WELCOME! :-)

Internet Access Information
Network: SDCOE_Guests
User: SDCOE
Password: Padres15

Today’s Institute Resources:
http://tinyurl.com/ProjectCoreApril
AGENDA

- Welcome and Introductions
- Review of Institute #4: Integrated ELD - Integrated SLD
- Designated ELD - Designated SLD
- Thematic Unit Development: Model
- Thematic Unit Development: Guided Practice
- Evaluation
- Closure

Framework for Biliteracy: Structure, Architecture and Application
Application: Planning Thematic Units
Review:

Institute #4: Curriculum Integration with Standards: Integrated ELD

(also applied to Integrated Spanish Language Development)
1. Read **Figure 2.21** from Chapter 2 of the CA ELA/ELD Framework regarding “Integrated ELD Instruction” and note the recommended effective instructional practices.

2. Preview an **Integrated SLD lesson** drawn from the last Institute’s sample integrated ELD:
Follow the presentation of a sample of an Integrated Spanish Language Development Lesson ("Ejemplar de lección para el desarrollo de lenguaje en español, integrado").

Use notes from Figure 2.21 re: “Integrated ELD Instruction” to identify which effective instructional experiences are well developed in that lesson.
Review of the I-ELD Lesson (this time in Spanish)

“Ejemplar de lección para el desarrollo de lenguaje en español, integrado”

[Start of a (sub)Unit on the Dust Bowl]
Time to Slow Down to Think

With a partner please cite evidence of any effective instructional practice observed or read.
“Chalk” Talk

Reflecting on the recommendations from Figure 2.21 about “Integrated ELD Instruction”

What needs to be done to ensure that our future integrated ELD/SLD lessons embed effective instructional experiences?
Institute #5: Structure, Architecture & Application: Planning Thematic Units

(also applied to Integrated Spanish Language Development)
Success Criteria - Institute #5

- I can cite evidence of “Essential Features” of a model Designated ELD Lesson.

- I can identify the components that make a thematic unit.

- I can produce a unit outline with my colleagues.
Designated ELD-Designated SLD

Project CORE
April 17, 2015
Designated ELD

Find the sample Designated ELD lesson to be demonstrated today titled “SDCOE Sample Designated ELD Lesson Plan”
Designated ELD

Find the Essential Features of Designated ELD, Figure 2.23 from the framework.
Designated ELD

Follow along with the sample Designated ELD lesson as it is modeled today.

(PPT about the lesson is also available.)
Time to Slow Down to Think

With a partner please cite evidence of any essential feature observed or read.
Thematic Unit Development
Thematic Unit of Study

- coherent/unified set of lessons in courses or strands, taught across days or weeks

  example:
  - Unit: Natural habitats and adaptation
  - Course: living things (3rd grade year long study)
  - Subject/Program: 3rd grade science

- may study major topic (e.g., immigration) or process (e.g., how to produce a thesis paper)
Collegial Conversation

How have you seen units be organized?

• Where do the themes, resources, texts and other materials come from?
• How are standards incorporated in their development?
Theme

- a subject of discussion or study
- a unifying or dominant idea

Example: (history/social studies, high school):
*Cultures are dynamic and change over time.*

Example: (language arts, 1st grade)
*Good writers use sensory details in their descriptions.*
Discerning a Theme

1. In groups of three or four, review the selection of history/social studies standards for this unit.
2. Consider any “Big Ideas” or “Topics”
3. Propose some commonalities among the standards to identify or propose a theme:
   a. Suggest a unifying or dominant idea
   b. Note which of the standards may fit under that theme
Backwards Design Template

Please find the document titled “Backwards Design Template - Grant Wiggins”

Stage 1 - Desired Results

Established Goals:
What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address?

Understandings:
Students will understand that...
- What are the big ideas?

Essential Questions:
- What provocative questions will foster inquiry, understanding and transfer learning?
Grant Wiggins Unit Development

Stage 1: Desired Results
- Established Goals
- Enduring Understandings
- Essential Questions
  - Students will know...
  - / ... be able to...

