Planning for Curriculum Integration with English Language Development
Unit Planning

Academic Year
2013-14

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<table>
<thead>
<tr>
<th>TIME</th>
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| 9:00 - 9:30 | Welcome and Introductions  
               Warm-up                                                             |
| 9:30 - 10:30 | Unit and Lesson Planning  
                Understanding by Design  
                - Universal Themes  
                - Enduring Understanding  
                - Essential Questions  |
| 10:30 - 10:45 | Break                                                                |
| 10:45 - 12:00 | “Bundling” Standards  
               • Integration and Differentiation  
               Engagement and Depth of Complexity  |
| 12:00 - 1:00 | Lunch                                                                 |
| 1:00 - 2:00 | Planning Practicum                                                     |
| 2:00 - 2:15 | Break                                                                 |
| 2:15 - 3:15 | Practicum Showcase                                                    |
| 3:15 - 4:00 | Debriefing, Evaluation and Closure                                    |
Outcomes

An increased understanding of:

- Unit Planning and Lesson Planning
- Universal Themes, Enduring Understanding and Essential Questions
- How to plan and map out a unit
- Content Area Integration
- Language Arts and ELD integration
- Depth of Knowledge and 21st Century Skills
- Deconstructing a standard
- Bundling or Grouping Related Standards and Concepts
INTEGRATION OF LANGUAGE STRANDS

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Comprehension and Collaboration
- Presentation of Knowledge and Ideas
- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use
INTEGRATION OF ELD STANDARDS

Section 1: Goal, Critical Principles, and Overview

* ESL: English learners read, analyze, interpret, and create a variety of literary and informational text types. They develop an understanding of how language is a complex, dynamic, and social resource for making meaning, as well as how content is organized in different text types and across disciplines using test structure, language features, and vocabulary depending on purpose and audience. They are aware that different languages and variations of English exist, and they recognize their home languages and cultures as resources to value in their own right and also to draw upon in order to build proficiency in English. English learners contribute actively to text through discussions, asking questions, responding appropriately, and providing useful feedback. They demonstrate knowledge of content through presentations, writing, collaborative conversations, and multimedia. They develop proficiency in shifting language use based on task, purpose, audience, and text type.

Critical Principles for Developing Language and Cognition in Academic Contexts: While advancing along the continuum of English language development levels, English learners at all levels engage in intellectually challenging literacy, disciplinary, and disciplinary literacy tasks. They use language in meaningful and relevant ways appropriate to grade level, content area, topic, purpose, audience, and text type in English language arts, mathematics, science, social studies, and the arts. Specifically, they use language to gain and exchange information and ideas in three communicative modes (collaborative, interpretive, and productive), and they apply knowledge of language to academic tasks via these cross-mode language processes (structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas) using various linguistic resources.

Part 1: Interacting in Meaningful Ways

A. Collaborative
1. Exchanging ideas and opinions with others through oral and written discussions on a range of social and academic topics
2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)
3. Offering and supporting opinions and negotiating with others in communicative exchanges
4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)

B. Interpretive
5. Listening actively to spoken English in a range of social and academic contexts
6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language
7. Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area
8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area

C. Productive
9. Expressing information and ideas in formal oral presentations on academic topics
10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology
11. Supporting own opinions and evaluating others' opinions in speaking and writing
12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas

Part 2: Using Foundational Literacy Skills

A. Understanding cohesion
1. Using verbs and verb phrases
2. Developing cohesive relations
3. Modifying to add details

B. Connecting ideas
1. Connecting ideas
2. Condensing ideas

Note: Examples provided in specific standards are offered only as illustrative possibilities and should not be misinterpreted as the only objectives of instruction or as the only types of language English learners might or should be able to understand or produce.
From Kenji Hakuta, 2013
What is Curriculum Integration?

1. Instruction centers around a concept, issue, problem, topic, or experience in a career-themed context.

2. Students explore a set of topics in several standards based academic disciplines connected by a unifying concept that reinforces learning and brings the curriculum to life.

3. The concept that is being explored brings together various aspects of the curriculum in a meaningful way.
The backwards design model centers on the idea that the design process should begin with identifying the desired results and then "work backwards" to develop instruction rather than the traditional approach which is to define what topics need to be covered. The framework identifies three main stages:

Stage 1: Identify desired outcomes and results.

Stage 2: Determine what constitutes acceptable evidence of competency in the outcomes and results (assessment).

Stage 3: Plan instructional strategies and learning experiences that bring students to these competency levels.

by Wiggins and McTighe
Standards-Based Curriculum Integration Mapping

#1 Desired Results

Overarching Universal Theme or Topic

Enduring Understandings

Essential Question

#2 Evidence of competency

Lesson Activities

Key Question

Lesson Activities

Key Question

Lesson Activities

Key Question

Lesson Activities

Key Question

Lesson Activities

Ongoing student monitoring and formative assessments

Culminating Activity, Performance Task or Project

#3 Instruction
Universal Themes

A universal theme is an idea that applies to anyone regardless of cultural differences, or geographic location.

Universal themes are ways to connect ideas across all disciplines. It is a central idea about the human condition.

It is a generalization about life or human nature; they deal with basic human concerns.

A universal theme with generalizations can serve as the organizing element of unit of study.
What is an enduring understanding?

Enduring understandings are statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should understand—not just know or do—as a result of studying a particular content area.

Source: Understanding by Design by Jay McTighe & Grant Wiggins,
What are enduring understandings?

**Economics**
- In a free-market economy, price is a function of supply and demand.
- Relative scarcity may lead to trade and economic interdependence or to conflict.

