATIONS
Dispositions, Big Ideas and Essential Questions	2.2.2, 2.3.4-2.3.7, 3.1.9, 3.1.10, 3.2.4, 3.2.5, 3.3.2
Literary Genre Focus/Anchor Text	2.1.6, 2.3.1, 2.3.2, 2.3.3, 3.2.1 - 3.2.3, 3.3, 3.4.1 - 3.4.4
Linking Texts	3.1.5, 3.1.6, 3.4.2
Genre Study and Literary Analysis	2.1.2, 2.1.4 - 2.1.6, 2.1.8 - 2.1.19, 3.1.1 - 3.1.10, 3.2.1 - 3.2.3, 3.3.1 - 3.3.6, 3.4.1, 3.4.2, 3.4.4, 4.2.1 - 4.2.5
Reading, Listening, and Viewing	2.1.1 - 2.1.10, 2.2.1 - 2.2.3, 2.3.7, 2.3.8, 3.4.1, 3.4.2, 3.4.4, 4.2.1 - 4.2.5
Writing, Speaking, and Expressing	1.1.1-1.1.8, 1.2.1- 1.2.3, 1.3.1-1.3.9, 1.4.1-1.4.7, 1.5.1-1.5.5, 2.1.7, 2.1.11, 2.1.12, 2.3.5-2.3.8, 3.2.4, 3.2.5, 3.4.3, 4.1.1, 4.1.3, 4.1.4, 4.2.2, 4.2.4
Ongoing Literacy Development	1.1.7, 1.2.2, 1.2.4, 2.1.3, 2.2.2, 2.3.5, 2.3.6, 2.3.8, 4.1.1, 4.1.2, 4.1.5

# Chart to Flip Book



# Create Your Own Unit



# The Ten-Step Process



This is a tool to guide the development of ELA units.

# Remember

- These are model units. Use these units to begin thinking in a more global manner. As your understanding increases, begin to build units relevant to your area.



# Questions

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Thank You!

