CAT stands for “Content Area Task.” You use CATs to demonstrate key teaching skills within the core subject areas. CATs are part of the CTC Requirements for a Multiple Subjects Credential. Your methods teachers are key sources of information on the CATs but you have additional support via your PACT CAT Seminar. There are three CATs that share a context:

**Context for Learning:** The more you know about your students, the better you will be able to teach them. You will complete a context for learning each semester. It provides (anonymous) background information on your school, classroom, curriculum, community, and students. The Context is shared across all PACT related work completed in that semester. For example, even though most blocks are completing three CATs in the Fall, candidates complete a single context for learning to be used across all CATs submitted in Fall.

**Social Studies CAT:**
The Social Studies CAT focuses on Planning, specifically planning social studies curriculum to be accessible to all students (PACT rubric 2) and planning embedded assessments -- both formal and informal -- to show student progress (PACT rubric 3). Products: context for learning (shared across CATs); lesson segment (series of lesson plans); all materials used; commentary explaining your rationale, strategies, etc. Due Friday 11/2/12.

**Science CAT:**
The Science CAT also focuses on Planning, particularly the ability to plan lessons that build on each other to connect scientific concepts, real world phenomena, and scientific investigation/experimentation skills (PACT rubric 1 for Science). Products: context for learning (shared across CATs); lesson segment (series of lesson plans); all materials used; commentary explaining your rationale, strategies, etc. For most blocks, this will be due Friday 11/16/12. Note: Because of differences in scheduling, the San Diego and 3SB blocks complete their science CAT in the Spring (date TBD). Be sure to save your materials and take good notes in class.

**Math CAT:**
The Math CAT focusses on Assessment, namely the ability to analyze and find patterns in student performance that you can use to guide future instruction (PACT rubric 6). Products: context for learning (shared across CATs); assessment; criteria or rubric; student work samples; tables and commentary identifying patterns and analyzing results for class, subgroups and individuals, etc. Due Monday 11/26/12.