**Government**
- Democratic governments must balance the rights of individuals with the common good.
- A written constitution sets forth the terms and limits of a government’s power.
- Different political systems vary in their tolerance and encouragement of innovation.

**World Language**
- Studying other languages and cultures offers insights into our own.
- Meaning is conveyed through phrasing, intonation, and syntax. (Just because you can translate all the words doesn’t mean you understand the speaker.)
What is an Essential Question?

An Essential Question is the fundamental query that directs and drives the search for understanding across all participating subject areas.

Everything in the integrated curriculum unit is studied with the goal of understanding and answering the Essential Question.

**Essential Questions**

- Designed in student-friendly language in their point of view so it is relevant to THEM.
- Edgy-lending itself to debate, open ended and complex enough to house multiple perspectives and more than one answer.
- Addresses the heart of the content area, therefore essential content knowledge will be needed to answer it.
- Empower students to take ownership of their own learning-leads to student created questions and student taking action with this new knowledge.
Essential Question Exemplars

Kindergarten
A sense of identity / creates a positive self image.

• How/Why does a sense of identity create a positive self image?

Grade One
Relationships, rules and responsibilities / change over time.

• How/Why do relationships, rules and responsibilities change over time?

Grade Two
Various cultures of individuals and groups / contribute to the local community.

• How/Why do various cultures of individuals and groups contribute to the local community?

Grade Three:
Life in early settler communities / compared to the present day communities

• How/Why does life in early settler communities compare to the present day communities?
Essential Question Exemplars

Grade Four:
Elements of medieval societies / relate to contemporary Canadian communities.

- How/why do elements of medieval societies relate to contemporary Canadian communities?

Grade Five:
Interactions between First Nations peoples and European explorers / created disagreements.

- How/Why did interactions between First Nations peoples and European explorers create disagreements?

Grade Six:
Innovations of early civilizations / influenced the modern world.

- How/Why do innovations of early civilizations influence the modern world?
What are the 21st Century Skills?

**Ways of thinking.** Creativity, critical thinking, problem-solving, decision-making and learning

**Ways of working.** Communication and collaboration

**Tools for working.** Information and communications technology and information literacy

**Skills for living in the world.** Citizenship, life and career, and personal and social responsibility
DEPTH OF KNOWLEDGE (DOK)

DOK Question Stems

**DOK 1**
- Can you recall__?  
- What is__?  
- How can you recognize__?  
- What is__?  
- How can you find the meaning of__?  
- Can you recall__?  
- Can you select__?  
- How would you write__?  
- What might you include on a list about__?  
- Who discovered__?  
- What is the formula for__?  
- Can you identify__?  
- How would you describe__?  

**DOK 2**
- Can you explain how__ affected__?  
- How would you apply what you learned to develop__?  
- How would you compare__?  
- Contrast__  
- How would you classify__?  
- How are__ alike? Different?  
- How would you classify the type of__?  
- What can you say about__?  
- How would you summarize__?  
- What steps are needed to edit__?  
- When would you use an outline to__?  
- How would you estimate__?  
- How could you organize__?  
- What would you use to classify__?  
- What do you notice about__?  

**DOK 3**
- How is__ related to__?  
- What conclusions can you draw__?  
- How would you adapt__ to create a different__?  
- How would you test__?  
- Can you predict the outcome if__?  
- What is the best answer? Why?  
- What conclusion can be drawn from these three texts?  
- What is your interpretation of this text? Support your rationale.  
- How would you describe the sequence of__?  
- What facts would you select to support__?  
- Can you elaborate on the reason__?  
- What would happen if__?  
- Can you formulate a theory for__?  
- How would you test__?  
- Can you elaborate on the reason__?  

**DOK 4**
- Write a thesis, drawing conclusions from multiple sources.  
- Design and conduct an experiment. Gather information to develop alternative explanations for the results of an experiment.  
- Write a research paper on a topic.  
- Apply information from one text to another text to develop a persuasive argument.  
- What information can you gather to support your idea about__?  
- DOK 4 would most likely be the writing of a research paper or applying information from one text to another text to develop a persuasive argument.  
- DOK 4 requires time for extended thinking.

From Depth of Knowledge – Descriptions, Examples and Question Stems for Increasing Depth of Knowledge in the Classroom. Developed by Dr. Norman Webb and Flip Chart developed by Myra Collins.
Unit Planning

Overarching Universal Theme or Topic
Enduring Understandings
Essential Question

#1 Desired Results

#2 Evidence of competency

#3 Instruction

Lesson Activities
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Lesson Activities

Ongoing student monitoring and formative assessments
Culminating Activity, Performance Task or Project

Document Image
Lesson Planning

What are differences between

• Unit planning

• Weekly Planning

• Daily Planning

Should Colorado continue to allocate water to California?

The 1922 Colorado River Compact allocates a set amount of water for seven states and for Mexico. California is entitled to 78.70% of the 7.5 million acre-feet per year that belongs to the Lower Basin. The problem is that the flow estimated in the 1922 compact may have been seriously underestimated by as much as three to six million acre-feet per year. California receives more water from the Colorado River than any state. Nevada draws off the smallest amount. California routinely uses any and all of the water that went unused by the other states and the amount that reaches Mexico has been reduced to a trickle.

In 2016 the Department of the Interior is scheduled to review the Compact and the Supreme Court will surely decide the battle for the Colorado River’s water. Conservation efforts have done little to improve the situation and it is not clear if California will be able to create a Pacific Ocean desalination system in time to defuse the crisis.
Let’s do this!

César E. Chávez
Labor Leader