Stage 2: Assessment Evidence
- Performance Tasks
- Other Evidence

Stage 3: Learning Plan
- Learning Activities
Understanding (per Grant Wiggins)

- “an insight into ideas, people, situations, and processes”
- “manifested in various appropriated performances”
- making sense of what you know, knowing why it’s true, and being able to use it in different situations and context
Enduring Understandings

- concepts and knowledge students should be able to retain forever even as details are lost
- require students to uncover through study rather than be “covered” by the teacher

Example: (6th grade mathematics)

*Objects in space and be oriented in an infinite number of ways, and an object’s location in space can be described quantitatively.*
Essential Questions

- promotes inquiry and uncoverage of a subject
- do not yield a single straightforward answer
- produce different, plausible responses, which may be debated thoughtfully
- may be overarching (across a long period of time and content) or topical (for one unit)

Examples: (art, 2nd grade; art, high school)

How does color effect or express emotion?
How do the arts reflect or shape culture?
UNIT: California Becomes Golden: Farming & Industry Grows 1850-1950

Debbie Bygland and Jorge Cuevas Antillón, SDCOE
Please open the sample unit overview:

California 1850-1950
# Unit Overview

<table>
<thead>
<tr>
<th>Unit Title (unifying topic)</th>
<th>California Becomes Golden: Farming &amp; Industry Grows from 1850-1950</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enduring Understanding (for the teacher)</strong></td>
<td>California became an industrial and agricultural power starting the mid-nineteenth century as many diverse peoples migrated to the state for a myriad of reasons and events.</td>
</tr>
</tbody>
</table>
| **Essential Question(s) (for the students)** | ■ How did California become an agricultural and industrial power between 1850 and 1950?  
■ How did gold “fever” make California grow and change so quickly?  
■ What attracted so many different immigrants to California during the early 1900s?  
■ How did the Dust Bowl migration affect both California and the people who came?  
■ What made California so important for defending the country during World War II? |
Unpacking Standards Template

Please find the document titled “Unpacking Standards Template”
Established Goals:

[PLEASE TRANSCRIBE THE 4th GRADE HISTORY/SOCIAL SCIENCE STANDARD #4 HERE]
Established Goals:

Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.
Unpacking Standards

Established Goals:
Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.

Stated or implied Big Ideas in the NOUNS and ADJECTIVES:

[PLEASE IDENTIFY KEY NOUNS AND ADJECTIVES HERE]

Stated or implied real-world performance in the VERBS:

[PLEASE IDENTIFY KEY VERBS HERE]
Established Goals:

Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.

Stated or implied Big Ideas in the NOUNS and ADJECTIVES:

__ Californian agricultural & industrial power
__ California economic, political and cultural development since the 1850s [...onward to today]

Stated or implied real-world performance in the VERBS:

__ explain (using the historical evidence)

SL4.4: “Report on a topic … in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes…”
Identifying Essential Questions and Understandings

Please find the document titled “Identifying Essential Questions and Understandings”
California transformed and grew tremendously from 1850-1950 as different groups came and interacted for economic gain from its natural resources, rich farmland, and new industries (such as gold, aerospace, petroleum, automobile, communication, entertainment, etc.)

What essential questions are raised by this idea or topic? What, specifically, about the idea or topic do you want students to come to understand?
Identifying Essential Questions and Enduring Understandings

Please find the document titled “Sample_Thematic UnitPlanning_California1850to1950”
Model’s Enduring Understandings

Review the enduring understanding listed for the model 4th grade unit. How well does it...

- ... propose concepts and knowledge students should be able to retain forever even as details are lost?
- .... require students to uncover through study rather than be “covered” by the teacher?
Model’s Essential Questions

Review the essential questions listed for the model 4th grade unit. How well does each...

- ... promotes inquiry and uncovery of a subject?
- ... yield more than one straightforward answer?
- ... produce different, plausible responses, which may be debated thoughtfully?

Give each of the four essential questions a rating of 1 to 10 points each and compare your scores.
Embedded/Interconnected Themes

- Essential questions may be overarching (across a long period of time and content)
- Sometimes themes are multi-subject and cross-curricular
- The California Common Core State Standards link language arts, history/ss, science & tech
- The SBAC assessments measure both content and performance
<table>
<thead>
<tr>
<th>Culminating Project (Text Type)</th>
<th>@ 8 weeks - Students will produce a documentary showcasing either: (1) how the arrival and/or contributions of an immigrant group influenced California, OR (2) how the state transformed itself to become an agricultural or industrial power</th>
</tr>
</thead>
<tbody>
<tr>
<td>@ 6 weeks - Performance task: Write an opinion piece on whether or not people are coming to California today for the same reasons as during the Dust Bowl.</td>
<td></td>
</tr>
</tbody>
</table>
## Unit Scope and Sequence

