

Our Course and the Common Core Standards

The course **Cultivating Leadership Superpowers** is compatible with and meets some of the national Common Core Language Arts standards.

How we meet the standards:

The course includes higher order thinking open-ended questions that either meet a standard or can easily be expanded to meet the writing and research focus of the standards.

Below are sample questions from the Project Management section on Constraint Management and examples of corresponding Common Core Language Arts standards:

1. *How would you summarize the theory of constraints to a family member?*
 - **9-10.RI.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. *What does constraint mean in your own words and how can you go about identifying a constraint in your workplace or in a personal project?*
3. *How will knowing and using the theory of constraints help you grow as a manager in faithful care?*
 - **9-10.W.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

This course meets the Indiana Employability Skills Standards which are based on the National Employability Skill Standards from the Office of Career, Technical, and Adult Education (OCTAE) and the Indiana Department of Workforce Development's Employability Skills Benchmarks. The standards are arranged within four key areas: Mindsets, Work Ethic, Learning Strategies, and Social and Emotional Skills.

Standards include Lifelong Learning, Self-confidence, Self-discipline, Independence, Perseverance, Time Management and Organization, Adaptability, Integrity, Professionalism, Effective Communication, Aptitude Awareness, Decision-making, Initiative, Attention to Detail, and Problem Solving.

How an educator can expand questions to meet other standards:

Questions can easily be expanded to:

- research papers
- informative essays
- how-to essays
- argumentative essays to support claims with counter claims

Examples of rewritten questions to meet the higher-level writing standards:

1. *How would you summarize the theory of constraints to a family member?*

Change to: *Write an informative essay detailing the theory of constraints that will provide an objective summary of the text using textual evidence to support each of the ideas developed by the author. Analyze the importance of the order of each component of the theory and their connections.*

standards met with this question:

- **9-10.RI.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **9-10.RI.3** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

2. *How will knowing and using the theory of constraints help you grow as a manager in faithful care?*

Change to: Write a persuasive essay defending your position that knowledge of the theory of constraint management will benefit a manager using textual evidence and demonstrating an understanding of constraint management.

- **9-10.W.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

We believe this course will challenge your students to use higher order thinking skills as they complete the included questions for each section, however, we realize that some students may benefit from more extensive writing assignments, and questions have been developed with this in mind.