<table>
<thead>
<tr>
<th>TIME FRAME</th>
<th>TIMELINE</th>
<th>HISTORICAL TOPICS</th>
<th>POPULATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 days</td>
<td>1850-1899</td>
<td><strong>Gold Rush</strong>, Railroad, Pony Express, California Statehood</td>
<td>Chinese</td>
</tr>
<tr>
<td>10 days</td>
<td>1900-1929</td>
<td><strong>Migration</strong>, Immigrants, Agriculture, Film Industry, Stock Market Crash, Education System</td>
<td>Mexican Europeans (Eastern), East Asian (Filipino, others)</td>
</tr>
<tr>
<td>10 days</td>
<td>1930-1939</td>
<td><strong>Dust Bowl</strong>, Great Depression, Irrigation</td>
<td>MidWestern American, esp. Oklahomans</td>
</tr>
<tr>
<td>10 days</td>
<td>1940-1950</td>
<td><strong>Defense Industry</strong>, World War II</td>
<td>Japanese African American</td>
</tr>
<tr>
<td>2 days</td>
<td></td>
<td>Final project: documentary</td>
<td></td>
</tr>
</tbody>
</table>
Weeks 5 & 6: The Dust Bowl 1930-1939

Debbie Bygland and Jorge Cuevas Antillón, SDCOE
Unit Timeline

Week 1-2
10 days
1850-1899

Week 3-4
10 días
1900-1929

Week 5-6
10 days
1930-1939

Week 7-8
10 days
1940-1950

First Day,
Week 5

Final Project:
Documentary
Unit Timeline

Week 5
5 days
nonfiction
*Children of the Dust Days*

Phase 1  Phase 2  Phase 3

First Day

Week 6
5 days
realistic fiction
*Rose’s Journal*

Phase 1  Phase 2  Phase 3
Unit Timeline

Week 5

*Children of the Dust Days*

Phase 1: Children of the Dust Days

Phase 2: Searching for a Better Life

Phase 3: First Day for a Better Life
Unit Timeline

Week 5

*Children of the Dust Days*

Phase 1: Children of the Dust Days

Phase 2

Phase 3

What does the text say?

How does the text work?

What does the text mean?
# Close Reading Timeline

<table>
<thead>
<tr>
<th>TEXT</th>
<th>Lesson</th>
<th>Reading Objectives</th>
<th>Language Arts Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> <em>Children of the Dust Days</em></td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Phase (Key Ideas and Details)</td>
<td>● Determine main idea and recount key details; Summarize Chapter 1</td>
<td>RI.4.2 RI.4.3 SL.4.1</td>
</tr>
<tr>
<td><strong>Genre:</strong> Informational - History / Social Science</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Phase (Craft and Structure)</td>
<td>● Explain historical events</td>
<td></td>
</tr>
<tr>
<td><strong>Lexile:</strong> 840</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Phase (Integration of Knowledge and Ideas)</td>
<td>● Describe the structure of the text ● Demonstrate understanding of simple similes</td>
<td>RI.4.5 L.4.5a SL.4.1</td>
</tr>
<tr>
<td></td>
<td>Write About the Text</td>
<td>● Interpret information presented visually ● Explain how the author uses reasons and evidence to support points in a text.</td>
<td>RI.4.7 RI.4.8 SL.4.1</td>
</tr>
<tr>
<td></td>
<td>Wrap Up</td>
<td>Writing to Sources: Opinion You read what life was like during the Dust Bowl years. If you lived during that time, would you choose to stay or move away in hopes for a better life? Include reasons and evidence from the text to support your opinion.</td>
<td>W.4.1 W.4.4 W.4.9b</td>
</tr>
</tbody>
</table>
Unit Fit in School Day

- 8:30 - 10:00 (90 min)  History/SS + Language Arts
- 10:00 - 10:15 (15 min)  RECESS
- 10:15 - 11:10 (55 min)  History/SS + Language Arts
- 11:10 - 11:40 (30 min)  D-ELD
- 11:40 - 12:30 (50 min)  LUNCH
- 12:30 - 1:30 (60 min)  Math
- 1:30 - 2:15 (45 min)  Science
- 2:15 - 2:35 (20 min)  PE
GUIDED PRACTICE TO CREATE A THEMATIC UNIT

To be created by SDCOE and Project Core
Thematic Unit Development: Guided Practice

1. Find a partner or form a group of three

2. Ensure your group has
   a. a copy of the texts titled: “Energy Resources Around the World / Recursos energéticos alrededor del mundo” + “Energy Sources: The Pros and Cons”
   b. one copy per person of pages 11-15 from “California’s Next Generation Science Standards (NGSS) for K-12, Grade Six, Alternative Discipline Specific Course”

3. Follow along as your instructor guides you
Thematic Unit Development: Guided Practice

1. Please read pages 11-15 from “California’s Next Generation Science Standards (NGSS) for K-12, Grade Six, Alternative Discipline Specific Course” with your theme.

2. Discuss any possible big ideas or topics you are noticing.
Unpacking Standards Template

Please find the document titled “Unpacking Standards Template”
Unpacking Standards

Established Goals:

[PLEASE TRANSCRIBE THE 6th GRADE SCIENCE STANDARD MS-ESS3-1 HERE]
Established Goals:

Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
Established Goals:

Construct a scientific explanation based on evidence for how the uneven distributions of Earth’s mineral, energy, and groundwater resources are the result of past and current geoscience processes.

Stated or implied Big Ideas in the NOUNS and ADJECTIVES:

[PLEASE IDENTIFY KEY NOUNS AND ADJECTIVES HERE]

Stated or implied real-world performance in the VERBS:

[PLEASE IDENTIFY KEY VERBS HERE]
Established Goals:

*Construct a **scientific explanation** based on **evidence** for how the **uneven distributions** of **Earth's mineral, energy, and groundwater resources** are the result of past and current **geoscience processes**.*

Stated or implied Big Ideas in the NOUNS and ADJECTIVES:

__ evidence-based scientific explanation  
__ uneven distributions  
__ Earth resources (mineral, energy and groundwater)

Stated or implied real-world performance in the VERBS:

__ construct (an evidence-based scientific explanation) 

A claim, based on evidence, with reasoning, and a rebuttal (counterclaim or alternative explanation.)
Identifying Essential Questions and Understandings

Please find the document titled “Identifying Essential Questions and Understandings”

Topics and Big Ideas

What essential questions are raised by this idea or topic? What, specifically, about the idea or topic do you want students to come to understand?
PLEASE DISCUSS SOME POSSIBLE TOPICS AND BIG IDEAS BASED ON WHAT YOU READ IN PAGES 11-15 FOR 6th GRADE NGSS.

What essential questions are raised by this idea or topic? What, specifically, about the idea or topic do you want students to come to understand?
The earth has influenced human activity for eons and now human activity is having a major impact on the Earth; The stewardship, sharing or hoarding of resources has caused both negative and positive outcomes for humans.

What essential questions are raised by this idea or topic? What, specifically, about the idea or topic do you want students to come to understand?
Enduring Understandings

- concepts and knowledge students should be able to retain forever even as details are lost
- require students to uncover through study rather than be “covered” by the teacher

Example: (Kinder mathematics)

We use numbers to represent quantities, to combine quantities and to find the differences of the quantities.
Essential Questions

- promotes inquiry and uncoverage of a subject
- do not yield a single straightforward answer
- produce different, plausible responses, which may be debated thoughtfully
- may be overarching (across a long period of time and content) or topical (for one unit)

Examples: (language arts, 1st grade; 8th grade)

*What are good questions we can ask about what we read?*

*What is the difference between a summary and a critique?*
Please locate the document titled “Identifying Essential Questions and Understandings”
Complete a Unit Outline

Please find the document titled “Sample Unit Overview: Earth’s Natural Resources”

<table>
<thead>
<tr>
<th>Grade</th>
<th>6th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Title</td>
<td></td>
</tr>
<tr>
<td>(unifying topic)</td>
<td></td>
</tr>
<tr>
<td>Enduring Understanding</td>
<td>(for the teacher)</td>
</tr>
<tr>
<td>Essential Question(s)</td>
<td>(for the students)</td>
</tr>
<tr>
<td>Duration &amp; @ 2 weeks - Students will collaborate to write a scientific explanation.</td>
<td></td>
</tr>
</tbody>
</table>

PLEASE COMPLETE ALL OF THE BLANK SECTIONS; ASK FOR ASSISTANCE AS NEEDED
Identifying Essential Questions and Enduring Understandings

Please locate the document titled “Sample Thematic Unit Planning Energy Resources”
Review the enduring understanding listed for your model 6th grade unit. How well does it...

- propose concepts and knowledge students should be able to retain forever even as details are lost?
- require students to uncover through study rather than be “covered” by the teacher?
Model’s Essential Questions

Review the essential questions listed for your model 6th grade unit. How well does each...

- ... promotes inquiry and uncovery of a subject?
- ... yield more than one straightforward answer?
- ... produce different, plausible responses, which may be debated thoughtfully?

Give each of the four essential questions a rating of 1 to 10 points each and compare your scores.
Success Criteria Self-Evaluation

- Can you cite evidence of “Essential Features” of a model Designated ELD Lesson?
- Can you identify the components that make a thematic unit?
- Can you produce a unit outline with my colleagues?
<table>
<thead>
<tr>
<th>Shares your birthday month</th>
<th>Can explain theme, unit, enduring understanding, &amp; essential questions</th>
<th>Has studied outside the United States</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can explain the role of essential questions in thematic units</td>
<td>Has traveled to 5 or more countries</td>
<td>Can explain three or more essential features of designated ELD instruction</td>
</tr>
</tbody>
</table>
NEXT TIME:

See you here, Thursday, May 14

Same room